Rebuilding teacher-training

Probably no aspect of vocational education suffered more severely as a result of the war than did the program for training teachers of vocational agriculture. From the inception of the program until the middle thirties, vocational agriculture represented a teacher-shortage field. By the start of World War II, teacher-training programs had developed to the point that approximately 2,000 new teachers per year were being trained with this number being slightly in excess of the placement need. This number dropped to approximately 100 as low during the last year of the war years.

Established departments in vocational agriculture dropped from slightly over 9,000 to about 4,800. From a maximum of 150,000 students, 4,971 employed teachers left the work during the war years to enter the armed services, other agricultural agencies, war industries, and farming. Agricultural college enrollments, the source of new teachers of vocational agriculture, dropped to approximately 10 percent of their peak enrollment immediately preceding the war.

While many teacher-training institutions retained the machinery for training teachers during the war period, there were cases that discontinued preemployment training entirely. Now it is fitting that the training of teachers of vocational agriculture be featured in this issue of The Agricultural Education Magazine. Teacher-training is in the process of rebuilding. Unprecedented is the demand for new teachers. Teachers are needed to staff departments closed during the war period. Teachers are needed to supply emergency personnel needs in consideration of teachers merely to keep departments open. Additional teachers are needed in many departments to make possible complete programs of agricultural instruction to include practical farm work. The need for teaching and practical experience during the war years. And last, teachers are needed for the rapidly expanded institution-on-farm training programs that have attracted huge numbers of enrolled students.

Directed Teaching Emphasized

In the rebuilding of pre-employment teacher-training programs in agriculture, two training aspects are recognized: (1) directed courses and (2) directed teaching. With no intent to minimize the importance of resident teacher-training, the balance of this editorial relates to the directed teaching aspect which is the heart of the training program and corresponds to supervised farming in vocational agriculture. In the reestablishment of directed teaching programs the following analysis is imperative.

1. Directed teaching centers should be used for pre-employment training throughout the nation dropped from 2,000 to a low of 136 in points of number. Proposals have been made or determined from lack of use during the war period and centers have determined markedly from 38.6 percent having complete programs of all-day, young-farmer, and adult-farmer classes to approximately 4 percent having complete programs.

2. There is need to reestablish new centers for supervised training in point of number from a low of the 136 used in 1945 to approximately 500.

3. Directed teaching centers should be removed from the college community and provide a full-time experience for the trainees of not less than nine weeks with a full quarter or a full semester consideration possible.

4. Directed teaching should have complete programs of all-day, young-farmer, and adult-farmer classes, together with facilities such as a well-equipped farm shop, FFA chapter, and those other facilities considered essential to the program of work in each of the respective states.

Two Trainers per Center

5. More than two trainers should be assigned in a center at a given time and not more than four trainers to any given center per year.

6. A one-week workshop should be organized by the state superintendents and the teacher-trainer to be held at the earliest opportunity in each state or in groups of states for the purpose of preparing supervising teachers to function effectively in this important phase of training. Specific participating experiences for trainers should be identified and provision made that each trainer be assigned to the activities selected.

7. Same supervisors and teacher-trainers should make the directed teaching centers a primary responsibility from the standpoint of follow-up and supervision to their full and complete function. No other single activity promises more for the development of the program in each state than does the character and the amount of participating experience afforded trainers. The trainer has every reason to believe that what he sees in the directed teaching center represents vocational agriculture at its best and exemplifies what he should strive to achieve as teacher. It should be the first duty of supervisors and teacher-trainers to ensure that centers for directed teaching be selected carefully and that they be in operation for all aspects of a complete program.—H. B. Swanson, U. S. Office of Education.

New series for professional section

The special edition for the professional section—S. S. Sutherland and C. B. Lawonn—we inaugurate a series of articles pertaining to the role of vocational education in the day-longing. The preliminary plans call for two introductory articles, followed by discussions dealing with co-operative education, in-service training, administration and supervision, and case reports of teachers at work.

The new series will be somewhat comparable to the three series featured in previous years and reprinted under the captions of "Co-operative Education in Leading American Schools," "Graduates of Leading Agriculture to Farmers," and "Whither Agricultural Education?"

Article by Dean Chapman

As a background for the series, Dr. Paul W. Chapman, Dean, College of Agriculture, University of Georgia, prepared the article entitled, Farm Life—Today and Tomorrow, which appears in this issue. Aside from his present responsibilities, Paul Chapman has a background of experience which qualifies him to write with authority on the designated topic. He has held positions as teacher and administrator in public schools, as state supervisor of vocational agriculture in Missouri and Georgia, and as state director of vocational education in Georgia. While in the latter position, he served for a time as president of the American Vocational Association.

Doctor Chapman's first professional assignment at the University of Georgia was that of Professor of Rural Journalism. His article appearing in this issue on page 50 bears evidence of that experience.
C. D. Lovgren, State Supervisor, Baton Rouge

The cadet system of student teaching in vocational agriculture

S. S. Sutherland, Teacher Education, College of Agriculture, Davis, California

California has used a cadet system in the present program. It is a cooperative program of teachers of vocational agriculture since 1927, and the analysis presented in this article is based on some 20 years of experience with this method.

Out of this experience has evolved the present cadet program as provided for in the 1945-47 State Plan and which is described in this article.

1. Selection of teachers. The number of men to be trained each year is determined in advance by the state supervisor and his staff and is dependent on the enrollment status of the various districts and the number of desirable applicants. Teachers are given cadet appointments upon the recommendation of the principal of the school and the state supervisor or a member of his supervisory staff. Teachers make formal application for these appointmen...
The program of apprentice teaching at the University of Georgia is one of the most important aspects of the training of prospective teachers of vocational agriculture. As the end of the last academic period recently occurred, the following report is submitted:

R. H. Tolbert, Teacher Education, University of Georgia, Athens

Apprenticeship has been the most valuable part of my training program, and has been invaluable in my preparation to teach. When assigned to the apprentice, I felt that apprentice work was just another requirement to be met for my degree. I entered the program, and felt that the most I could do to qualify to teach. Now I think that the training period should be doubled.

Records show that the 1919 Georgia State Teachers' Association accepted 150 members for the program for 1920-21. The 1920-21 group consisted of 175 members for the program for 1921-22. The 1921-22 group consisted of 190 members for the program for 1922-23. This was a marked increase from the earlier years when the entire group consisted of only 150 members.

The following report on apprenticeship was compiled by the 1922-23 group:

The program of apprentice teaching at the University of Georgia has been successful in providing a practical training program for future teachers of vocational agriculture. The program is designed to give the student a practical experience in teaching and to prepare the student for a career in teaching.

The program includes a combination of theory and practice. The theoretical portion of the program is conducted in the classroom, while the practical portion is conducted in the field. The program is designed to provide a well-rounded education for the student, and to prepare them for a career in teaching.

The program is offered on a full-time basis, and is open to any student who meets the requirements. The requirements for admission include a high school diploma, a minimum GPA of 3.0, and a strong interest in teaching.

The program consists of a total of 12 weeks, with each week consisting of 40 hours of instruction. The program includes both classroom and field instruction, with a focus on practical experience.

The program is highly regarded by employers, and graduates of the program are often in high demand. The program is also recognized by the state and national organizations, and is an excellent preparation for a career in teaching.

The program is designed to be flexible, and can be customized to fit the needs of each student. The program is also designed to be accessible to students from all backgrounds, as it is offered on a full-time basis.

In conclusion, the program of apprentice teaching at the University of Georgia is a highly successful program that prepares students for a career in teaching. Future students are encouraged to consider enrolling in the program to prepare for a successful career in the field.
The "learning by doing" philosophy of the apprenticeship program at the University of Minnesota, for example, is a "practice teaching" course. This part of our program results or motivates the others, and the general principle of students trying to understand what they are doing. Veterinary Service Technicians are divided into four sections: animal husbandry, animal husbandry, animal husbandry, and animal husbandry. A veterinary service technician is the "shadow of the teacher" to it with our training centers. Some students and veterinary service technicians are "taught" as well as "taught." The opportunity to be effective in the efficacy of the participation training.

"Great Week"—In the Northern Central Region, before the war, one-third of the veterinary students had no time to work on the farm and only one-third had their master degrees. A common misperception is to appoint a supervising teacher and expect him to work out his master's degree while carrying on "teaching and a half" in the training centers. These men should be expected to do some grade work out of their field of study. On the other hand, veterinary service students are not always more productive and being using new ideas.

The purpose of the recommendations of that professional interest which characterizes the role of the veterinary service technician. 

Teaching Experience—A minimum of three years and an optimum of five years of actual training is essential if the supervising teacher is to be able to share formal training experience.

Staff Rank—The supervising teachers are a real part of the teaching-technician team. The teaching experience of a veterinary service technician is the reason they feel that they are "teaching." They find the ActiveTechnician to be the whole teaching experience.

Salary—Let us set high standards and pay accordingly. The teaching experience of a veterinary service technician is the reason they feel that they are "teaching." They find the ActiveTechnician to be the whole teaching experience.

The school board should expect to pay a top rate of salary to their veterinary teachers. The college should add to this enough to bring the total salary on a par with other professional members of the teaching team.

Help Supervising Teacher Grow on the Job

The responsibilities and opportunities of a supervising teacher are being increased, and the position is becoming more valuable. The supervising teacher is no longer an employee of a "shadow" position. These men grown and develop their participation in teaching experience. Even with the same responsibilities, these men may be less ambitious or not as well equipped to do their job.

Two men often are left at the same time. The teaching experience of the Northern Central Region secured a tremendous "lift" from attending a regional conference.

"Parallel" reasons to integrate and supplement the experiences in the training centers should be sought during the teaching period. Shorten Training "Teach at a Sixth of a Week in the Job." The six months period is suggested as a reasonable minimum, recognizing that the program should be better. Farming programs are set up in the fall; short courses appear to become formalized. It is believed that the formalized training is is as if from October to April. Spring gets into the training period. It seems wise, therefore, to have students out in the field only in the fall and the winter quarter.

V. Participation Experience in the Union: 

Most student teaching occurs too late, and the student teaching experience is merely relative to providing part of the program away from the center. The student teaching experience in agriculture is divided into three parts: the first part of the student teaching experience, the second part of the student teaching experience, and the third part of the student teaching experience.

The writer is a member of the faculty of a college where the student teaching experience in agriculture is divided into three parts: the first part of the student teaching experience, the second part of the student teaching experience, and the third part of the student teaching experience.

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FARMING, from the standpoint of the money invested in it, is America's biggest business. The men and women who are engaged in it live under conditions of great excitement, and face the constant possibility of disaster.

FARMERS, on the other hand, are in a position of radical financial distress. Not only do they have the largest proportion of the population, but they constitute an overwhelming majority of the economic group in any country of the world; but they owe less than 10 cents for every dollar of products in stock, and equipment.

For the future of the farmers of America is due in part to the willingness of the farmers to farm. Farm families have, on an average, more than one person per member of the town, city, and city families; a larger percentage of them have always been able to earn $4 per acre.

In the past many farm families have, by city standards, led lives of luxury, with more of the comforts and conveniences enjoyed by urban families than by the city, were often able to live in relative comfort. Today's production standards in farming and the services and conveniences of rural living can be appreciated fully only when compared with those of yesterday. In the past, farm families worked and lived in the generation of their forefathers, and it is possible they may have made this comparison by reading farm journals printed 40 or 50 years ago.

Today, as never before, in this century, one finds such interesting times as the following, which throw light upon the development of farming in the United States.

For example, the US Department of Agriculture has compiled statistics on the rural life of farmers. In the 1940s, 80% of the farmers were still engaged in farming and the other 20% in other occupations. By 1960, this percentage had dropped to 70%.

The year 1950, as far as the US Department of Agriculture is concerned, was the year when the proportion of farmers working in agriculture dropped below 50% for the first time.

The reasons for this decline are many, but the most important one is the increase in the number of farm workers who are engaged in non-farm occupations.

Another reason is the increase in the number of people who are working in the agricultural industry, which is an indication of the growth of the industry.

In 1950, there were approximately 10 million people employed in the agricultural industry, and by 1960, this number had increased to 15 million.

The growth of the agricultural industry has been due to the expansion of the food-processing sector, which has increased the demand for agricultural products.

The increase in the number of people working in the agricultural industry has also been due to the increase in the number of people employed in the food-processing sector, which has increased the demand for agricultural products.

In conclusion, it can be said that the decrease in the number of farmers in the United States is due to the increase in the number of people working in the agricultural industry, which has increased the demand for agricultural products.

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Male replacement trends and their implications to vocational education

Burt W. Kedleston, Teaching Assistant. Agricultural Education, University of Minnesota, St Paul

"MY GRANDFATHER had eight brothers, nephews, grandchildren..." We've heard similar statements without further elaboration. It is not uncommon to consider both these statements true and not true at the same time.

The statement, "The farms are the seedbed of our population," and let it go at that. Male replacement rates suggest it is time farm operators consider the need to control not only where the farmers stand in connection with our downward population trend. When we do that, a new and realistic picture of the future of the farm community of 1930, 1940, and 1950 with the following results:

<table>
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<tr>
<th>Table I. Male Replacements</th>
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<tr>
<td>County</td>
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The net male replacements are the excess or deficit of 20-year-old males available to enter farming. Migrants to the farms for the 1930-1950 decade vary in degree and the statistics that would be very small as shown in Table 2.

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<td>County</td>
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Many teachers of vocational agriculture do not realize the value of adequate publicity in their department of vocational agriculture, but radio possibilities should be explored.

The local Future Farmer chapter is a local radio station not available for FFA. Broadcasts. Programs which are put on local radio stations will need to be developed for local sympathy because of a lack of suitable "ready-made" prepared programs.

It is also well to attempt broadcasts over larger radio stations in the state, but these will be needed in view of the agricultural expert of the local Future Farmer chapter. Such programs will be broadened by remote control direct from the local high school.

Some teachers may appreciate the fact that these public relations activities take more time than they have to spend. It is agreed that extra effort which the focus on this extra effort will need to be made to do a good public relations job. A well-developed project will be a great help in accomplishing this objective, however, because the extra effort on the part of the teachers will pay rich dividends.

Louisiana apprentice teaching program

Practically every community has at least one newspaper which is eager to give space to worthwhile articles about farm youth. In the case of the Rockh, Clyde, there are three competitive newspapers—news, one and two weeks. The author has found that is beneficial to submit articles to all three papers at one time.

This method of publicity has produced excellent results in bringing the attention of many individuals.

Not only does the instructor of agriculture gain much recognizing publicity in local papers, but he should also take steps to include state and national publicity as well.

In every state there is at least one publication which would be willing to print an article of interest to its readers.

The editor of the publication is the most likely individual to become interested in agriculture. The department of agriculture would need to be public relations activities. The following are the steps which would need to be taken to build up a network of interested individuals:

Before submitting articles to any newspaper or magazine, it is well advised to investigate the personnel or write a letter asking permission to submit articles.

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Introducing hybrid seed corn in the Ruston, Louisiana, community

Using members of the F.F.A. chapter as ambassadress of good will as well as to lend an aura of reality to the establishment of my objectives the establishment of at least one improved program in my community.

Last year while working the job of selecting the kind and variety of corn to grow in our community, the question of hybrid corn was brought to the attention of the class by one of the members. The same member had visited the previous summer in a neighboring parish and had come home with a bumper crop of hybrid corn for the next year. His report on what he had seen and the information that had been given to him by the planter who used it was so interesting and evidently true that the class became interested.

After reading and studying results from using hybrid seed corn and listening to a very interesting and informative discussion on the advantages of hybrid seed corn, the members decided we should include the planting of hybrid corn our list of farm practices to be introduced to the community.

In the fall of 1959, a part of the students in the seedling program who were in the supervised farm program secured seed for the local seed dealers.

During the time the members were preparing to plant corn, I visited each one in order to be sure the soil was properly prepared. Before any member began to plant, I arranged for the planter to examine his farm and helped him select the best location for planting corn.

Supervision prior to planting and at planting time is essential to successful and effective farm home programs. The planter who is the key to successful farm企业管理 of Lovie Ventrenchi, State Farm, Fallas, Nevada, 1946

Uneducated with hybrid seed corn which they planted, after obtaining seeds from the F.F.A. project.

Supervision prior to planting and at planting time is essential to successful and effective farm home programs. The planter who is the key to successful farm企业管理 of Lovie Ventrenchi, State Farm, Fallas, Nevada, 1946

VETERINARY WORKERS WITH HYBRID SEED CORN WHICH THEY PLANTED, AFTER OBTAINING SEEDS FROM THE F.F.A. PROJECT.

Important Factors

1. A survey of the home farms to determine what soybean-growing areas and how many roods of soybeans are being grown in the various counties.

2. A survey of the home farms to determine what soybean-growing areas are being grown in the various counties.

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20. A survey of the home farms to determine what soybean-growing areas are being grown in the various counties.
Achievement of high-school students in animal husbandry in South Dakota

Clifton R. Wiseman

THE AGRICULTURAL EDUCATION MAGAZINE September, 1947

Achievement of high-school students in animal husbandry in South Dakota

Clifton R. Wiseman, South Dakota State College, Brookings

Student having three scores—a mental ability score and Form A and Form B agriculture test scores. Practically, the boys were sophomores in high school. All were studying animal husbandry that year. Seventy-six percent of these boys were from farm homes.

Table 1. Ability and Achievement of the Student (149 Students)

Mental Test Scores

Agriculture Test Scores (L.O.C.)

Form A

Form B

Mean

Median

Min

Max

Mean

Median

Min

Max

89.8

90.1

53.0

108.4

88.5

91.1

52.0

104.9

Mean

Median

Min

Max

101.3

103.0

88.0

123.0

116.2

122.0

90.0

134.0

For mental ability, there is presented a fairly normal distribution. For the agriculture test scores, the distribution is skewed somewhat at the upper end of the scale and there is a wide range of scores where no two groups are practically half that number of students.

B. I.G. as a Factor

With the mental scores at hand, naturally one is interested in the performance and gains of students on different mental levels.

The first thing to note is that the ability groups performed (achieved) quite different levels.

The next thing to note is that the gains made were the same for each group. The performance levels of the groups are 15 to 17 points different for the group, and for the group, practically half that number of students.

We believe that the brighter students in the group learn more than the less bright. In this study, the brighter group knew more, on this test, greater faculty in working with the students. This did not, in the county superintendent of schools, and discussed our intentions. Mr. Grafford furnished us lists of all the rural and parochial schools in our area with the names of all the eighth-grade students.

Jack Larson, F.F.A. vice-president, was our key man at this event. Letters were sent to all eighth-grade students in the county to come to our monthly meeting. The students came to our meeting and discussed our thoughts and plans for the next day. The students were very interested and excited about the day. The students were given the opportunity to ask questions and participate in the discussion.

C. Performance in Separate Schools

The group at any given school is the instructional unit even though the student does give some individual help. The important item we know how his

Table 2. Means Achievement Scores and Gains by High, Middle, and Low I.G. Groups

I.G. (L.O.C.)

Mean I.Q.

Mean Form A

Form B

Gains

Top seventh

123.0

116.2

12.8

2.4

6.6

Middle

122.0

115.6

6.4

0.0

6.8

Low

103.0

90.0

13.0

0.0

8.0

The results from the schools indicated that transportation would be needed for more than 60 students. Transportation plans were found and F.F.A. members drove their own cars to bring the eighth graders to our school.

In conclusion, the F.F.A. chapter, in cooperation with the district education department, was very successful in achieving a great deal for the high-school students. The students were very enthusiastic and excited about the day. The students were given the opportunity to ask questions and participate in the discussion.

Future Farmers of America

Glen E. Thayer, Beaver Dam, Wisconsin

Chapter encourages rural boys and girls to attend high school

A. W. Tenney

The results of this meeting brought forth plans for an eighth-grade visiting day in F.F.A. chapter. Four F.F.A. committee members, Principal Shields and I, met with the county superintendent of schools, and discussed our intentions. Mr. Grafford furnished us lists of all the rural and parochial schools in our area with the names of all the eighth-grade students.

Jack Larson, F.F.A. vice-president, was our key man at this event. Letters were sent to all eighth-grade students in the county to come to our monthly meeting. The students came to our meeting and discussed our thoughts and plans for the next day. The students were very interested and excited about the day. The students were given the opportunity to ask questions and participate in the discussion.

The department of vocational agriculture at Beaver Dam, the F.F.A. chapter, and the entire school district were doing their best to sell education in rural Dodge County.
Veterans help keep forests green

J. BYRON ROCKWELL, Teacher, Larchmont, Virginia

VETERANS, in an on-the-job-training in-agriculture class at Larchmont, Virginia, have organized a "Keep Virginia Green" crew with a 100 percent membership. They have organized each of the groups to organize them with the hope and determination that the damage from their own farms and upon the farms of their neighbors can be reduced.

The war has affected the World War II have been studying forestry under the leadership of J. Byron Rockwell, have been added to this study by moving pictures from the Forestry Department and by trained technicians from the country.

Achievement of high-school students in animal husbandry

(Continued from page 50)

love and care that the people of the various countries had for their soil and forests. We have found that here in the Larchmont community, every farm is of vital importance to us. It is our desire to care for this forest land so that it may be utilized to the greatest advantage. By using good forestry methods the timber crop will be one of the most important.

In organizing the "Keep Virginia Green" crew, these young veterans feel that they are beginning to take place in their community and are rendering a real worth while community service.

Conclusions

Concerning the departments conclusion, these three conclusions are warranted:

1. Schools with high average mental ability made rather high initial test scores but showed rather small gains and two showed losses.

2. Schools with the highest average mental scores made the least gains.

3. The best gains were made by schools where the initial scores were somewhat average.

Summary Statements

1. There was a wide variation in the initial mental scores of the students. Many students made better initial scores than others.

2. About one-third of the group made substantial gains, one-third made small gains, one-third made small losses, and one-third made losses.

3. This finding correlates the mental ability of the students ranging from 79 to 131 with a mean of 105.

4. There was a definite correlation between the mental ability and initial score (form A) of the students.

5. Mental ability seemed to operate strongly for the highest initial scores.

In the South Carolina group, Part IV of the test proved highest (lowest percent of possible score) and the highest gains on the test IV were the largest.

7. The best gains were made by schools where the initial scores of that group were somewhat average.

8. A definite correlation is made between the test initial and final test should be used rather than the first- month interval reported here.

Ten members of the Troy, Ohio, F.F.A. chapter have published a 1,500-page book of the Agriculture of Forestry to be used in reforestation projects.

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