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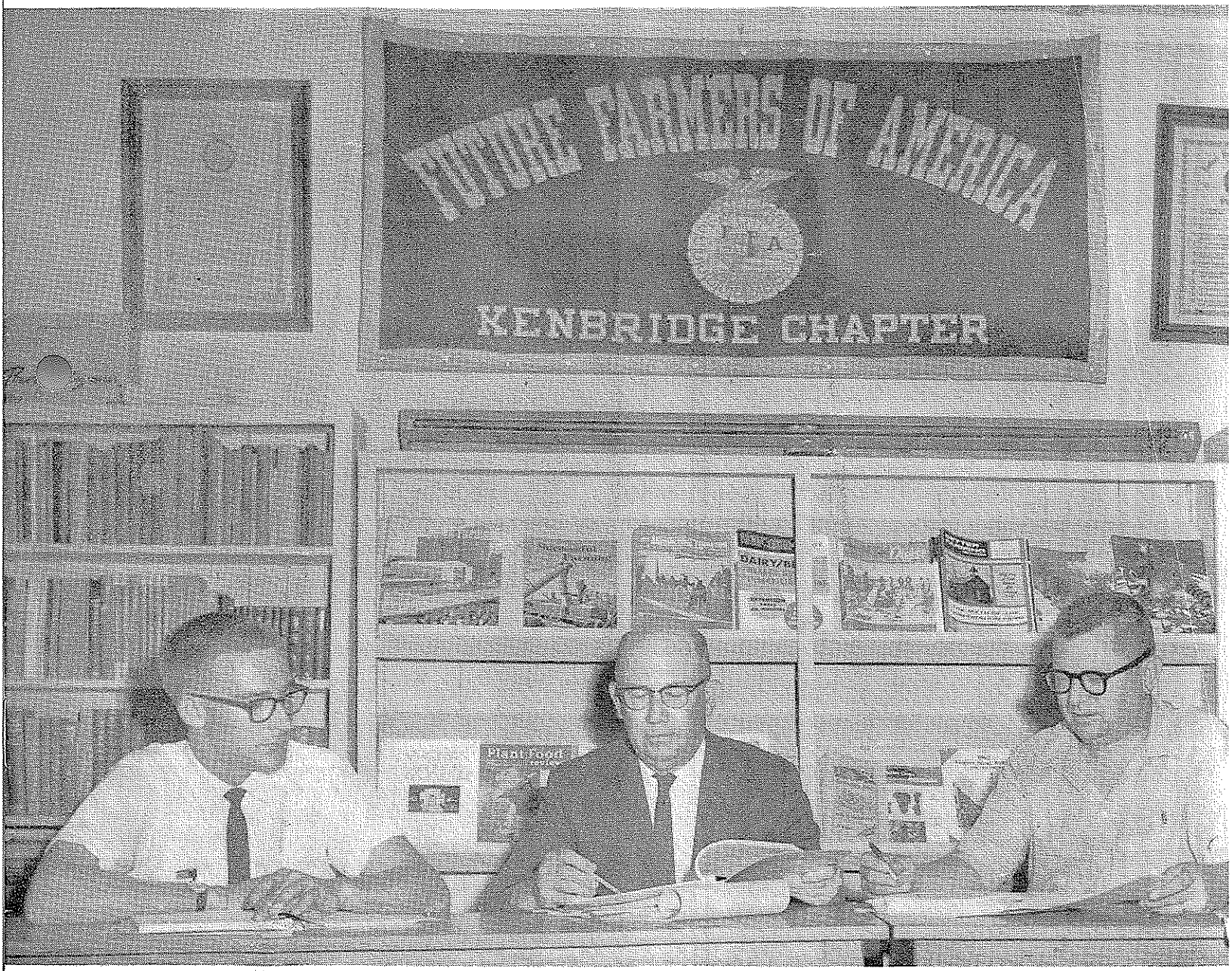

Featuring—Using Supervisory Assistance

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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IN THIS ISSUE

THE COVER PICTURE

This month's cover shows two Virginia teachers working their area supervisor on a county wide program. Supervisor J. C. Green, center, is assisting (left) C. J. Hudson, Victoria High School and (right) J. C. Potts of Kenbridge High School to locate information in the U. S. Census of Agriculture which is to be considered in this county.

Editorials

Guest Editorial

"Using Supervisory Assistance"

GLEN H. STRAIN, Supervision, Lincoln, Nebraska

Duties of a supervisor in Vocational Agriculture include responsibility in the promotion, maintenance, and the improvement of instruction in Vocational Agriculture. Ofttimes teachers have mixed emotions concerning visits of supervisors to their departments. The old saying of "hate to see him coming, and glad to see him go" has no place in the modern day cooperative effort of teachers and supervisors, to develop the best possible educational program in agriculture. Perhaps if teachers realized that supervisors are most anxious to help in any way possible, many of the qualms of concern would be dispelled. A supervisor's greatest satisfaction comes when he can be of real service to the instructor.

Teachers and supervisors alike are professional people, and it is important for both to always keep this in mind. Good rapport can be maintained if this relationship is remembered.

If a supervisor is to be of maximum assistance to a teacher, then it is necessary that he have a good knowledge of the problems and needs of the teacher. Many times if a supervisor has this knowledge previous to his visit, he can much better prepare for the visit by bringing teaching aids, references, ideas, etc., which may be of specific value to the teacher. Therefore, a teacher must be frank and honest in his own evaluations of needs when using supervisory help. Likewise, it is important for the supervisor to keep his visit on an informal, businesslike basis.

Where needed, it is of considerable value for the teacher to arrange for a meeting of the superintendent, principal, and guidance personnel when the supervisor is visiting. Since the supervisor has had experience in working with many schools, ofttimes possible solutions can be worked out concerning local school problems relative to the Vo Ag program that are satisfactory to all concerned.

One of the most seemingly difficult tasks for teachers is to coordinate various phases and activities together. In other words, to kill three birds with one stone. Many instructors have learned to tie in contests, foundation awards, and other educational incentives while teaching subject matter. As a teacher, if you have *not* learned to do this, seek out help from your supervisor. He has had the opportunity of observing many instructors who have learned this procedure. Not only is this a time saver, but it also tends to improve the instruction offered.

Why struggle through year after year with certain lesson plans that are difficult to use, when they could take on added meaning, interest, and be increasingly motivating. Plans can be improved by asking help from

(Continued on Next Page)

From the Editor's Desk

Supervisory Assistance in an Expanding Program

Floyd Johnson's article on the recommendations for vocational agriculture by the Presidents Panel of Consultants on Vocational Education has implications for every member of the profession, but if these recommendations are to be carried out a heavy burden of responsibility is placed upon state supervision. Any appraisal of the effectiveness of state supervision would show that through the years it has been an important force for the improvement of the program of agricultural education and of those individuals engaged in the profession.

At the same time most supervisors would admit that supervision might have accomplished even more had it not been for the fact that "you can lead a horse to water but you can't make him drink." In other words supervision has been successful to the extent that those who were supervised saw a need for the supervisory services offered.

The final justification for supervision in education rests in the extent to which supervision improves the education of the students enrolled. Ordinarily, state supervisors of vocational agriculture work through teachers toward this goal; hence, it becomes essential that both teachers and supervisors recognize this common purpose. With the advent of a broader program it is likely that even more attention must be given by supervisors to the improvement of instruction of those enrolled.

In looking forward to other responsibilities of supervisors during a period of adjustment and expansion it seems likely that schools and communities will need help in making sharp and realistic appraisals of their needs for various types of agricultural education. A wider involvement of participants in planning local and state programs seems desirable. The stimulation of teachers to greater creativity and professional growth must be given a high priority. In order to carry out these responsibilities it also seems likely that supervisors must make more use of research information as a basis for decision making. In addition an even greater effort seems called for in developing public understanding of the purposes and accomplishments of all segments of the program of vocational agriculture.

The extent to which supervisors can make these adjustments will probably determine, to a considerable degree, the success of improvements and innovations in the program of agricultural education.

Ralph J. Woodin

Using . . . Assistance

your supervisor. Usually he has seen this lesson presented in numerous ways.

One of the fine opportunities for help that is often overlooked is on farm visitations. If at all possible, have the supervisor accompany you on two or three farm visits. Have him observe the procedure you follow as you actually conduct a normal on-farm instruction visit. Ask him for suggestions. His suggestions may surprise you and help make your visits more meaningful as well as more pleasant.

Invite the supervisor to meet with your F.F.A. officers, advisory committee, adult and young farmer committees. He should be able to relate to them experiences that other groups are doing which they may be able to benefit from.

If you, as a teacher, have needs for certain types of workshops, conferences, and other in-service educational helps, acquaint your supervisor with these.

In summary, proper use of supervisory assistance should do much to enhance the local program of Vocational Agriculture. □

Agriculture Books For Elementary Schools

In response to suggestions from readers we have requested publishers to submit for review books dealing with (1) professional and administrative problems in education (2) teaching general agriculture and (3) others related to the vocational agriculture programs. We have had such a generous response to our request that in some instances we will call attention to a number of books in a group rather than to review each one separately.

Teachers of Agriculture in local schools, teacher trainers and administrators will be interested in the following for use in the elementary program. These will help teachers to integrate instruction in agriculture with their reading at the elementary level.

For early elementary level the following provide very good concepts in certain aspects of agriculture.

THINGS THAT GROW by Eggleston, Joyce Smith, Melmont Publishers, Inc., Chicago 7, Illinois, 1958. $2.50.

I WANT TO BE A DAIRY FARMER by Greene, Carla, Children's Press, Chicago 7, Illinois, 1957. $2.00.

THE TRUE BOOK OF FARM ANIMALS by Lewellen, John, Children's Press, Chicago 7, Illinois (no date) $2.00 "98% of the text is in words from the combined word list for primary reading."

THE TRUE BOOK OF CONSERVATION by Gates, Richard, Children's Press, Chicago 7, Illinois (no date) $2.00 "98% of the text is in words from the combined word list for primary reading."

For the middle elementary level the following provide excellent materials about agriculture.

GRANDPA'S FARM by Martinson, Helen, Melmont Publishers, Inc., Chicago 7, Illinois, 1960. $2.50.

ABOUT APPLES FROM ORCHARDS TO MARKET, Green, Mary Moore, Melmont Publishers, Inc., Chicago 7, Illinois, 1960. $2.50.

ABOUT TRUCK FARMING by Johnson, Irma , Bolan, Melmont Publishers, Inc., Chicago 7, Illinois, 1962. $2.50.

Children's Press, Inc., and Melmont Publishers, Inc., have the same address: Jackson Boulevard and Racine Avenue, Chicago 7, Illinois.

Raymond M. Clark
Associate Professor
Agricultural Education
Michigan State University

LETTERS

Sir:

The article entitled "This Team Will Take Home the Pennant" Ralph E. Bender, certainly brings out a lot of important features of the vocational agriculture program which have contributed to its success. While the high school instructional program in agriculture has made notable progress in keeping pace with changing times, there is a continuing need for quality teaching.

One of the great success stories of our time is the efficient production of food and fibre on the part of the American farmer. It is unequaled in the history of the world. Perhaps it has had as much to do with the development of the United States as any other single factor. All this has added greatly to the national economy and has provided the consumer not only with an adequate supply of food but at bargain prices. Based on hours of work, it is doubtful if one could purchase as much food anywhere in the world as in the United States, certainly much more than can be purchased in the Communist countries.

In continuing to give recognition to quality programs in agriculture today, special emphasis would need to be given to Occupational Information and Efficient Farm Management. Even though there is a decreasing number of farms, there are increasing opportunities in agriculture and related agricultural areas.

While there has been great strides made in efficiency for both crop and livestock production, it is apparent that corresponding increased efficiency has not taken place in the area of Farm Management. No doubt both of these areas would need to be given increased emphasis in providing quality teaching as advances in technology take place in agriculture.

Herbert R. Damisch,
Springfield, Ill.

Sir:

In regards to your editorial in the October issue of The Agricultural Magazine I wish to inquire as to the accuracy of your statement that we Vo-Ag teachers have about 2500 hours a year to devote to our profession. According to my arithmetic this averages out to fifty hours per week for fifty weeks. Why should we teachers of agriculture be expected to devote so much more time to our work than the average worker in the U. S. who averages a little more than thirty-eight hours per week—or the professional person working about forty-two hours per week?

Another item that often puzzles me is the extreme rareness of articles about farm shop. As most of the Vo-Ag programs in the nation devote between 40-50% of total class time to this phase of the program, it seems to me that our own magazine should more adequately cover this very important area.

Yours truly,
George P. Mowrer,
Mount Vernon, Washington

A dozen or more studies show that Vo-Ag teachers spend approximately 50 hours per week.—Editor.

Sir:

Let me take this means of thanking you and Mr. W. C. Montgomery, author of the article "Choosing Appropriate Chapter Activities." Truer words were never spoken than those in the first sentence of the article: namely, "The Future Farmers of America organization is the show window of a local department of vocational agriculture."

We also agree that a major weakness of many programs and activities is that too few members are involved. This is especially true in leadership activities. For the most part, we are doing an excellent job of providing opportunities for leadership experiences for our chapter officers but all too often it ends here.

The example of an FFA activity given by Mr. Montgomery is challenging, attainable, and clearly stated. Sometimes chapter members get lost in carrying out their program of work because Goals and Ways and Means are too vague and general in nature.

Sincerely,
J. E. Dunn
Executive Secretary
Georgia Association FFA

What State Supervision Means to Me

HERBERT SHIPMAN, Teacher of Vocational Agriculture, St. Albans, Vermont

Across the Nation we hear the cry, "We must have more aid to education," then the rebuttal, "You can't have government support without government control."

These remarks are made by people who are deeply concerned with education in America today. Both sides desire the same result, namely, the best education possible for the youth of today.

Why, then, do they not agree? In part, it is the lack of experience and knowledge and also the inability to predict the future and guarantee results.

In this article I would like to express some of the things that State Supervision has meant to me and perhaps throw some light on what comes with financial aid from government.

Before my remarks are judged, I should like to preface them with a few statements of fact.

1. I taught in the Veterans' program as my first teaching experience.
2. I have taught Vo-Ag for ten years.
3. This state is small, the Ag teachers are all acquainted with one another and the State Supervisor works quite closely with each teacher.

This latter fact will, of course, have a tremendous affect on what I think of State Supervision.

I shall never forget my first clash with a Superintendent of Schools and Local School Board. The details of this might be interesting, but would get too personal and involve several pages of copy, so just let me say, that, had it not been for standards set by the state and a competent Supervisor who arrived on the scene, I would have been off to a very poor start with a newly opened department and the program offered there after would not have been as effective as it was.

Having mentioned standards, I think they are at the heart of the discussion over governmental aid to education, as the problems anticipated by believers in local control, and also as the solution to problems seen by believers in more governmental aid.

I doubt if a program could be set up much more effectively than our Vo-Ag programs. We receive Federal aid with certain minimum requirements which must be met. Some teachers have apparently lost faith in the value of Supervised Farming Programs, which are required. It is my firm conviction that without farming programs, including placement for farm experience, we would cut Vocational Agriculture to the quick and loose the effectiveness of the entire program. A close evaluation of departments with weak farming programs should prove my point.

We then move down to the State and State Supervision. The State Supervisor is responsible for developing the State Plan, more standards. These minimum standards are set up to provide the type of program to best meet the needs of the State.

To me it has meant sound, practical standards that actually provide the opportunity to operate a worthwhile program at the local level.

The advice and guidance I have received over the years has been accurate and valuable.

Many times we complain of reports, plans, budgets, etc., that must be prepared, but were it not for these items, the quality of my department would decline. Constant re-evaluation and planning is essential to maintain quality and, in most instances, it would not be done were it not required.

When we get down to the local level, there are numerous ways of determining policy, but the most important decision (what will be taught) is made here.

As I see it, the Federal Government determines the system of instruction, the State, knowing its own conditions, sets standards for implementing that system, and what will actually be taught is decided at the local level.

If every program of education could be set up as Vocational Agriculture is, and operate as effectively as Vo-Ag does, there could be very little criticism.

The secret of the whole situation is to find people in the various fields as qualified and dedicated as those in Vocational Agriculture.

State Supervision means to me, the advice and assistance of as great a gentleman as one could ask for.

This article was not intended as a testimonial to our State Supervisor, but to point out one fact;

State Supervision is only as good as the State Supervisor.

Here in Vermont we have been blessed with a deep thinking, hard working friend.

When the Vo-Ag teachers have an opportunity to help determine State Policy and when they have the cooperation of a man who is able and dedicated to the same cause as they are, State Supervision must be at its best.

Public secondary education in agriculture is provided under various arrangements. The most common pattern is the single school district which offers a program of *Agriculture*. This district may enroll a number of tuition pupils in the secondary school, some of whom study agriculture. □

From Former Issues

In the December, 1942 issue, Nelson M. Cook of Burbon, Indiana, wrote: "We teachers of vocational agriculture are faced with the curtailment of our project visits and other necessary driving. Tires, cars, and now gasoline are now among the articles rationed to civilians. If we are to continue to use those rationed articles necessary in the supervision of projects, we must prove that they are being used to the highest efficiency. It will not be a question of whether the supervised farm practice program is necessary to the training of rural youth, but whether the mileage driven is essential. Each teacher can help his country as well as his department by becoming his own efficiency expert."

Texas Teachers Association Supplements Supervision

ALTON D. ICE, Executive Secretary, Vocational Agriculture Teachers Association of Texas, Austin, Texas

What makes a good vocational agriculture teacher do a good job in the community he serves? To this question we would no doubt get many answers—all of which *could* be right. We in Texas believe strong professional alignments are an excellent supplement to supervision. Because of this belief, we would like to share with you the efforts of Texas vocational agriculture teachers to improve their profession through the Vocational Agriculture Teachers Association of Texas.

From the humble beginning some twenty-three years ago, the association has developed into what we believe is a mature professional organization assuming its responsibilities for leadership in the vocational agriculture program in Texas. To better understand the functions of the association, it would be well to briefly outline the organization.

In 1947, the membership set the dues of the organization at ½ per cent of 1 per cent of the annual salary, and in 1948 established a full-time office with an executive secretary. As the membership has grown, so have the activities and services of the association office. The budget in the last ten years has increased from $16,000.00 to $29,000.00 with almost a year's operating budget in reserve, in keeping with good association management.

The association was chartered in 1951 under the laws of Texas for the following purpose: "To encourage higher standards of teaching vocational agriculture, to encourage and advance vocational agriculture in Texas, and to cooperate with other associations for the advancement and betterment of agricultural methods and practices in Texas." It is to this purpose that the efforts of the membership of the association are dedicated.

To accomplish this purpose, many activities are sponsored and participated in by the membership of the association. Some of the efforts produce direct results, others are more indirect. Many times it takes years to bring about desired results sought by the membership.

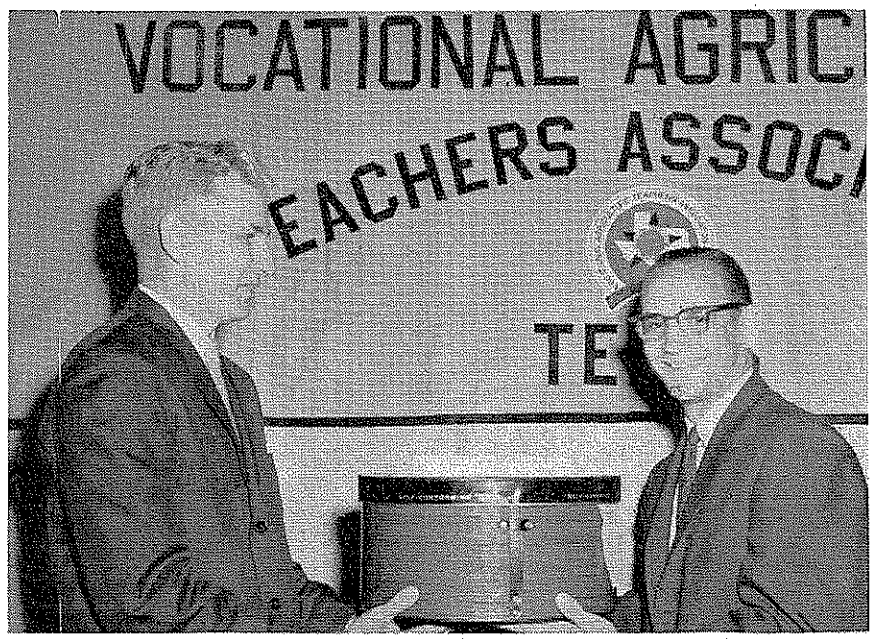
The Professional Improvement Committee was recently given permanent Committee status by the association and the last two years it has sponsored exhibits at the annual inservice education workshop. These are contributed by the membership, teacher trainers, state staff, and others who have a contribution to make toward a better job of vocational agriculture teaching in the state.

Teachers of vocational agriculture are recognized at an annual association awards breakfast. Tenure awards are presented to teachers by the association as they complete ten, fifteen, twenty, twenty-five, thirty, and thirty-five years of vocational agriculture teaching. Each is awarded a tenure pin to be worn on the lapel. The pins of twenty-five, thirty, and thirty-five awardees are set with appropriate stones. Teachers are recognized with Distinguished Service Award plaques for outstanding service as District Public Relations Chairmen, and for their work with radio, television, and newspaper media on an individual basis.

Distinguished Service Awards are also presented friends outside the profession who have contributed to our program. These include members of the news media, legislators, school administrators, newspapers and other individuals not found in these categories. An award is presented each year to the outstanding teacher trainer and to the state staff member. Statewide publicity is given all award winners each year.

Keeping the membership informed on matters of importance to them is a most vital responsibility of the association. This is done through a monthly mail-out which we call "Doings and Happenings in Your Association." Often articles are reprinted and mailed; announcements of activities; decisions of the state Board of Education; information about the membership and numerous items and instructions.

A close working relationship is maintained with the State Department of Education. Association representation is invited to participate in activities dealing with the program of vocational agriculture by George Hurt, State Director, and his staff.



Association President J. D. Nixon (l) presents the Association's Distinguished Service Award to State Senator Bill Patman. A $50 Western Hat is also presented. The Association honors State Legislators at its Annual Awards Breakfast for their support of the program.

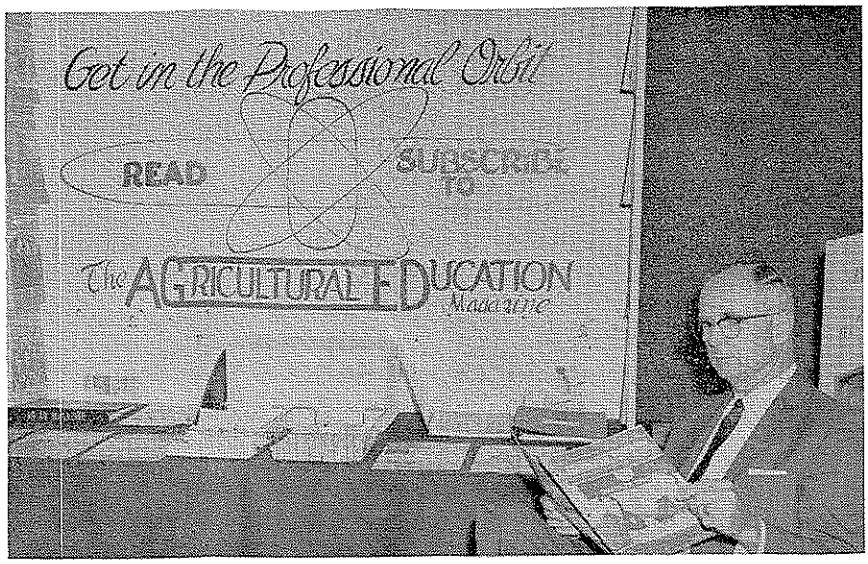
Problems of the program are discussed with every level of the State Department of Education in the development of policy and other activities of mutual interest.

Representing the association membership with state-wide organizations in the field of agriculture and education is an important responsibility of the association president, Ralph S. Moser, Stephenville. Normally some twenty state-wide meetings are attended each year by the association officers.

During August 1961, the association organized the VATAT Credit Union to serve the 970 vocational agriculture teachers in Texas. Anyone familiar with credit union operations will tell you that the first year is the most difficult. However, after fifteen months of operation, there are 230 members of he Credit Union who have invested some $30,000.00 of which $28,000.00 is loaned to vocational agriculture teachers. The work of the Credit Union is done in the association office, but Everett Harding, Manor vocational agriculture teacher, serves as president and has six of his neighboring teachers serving with him for the benefit of the membership. It is believed that credit unions of vocational agriculture teachers could be established by state associations with memberships of over 200, and after the credit union is on its feet, a combined office for the credit union and state association office could be maintained with at least an office secretary to do the work of the credit union and the state association.

There are so many services which a permanent office of an association can perform, whether part-time or full-time. One of the teachers could be appointed as Executive Secretary to supervise the office and coordinate activities of the office and the leadership of the association. It is believed that new officers should be elected annually to bring new leadership to the association. In the Texas association, the last several years the Secretary-Treasurer is promoted to Vice President, then to President which gives him two years of training for his responsibilities as President, plus time spent on the Board of Directors. This is done by practice, not by an established policy. The permanent office provides a contact with the membership, other professional leadership, farm organizations, publicity and public relations activities which cannot be had otherwise.

The Texas association membership is proud of T. J. Honeycutt of Marlin, Texas, who is a past president of his state association, and is now serving as Vice President of the National Vocational Agriculture Teachers Association, Region II. Of the twenty-one past presidents, ten are still teaching vocational agriculture, two are deceased, three are in unrelated businesses and six are still in the field of education. A breakfast is held annually for all past presidents of the association to benefit from their wise counsel.



Mr. Gerald H. Morrison, Sam Houston State Teachers College Teacher Trainer appeals to the professional appetites of VA Teachers with his very attractive and timely exhibit at the State In-Service Education Workshop in August 1962.

The benefits enjoyed by the membership of the Vocational Agriculture Teachers Association of Texas are many. However, they have come about only after years of hard work by dedicated members and the leaders they elect to represent them. Even though the vocational agriculture teachers support the association by becoming active members, membership promotion is a continuous process. During the last fifteen years, the association has not enjoyed a membership of 100 per cent throughout the state; it consistently runs about 98 per cent.

A handbook and history of the Vocational Agriculture Teachers Association of Texas is being prepared and should be available by mid-1963. For the contribution it would make to your professional organization, we would be happy to supply a copy, if your request is directed to Vocational Agriculture Teachers Association of Texas, Suite 3-D, Page Building, Austin 1, Texas. This article is dedicated to any contribution that it might make toward your professional motivation. □

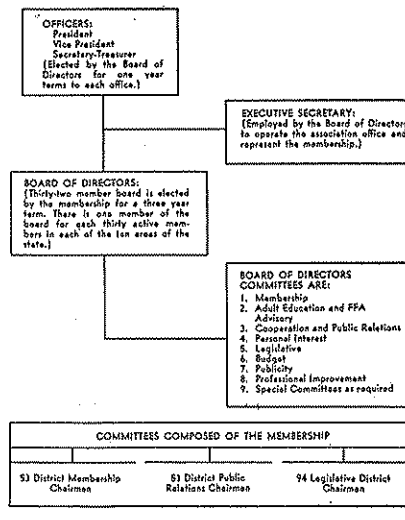


Figure 1—Organization Chart of The Vocational Agriculture Teachers Association of Texas.

Themes for Future Issues

Copy should be mailed three months prior to date of publication.

Month	*Theme*
September	Teaching Farm Management
October	Teaching Adult and Young Farmer Classes
November	Training Technicians
December	Recruiting Tomorrow's Teachers.

The National Center—A New Resource for the Profession

ROBERT E. TAYLOR, Acting Director The National Center for Advanced Study and Research in Agricultural Education, The Ohio State University

Recently, a National Center for Advanced Study and Research in Agricultural Education was established on the campus of The Ohio State University. Just what is this National Center? How did it come about? How does it operate? What is its role and what may be its unique contribution to the future growth and development of agricultural education?

The Development

Like most educational developments, the Center was created to fulfill a need, or, more accurately, several needs. State staff members in Agricultural Education recognized the need for pre-service and in-service training opportunities for personnel in state supervision and administration, for coordinating and strengthening research undertakings, and for post-doctoral study opportunities, to name a few.

Common sense and economics dictated that in most instances providing these services was beyond the resources of a single state. For example, a state could hardly justify or finance a specialized training program for the limited number of people entering and engaging in state supervision. Beyond these immediate limitations, there also appeared to be a number of advantages inherent in providing such a training program on a national basis.

The concept of a national center is not new. A center which would provide advanced training and research opportunities for leaders and those preparing for leadership positions in agricultural education has long been the hope of many. In 1959 the National Conference of Head State Supervisors and Head Teacher Trainers formally recommended the appointment of two committees to explore the feasibility of establishing a center for research and a center for advanced study. Following this initial action, the Agriculture Section of the American Vocational Association appointed two committees to explore the possibilities of establishing such centers. After preliminary exploration and study by the two groups, the committees were combined and a proposal for a unified National Center for Advanced Study and Research was developed.

Dr. W. T. Spanton, then Director of the Agricultural Education Branch of the U. S. Office of Education, with the assistance of this committee and others, formulated a tentative proposal for the establishment of this center. This proposal and subsequent revisions were discussed at the American Vocational Association meetings and at the four regional conferences in agricultural education for two consecutive years.

Revisions and refinements were made, and in the fall of 1961, a tentative proposal for the National Center was submitted to all land-grant institutions to survey their interest and solicit their recommendations. Twenty-two institutions indicated an interest in having the center located on their campuses. After additional study and a review of subsequent applications, The Ohio State University was chosen by the AVA committee as the site for the National Center.

How It Operates

A formal Memorandum of Agreement was executed between the American Vocational Association and The Ohio State University. Organized as an independent unit on the campus, the Center will maintain a cooperative relationship with the Agricultural Education of the U. S. Office of Education, the American Vocational Association, and state leadership in agricultural education.

The Center has been started on the premise that funds will be secured from a foundation to establish its program and demonstrate its contributions to the profession. During this establishment period it is anticipated that permanent financial support can be developed. The report of the President's Panel of Consultants calls for appropriations for leadership training and research and development. The Center is one of the types of activities they had in mind in formulating this recommendation.

One of the major expense items in the projected Center budget is fellowships for present and prospective state staff members. If, during the next few years, all states can develop satisfactory professional leave policies, it would contribute greatly to the success of the Center and alleviate this area of the budget.

The director of the Center is responsible to the Dean of the College of Agriculture and Home Economics. In addition to the director, two other permanent staff positions are planned. This central staff will be supplemented by temporary personnel selected from state staffs to give leadership to specific activities undertaken by the Center. Provisions also will be made for consultants from other disciplines to assist the Center in fulfilling its commitment to the profession.

Recognizing the value of an advisory council in helping the Center fulfill its purposes, provisions have been made through the organizational structure of the American Vocational Association for a continuing advisory committee. Present membership of this committee includes: G. L. O'Kelley, Jr. (Chairman), Professor of Agricultural Education, University of Georgia; R. C. S. Sutliff, Chief, Bureau of Agricultural Education, New York; Walter T. Bjoraker, Chairman, Agricultural Education, University of Wisconsin; A. G. Bullard, State Supervisor of Agricultural Education, North Carolina; G. R. Cochran, State Supervisor of Agricultural Education, Minnesota; L. C. Dalton, State Supervisor of Agricultural Education, New Mexico; H. E. Edwards, State Supervisor of Agricultural Education, West Virginia; C. W. Hill, Chairman, Agricultural Education, Cornell University; S. S. Sutherland, Chairman, Agricultural Education, University of California; Albert E. Jochen, Assistant

Commissioner of Education, New Jersey; R. E. Patterson, Dean, College of Agriculture, Texas Agricultural and Mechanical College; Angus B. Rothwell, Superintendent of Public Instruction, Wisconsin; and A. W. Tenney, Director, Agricultural Education Branch, U. S. Office of Education.

Purposes

It is envisioned that the Center will supplement and enhance the existing graduate and in-service programs of the various states. Its role is to strengthen, not duplicate, existing services.

The broad purpose of the National Center, as established by the AVA Council, is to develop competent personnel who can provide leadership in further developing agricultural education. Some of the major concerns of the Center are:

1. To provide continuing reappraisal of the role and function of agricultural education in the public schools;
2. To upgrade state leadership in agricultural education through an advanced study and in-service education program;
3. To provide educational opportunities for individuals contemplating foreign assignments and leaders from other countries responsible for the administration and supervision of agricultural education;
4. To coordinate research undertakings among states, initiate research where needed, and strengthen state programs of research.

The Nature of the Program

Plans call for graduate study on a year-round basis in administration, supervision, teacher education, and research in agricultural education. However, one of the major purposes of the Center will be providing noncredit, in-service training for state staff members. It is anticipated that many of these noncredit conferences, seminars, and workshops will be held off the campus at convenient locations throughout the nation. Opportunities will also be provided for post-doctoral and individual study and investigation of pertinent problems in agricultural education.

Among the Center's first undertakings was a workshop for state supervisors which was conducted in Tennessee in January, in cooperation with the state departments of vocational education in Alabama, Mississippi, and Tennessee.

A national seminar under the general theme, "A Design for the Future," is to be sponsored by the Center July 22 to August 2 on The Ohio State University campus. The program will focus on state staff responsibilities for implementing the recommendations of the President's Panel of Consultants on Vocational Education.

As funds become available a number of graduate fellowships and fellowships for short-term, noncredit activities will be available to assist present and potential state staff members in participating in the Center program.

One of the anticipated contributions of the Center is providing increased visibility for agricultural education, thereby, strengthening the opportunity for securing financial support from other organizations and agencies including research grants.

The Role of the Center

While one of the promises of the National Center is a concentration of resources and an enriched setting, it is not unlikely that its greatest contribution will be in helping mobilize and focus many existing resources within the states on significant problems in agricultural education. Its role appears to be one of leadership and facilitation.

Unlimited funds and personnel alone cannot make this program succeed. If it is to become a truly *national* center, it will require the active cooperation and participation of all the states. *Your* Center has been founded in good faith to fulfill unmet needs. We solicit directly, and through the advisory council, your suggestions and comments to assist the Center in maximizing its contributions to agricultural education. □

It Might Surprise You to Study Your Community

CHARLES L. LANGDON, Consultant, Agricultural Education, Michigan Department of Public Instruction, Lansing

If you have already surveyed the agricultural occupational opportunities of your community, it will not surprise you to learn that no doubt you have too few vocational agriculture students enrolled to meet vocational needs. At least, that is what one district in Michigan found.

Three schools in Central Michigan having vocational agriculture programs combined to form a single district. The three teachers of vocational agriculture in the three consolidated districts, together with resource people in agricultural education at Michigan State University and the Michigan Department of Public Instruction, set about to determine facility needs for the new district. The teachers operated on the premise that the program comes first and that the building should be constructed in terms of the program to be offered. It was soon determined that much information was needed before attempting to plan an improved program of agricultural education for the people of the new district. Information was gathered under these headings:

1. A survey of farmers of the district
2. Agricultural Service Occupation Survey
3. Agricultural Business and Industry Occupational Survey
4. Student Vocational Interest Survey
5. Basic Farming Data Survey

It was discovered that 49 persons with an agricultural background are needed annually within the new district. Nineteen are needed for farming, thirteen for occupations providing services to farmers and seventeen for agricultural businesses and industries. At the same time, only 39

students graduated from vocational agriculture in June, 1962, while the survey was underway. This means a shortage of 10 people to fill the need. How was this arrived at?

The number of farm operators and their ages was obtained from the United States Census of Agriculture. Taking the 575 farm operators and dividing by 30 years of service, it was found that 19 replacements are needed annually. The vocational interest survey of students indicated that 48.8% of the students enrolled planned to become farmers. This works out almost perfectly with the indicated need.

Ninety six agricultural service occupation workers were identified in 29 different occupations serving farmers. Responses obtained from 22 interviews showed that 13 persons are needed annually for replacement.

Eighteen businesses and industries were surveyed. Persons interviewed estimated a total of 245 replacements and new workers would be needed in the next five years or 49 annually. Selecting only those needing an agricultural background and using semi-skilled* labor level on up, and annual need of 17 was found. It should be noted that the above replacement needs are within the district only and does not take into account occupational opportunities for agriculturally trained persons outside the district.

Other interesting information revealed by the study was:

A. The new district covers 160.5 square miles
B. 90.5% of the land area in the district is in farms
C. 67% of the farmers farm full-time on an average of 204 acres per operation
D. 263 farmers in the district would hire more labor if they were to expand their size of business
E. 132 students could be placed on farms for experience
F. 53 farmers indicated need for trained hired help
G. 54% of the farmers had had no vocational agriculture
H. 39% of the students plan to terminate their education at the high school level
I. 46.9% plan post-high school agriculture education
J. 63% of the fathers of vocational agriculture students are farmers
K. A willingness was expressed on the part of agricultural businesses and industries to help the school in providing experience for students in their establishment.

The three teachers, with the assistance from resource persons are in the midst of planning a vocational agriculture program for all age levels. It appears, from preliminary work, that two classes will be needed for each high school vocational agriculture grade, a junior high school agriculture program, a co-op type program where students go to school one-half day and work one-half day in an agricultural business or industry, a young-farmer program for a single fellows out of school, a young-farmer program for young couples, and an adult-farmer program in each of the original three communities. The advisory council has been expanded to represent the entire district and is being used to study the findings and make recommendations from results of the total study. Further work remains to be done. □

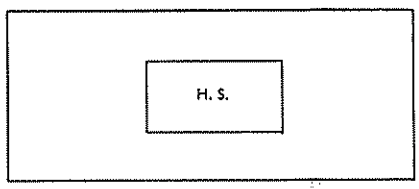
*The job breakdown used by Dr. S. Sutherland in California was used which were labeled semi-skilled or skilled craftsmen, junior supervisory, supervisory, sales consultant, and manager.

Area Schools and Programs in Agriculture in the North Atlantic Region

W. HOWARD MARTIN, Teacher Education, University of Connecticut

1. District Program

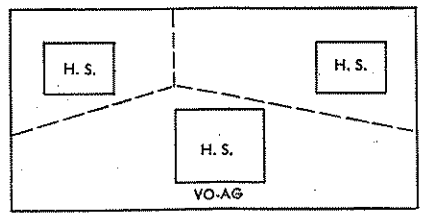
This is a "district-type" program. If it were to enroll a *substantial proportion,* 20% or more, of its pupils from out of the district, it could be called an "area-type" program.



Changes in school district organization, as well as widely heralded changes in agriculture and technology, are developing considerable pressures for new patterns of organizing agricultural education. In many states larger districts are being formed. Some of these include two or more high schools with departments of vocational Agriculture.

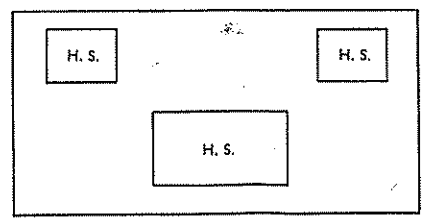
2. Enlarged Districts

These departments may well be combined or integrated in what may be termed an area program. New York has provisions for cooperative educational services which enables a number of districts to cooperate in the operation of special programs including agriculture.



3. Cooperative Service

The Connecticut pattern of regional programs is similar. The several boards representing cooperating districts agree on the location of a department of vocational agriculture in one of the districts. They also agree to send students to this center for

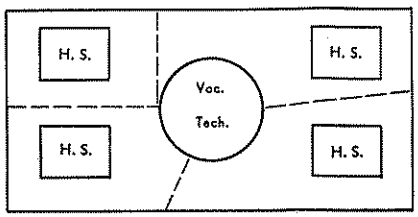


instruction in agriculture. Yet another pattern of area program is represented in the case of county or state operated vocational-technical schools.

These schools generally offer instruction in one or more vocational subjects in addition to agriculture. They afford an alternative to the regular secondary school available to the learners.

4. County Vocational-Technical Schools

In both Massachusetts and New Jersey the agricultural program is now extended beyond the 12th year. It may be that these schools will become primarily post-secondary in character by 1970. New York, New Jersey, Vermont and Massachusetts



offer public post-secondary programs in agriculture in institutions which are not affiliated with Land-Grant institutions. These institutions usually offer instruction in other areas and most generally they are a part of a state operated system as opposed to local district organizations.

More than one-half of the States' Land-Grant Colleges in the North Atlantic Region offer a one or two-year program in agriculture. Massachusetts, New Hampshire and Connecticut have distinct two-year schools of agriculture.

On the basis of these descriptions, area programs in agriculture appear to fall in one of the following general patterns:

Secondary

1. A program operated by one or more districts as a part of a secondary school and enrolling persons (20% or more of all-day and/or adults) from other districts having secondary schools.

Post-Secondary

1. Programs in special schools administered by the State (usually the State Department of Education).
2. Schools or programs affiliated with Land-Grant Colleges of Agriculture which may be partially supported by the State Board of Education.

Area schools and programs in the North Atlantic region are operating in 9 of the 12 States reported with a total enrollment of over 6000, indicating the substantial development of area programs or schools in this region.

The area program movement in Agriculture is not a totally "new development." Institutes, County Schools and two-year Sub-Collegiate Programs in some of the states ante date the Smith-Hughes Act. However, two recent developments or trends are worth noting; the development of area programs for youth and adults in one high school, serving a substantial proportion of students from other districts with secondary schools, is comparatively new, second there is growing interest in two-year technical Agriculture Programs. No comprehensive study of the accomplishments of area programs and schools in the Region has been undertaken. Hence, the observations which follow are based on fragmentary studies and reports plus a generous infusion of personal opinion.

I. The development of area centers and programs at the secondary level—
   a. increases in enrollment of all-day students.
   b. improved resources for teaching.
   c. attracts a larger proportion of students with average or above average ability and increases proportion of graduates entering agricultural school and college.
   d. maintains opportunity for qualified youth to study vocational agriculture.
   e. makes possible more extensive or/and specialized offerings for adults.
   f. reduces unit costs for quality programs.
   g. makes possible multiple teacher departments and specialization of teachers.
   h. enhances the image of vocational agriculture.
   i. increases the proportion of instruction which might be termed scientific-technical.

II. Area programs at the Post-secondary level—
   a. place students easily, often at salaries comparable with those of college graduates.
   b. provide opportunities for many students to continue their education who may not qualify for regular college admissions.
   c. adjust programs for instruction frequently to meet the demands of a changing agricultural world.
   d. provide excellent instructional resources which usually include a "school farm."
   e. employ instructors who are "specialized" in their respective field.
   f. obtain most of their support from state funds.

It appears that more area programs —at the secondary level are needed in the region. The enrollment of adults could be greatly expanded through the addition of centers—some of which might be area programs of adult education in agriculture. All-day enrollment in vocational agriculture may not be increased to much extent with added area centers. However, the development of additional centers would insure general opportunity for youth to study vocational agriculture and aid in maintaining enrollment. □

ANIMAL HEALTH AND PRODUCTION, C. S. Grunsell and A. I. Wright, editors, Butterworth, Inc. 7235 Wisconsin Avenue, Washington 14, D. C. pages xi plus 224, Price $8.50.

This book contains the Proceedings of the Thirteenth Symposium of the Colston Research Society which was held at the University of Bristol, April 10-13, 1961. Thirteen reports are included in the book together with the discussion that followed each report.

For securing the latest thought in the aspects of veterinary science dealing with animal health the book provides excellent material. The kinds of research being done by the scientists and a concept of the background of training such researchers need is revealed in the book, even though this was not its purpose.

On the other hand, the material contained in these presentations is far beyond those of us who have not had a great deal of specialized training in the fields of chemistry, biology, nutrition and physiology. The book is beyond the scope of vocational agricultural students and probably of most vocational agricultural teachers. For teachers who are particularly interested in the subject area it would be a valuable addition to the library.

Raymond M. Clark
Associate Professor
Agricultural Education
Michigan State University

Both Sides of the Issue

Teacher Education in Agriculture—Not What It Used to Be

LAWRENCE D. HASKEW, Vice Chancellor, University of Texas

I submit that no subjects have ever been better taught in American high schools than the subjects of agriculture and homemaking; that no contingent of teachers have ever equalled the teachers of agriculture and homemaking in command of their specialized subject matter; that no more effective curricula—effective, that is, in achieving the purpose they avowed—have been designed than those in these two fields; that no set of teachers has kept abreast of technological and scientific contributions; that no teachers have reached higher average attainments in methodology; and that no teachers have ever made more direct contributions to the improvement of adult community life than have the teachers of agriculture and homemaking.

Here is teacher education that begins in the high school, extends throughout college years with display of directed laboratory experiences most other divisions are still trying to emulate, fits the student to his job, goes right there with him and practically forces him to continue being a student.

Certainly, this kind of teacher education is not accomplished by a few university faculty members holding proprietorship over a few courses. A tremendous complex of agencies, individuals, supporting resources, and special incentives have been woven into the design. But, is that foreign to teacher education as it should be? Or, is it an expression of true functionalism? The object is to get a job done, to educate teachers who will function successfully.

This story, one of the brightest in American education is written by Land-Grant colleges and universities. Perhaps, to be deliberately provocative, it is the finest they will ever write.

But, as told above, it is incomplete. The teachers of agriculture and homemaking were never adequate to seize all (and maybe the greatest of) the opportunities which confronted them in the classrooms of our country. Defects in their equipment appeared and continue to appear. Pragmatists can applaud their total performance, but realists must notice the omissions also.

And, the story is incomplete because it has been written rather than being in the process of writing. At least, that is the impression which is being made upon this observer. The sense of crusading, inventive search does not come through now as one talks to agriculture and homemaking educators; it does not emerge from the "whither now?" documents produced in their conferences; it doesn't show up in many school classrooms. In its place is an aura of rote, almost a sainted credo. Maybe the reader-listener has aged. Maybe one finds here simply the impact of social evolution upon a social institution. Maybe there is being enacted one of the perpetual tragedies of teacher education, the tragedy of lively form congealing toward lifeless formality under the pressure of past success and present weariness. To suggest these possibilities is not to keep opprobrium upon any category of professional workers. It is to point up the universal difficulty of maintaining a cutting edge on educational endeavors within institutions of higher education. □

REPRINTS FOR YOUR USE

Occasionally we hear someone, after reading an article in the magazine, say "I wish every school administrator in our state could have read that." Sometimes the reference is made to teachers, guidance workers, or others. Also, sometimes we receive letters for reprints of articles for graduate classes, for student teachers, or other groups interested in agricultural education.

The *Agricultural Education Magazine* offers a reprint service which is both economical and convenient. As an example, suppose a state supervisor wished to provide copies of an article to each county superintendent in his state—an order for reprints could ordinarily be filled within ten days and at a cost of less than 15 cents per copy for a one-page article.

We believe that this reprint service should be more widely used by our subscribers. Teacher associations, supervisors and teacher trainers are among the potential users. Prices of reprints are given below. Orders should be addressed to the Interstate Printers and Publishers, Danville, Illinois.

1963 Price List for "Agricultural Education Magazine" REPRINTS

Number of copies	1 page	2 page
100	$14.05	$17.50
300	$15.90	$19.75
500	$17.65	$21.75
700	$19.40	$23.85
1,000	$21.95	$26.85
2,000	$28.85	$33.70
3,000	$34.35	$38.25

Has Teacher Education Lost Its Crusading Spirit?

Teacher Education in Agriculture— A Dynamic Force

R. W. MONTGOMERY, Teacher Education, Auburn University

The accompanying article by Dr. Haskew should be greatly appreciated by all agricultural and homemaking educators for at least two reasons: (1) because of the glowing compliments in listing our contributions, and (2) because of the challenge he presents for keeping up the pace in the future.

We all like compliments. Let us read and re-read with pride the seven achievements selected by Dr. Haskew. Then we should view them as challenges for the future for, indeed, to maintain the pace that we have set for ourselves *is* a challenge.

However, it is in his deliberate attempt to be provocative that Dr. Haskew has given us our greatest challenge and, if we respond, has also rendered our profession a great service. He made two charges. First, the charge that "Teachers of agriculture and homemaking were never adequate to seize all (and maybe the greatest of) the opportunities which confronted them in the classrooms of our country," is not explained. Perhaps he means that in our attempts to meet our pin-pointed objectives we have failed to see the broader meaning of our subject matter. Maybe he means that we have been too much like the mountain rooter who never missed an acorn, but never saw the stars. He could be implying that we have set our sights on static goals, and that we now find the social process moving ahead of us.

In his second charge Dr. Haskew is more specific. His statement that our "story is incomplete because it has been written rather than being in the process of writing" is probably intended to challenge us. Our first impulse is to refute the statement. We have ample evidence. We could point to our continuous growth in appropriations, people reached, professional status, professional organizations and publications, and in leadership. We could point to our successes that have now become patterns for others. We could find much support in literature and in our legislative records.

However, to become overly defensive is to miss the challenge. His charge could be correct if we fail to read correctly the signs of deterioration or to write better prescriptions for correcting them. The following diagnoses are identified along with some positive action that might be appropriate:

1. We must be students of social change. If we have lost any of our "crusading, inventive search," or our "cutting edge," it is in correlation with our lack of understanding of, or response to, the changes taking place around us. This demands an integrated preparation curriculum heavy in sociology, social psychology, economics, and other disciplines necessary for understanding social change.

2. Our goals must be kept up-to-date and responsive to the needs brought about by social change. Our occupation with "whither now" is indicative of a healthy, dynamic profession, but we are in danger if we have substituted an "aura of rote, almost a sainted credo." In our opinion, here lies one of our greatest problems. Goals are like moving targets. It is impossible in a dynamic society to set specific goals and expect them to remain good forever. We must keep changing our goals to fit the times. In fact, in 1917 we were leading our target. We have nothing to fear if we can continue to keep our goals adjusted to changing needs of the times.

3. We must stay free to think and to act as responsible members of a democratic society. This may sound trite, or like the cliche expected from a college professor, but is it? Part of the explanation of our successes is due to the fact that in 1917 we had no structure that bound us. We were exploring new ideas, new social creations, new ways of meeting the problems of the day. The traditions that had grown up with education were being challenged. We dared to do that which made sense to us. In the process we have developed a structure of our own. Laws, policies and practices have become set. Now we find ourselves regimented by this structure.

4. We must recognize that agriculture and homemaking are vitally important for any society, but in a dynamic society there are many other things just as vital and necessary. There are more actors on the stage every year. The "realist must notice our omissions." The agricultural and homemaking teachers must see their own programs within the context of the total program for attaining educational purposes in our society.

5. We must understand that our purposes are much bigger and broader than those that we usually list in our specialized areas. We must be democratic citizens, educators, vocational educators, and agricultural or homemaking educators in that order. Our students must be prepared to live in a dynamic, highly industrialized society which makes it economically mandatory that they be intelligent consumers as well as producers. In this era of scientific agriculture and homemaking they must understand

how to use science It is impossible for one teacher to be all things for all the needs of community living. We must be highly specialized, yet we must never lose sight of where we fit into the total complexity of modern democratic living.

6. We must understand that the successful agriculturalist and homemaker of today and tomorrow must have more extensive preparation than that which is available in four years of high school. It requires a life-long process of learning. Teacher education must give more consideration to this need.

7. Teachers must assume responsibility for their own continuous growth. In our opinion this is the key to keeping "the cutting edge."

Teacher education in agriculture and homemaking has indeed blazed new trails and made major contributions to our society. In harmony with the Land-Grant college movement, vocational education has emphasized democratic purposes, recognized the value of all human talent, the dynamics of a functional education, the importance of research, and the application of all of these to the building of stronger communities. The take-off was successful. We are now in the "carry-on" stage. Teacher education in agriculture will continue to be a dynamic force if we read correctly the signs of our maladjustment and keep ourselves free from any structure that might limit our freedom of thought or action. □

I Want to Teach Vocational Agriculture Because—

MELVIN HAUSENFLUCK, Senior in Agricultural Education, Texas A. & M.

What makes a fellow decide on a career in vocational agriculture teaching? There are probably as many reasons as there are vocational agriculture teachers but in my case it can be traced to several interested persons and a string of circumstances that started with my being denied a chance to work with a 4-H club lamb project.

I don't know which played the stronger part in my decision on a teaching career, the circumstances or the people, but I can remember one event as I look back over my high school and college career that was probably the turning point.

It happened during the school lunch hour one day early in the spring of 1956. Stanley Blackwell, teacher of vocational agriculture at Coleman High, came to me and placed his hand on my shoulder and said, "Melvyn, let's have a talk."

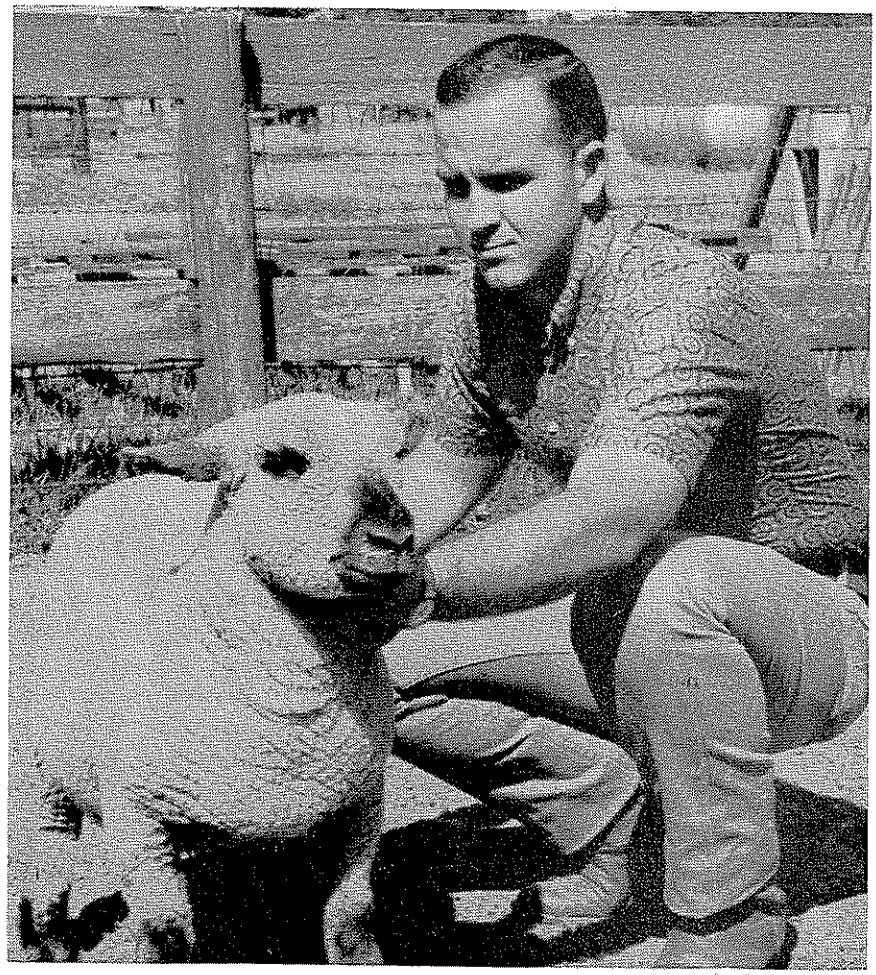
Finding a shady spot on the sidewalk behind the main building we sat down and worked out a four-year supervised farming program. There was an understanding that I was not obligated to follow it. This "sidewalk plan" of my four years in high school was the main step in my vocational agriculture program. Through study and hard work I went beyond this plan.

I had entered school that fall and had joined the Future Farmers of America because it gave me an opportunity to work with my livestock under a supervised program. I started with two lambs that I had purchased from the chapter. I lost six dollars on the project, but the experience and knowledge I gained was worth it. Evidently Mr. Blackwell sensed that I was at least thinking about a career in agriculture teaching because he took a special interest in me early in my high school career. After we talked that day in the school yard, I was almost certain in my mind that I wanted to become a vocational agriculture teacher.

Many people in that central Texas town could not understand why I wanted to be an agriculture teacher because I was actually a city boy. I was born at Austin and when five years old we moved to Coleman where my father was in the Seven-Up bottling business.

After school and Saturdays I worked at the bottling plant but my heart was not in the work. I envied the boys in 4-H work as I would have much rather been working with livestock than loading soft drink trucks.

I had been after Dad to let me have some lambs to work with but his answer was always, "Where would



"There was the time my Vo-Ag teacher helped me over my first livestock show jitters."

you keep them and how would you keep the feed?"

Mother was probably thinking that it would fall her lot to take care of the lambs once I got them.

I don't know if Mother and Dad simply got tired of my asking but during my last semester in Junior High I asked him if I could buy a motor scooter. He said that I had better wait that we were going to move to a farm. My thoughts quickly turned from motor scooters to lambs, for that February we moved to a 56-acre farm at the edge of Coleman.

So I would have to say that my parents had as much to do with my deciding to teach vocational agriculture as anyone.

I spent that summer before I entered high school learning the ways and life of a farm boy. I never realized there were so many jobs to be done on a farm.

I was anxious for school to start that fall because then I could join the Future Farmers of America. At the first day of class we were told that we must have a supervised farming program in order to pass vocational agriculture. Mr. Blackwell said the chapter had a few lambs left. Being anxious to get started, I bought two at $12 a head and started my project under the supervision of Mr. Blackwell and Mr. Jake Joyce.

I enjoyed working with my lambs and tried to learn the ways of farming because it was a challenge to me. I guess the hard work and study paid off for I was chosen Outstanding Greenhand at the Father and Son banquet in the spring.

It was that summer that I realized I had a lot to learn about farming. I remember one morning very well. I was all excited about getting to plow by myself. I climbed on our tractor as if I knew all about it. But I didn't, as I soon found out. Dad told me to keep the front wheels just outside the rows of cotton. I did all right going, but coming back I got off on different rows and plowed up a full acre and a half.

Dad was unhappy with me and what he said brought big tears in my eyes. I got off the tractor and started toward the house. Dad grabbed me by the seat of the pants, told me to get back on that tractor, and to try it again. So we did, together.

As I look back on the experience now, I am grateful to my Dad for teaching me a good lesson—not to quit when the going gets tough.

Looking back over my high school career in vocational agriculture and F. F. A. work I can see now that much of the credit for what success I had I owe to Mr. Blackwell and Mr. Joyce, my vocational agriculture teachers.

Like the time Mr. Joyce helped me over my first livestock show jitters. I was trimming the wool on my lamb and Mr. Joyce had told me to clip it real short. I was hesitant about clipping down into the yellow wool, so he took the clippers and really went to work on the lamb. To me it appeared that he had ruined the block job on the lamb, but when I got to the show I could see that he knew what he was doing.

Mr. Blackwell never lost interest in me or my program. For I remember that late in my final year he took almost as much interest in preparing my calf for the Houston Livestock Show as I did. In fact, he got so excited when the judges moved my steer from seventh place to third and then first place that he broke down and smoked a cigar after having quit smoking two months prior to then.

There were many ways that Mr. Joyce and Mr. Blackwell helped me, but I believe that their best help was in giving me confidence to conduct a meeting and to speak before a group. For it was through these two fine teachers of vocational agriculture that I learned to speak before people.

Without their patience and help I would never have been awarded a $500 scholarship as the outstanding senior in vocational agriculture during my four years at Coleman High.

I entered Tarleton State College in the fall of 1959 and studied there two years before transferring to Texas A & M to complete my training to become a vocational agriculture teacher.

How can I repay my parents, my high school vocational agriculture teachers, and the many others who have helped me? By going out and teaching boys and young farmers and by helping them to gain their achievements and goals just as I was helped. □

Should They All Go to College?

JAMES W. HENSEL, Teacher Education, Wisconsin State University

At a time when the trend is toward a larger percentage of our youth attending institutions of higher learning, it may be heresy to question the advisability of sending a boy to college. Yet it may be just plain good sense to discourage some boys who plan to attend a university when their talents are not in the academic area.

Let's take a look for a moment at some specific figures concerning male students in the freshman class who entered Iowa State University in the fall of 1955. See Table 1. This study[1] was completed in 1962, and for this article, only the figures for the male students who had successfully completed one quarter in each of the three colleges were considered.

What is the nature of the competition the beginning freshman boy will encounter at Iowa State University? It was found that 77 per cent of the entering male students ranked in the top one-half of their high school graduating class. When this is viewed by college we note that 68 per cent of the students who completed one quarter in the College of Agriculture were in the top one-half of their high school graduating class. For those who enter the College of Engineering, 83 per cent were in the top one-half of their high school class and in the College of Science, 71 per cent finished in the top one-half of their graduating class. These figures exist

[1]Hensel, James W., "Relation of High School Course Work to Achievement at the Iowa State University of Science and Technology." Unpublished Ph.D. Thesis. Ames, Iowa, Library, Iowa State University of Science and Technology. 1962.

in spite of the fact that Iowa State University did not restrict entrance on the basis of rank in class. A selection factor was operating which evidently discouraged the lower ability student from entering the university and evidenced by these figures, very few completed the first quarter at the university.

TABLE 1

Rank in High School Graduating Class of Male Students Who Completed One Quarter at Iowa State University

	Top ¼	2nd ¼	3rd ¼	Low ¼	Top ½	Low ½	Total
Agriculture							
Number	115	154	93	33	269	126	395
%	29	39	24	8	68	32	
Engineering							
Number	434	269	122	23	703	145	848
%	51	32	14	3	83	17	
Science							
Number	112	83	56	24	195	80	275
%	41	30	20	9	71	29	
Totals							
Number	661	506	271	80	1,167	351	1,518
%	44	33	18	5	77	23	

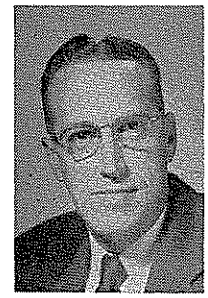
Predicting College Success

It might be advisable, therefore, for all teachers of vocational agriculture to be cognizant of the competition that the student will be facing when he enrolls in a university. This does not mean we should necessarily discourage the average student, but we certainly would be remiss if we did not alert him to the job he has before him. Motivation is important, of course, but the prime prerequisite for college success is still academic ability. The record a student makes as a high school student is still the best indicator we have as to his probable success as a student in college. The high school record provides an average of his achievement throughout four years and, therefore, usually can be depended upon to be a fairly accurate indication of his future work. Certainly, there are exceptions—"the late bloomer" or the boy "who will straighten out." However, these *are* exceptions and must be recognized as such. If he "goofed off" during his high school career, he not only will have a poorer record but he will probably be less well prepared for the rigors of university level work. He will be starting the game with at least one strike against him.

Vo Ag Teachers Can Help

The vocational agriculture teacher has a unique opportunity to assist young men in their future plans and as such, he should be aware of some of the facts that are available. Parental pressure oftentimes can force a boy into an unhappy occupational or educational choice. The status symbol of a college degree can sometimes be the key to an unhappy choice for some high school seniors. Some boys should attend a university . . . some should not. We cannot make the choice for them, but we certainly can be of some assistance in revealing some of the alternatives as well as supplying sound information to the boy. □

March Is a Good Time for Evaluating Adult Farmer Programs



CLARENCE E. BUNDY, Teacher Education, Iowa State University of Science and Technology

Most teachers of vocational agriculture have done some evaluating of their adult farmer programs. In some cases the evaluation was in terms of the number of persons enrolled, or the average attendance at the meetings held. In many cases instructors evaluate the program in terms of the number of improved practices adopted by the members of the class. In some cases evaluations have been made of the results of these classes in terms of practices put into use on the farms of the class members.

School administrators in the main have been sold on the value of vocational agriculture for farm boys who are attending high school and plan to enter farming or an occupation involving competencies in farming. The administrators, however, are not as enthusiastic concerning the value of adult farmer programs. In most cases administrators have limited funds and are inclined to want to use the funds available for elementary and secondary education. As a result, it is most important that teachers of vocational agriculture conduct systematic programs of evaluation in order that facts may be available in making recommendations to the school administration concerning continuation and improvement of the adult farmer program.

The teacher of vocational agriculture also needs to evaluate his program from time to time in order that the program will meet the educational needs of the persons involved, and in order that he as a teacher will be using the most effective methods in conducting his program.

Criteria in Evaluation

A number of criteria are involved in evaluating adult farmer programs.

Vocational agriculture instructors need to know more than the percentage of instructor time that is devoted to the adult farmer program and the number of individuals who attend the classes. The adult farmer program must be evaluated in terms of the objectives set up for the program. Most teachers of vocational agriculture organize special adult programs to meet rather specific objectives. Each program then needs to be evaluated in terms of the objectives

set up. Evaluation will not only help determine whether the objectives have been reached, it also will help determine whether correct objectives were considered.

The methods used and the results obtained from the use of specific methods are important criteria in evaluating adult farmer programs. The results of the program may be measured in terms of understandings, appreciations, attitudes, goals, actions, practices or results of action or use of practices obtained by the participants.

Teachers of vocational agriculture have in the past used these criteria in a somewhat informal manner. It is possible to get a general idea of the changes in understandings, appreciations, attitudes and perhaps goals while visiting with individual farmers or while participating in group discussions. It is difficult, however, to obtain information concerning the practices actually carried out and the results obtained from the use of these practices by the farmers unless the instructor makes a special effort to obtain this information.

Methods in Evaluation

Most teachers of vocational agriculture are in schools with districts involving 300 to 600 farms. It is logical to begin an evaluation by determining the extent to which the farmers of the school service area are being reached by the adult farmer educational program. In most communities less than 10 percent of the farm operators and workers are enrolled in adult farmer courses. With about 5.5 million workers in farming in 1960, only about 330,000 were enrolled in adult and young farmer classes. It is not only important to know who is being reached but also to what extent the farmers are being reached. We are interested in learning the degree of influence of specific phases of the adult farmer program. Regularity of attendance will give some indication of the interest of the participants, but it will not necessarily indicate the effectiveness of the program.

The ultimate goal of the educational program is to improve the effectiveness of the participants in their respective farming operations. A true evaluation then of the program must be centered around the practices used by the farmers and the financial returns or other benefits derived from the use of these practices. Many teachers have been so busy conducting the program for the high school students that they have not devoted sufficient time to the adult farmer program to determine the real need of the adults, or the effectiveness of the programs that have been conducted. In most states not more than one-fourth of the total instructional time devoted to vocational agriculture has been allocated to adult and young farmer programs. A larger percentage of teacher time must be devoted to the young and adult farmer program if the educational needs of farmers are to be met. Those instructors who have conducted programs and then have evaluated their program in terms of the practices put into use by the participants, and the financial returns gained by these farmers as a result of the programs, have found it much less difficult to obtain funds for an expanded program in education for out-of-school farm groups.

Teachers of vocational agriculture cannot carry out programs involving the introduction of practices and the keeping and analysis of farm records unless sufficient instructor time is provided so that considerable on-farm instruction time is available. It is possible to develop understandings, appreciations and attitudes concerning farm practices while working with fairly large groups. To get application of these practices it is necessary for the instructor to work more closely with the members of the class on their individual farms.

A basic plan for vocational agriculture instructors to use in evaluating adult farmer classes would be to evaluate each meeting or series of meetings in terms of specific practices that were taught in the meeting or a series of meetings. In many cases the practices can be introduced on the farms of members during the period of time that the series of meetings are being conducted. In other cases the practices will not be introduced until a later date. In many cases the practices will be introduced only if the instructor follows up the classroom discussion with individual help provided on the farm of the participant. The first true measure of the effectiveness of the instruction would rest with the percentage of the participants who actually carried out the practices on their farms. The second evaluation would deal with the degree to which the practices were effective on the farms of the individuals. In the latter case record keeping or experimental research would be necessary.

Enterprise and Farm Management Improvement Program

Our most effective program for adult farmers will involve enterprise improvement programs, or programs which will involve the improvement of the entire farm business. These programs involve the making of an analysis of the present situation concerning the individual enterprise, or the home farm, the introduction of a program for the improvement of the enterprise or enterprises, and an evaluation of the effectiveness of the program undertaken. Many instructors have organized specialized courses dealing with a special enterprise with specific practices carried out as a result of the instructional program. The instruction then is followed with a system of record keeping which will permit the evaluation of changes which have taken place. A "Hog College" program conducted by the instructor at at DeWitt, Iowa in 1961 is an excellent example of this kind of program. Several instructors have organized farm management improvement associations with officers and a program of work involving one or two meetings each month during the entire year, and the keeping of a complete set of farm records. Such programs not only provide a framework for a sound educational program, but also make possible effective programs of evaluation.

Most leaders in agricultural education are convinced that future programs must devote more time to the management phases of farming. It is hoped that electronic systems of record keeping may be made available to vocational agriculture instructors so that farmers participating in their educational program will be able to feed their farm business record data into the electronic computing center and periodically receive from the center a summary of the financial progress of their farm businesses. Experimentation in Minnesota, Nebraska and perhaps other states may serve as springboards to the establishment of this type of service. True evaluation of the effectiveness of vocational agriculture programs for adults will not be possible until financial record information is available.

Summary

Teachers of vocational agriculture must devote more time to evaluation of their adult farmer program. Evalu-

ation should be made of the numbers of persons who participate, their regularity of participation, and the practices put into operation on their farms as a result of the instruction. An evaluation should be made of the methods used so that improvements might be made. Additional instructor time must be available in order for the instructor to get out into the country and assist farmers in bringing about changes in farm business management. Final evaluation of the effectiveness of the vocational agriculture programs for farmers can only be determined by the improvement in the financial condition of the farm operators which can be determined only by the use of farm management and farm record keeping programs. □

Why Teachers of Vocational Agriculture Continue to Teach

EDWIN E. LAMBERTH, Graduate Student,
University of Kentucky

We often hear why teachers of vocational agriculture quit the profession, but seldom do we hear why they continue in it. Just what are the factors influencing teachers of agriculture to continue in the profession?

A study completed recently by the writer showed that school conditions were the main factors influencing teachers to continue in the profession.[1] But school conditions were not the only factors. Several other reasons significantly influenced their decisions to continue teaching.

The survey asked teachers, with ten or more years of teaching experience, to indicate reasons that influenced their continuing and to rank each reason in order of importance.[2] The average numerical rank of each factor was calculated. The average numerical ranks are referred to as the "Weighted Values" in Table 1. To show the relative importance of each factor, a rank was assigned to each reason by the writer. The rank was determined by comparing the number of teachers who mentioned each factor and the numerical ranks they gave it, to those received by the other factors.

The reasons the teachers gave for continuing in the profession, the percent checking each factor, the weighted values, and the rank determined for each factor are shown in Table 1.

Ninety-eight percent of the teachers indicated that school conditions influenced their decisions to continue teaching vocational agriculture. Most of the respondents stated they enjoyed teaching high school farm boys and being able to guide and counsel them. The enjoyment of FFA activities and continuous cooperation from students and parents were also important factors.

Ranking second to school conditions, and third among the items listed, was the fact that most teachers were born and raised on a farm and wished to be closely associated with the farm. This was followed closely by the enjoyment of associations with

TABLE 1

20 Highest Ranking Reasons Given for Continuing in the Teaching Profession by 125 Tennessee Teachers of Vocational Agriculture

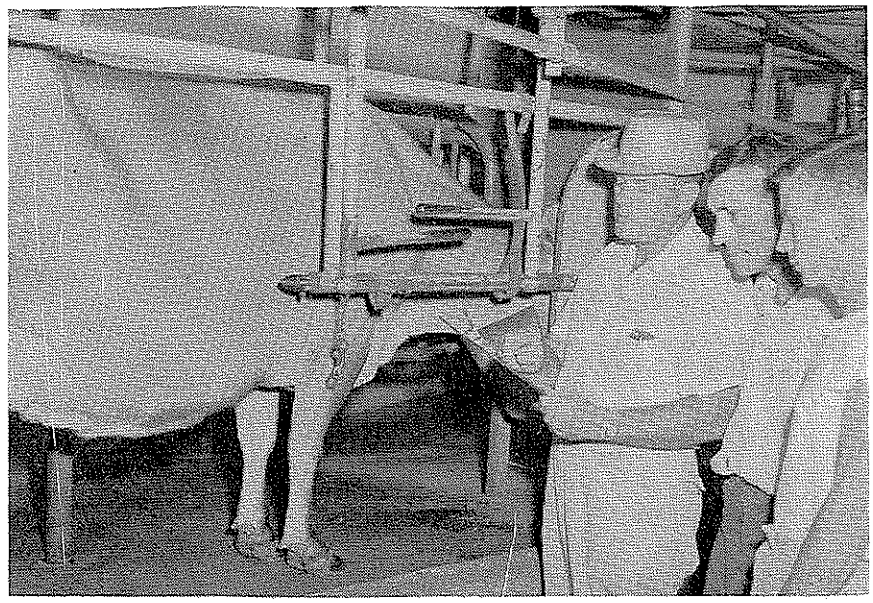
Reasons by Areas	*Teachers Listing* Percent	Weighted Values	Ranks
A. *School Conditions*			
Teaching high-school farm boys	87.2	4.9	1
Working with young people and being able to guide and counsel them	82.4	5.6	2
FFA activities	81.6	6.0	4
Cooperation from students and parents	62.4	7.8	9
Associations with other teachers	54.4	8.1	12
Cooperation and help from school administrators	49.6	8.8	14
Teaching young and adult farmers	48.8	7.5	13
Facilities are constantly improving	36.8	10.2	17
An optimum teaching load	34.4	10.4	18
B. *Living Conditions*			
Owns a home in community	72.8	8.2	7
C. *Security*			
Advantage of 12-months employment	74.4	8.5	6
A feeling of accomplishment and success	60.0	6.1	8
Security in the profession	51.2	6.3	11
D. *Agricultural Training and Experience*			
Born and raised on a farm and wish to be closely associated with the farm	84.0	7.6	3
E. *Agricultural Opportunities*			
Associations with other agricultural teachers and professional men and women	75.2	6.8	5
Good future in teaching vocational agriculture	35.2	7.7	16
F. *Professional Standing*			
Teaching vocational agriculture commands respect and professional pride	55.2	7.0	10
Opportunities for professional improvement are adequate	40.2	9.8	15
G. *Family Ties and Obligations*			
Family wanted him to continue teaching vocational agriculture	25.6	7.9	20
H. *Salary*			
Salary is adequate for work expected	29.6	7.3	19

[1]Edwin E. Lamberth, "Why Tennessee Teachers of Vocational Agriculture Have Continued in the Profession," Special Problem, 48 p. University of Kentucky, June 1961.

[2]There were 185 teachers of vocational agriculture in Tennessee in 1961 with ten or more years of teaching experience. This group was surveyed by mail and 125 usable replies were received.

other agricultural teachers and professional men and women and the advantage of having a twelve-month job. Several teachers indicated that owning their own homes in the community and a feeling of accomplishment and success in their work had influenced them to continue in the profession.

The next five reasons, in order of importance, given by the teachers for remaining in the teaching field were: teaching vocational agriculture commands respect and professional pride, feel secure in the profession, enjoy associations with other high school teachers, enjoy teaching young and adult farmers, and continuous cooperation and help from school administrators.



This Tennessee teacher enjoys working with high school farm boys and their parents, a common reason teachers stay in the profession.

Other Job Offers

Ninety-two percent of the teachers had been offered jobs outside of the teaching profession. These teachers were asked to indicate reasons why they did not accept the jobs. Their reasons are shown in Table 2.

Approximately one-third of the teachers turned down job offers, because they preferred to continue teaching vocational agriculture. More than one-fourth of the teachers indicated that the job offer would have required them to move out of the community and a similar number were not satisfied with the opportunities offered them by the new job. The fact that several teachers owned their homes and did not want to move influenced them to turn down job offers. A few teachers indicated that the job offered would have required too much travel. Seven teachers turned down the job offers, because of low salaries.

Summary

The findings of this study suggest a number of important conclusions and implications. Some of the major ones are:

1. As suspected, school conditions are the main factors influencing teachers of vocational agriculture to continue in the profession, therefore school administrators and supervisors should attempt to make current working conditions in the schools more adequate and pleasant.
2. School officials charged with the responsibility for placing or recommending teachers should give outstanding teachers of agriculture who have had experience the first chance to transfer to the better teaching positions. This will help to retain good teachers in the profession. It is important that good teachers of vocational agriculture be retained, if the needs in agricultural education are to be adequately met.
3. Teacher trainers, supervisors, and school administrators should constantly evaluate the training and in-service programs in agricultural education and do what they can to improve the stability of the teaching personnel in the profession. The attitudes and skills developed by the teacher greatly influence his continuation, as well as his performance, in the profession.
4. School administrators and supervisors should encourage the good teachers of agriculture to own their homes in the community in which they teach. Those who did felt that it influenced them to remain in the profession.
5. The reasons given by the teachers of vocational agriculture for not accepting jobs in other fields seem to indicate that the teaching profession has many advantages and satisfactions not found in other occupations. If the young men entering the profession are guided to become aware of these advantages and satisfactions, they are more apt to continue teaching vocational agriculture. □

Agricultural Educator Receives Distinguished Service Award

Dr. H. M. Hamlin, Professor Emeritus of the Department of Agricultural Education of the University of Illinois, received the first Distinguished Service Award of The American Association of Teacher Educators In Agriculture at their meeting during the AVA convention in Milwaukee. Hamlin was presented with a $500 check by Clarence Bundy of Iowa State University, A.A.T.E.A. president.

In making the presentation, President Bundy explained that Hamlin's selection was based upon his excellence as a teacher of teachers, the significance of his research activities in the fields of evaluation, program planning and policy development, his prolific writing and the service which he had rendered his profession both at state and national levels.

Hamlin taught agriculture and science in LeSueur High School, Minnesota, from 1916 to 1918 and served as the first county agricultural agent

H. M. Hamlin's most recent contribution to the Agricultural Education Magazine appeared in the August-September issue. A former editor he had written over 100 articles and editorials for the magazine over a 30 year period.

in LeSueur county, Minnesota. From July, 1918 to January, 1919, he was in the U. S. Marine Corps. He was teacher of vocational agriculture at Chatfield, Minnesota, from June 1, 1919 to June 1, 1920.

Hamlin returned to Iowa State College in 1920 as Assistant Professor in charge of Agricultural Education. With the exception of time out for graduate study, he has been preparing teachers of vocational agriculture since that time. He received his Master's Degree from Iowa State University in 1922, and his Doctor of Philosophy Degree from the University of Chicago in 1931.

Dr. Hamlin came to the university as chairman of the Department of Agricultural Education in 1938. He retired July 1, 1962, but is now serving as a consultant in Vocational Education for the State Department of Education in North Carolina.

Dr. Hamlin's excellence as a teacher is acknowledged by hundreds of vocational agriculture teachers, supervisors and teacher educators who were members of his classes. One Illinois vo-ag teacher sums it up by saying, "He always had time to talk over a problem . . . he encouraged me to begin an advanced degree program by helping me to understand my own abilities and to establish new goals. I saw his devotion to teaching and from him obtained a new outlook on the future of agricultural education. His ability to present up-to-date constructive information to his classes helped me to adjust and to progress in the profession."

Professor Hamlin advised many doctoral students in agricultural education who today are leaders in agricultural education in 21 different states.

Dr. Hamlin's interest in research extends throughout his professional career and covers a wide variety of problems. He is probably best known in recent years for his research relating to objectives, advisory councils and policy making.

Writing and Publications

Dr. Hamlin throughout his career has been a prolific writer. His writings are characterized by their originality, evidence of reflective thought, and clear insight. The thoughts expressed in his numerous articles and publications have had a profound affect in the nation on the course charted in agricultural education. During his career he has written or shared in the writing of 42 books and monographs. He has also written more than 175 articles for professional journals. Four of his books have been widely used. They include:

Agricultural Education in Community Schools.

Citizen Committees in the Public Schools.

The Public and Its Education.

Public School Education in Agriculture.

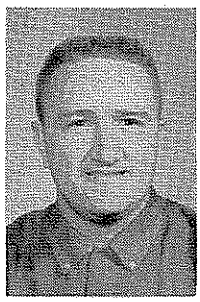
Dr. Hamlin was one of the founders and the first editor of the Agricultural Education Magazine. A prolific contributor over the years he has written 103 editorials and articles for this magazine alone. Many of Hamlin's articles have appeared in other educational periodicals including the American Vocational Journal, Adult Education, The Nation's Schools, The School Executive American School Board Journal, School Review, High School Journal, Educational Leadership, Journal of Educational Research, Education Digest, Journal of Rural Education and Science, as well as many educational publications in Illinois.

Service to the Profession

In addition to inspired teaching, sophisticated research and prolific writing, Hamlin has served the agricultural education profession in many ways. He organized and served as chairman of the Public Information Committee of the American Vocational Association. He served six years as chairman of the national research committee for Agricultural Education, and is a former member of the research committee of the American Vocational Association. During this period he was a leader in establishing the Central Regional Research Conference in Agricultural Education and planning for the publication of periodic summaries of studies in Agricultural Education by the U. S. Office of Education. Dr. Hamlin has also served as a member of the staff of the Land-Grant College Survey in 1929, was for eight years a member of the Scholarship Committee at Iowa State University. He has also served as acting Dean of the College of Education and as chairman of the Department of Vocational, Technical and Practical Arts Education at the University of Illinois.

Honors and Awards

Dr. Hamlin is a member of Phi Kappa Phi, Alpha Zeta and Phi Delta Kappa as well as numerous professional education associations. He has been awarded the Honorary American Farmer Degree, and the Distinguished Service Award of the American Vocational Association. He is listed in "America's Young Men," "Who's Who in Education," and "Leaders in American Education." Editor—□



Guidance Opportunities in Vocational Agriculture

LOUIS E. WHITE, Vo-Ag Teacher, Gordo, Alabama

Should vo-ag teachers be concerned with the changing face of agriculture? The answer must be yes to anyone who professes any interest in farm youth and their families. Vocational agriculture teachers must take immediate action to clear up the stereotype in which agriculture has been placed. How can such a task be accomplished? The first step is to establish an effective and efficient program of guidance.

Need for Guidance

There is clear evidence, of the need for guidance in occupational choice to meet the demanding needs of agriculture in the future. The need is great for wider and more thorough dissemination of occupational information. To gain true acquaintance with educational and vocational opportunities means much more than merely reading about them.

Some observation of them is actuality and some actual trial of them will clearly be necessary if one is to perceive them. Effort must be exerted on the part of the vocational agriculture teacher to see that each student is afforded such opportunities in order for them to make an intelligent choice. This cannot be done until one has seen the full array from which a choice is to be made.

Many counselors in our high schools may not possess the knowledge necessary to inform students about many occupational fields but they do possess much information that is of utmost importance to the vocational agriculture teacher. Generally, vocational advising should be conducted by persons who are themselves members of the vocation. With new developments coming upon us with tremendous speed, only those in their immediate fields are qualified to give much of the guidance needed along vocational lines.

Acquaint Parents, Teachers and Community Agencies With Vo-Ag

The vocational agriculture teacher should use a variety of methods and techniques in acquainting parents and teachers with the Vo-Ag program and agriculture in a changing world. One technique would be to publicize widely and recurrently by means of talks before groups of staff members or through announcements in pupil handbooks, newspapers, bulletin boards, and posters. Through our adult programs, we have an excellent opportunity for informing parents and community agencies about vocational agriculture and the opportunities available for young people. Also during our supervisory visits we are afforded the opportunity to discuss our program. Any pertinent information obtained during such visits should be made available to the high school counselor to be placed in the cummulative folder of the student. If the staff members, parents, and workers in the community understand the objectives of our program and believe it to be worth while, they will encourage young people to consider agriculture as a vocation.

Pre-Admission and Orientation Services

There are numerous avenues through which students can become acquainted with the high school vocational agriculture program. The one's that I have used and found to be most successful are as follows:

1. Call in interviews—These should be conducted with all rural eighth grade students at least once during the year and more often if the student shows a special interest. This could serve a two-fold function: To acquaint you with the student and to acquaint the student with the vocational agriculture program and opportunities in agriculture. Since most of the agricultural buildings are located separately from the rest of the school and the teacher of agriculture has limited contact with the students, it often times serves as an "ice-breaker." That is to say it gives you the chance to sell yourself and show the student what vo-ag has to offer.
2. Supplying educational and vocational information—This can be accomplished through numerous channels such as providing folders with occupational information for counselors, homerooms, and the library. Such folders should contain the latest occupational information in the fields of agriculture.
3. Career day—An excellent project for the FFA is to plan and direct a career day for the rural eighth grade students. They should invite representatives of various fields of agriculture in for discussion on their respective occupations.
4. The school newspapers—This has definitely been one of the best aids in our guidance program. It is one of the best mediums for reaching the majority of the students. Editorials have been written by various FFA members on vocations, job opportunities, and college work in agriculture. This has stimulated much interest on the part of the students.
5. The homeroom—Each teacher of agriculture must accept at least one extra duty. Why not a homeroom? A homeroom of eighth grade students could be a vital aspect of our guidance program if we would only take the leadership. We would have each student for one school year prior to his enrollment for ninth grade courses, which would give us an excellent opportunity to get to know the students and sell our program.

In Conclusion

The vocational agriculture teacher's role in guidance is not finished when the students enroll in Vo-Ag. We must assist all of our students, to adjust to their present and future educational activities. Then there is guidance work beyond this in helping each student to enter a suitable and satisfying occupation, and our guidance program would not be complete without a plan for follow-up. The latter is of extreme importance to us as an evaluative device in giving us a foundation upon which we can improve and expand our guidance program. □

Liability in the Farm Mechanics Shop

LESTER DIEHL, Principal, Gooding High School, Gooding, Idaho

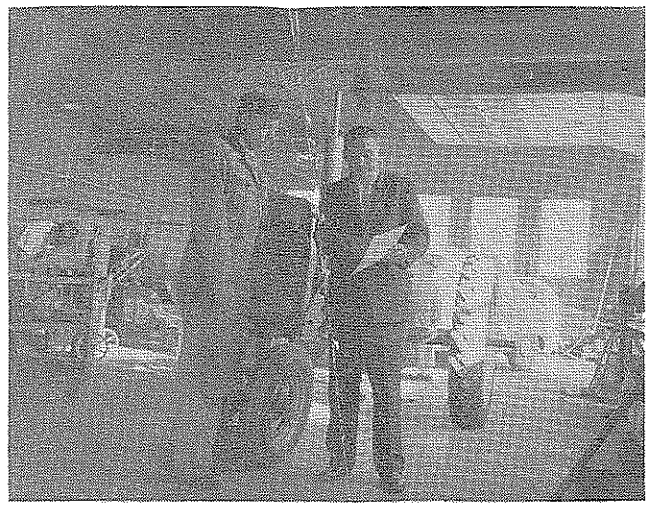
Much has been said in regard to liability due to student injury in relation to farm mechanics, but what about the liability due to property loss? Many of the farm mechanics shops in Idaho are often filed to capacity with expensive machines such as tractors, mowers, balers, and sometimes grain combines worth from $12,000 to $15,000 each. Some of these machines are protected by private insurance policies for loss due to fire but this is not true in every case. It is not impossible that damage other than fire could result in loss to the owner while his machine is under repair in the local school shop. Such items as negligence of students and also of school employees could result in direct damage.

A few years ago, in this state, a farm mechanics shop of masonry construction was completely gutted by a fire which struck in the dead of night. The cause of the fire is still unknown, however, a tractor repair unit was being conducted at the time and as a result eight tractors were a total loss. Fortunately most of the tractors were insured by owner policies. The insurance company which held the contract for the school building refused to pay for the tractors that were not school property, consequently an uninsured loss had developed.

In order to prevent a similar incident from occurring at the Gooding

High School an owner is required to sign a liability release statement when he brings his equipment into the farm mechanics shop. This procedure places the risk in the hands of the owner, it stresses the need for insurance if the equipment is uninsured, and it provides both the owner and the school district with a clear understanding of the liability involved. This policy has not resulted in less equipment from the home farms for student work, but the farmers seem to appreciate the business-like manner under which the farm mechanics program is operating. There has been no need to refer to the liability release statements kept on file by the school, and it is hoped there will never be a need, but if a question should arise, both the owner and the school system have a copy of the release.

The following is a copy of the release used by the Gooding School District.



Principal Diehl discussing the liability release form with Vo-Ag Instructor Charles Clark.

Release

The undersigned owner of the following named property, namely: _____, desiring that the same be taken upon the premises of Class A School District No. 231, Gooding and Lincoln counties, Gooding, Idaho, for the purpose of repairing, remodeling and otherwise working upon said property, in consideration of the said school district making no charge for any services, storage, or otherwise, hereby convenants and agrees:

That the undersigned does hereby expressly release the said Class A School District No. 231 from any loss or damage whatsoever to said property caused by any reason including, but not limited to, acts of God, fire, theft, leakage, heat, negligence of students, employees of said school district or others and does hereby release said school district from all liability in the premises.

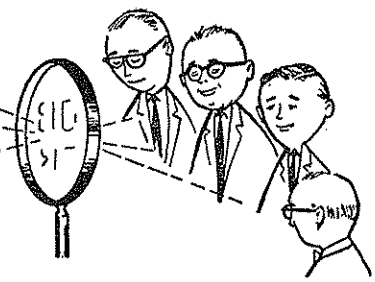
Dated_____

Witness:_____

_____

Owner □

BOOK REVIEWS



WEED CONTROL by Alden S. Crafts and Wilfred W. Robbins, published by McGraw-Hill Book Company, Inc., New York 36, New York, 660 p., 1962, Price $14.75.

This newly revised edition presents the problems of weeds in agriculture production, describes some of the most serious weed pests, and introduces methods of modern weed control. Ample covreage is given to use of herbicides, including dosage and application recommended.

This text is well supplied with photos and supplemental references. Written as a textbook and manual for use in agriculture it is a valuable reference book for vocational agriculture teachers and for the many others confronted with the principles upon which a rational program of weed control can be based.

Howard R. Bradley
Kansas State University

PROFITABLE SOIL MANAGEMENT—Kruti Leo L., Milton Korpi, and J. C. Hide, Prentice-Hall, Incorporated, pp. 176, illustrated, 1962. Cost $7.70

Skipping over the drab color of the outside cover, one discovers in *Profitable Soil Management*, a refreshing treatment of soil science bound to appeal to students and teachers of agriculture.

Rare judgment has been shown in the selection and preparation of pictures and diagrams for this book. The photography is especially good, utilizing interesting backgrounds, appropriate close-ups, and up-to-date subjects and materials. With more than 225 illustrations, nearly every page carries one or more examples.

The content is written in nontechnical language, yet there is a depth of subject matter that reaches into geology, biology, chemistry, physics, zoology, botany, and even genetics to provide the foundation of effective soil management practices.

Teachers will appreciate the professional skill exhibited in the organization of this text. Chapters open with concise answers to the candid question of "Why study this material?" A summary concludes each chapter, followed by well-designed student-questions and a list of excellent class activities.

Some criticism can be made of Chapter II on "What is Soil?" which fails to open with the usually fine rationals of other chapters, but dives immediately into the origin and classification of soil.

One might also suggest changing the title of the book to *Soil and Plant Science* if due consideration is given to the three chapters devoted almost exclusively to plan growth. However, some might also praise these chapters for eliminating much of the need for a separate book on plant science.

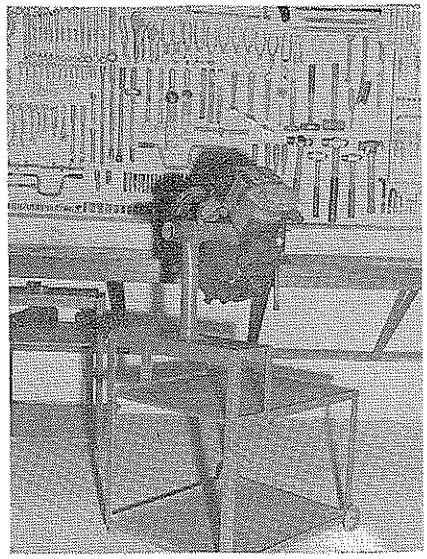
This book is still one of the best "soils" books for high-school that I have seen to date—authentic, well-illustrated, up-to-date, comprehensive yet concise and nontechnical in language. It should be well-received by teachers of agriculture and certainly merits their review. □

T. R. Miller
North Carolina State College
Raleigh, North Carolina

An Engine Stand Which Can Be Built in the Shop

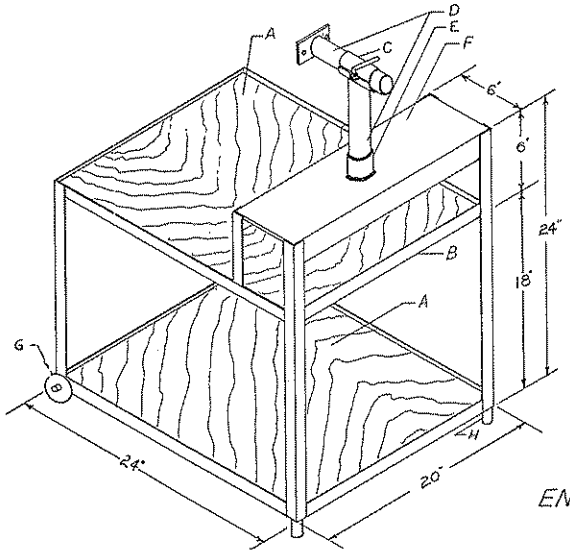
C. O. JACOBS, Assistant Professor, Farm Mechanics, Kansas State College

Teachers are finding that instruction in the fundamentals of gas engine operation can be effectively taught through the use of the small four and two-stroke cycle gasoline engines. Some of the organization and management problems concerned with this type of "doing" activity is storing the engines when not in use, convenience of handling the engine when in use and maintaining control of engine parts. The use of an engine stand can help overcome these problems. Outstanding features of the stand pictured are low initial cost, ease of construction, and convenience of storing both engine and stand when not in use.



Most small engines have some means of bolting the block to a hanger. The exhaust manifold of most small aluminum block engines makes a convenient place to "hang" the engine by screwing a proper size pipe into the port. Heavier engines usually have tapped holes for gas tank mounts that a hanger can be bolted to. The hanger must be fitted to each type engine. The use of a binding lever to clamp the support make it possible to place the engine in any position for work or observation. Parts as removed can be systematically stored in cardboard boxes on the bottom shelf. The upper shelf not only catches oil drippings but offers a convenient place to lay parts for inspection. The capacity of this support permits mounting small four-cylinder liquid cooled engines and two-cylinder air cooled engines for repair work.

By removing the engine support pipes at the coupling, the entire stand can be stored under a wall mounted work bench. The assembled engine can be stored on the lower shelf of the stand.



ENGINE STAND

SCALE-3/8" = 1"

BILL of MATERIALS

ITEM	NO.	DESCRIPTION
A	2 Pcs	1/4"-24" x 20" HARDBOARD
B	22'	1" x 1" x 1/8" ANGLE
C	5"	2" I.D PIPE
D	2 Pcs	1 1/2" I.D PIPE
E	1	1 1/2" PIPE COUPLING
F	1 Pcs	1/8" x 6" x 20" CHANNEL
G	2 Pcs	1/4" x 3" Dia. FLAT STEEL
H	2 Pcs	1 1/2"-1/4" I.D PIPE

C. O. Jacobs, Assistant Professor
Farm Mechanics
Kansas State University
Manhattan, Kansas

That which is everybody's business is nobody's business. —Izaak Walton

N.V.A.T.A. News

from
James Wall
Executive Secretary

March NVATA News

Legislators on both the state and national levels need to be aware of the accomplishments of and the continued need for vocational education in agriculture in their respective states and districts. NVATA strongly urges all of its affiliates to take necessary action through active legislative committees. The year, 1963, will be a year of decision for vocational education in agriculture. State officers should consult and cooperate with the state staff and the state vocational association in developing coordinated programs.

* * *

Have you joined your State Ag Teachers' Association and the various professional organizations with which it is affiliated? Over 9,600 have done so and over thirty (30) associations have reported that 100% of their VO-AG teachers have paid their dues for 1962-63. However, about 1,000 teachers have not done so. Vocational Education in Agriculture can never afford to have "hitch-hikers" in their ranks and especially true during the present crucial times.

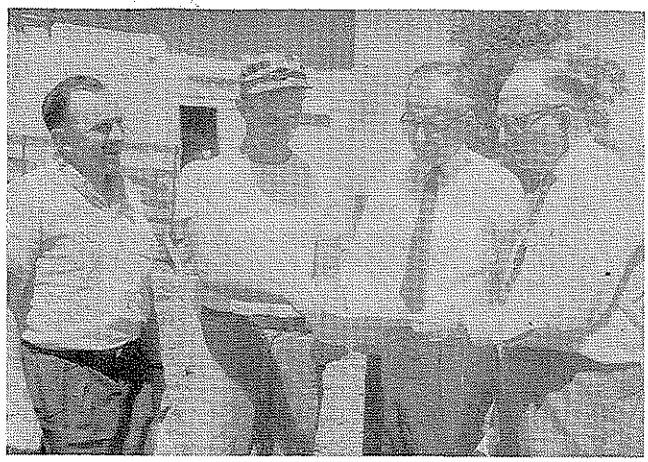
* * *

The annual meeting of the American Institute of Cooperation will be held at Lincoln, Nebraska, August 4-7. State VO-AG Teachers Association Officers and members will be interested in attending this year since the NVATA office is located in Lincoln. A special meeting is being planned for NVATA members. Over 100 attended the meeting at Columbus, Ohio, in 1962.

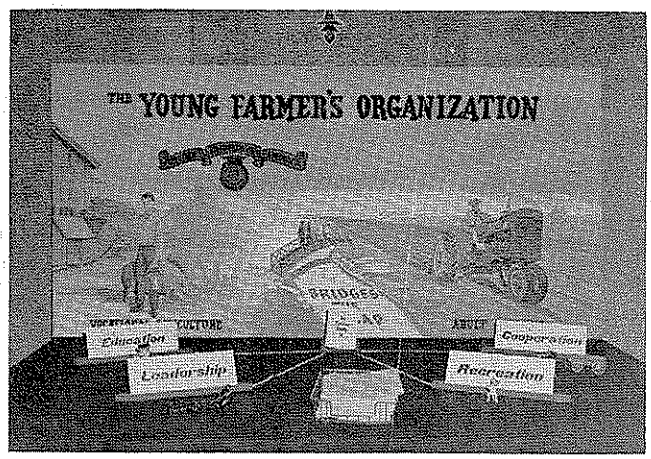
* * *

The temptation for commercial concerns to capitalize on terms such as VO-AG and FFA is always great. The NVATA believes such practices are unethical and has been successful in several instances in getting concerns to discontinue the use of such terms in advertising and labeling. It would be well to check with your state supervisor before engaging in any money-making activity promoted by a concern that is taking advantage of the terms in order to sell more of their product. Members of NVATA should report such practices to their state supervisors, their state association offices and the NVATA office. □

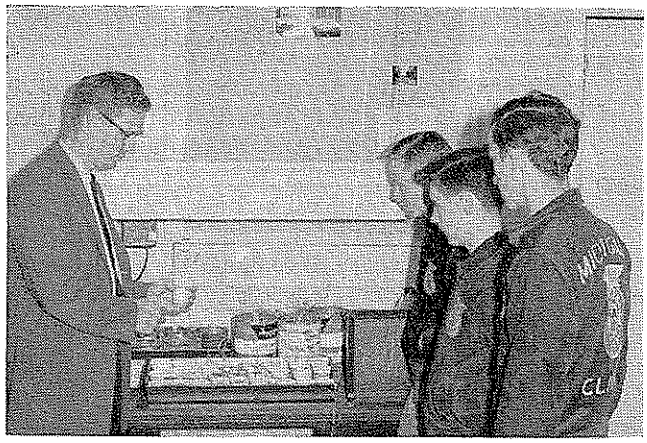
Stories In Pictures



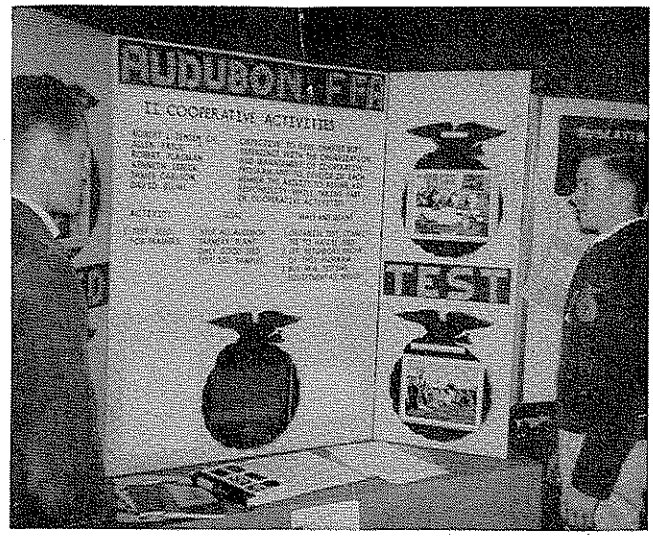
Floyd Voorhees (second from left) former State FFA President in 1946 emphasizes the values of the Young Farmer program and High School vocational agriculture to him in farming during tour to his farm at the 52nd Annual Conference of New York State Teachers of Agriculture. (Left to Right) John Keller, Floyd's teacher of agriculture and Young Farmer instructor who arranged the tour, Voorhees, A. W. Tenney, Director, Division of the Agricultural Education Branch, U. S. Office of Education and R. C. S. Sutliff, Chief, Bureau of Agricultural Education, New York State Department of Education.—Photo by W. W. Sharpe



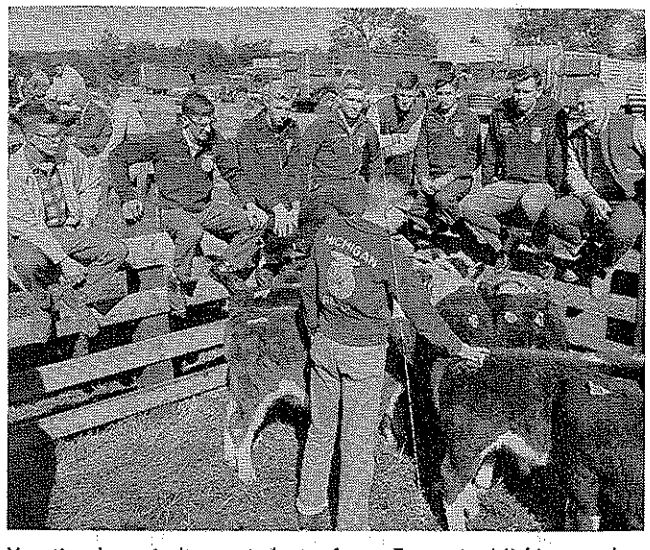
The Quail, Texas Young Farmer Chapter made an attractive Young Farmer exhibit at the Professional Improvement Exhibit during the Annual In-Service meeting of Vo-Ag Teachers, August 1962. The exhibit very effectively displays the principles of the organization. Frank Kennedy is the Quail Vo-Ag Teacher.



John Jansen, teacher of vocational agriculture at Clinton, Michigan, believes that growing plants in the classroom can be a valuable teaching aid. He uses fluorescent lights to regulate the daylight hours and plant growth. Seed placement, fertilizer application rates, variety identification and photo-periodism can be effectively demonstrated.



The Audubon Iowa Chapter exhibit on cooperative activities which won a gold award at the Iowa State Convention.



Vocational agriculture students from Fremont, Michigan select feeder calves at the Western Michigan Feeder Calf Sale. Participation in the sale and the selection of animals is left to the judgment of each boy. They are counseled by Clare Musgrove, County Agent, and Jack Sanderson, Vocational Agriculture Teacher. Steers will be marketed at the FFA Market Livestock School and Sale in August. (Photo by Charles Johnson)

The Editing Managing Board of the Agricultural Education Magazine in session during the Milwaukee AVA Convention. (First Row) Walter Bomeli, Bangor, Michigan, S. L. Sparkes, Chairman, Nashville, Tennessee, A. H. Krebs, Urbana, Illinois, and James Hamilton, Audubon, Iowa. (Second Row) R. J. Agan, Manhattan, Kansas, S. S. Sutherland, Davis, California, T. L. Faulkner, Montgomery, Alabama, and Ralph J. Woodin, Columbus, Ohio.