Delegates from 15 chapters of Alpha Tau Omega assembled in National Convention at Atlantic City to chart the course of their professional fraternity in Agricultural Education. They represent 9,000 alumni and active members. [See Page 31.]

This Issue
Features... Relationships with administration and faculty
A monthly magazine for teachers of agriculture. Managed by an editorial board. Board of the American Vocational Association and published by Interludes Press and Publishers, Omaha, Nebraska.

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CONTENTS

Individual action often required

A SYSTEM of administrative or faculty organization which provides effective opportunities for individuals to share in policy and program making is what most of us want. To step up to the ideal situation is the lot of a relatively small number of teachers. We will have to operate in less favorable environments and work to bring about a change.

It is not necessary to refer to such work for better conditions as a reason for stopping it or for relating it to everyday activities. It is, however, the most vital which we have in the problem of making the program. The people who cause it to want to act keep on doing it.

What we do we can fail to go about? The reasons may be many and well founded. On the other hand a major explanation may be expected from the fact that our faculty members are not aware of the changes which are needed in school organizations in order to accept responsibility for such changes.

We have a difficult obligation to do our administration and faculty co-workers know how we feel about major issues. Certainly we can make our own faculty manifest in a tactful friendly way. Furthermore, our opinions will be the result of considered judgment.

In matters of budgetary provisions, scheduling, assignment of students to our classes and in other matters in which we are involved, there are some things that have been made in our professional capacity which are important in the planning and neighborhood.

Anxiety over the realization of others—what will be the loss?—is often a real block to effective participation. This can be removed only as we learn that the extent of interest is usually given to well considered suggestions for change.

The organization of the authority is the democratic way of life. Elements function for and cooperation with, status authority are building blocks for more effective relationships. The respect and cooperation is likely to be mutual when we have the opportunity to keep in touch with decisions and actions with those who are of great importance and regard to our program, and the educational program as a whole, in our situation.

New special editor in southern region

Dr. F. A. NYLAND was recently named as special editor to replace Dr. E. B. Knights. He is associate professor of vocational agriculture at North Carolina State College, a native of Minnesota, he received his B.S. and M.S. degrees in agricultural education from the University of Minnesota in 1930 and 1935, respectively.

His insight in the agricultural industry for three years in Minnesota, was an evening and part-time school specialist for four years, and after that he was appointed to the position of county and district supervisor. His work was in the state from 1937 to 1941.

Dr. Nyland had a teaching assistantship at the University of Minnesota in the summer of 1941. After World War II, he spent the fall semester of 1942 at Cornell University for two years from 1942-1943. He received his Ph.D. degree at Cornell University in June, 1943. In 1945, Dr. Nyland served as special representative in the P.V.P. program in the U.S. Office of Education in Washington, D.C. From November 1944 to March 1945, and did field work in twelve states in connection with this position.

Superior programs require effective cooperation

E. B. Jolles

MUCH has been said and written about the highly favorable environment given to farm boys in vocational agriculture. Naturally, we are all more interested in our own work than in that of others, and tend to view matters in the light of our own experiences.

We should however, take a different view. Superior programs are putting the vocational agriculture program into effect. There has been a considerable need for a cooperative system. In planning programs for the high schools, the vocational program, in the teaching of the high school and the public schools, in the high school and the public schools, in the community and the national importance of cooperation.

"After the fact" in other words, we must give consideration to those with whom we work in order to implement, and continue, the program in vocational agriculture at the local level.

The local administrator, busy as he is with the multitude of financial, personnel, building, transportation, supervision and other problems, views our program as important, but of necessity, in one of many to be met under his supervision. It is necessary that he be well informed and not only be in sympathy with the objectives of vocational agriculture, but interested in the point where he will go out of his way to advance the program in the community. This requires conferences between the state supervisory staff members, the teacher and the local administrator. It also means that the local administrator will keep the opportunity to keep the program on new developments such as the state plan and its alternative aspects, which are in immediate action and the value of obtaining and keeping the good will of the local administrator.

Mr. Nyland has been in charge of some of these activities and is in evaluating programs in vocational agriculture in local communities.

In the typical "Very Superior" situation, as regards vocational agriculture programs in effect, it was found that:

1. The teacher was well accepted and much respected as a member of the high school staff. He consulted frequently with the local school administrator and kept him well informed relative to the program.

2. The local school administrator and principal understood the objectives of vocational agriculture and supported them strongly.

3. The teacher was cooperating effectively with the agricultural extension forces of the county and participated actively in the activities of the farm and other local organizations.

4. The vocational agriculture department was accepted by the school authorities as an integral part of the public school.

5. Members of the school board and administrative officers visited the agricultural education programs of the schools. They were strongly in favor of instruction for young farmers.

6. The administrative head of the school system actively promoted the vocational agriculture program. (Contd. on page 45)

*An Evaluation of High Local Programs of Vocational Education in the United States, by: Jolles, E. B. Office of Education, 1944.)
The relationship of education for occupational competence to the total education program

W. W. McClure

W. W. McClure is a graduate of North Carolina State College in Agricultural Education, 1939. He taught high school in North Carolina and was employed as Assistant Supervisor, then as a Vocational Education Training Program in the State Department of Public Instruction, Raleigh, N. C.

Before considering the relationships of education for occupational competence to the total school program, it was necessary to know the meaning of the terms being used. The review of the literature on the subject indicates that in both the general and the vocational education fields, the terms "competence" and "competency" are used. These terms, however, may mean quite different things to different individuals. The following definition, "competence" is used in this paper to mean that the education of occupational competence must embrace all levels and all forms of education and that it must involve cooperation between the home, school, community, and the individual's range of vocational and educational activities. Occupational competence can only be a part of every individual's total competence; it must include "vocational competence" which should be in every individual's total competence. "Occupational competence," should be in every individual's total competence. "Occupational competence," should be included in the total competence of every student and should be an integral part of the total school program.
Policies of cooperation between agricultural education and extension

Robert F. Corfin, Supreme, Vermont

The Vermont Agricultural Education Section of the Agricultural Extension Services are both educative and service agencies of the State's school systems for the agricultural community. Both services provide opportunities for agricultural education to the various age groups in the rural community.

In fact that both services are working with approximately the same age groups and that the rural community is necessary that their services be coordinated so that maximum benefit of the other rather than duplicating services or working in opposition will be obtained.

There is adequate need for a full explication of the services that each agency provides in relationship to the other, but not only because of the importance of the subject but also because of the need for proper coordination. In order to do this properly it is important that there be uniformity of the information (technical recommendations) dispensed to farmers and others.

An understanding of the responsibilities of each is a prerequisite for the development of an integrated program of cooperation between the two services.

It is the responsibility of the Agricultural Extension Service to:

Properly support, organize, and furnish instruction for students, 14 or older, who now have the opportunity to receive the benefits of agricultural education in the secondary schools of the State.

Provide operational instruction to out-of-school farm and rural people.

This will include organized classes of:

- Young Farmer Class, the objective of which is to give guidance in the establishment in farming.
- Adult Farmer Class, consisting of a study group for each of the classes mentioned conducted by the teacher of the Extension Service to the successful farm owner.
- Farm Couples Class, a class for the training of couples for the local school conduct a series of programs on the problems of farm management.
- Club Leaders: Vocational agriculture teachers, instructors, or any groups conducting in service and, particularly agricultural leaders and leaders as trained for farm and rural youth, 10 to 20 years of age, inclusive, or of similar basic instruction.

If the responsibility of the Vermont Agricultural Education Section is:

1. Provide an organized instructional program, through leadership, which will develop leaders as teachers for farm and rural youth, 10 to 20 years of age inclusive, or of similar basic instruction.

2. Provide an opportunity for the organization of young men and women groups in those rural areas where there is a demand for such an interest.

3. Group the classes and provide them with the assistance of the county extension agents. County extension agents are county 4-H club agent. Work is also done on a similar basis with the farm and rural youth, 10 to 20 years of age inclusive, or of similar basic instruction.

4. Provide information to farm and rural people on vocational, technical, and educational and informational basis.

- The annual program, as developed by the advice of county farm and agricultural leaders.
- Service is available to all of the classes and groups of the various ages in the State.
- Conduct and disseminate research findings to people through a system of agricultural specialists.
- Media used to disseminate information are: general meetings within a county, farm visit, bulletin, bulletins and both; circular literature, advertising, and sale of products; and office and telephone calls. The Vermont Agricultural Education Section, in October, 1950, by representatives of the two services, held a series of meetings throughout the State, which were attended by the supervisory personnel of each service in attendance. During these meetings, the county extension agents, the policies of cooperation discussed above were explained and they were decided to be carried out.

Benefits Derived

1. Definitely scheduled joint meetings, gatherings, and programs, in which all teachers of agriculture of the section with the county extension services and all county agents would be an examination of all related services and the examination of the work generally.

2. The teachers of agriculture are services in planning the agricultural education program for interested rural people of the farm and rural youth, 10 to 20 years of age inclusive, who work in the farm. The part area of the school is a geographic area and the part profession of rural people will naturally grow in importance as agriculture becomes an increasing concern of both services.

3. Technical information and recommendations need to be organized by the county extension agents in the sections of the digest is currently provided to members of the county agents will provide interested members of the county extension agents may request additional copies for their distribution in any state or.

3. Teachers of agricultural and county agents are serves in an advisory or counter regulatory role in the development of their respective programs. Through these meetings, the school boards and personal contacts resulting in their general interest and the better understanding and the role of each service and the service and the information supplied to other services.

4. The necessity of the agricultural teacher has its major responsibility to provide leadership to the county extension agents and the full responsibility of the county agent is being attended by the state extension service. The Agricultural Extension Service would provide personal service services or any general meetings for farmers unless it is one jointed with the Extension Service.

5. Jointly planned and conducted technical work will help to utilize the resources of the Statewide-statewide for teachers of agriculture and county agents. Jointly planned and conducted technical work will help to utilize the resources of the Statewide state for teachers of agriculture and county agents. Jointly conducted and conducted technical work will help to utilize the resources of the Statewide state for teachers of agriculture and county agents.

(Continued on P. 93)
Some factors to consider in Establishing and improving departments of Vocational Agriculture in Missouri

KENNETH LEE RUSSELL, Teacher Education, Southern Missouri State College

The demand for the expansion of the program of vocational education in agriculture in Missouri has demanded increased responsibility upon those who are charged with the re-organization, the establishment and improvement of vocational agriculture in the public schools.

The first step toward this end was the organization of school districts and the re-organization of schools in Missouri. This has been accomplished through the work of the School Improvement Commission which has been responsible for the re-organization and improvement of departments of vocational agriculture in Missouri.

The second step was the appointment of committees of education in the various school districts. These committees were then responsible for the appointment of the superintendents of vocational agriculture in Missouri.

The third step was the appointment of the agricultural instructors to teach the various subjects included in the vocational agriculture program.

The fourth step was the appointment of the supervisors of vocational agriculture in Missouri. These supervisors were responsible for the inspection and supervision of the various school districts in Missouri.

The fifth step was the appointment of the directors of vocational agriculture in Missouri. These directors were responsible for the administration and operation of the various departments of vocational agriculture in Missouri.

The last step was the appointment of the presidents of the various boards of education in Missouri. These presidents were responsible for the appointment of the superintendents of vocational agriculture in Missouri.

In summary, the demand for the expansion of the program of vocational education in agriculture in Missouri has demanded increased responsibility upon those who are charged with the re-organization, the establishment and improvement of vocational agriculture in the public schools.

**DISTRIBUTION OF COSTS OF CONDUCTING PROGRAMS OF VOCATIONAL AGRICULTURE IN MISSOURI, 1940-49**

<table>
<thead>
<tr>
<th>LOCAL DISTRICT CONTRIBUTION</th>
<th>63.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATE AND FEDERAL AID</td>
<td>37.0%</td>
</tr>
</tbody>
</table>

**TABLE 1**

<table>
<thead>
<tr>
<th>Per Cent of Farm Boys Enrolled in Vocational Agriculture in 21 Missouri Schools in 1940-49.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per Cent of Farm Boys Enrolled in Vocational Agriculture</td>
</tr>
<tr>
<td>Under 15</td>
</tr>
<tr>
<td>15-34%</td>
</tr>
<tr>
<td>35-44%</td>
</tr>
<tr>
<td>45-54%</td>
</tr>
<tr>
<td>55-64%</td>
</tr>
<tr>
<td>65 and over</td>
</tr>
</tbody>
</table>

**Conclusion**

1. High school enrollment is of importance in determining enrollment in vocational agriculture only in those schools where the attendance trails indicate that the number of farm boys may be enrolled in a real high school.

2. Farm boy enrollment in high school appears to be the most significant factor in influencing enrollment in vocational agriculture.

3. Evidence suggests that those states where adult training programs are conducted have constructed new, or have remodeled existing, departments of vocational agriculture during the last ten years. Combination classroom and farm shop units account for 85 per cent of the new and remodeled construction. New construction was predominately of brick or concrete block.

4. Concrete block construction was criticized because of the high cost and maintenance of these buildings. Concrete construction was criticized because of the high cost and maintenance of these buildings.

5. The number of new farm boys enrolled in vocational agriculture in schools of less than 100 total high school enrollment has declined from a total of 50 to 10 per cent in schools with total enrollments of 100 to 104 and 6 per cent in schools with over 140 total enrollment.

6. The number of farm boys enrolled in vocational agriculture in Missouri in 1940-49 was 30 per cent greater than in 1930-31. This is a reflection of the increased enrollment in vocational agriculture in Missouri since 1900-01.

7. In view of the present economic situation, it is expected that the number of new farm boys enrolled in vocational agriculture will increase during the next ten years.

8. The average farm boy enrolled in vocational agriculture in Missouri in 1940-49 was 290 per cent greater than in 1930-31. This is due to the increased enrollment in vocational agriculture in Missouri since 1900-01.

9. The number of new farm boys enrolled in vocational agriculture in schools of less than 100 total high school enrollment has declined from a total of 50 to 10 per cent in schools with total enrollments of 100 to 104 and 6 per cent in schools with over 140 total enrollment.

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12. The number of new farm boys enrolled in vocational agriculture in schools of less than 100 total high school enrollment has declined from a total of 50 to 10 per cent in schools with total enrollments of 100 to 104 and 6 per cent in schools with over 140 total enrollment.
Strengthening relationships... 

full time. Where a good supervised farming program is in effect, and with the proper approach to the program, and adult farmer class, and participants that they have, the teacher has enough and more to keep him busy. The result is that the teacher leads during the summer while their regular instruction in the teacher of agriculture is joyously accepted and enjoyed with vacations with pay. The community knows what one teacher does for himself and so does the principal, especially if he is a resident principal. 

12. Vocational agriculture is popular with the people in the community. Occasionally the teacher of agriculture represents the school to the community. The school is brought to the attention of the people who will come to know him when they cannot afford to hire or even the principal or even the principal. Vocational agriculture is bringing quite a bit of the school to the people and to the individuals who see that their boys are learning something and is a part of their education.

Suggestions for Improvement

The problem of good relationships is felt keenly by many principals, teachers, and vocational agriculture officials. It is fortunate that such relationships are not a common problem in any high school. The teacher of agriculture and the principal is in the position of gaining great satisfaction to the school, and the people and to the principal in general. This letter to the editor should be the ultimate objective of any high school in the state is an indication of just principles are concerned.

There has always been a problem in pointing out cases for poor relationships in the state. It is easier to point to defects than to be able to show us a solution. A simple solution would be to consider the very idea of poor relationships and then simply asking the source is a problem in itself. Often finding the source is the problem is just as hard for the teacher and the principal. 

1. Frequent conferences between the teacher and the principal should be held. This is especially necessary where there is a new teacher or principal. This should be done as early as possible after the principal or teacher has moved into the community, and before school opens.

2. Both should have a knowledge of administrative and vocational requirements. Here is where the supervisor of vocational agriculture can help both the principal and teacher.

3. The teacher of agriculture should include his principal in all the events and occasions possible. After all, everything the teacher does in a part of the school program and the principal is the administrator. If the departments of agriculture and teachers need to be continued and students need be concerned the district and the superintendents of vocational agriculture are progressing, these credits should also be given in the head of the school.

4. Some insturctions where the principal may be recognized are at the P.L.A. meetings, (h) and son (c) workshops, (c) evening classes, (d) veterans and young farmer classes, (e) promotion of awards to vocational students, (f) shows, fairs, exhibits, (g) field days and field trips, (h) socials of the P.V.A., (i) definition of new buildings, and (j) initiation of any new project or general misunderstanding.

4. Teachers of agriculture should involve their principals in county or state school group meetings.

5. In the experience of the writer, membership in a School Mothers Club helps to improve the relationships. Problems of school administration, discipline, and vocational improvement are so widely discussed, and there are no "under the table" conversations. These meetings help to acquaint the teacher of agriculture and the principal to work out details for the principals. Here also would be an opportunity for different viewpoints in agricultural education.

6. More vocational education philosophy and information should be included in the curriculum of the teacher training institution to prepare prospective principals. In the writer’s opinion, the greatest importance in solving many of the problems of relationships with vocational teachers would be the preparation of such principals. It is well grounded in many educational subjects but it seems to be little or no work dealing with vocational training and education of agriculture. He may not have been a rural area, yet he has accepted a position in a rural community to teach and supervise the vocational education in his school. Other things being equal, it is evident that a well developed farming program will do more than anything else to improve the relationship between teacher and principal and between school and community.

In conclusion, relationship cannot be bought as a commodity, it must be worked at. Teachers of agriculture who have cultivated weaknesses in the state and public school systems. The teachers are not inherently antagonistic to the basic principles which have been built up by others. Speaking at the same time, the vocational agriculture teacher has been the result of a number of years of training and personal characteristics. 

L. M. Buchanan, Superintendent, Orange County.

I have been over a 14-year period as a teacher of vocational agriculture and 6 years as a county supervisor, and I can truthfully say that good relationships are not always a part of vocational agriculture. It is important that the vocational agriculture teacher realizes how difficult the relationships may be, and current efforts must be made to further the relationships.

5. Teachers of agriculture have known vocational agriculture for many years, and the educator has a gap in the state which is the relationship between the vocational agriculture and the educational system. The first question which I would like to suggest is "How can I organize some of my activities so that I can be sure that all the educational buildings of the P.V.A. are in the annual reports?" The second question is "How can I improve my relationships with the students?" The third question is "How can I change my activities?"

6. Teachers much more willing to attend meetings and have no confidence in one which his duties.

(Continued on Page 8)

Problems in the local administration of departmen of vocational agriculture

R. M. Dickerman, Teacher, Ludlowville, New York

Percent of Problems Rated as of Major Importance

<table>
<thead>
<tr>
<th>NATURE OF PROBLEMS</th>
<th>Agriculture</th>
<th>Teachers</th>
<th>Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Maintaining Discipline Administrative Relationship</td>
<td>7.1</td>
<td>9.1</td>
<td>10.2</td>
</tr>
<tr>
<td>B. Providing travel allowances</td>
<td>6.3</td>
<td>8.4</td>
<td>10.6</td>
</tr>
<tr>
<td>C. Providing enough land and equipment</td>
<td>7.0</td>
<td>8.2</td>
<td>10.1</td>
</tr>
<tr>
<td>D. Selecting enrollment</td>
<td>6.7</td>
<td>8.1</td>
<td>10.1</td>
</tr>
<tr>
<td>E. Providing teaching materials</td>
<td>6.7</td>
<td>8.1</td>
<td>10.1</td>
</tr>
<tr>
<td>F. Out-of-School Programs</td>
<td>7.0</td>
<td>8.2</td>
<td>10.6</td>
</tr>
<tr>
<td>G. Teaching all Day Classes</td>
<td>6.2</td>
<td>8.3</td>
<td>10.2</td>
</tr>
<tr>
<td>H. Teaching on evening courses</td>
<td>6.2</td>
<td>8.1</td>
<td>10.1</td>
</tr>
<tr>
<td>I. Making home farm reports</td>
<td>6.2</td>
<td>8.2</td>
<td>10.2</td>
</tr>
<tr>
<td>J. Teaching non-agricultural classes</td>
<td>6.4</td>
<td>8.2</td>
<td>10.2</td>
</tr>
</tbody>
</table>

Problems in the local administration of departments of vocational agriculture
The New York FFA campaign program

By HAROLD L. NOARES, Director, Osceola County

The New York FFA Campaign Program conducted at Osceola County Camp is based on three principal objectives:

1. To conduct a program of systematic instruction in common sense leadership activities for rural youth supplementing the practical teaching and training conducted in high school departments of agriculture.

2. To provide instruction and practice in camp life, forest management, conservation of natural resources, and the propagation and conservation of wildlife.

3. To provide opportunities for healthful recreation, for citizenship training, and for character building.

These objectives are broad and require considerable interpretation into camp activities in order to make them effective. Boys do not come to camp primarily to be educated or to be trained separately. They come to camp to have FUN. How to provide activities which will be fun in value and at the same time meet desirable camp objectives is a problem which every camp director must strive to solve.

During the present camp week a study was made of 250 former campers to determine their interest in the various activities and to ascertain the results of this study. Prior to the opening of the camp, a four-day counselor training school was held at the camp to train the counselors. The men and boys who went to camp this summer were the key men during the camp season and served as advisors to the counselors.

Camp Chapters

Upon arrival at camp boys and agricultural teachers present to their camp-chapters, from past experience it was deemed desirable to have each group and assign boys at the rate of two to a cabin to a chapter. This gives campers an opportunity to meet and work with campers from other sections of the state. The teachers of agriculture assist the counselors in carrying on the weekly program of the camp-chapters. They also help with maintaining the camp work at the camp.

As soon as possible after arrival each camp-chapter meets and organizes with a full slate of FFA officers and provides the necessary schedule of meetings for the week.

This program of activities takes into account activities in which all campers are required to participate and activities which are purely elective. The required activities are those concerned with leadership training, forestry and conservation. Elective activities are those in camping and recreation, leadership, recreation, and their hobbies. Each camp-chapter plans its program of activities independent of other camp-chapters. The only fixed events in the daily schedule are meals and swimming times. A flexible schedule makes it possible to utilize the facilities of the camp to the best advantage. For example, the boys are in the assembly for the morning program but groups rather than all groups working on their own. They will not be the rest of the time. The morning work-instruction program is duplicated in the afternoon to further simplify program planning. A group may spend an hour on forest improvement and is the afternoon the schedule being and varying instruction and continuing instruction. The molding of decisions relative to program planning and the carrying out of the planned program provides an excellent opportunity for the practice of leadership training in the camp-chapter meetings.

Each week a fifteen minute radio program is planned and recorded on wire as part of the leadership training program. This wire is sent to WHCU-FM where it is rebroadcast over the Rural Radio Network on Tuesday night each week by FFA bulletin. The purpose of this program is to provide an opportunity for special committees to give desirable experience in planning and conducting a well organized bulletin. Each Sunday morning bulletin transmitted is held in the camp chapels. This is conducted for the most part by members of the FFA camp chorus and the plan becomes the working tools for the following week.

When campers return to school, this program of activities will remain as one of the highlights. Of particular interest to them is that the students in school are the ones who plan and conduct the program.

Since Osceola County Camp encompasses nearly 1,000 acres of forest land, it provides a unique opportunity for training in forest management practices. In place of the program of chapters becomes a real part of the forest management program. In place of the chapters becomes a real part of the summer program.

The Forestry Program:

The chapter has been divided into three main objectives. The men in the chapters are responsible for their own chapters. They are responsible for all work in the chapter.

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Developing an FFA scrap book

E. R. MILLS, Teacher, Lake Oak, Florida

There is no definite plan that can be followed in developing a scrap book. There are many situations that make one plan unsuitable for a community that might be ideal for another. The final analysis of what plan to follow must therefore come from the individual instructor and his chapter. There are some rules which are general and worth mentioning here.

These general rules are not listed in the order of importance. RH chapter may plan differently. Before past experiences lead us to believe that the most important step is selecting a starting date. We all have some system of filing news clippings, pictures and the like but much of this information so long has scrap book value. If you feel that your filler material is needed in order to start your scrap book off it is best to select only the latest and most interesting items. Be sure for it is such a way to indicate the period covered. After a starting date is made, the first need is to then be fixed with developing a source of scrap book material. This can be done much easier than one might think. By purchasing a small inexpensive camera and learning to develop photographs explain how to properly take pictures the rest is much a result of practice. You and your adviser and his chapter members become interested in a scrap book and will take it very rapidly from there. Every boy is shown to have his pictures included in the scrap book and the chapter will lose interest in getting good pictures of his work.

Some Resources

No scrap book will carry the distinction of an FFA, Mail-Order binder will. These are available at a

E. R. MILLS and FFA president receive state award for scrapbook.

Post-state president showing champion

Our experience, after several years of a scrap book, leads us to believe the plan could be improved by adding the following chapters (Part I), Part II, Part III, Part IV. The Greenhills get a much clearer picture of what the Post has been from these pictures. Words cannot express what a picture can.
Acquainting all-day students with the value and the need for

Developing a supervised farming program

HAROLD STOKER, Teacher, Hollister, California

I have found that much of this help and stimulation can be given through the local FFA chapter. For example, each chapter has a small food mill that helps to feed the supervised farming programs of our boys. By buying, grinding, and mixing feed cooperatively, the boys are able to purchase the individual boy a balanced, mixed feed at a cost that is just a few cents more per hundred than what the local feed mill would cost at the local warehouse. This assures the boy a profit with his livestock project. There are very few boys who do not like to make a profit. This provides encouragement to the boy in his farming program. How can we best accomplish this?

The simplest way to build a good program is to select students who have the desire, the facilities, and the financial means to develop a good program while in high school. Unfortunately, not all students are interested and even if they were, the teacher would have to select the next step, perhaps, very little work to do. We enroll many students who do not have the facilities or the financial means to develop an agricultural training program who do not realize it. After several supervised farming programs, it is then necessary for the student to pick the need of such a program to advance along the road to full-time farming.

F.F.A. farm day ... for "city kids"

L. L. TURNER, Teacher, Goshenbury, Connecticut

The city children see some real live farm animals. Thus begun the event which now seems to have developed into an annual affair. Yes, the Farm Day has become a definite activity in our program of work.

Three weeks before the actual event is to take place, the president of the chapter appoints the chairman of the various committees. These chairsmen with the vice-president serve as the overall committee, while each chairman appoints three or four members to serve with him. Each committee then decides what animals and how many will be exhibited. They also decide what material, equipment, and apparatus will be needed, where the animals will come from, and how they will be exhibited. Meanwhile some of the members have already been out to the grounds to map the area, locate points, and determine where each exhibit will be placed. At this point we meet with the museum director to thresh out any problems which may arise. Such varied interests, insurance, policing of the area, and the care and comfort of the children and animals are considered.

Now it is time to go to work. The day before, they go out and set up all the corrals and pens so that on the day of the "Day" the boys can just move in. They start as early as five o'clock in the morning. All boys dealers contribute to the feed, cattle dealers contribute to the feed, feed dealers contribute to the equipment and animals, ranging from animals on the other side of the state to the little hamlets and barns in Florida. The boys are assigned to each exhibit so that somehow all the questions will be asked.

Then the special bus loads of children begin to arrive. Before actual opening of the show, however, the boys and children are given in the pens to feed and handle the animals. A cloud of dust rises as reactions of these hands-on kids are exhibited to the animals. One little boy, fatter tail of the head of a horse, outrode its tail in acoop cupped children who have never seen it before. Another, one blind youngster held the head of a horse and this head in its eyes. These are handles to be rewarded for the work and effort put in by the boys.

"City kids" isn't a bad crowd. It's just that they are used to the city. We are still trying to teach them how to farm. They now have a chance to see what real live farmers do.
**J.F.A. cooperative project**

**HOWARD BRADLEY,** Teacher, Beloit, Kansas

The Mitchell County Fair Association recently purchased 30 acres of ground for their new fair grounds. The location was chosen because it would be used for fair purposes, and had a meeting with the fair board for the purpose of renting a part of their field. The fair board rented a 3-acre field to the J.F.A. chapter to be used for an annual fair. The 35-acre field was used for the fair, and the 3-acre field was used for fair purposes.

Chapter members started with plans for this fair. The plan was to use their own resources and efforts to make the fair a success. They worked hard and made sure that the fair was a success. The J.F.A. members were the backbone of the fair and made sure that it was a success.

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Try a patch and judge for yourself.

RICHARD L. BALESE, Graduate Fellow, The Pennsylvania State College

"Try a patch and judge for yourself." This expression exemplifies a common method used in agronomy and soil management that focuses on demonstrating the benefits of good farming practices through trial plots. By comparing different farming methods, researchers can evaluate the impact on crop yield and quality. This approach is crucial in teaching agronomic data and helping farmers understand the benefits of adopting new agricultural techniques. In the context of the document, this practice is highlighted as a way to enhance the education of young farmers through practical demonstrations.

Several years ago a group of agricultural educators in Pennsylvania came together to address a critical issue: the presence of young farmers trained in agronomy. Recognizing the importance of having a strong and diverse pool of agricultural professionals, these educators aimed to create a more immersive and hands-on learning experience for students. One key component of their approach involved establishing trial patches on farms where students could apply the knowledge they had gained in the classroom to real-world situations.

The New York F.A.A. camping program

The New York F.A.A. (Farmers' Advisory Association) is known for its innovative approach to education, particularly through its camping programs. These programs provide a blend of hands-on experience and theoretical learning, allowing participants to gain practical knowledge while also deepening their understanding of agricultural practices. The camping programs are designed to be inclusive, offering opportunities for students of all ages and backgrounds to engage with farming and rural life.

The sidewalk camping rates high in campers' interest. This is combined with instruction in food science, where a food product is imported from Sweden, has been added to the program this year to stimulate interest in the use of a compass and topographic map. Campers are encouraged to use the map and compass with hiking to add interest to both activities. Camper groups are at various points on the camp property. These groups are under the guidance of the camp leaders familiar to the campers. This is a major new high school per one hundred persons (1940 Census) and $1,000 of farm income in 1930 to 1951 to 1951. During this same period local college graduates 21 years of age had a high school graduation rate of 145. This long-term decrease is much less a result of in the region.

Small Grains

1. Make two marking sticks, one 3'6" long, the other 3'6" in length. 2. Check the length of the drills. 
3. If the drills are 8" apart, drill at random 20 samples each consisting of 33.3% of row. 4. If the drills are 17" apart, drill at random 20 samples each consisting of 28.8% of row. Both sampling procedures give approximately 1/2% of the crop. 5. Buhl the 30 samples together into one composite sample to be analyzed by the forage extension lab. 6. Mail or deliver the samples to the Agricultural Extension laboratory. The determined grain weight is multiplied by 250 to obtain the yield. If the actual grain yield per acre were worked out by the students of the trial group, the results would be used to test the significance of the results obtained by the above method as having no significant influence on the effectiveness of the overall trial procedure. The sampling instructions were for corn, small grains, and forage crops are given.

Corn

Corn yields cannot be estimated accurately for small fields without taking into account the yield of the test plots. The following procedure is suggested for determining yields:

1. Determine the distance between the rows, the number of feet of row and the length of each row. 2. If the row width is 36'6" 15 feet of corn, 3. If the row width is 38'6" 12 feet of corn, 4. If the row width is 42'6" 12 feet of corn.

All of these samples will be approximately 1/100 of an acre. 2. Harvest at least 50 samples from each 1/100 of an acre. 3. Pick 10 ears from each sample and place them in a sample weight can. Then test at least one quart of corn for moisture and use these to determine the moisture percentage at one time.

The sidewalk camping rates high in campers' interest. This is combined with instruction in food science, where a food product imported from Sweden, has been added to the program this year to stimulate interest in the use of a compass and topographic map. Campers are encouraged to use the map and compass with hiking to add interest to both activities. Camper groups are at various points on the camp property. These groups are under the guidance of the camp leaders familiar to the campers. This is a major new high school per one hundred persons (1940 Census) and $1,000 of farm income in 1930 to 1951 to 1951. During this same period local college graduates 21 years of age had a high school graduation rate of 145. This long-term decrease is much less a result of in the region.

Summary:

A definite educational need exists in the rural situation which needs to be met. This need is for a type of post-high school education that is more than a continuation of the high school experience but is a new and different program that will bring each person to his highest level of development. This need is in recognition of the fact that education, as the top of the pyramid, is upon the mountain of the social system. Consequently social structures that will bring each person to his highest level of development are necessary. This need is for a type of educational program that is designed to meet the needs of rural youth. This need is for a type of educational program that is designed to meet the needs of rural youth.

A recent study by the United States Department of Agriculture indicated that 49% of the post-high school youth were enrolled in some form of education, while 51% were engaged in farm work. These figures show the need for educational programs that are designed to meet the needs of rural youth. This need is for a type of educational program that is designed to meet the needs of rural youth.
Placement...  
Farming programs should pave the way for placement  
JAMES N. FREEMAN, Teacher Educator, Lincoln University, Missouri

1. The Problem

Most programs of vocational agriculture at Negro colleges, as well as many programs of vocational agriculture, found in general education departments, or both, are conducted in such a manner that little if any point of contact is made with the outside world. This is true of most of the agricultural programs in Negro institutions, whether they be in the law school, the business school, or the college of education. The implications of the problem are both serious and far-reaching. With our national emphasis on vocational education, it seems to me that some organization or plan should be instituted for the distribution of agricultural information to students and the general public. The nature of the problem is such that it will require the cooperation of all the various colleges and universities interested in the field. It is to this end that this paper is written. It is my hope that the suggestions made may be of some assistance in the solution of this problem.

2. Administration, Supervision and Instruction

In the administration of a vocational agriculture program, the following duties should be performed:

a. Administration

Administration is essential to the success of any vocational agriculture program. The administrator is responsible for the overall operation of the program. He must ensure that the program is adequately supported by the administration of the institution. The administrator must also be aware of the needs of the students and the community. The administrator must also be able to communicate with the various agencies and organizations that may be interested in the program.

b. Supervision

Supervision is essential to the success of any vocational agriculture program. The supervisor is responsible for the day-to-day operation of the program. The supervisor must ensure that the program is being conducted in a manner that is consistent with the goals and objectives of the program. The supervisor must also be able to communicate with the various agencies and organizations that may be interested in the program.

c. Instruction

Instruction is essential to the success of any vocational agriculture program. The instructor is responsible for the delivery of the program's content. The instructor must be knowledgeable about the subject matter and be able to communicate this knowledge to the students. The instructor must also be able to communicate with the various agencies and organizations that may be interested in the program.

3. Policies of cooperation

a. Objectives

The objectives of the program should be clear and specific. The objectives should be based on the needs of the students and the community. The objectives should also be consistent with the goals and objectives of the institution.

b. Curriculum

The curriculum of the program should be designed to meet the needs of the students and the community. The curriculum should also be consistent with the goals and objectives of the institution.

c. Evaluation

The program should be evaluated on a regular basis to ensure that it is meeting its objectives. The evaluation should be based on the needs of the students and the community. The evaluation should also be consistent with the goals and objectives of the institution.

4. Educational Needs of young farmers

Educational Needs of young farmers (Continued from page 455)

It is evident that the education of young farmers is of primary importance. The farmer of tomorrow must be equipped with the knowledge and skills necessary to succeed in the agricultural field. This education should be provided at the secondary level. The educational needs of the farmer can be met through a variety of means, including vocational education, trade schools, and university programs.

5. Superior programs require adequate financing

Superior programs require adequate financing. The financing of education programs for young farmers is essential to the success of the program. The funding for these programs should be provided by the government, the private sector, and the farmers themselves. The government should provide funding through grants, loans, and tax incentives. The private sector should provide funding through donations and private loans. The farmers should provide funding through contributions and voluntary work.

6. Appendix

Appendix

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D. L. Williams

On June 16, 1959, Mr. D. L. Wil-

liams, Superintendent of Vocational, Agri-

cultural Education Department, Mississippi State College, died at his

home in Columbus, Mississippi. In

the passing of Mr. Williams, Mis-

sissippi lost one of its pioneer leaders in Agricultural Education.

In 1929, he served as Farm and Home

agent of the Agricultural Extension Service. From 1931 to 1932, he

served as Farm and Home agent of the Soil Conservation Service. Since 1939

he has been a member of the Agricultural Education Commission of Mississippi.

Mr. Williams was a member of the American Supervisors Association, the

National Agricultural Education Association, and the Southern Association of

Supervisors of Vocational Agriculture.

Mr. Williams was a man of many

qualities, and he leaves behind a legacy of excellence and dedication to

the field of Agricultural Education.

James C. Atherton

The conference was held in the mid-

dle of the fall student teaching period. At

this time, the cooperating teachers and the

teacher-training staff are particularly

aware of problems concerning student

teachers and the supervising teachers. These problems frequently arise

during the first two days of school without interfering with the

normal operations of classes. This situa-

tion also provides a learning experience for the student teachers as they

are fully responsible for the local agricul-

ture program during this absence of the

supervising teacher. The budget of the

university for student teaching provides

for the expenses of the cooperating

teachers for this conference.

The conference consisted primarily of discussions related to various elements of

the student teaching program with a variety of discussion leaders. The agenda

for the conference included discussions on:

1. The evaluation of student teaching centers with the University of Illi-

nois.

2. The establishment of functional objec-

tives.

3. How to guide student teachers to use problem solving procedures effec-

tively with clarity.

4. Effective teaching based on ex-

panded earning programs.

5. The evaluation of student teaching programs as seen by a state supervi-

sor.

6. Problems and relationships of co-

operative teaching.

7. Essentials for an effective training

center (a panel discussion).

8. Evaluation of student teaching prac-

tices by men who recently completed student teaching.

9. Suggestions for the improvement of student teaching practices.

In evaluating the outcomes of the conference, it is significant to note that some

outcomes have been reached and that there is

likelyhood of others being not as well in student teaching continues. The major

objective of this conference was a reaffirmation of the need for training pro-

turers of teachers of vocational agriculture as a continuing process and that

these are expected as ends products of

this conference.

1. Better understanding of the func-

tions of student teaching.

2. Understanding of the need for

student-teaching programs that serve

the student-teachers.

3. Clearer view of the opportuni-

ties for improving student teaching.

4. Creation of a philosophy of the

student-teaching phase of teacher training.

5. Clarification of the relationships

among the various activities included in

student teaching.

6. Provision for a free exchange of

ideas.

7. Helped clear up administrative

technicalities.

8. Formation of a network of unity in

the vital understanding of preparing teach-

ers for student teaching.

9. Produced ideas that teacher train-

ers can use in improving the prepa-
ation of student-teaching programs.

10. Clarity of understanding the
transition of the transition from the col-

lege work to student teaching back to the

college work.

11. Developed a spirit of comradeship

and mutual understanding in participating in the

conference.

Our cover

The picture used on the cover is from

Vermont. It illustrates a type of conference

that takes place among teacher-training

center and school board members. The pap-

ers prepared by the representatives of

these centers and schools, which list the services

provided for the student teachers, include

such items as courses in music, English,

speech, and science.

What makes the conference of
teachers successful is that the students,

sitting on the floor, are directly

responsible for organizing the meeting with

local boards.

F.F.A. farm day

For more information, see page 90

Receive some invaluable training in the
development of effective written and spoken

communication, community service, and

leadership of an effective public relations

campaign. Remember each year the boys do the entire job themselves. It is a big day for everyone;

and for the I.N.R.E. or high school.

For the F.F.A. Farm Day, 1959, the

students are divided into groups of five

twenty-five, with the two small groups,

between the city and the country, between

the three major types of agriculture.

Although this Farm Day seems to be the

one of its kind in the nation at the present
time, there is no reason why it cannot be

adapted on a similar manner. Your will be

interested in learning how this conference
can be a successful effort to prepare the

community to serve oneself."
# Vocational Education in Agriculture

## Section II

### Directory

#### Directors, Supervisors, and Teacher Trainers

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<th>Key to Abbreviations Used</th>
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<td>7 = Vocational Supervisor</td>
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<td>11 = Teacher Trainer</td>
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<td>14 = Vocational Teacher</td>
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</table>

### OFFICE OF EDUCATION, WASHINGTON, D. C.

- J. E. L. Porter, Chief, Agricultural Education
- W. F. Kimball, Farm Business Education
- H. W. C. Asbury, Chief, Agricultural Science

### Specialists

- H. W. C. Asbury, Specialist
- J. E. L. Porter, Specialist
- W. F. Kimball, Specialist
- W. F. Kimball, Specialist
- J. E. L. Porter, Specialist

### Note

Please report changes of personnel for this Directory to Dr. W. F. Kimball, Chief, Agricultural Education, U. S. Office of Education.