Pictures of the month...

A contest open to all teachers of Vocational Agriculture and farm veterans.

"DOCKING LAMBS"
Photo by: John H. Klaphake, Wisconsin Vocational School, Wausau, Wisconsin
4 x 5 Speed Graphic Super XX
Lens Opening: F.16; Shutter Speed 1/100.

"TIE LITTER"
Photo by: J. R. Nowak, Hayville High School, Hayville, Ohio.
Agfa C.14
35 mm, Foc. 5
Shutter Speed: 1/100 second.

"IT'S MORE THAN HAY...IT'S GRASS SILOAGE"
Photo by: Robert F. Taylor, R. B. No. 3, Columbus City, Indiana.
Svetol Camera, Indiana.
Camera Used: Baykota Flash attachment used.
Camera has a fixed lens and only one shutter speed.

"WARMING UP FOR TRACTOR OPERATORS' CONTEST"
Photo by: Lee D. Harding, Danville, Virginia, Southside High School, Kodal Tarkal
420 Super XX
Lens Opening: B; Shutter Speed: 1/50.
Better teaching — still the greatest need!

DESPITE nearly half a century of teaching agriculture, the fundamental need still is the practice of better teaching technique in the classroom and on the farm. The Agricultural Educa-
tion Association has a challenge in meet-
ing this need. The trend in professional meetings, whether sectional, state, re-
gional, or national, has been to devote nearly the entire time to new problems and new developments in the field of vo-
tional education. In having great

speakers covering general topics of in-
terest on the entire field of agricultural education ranging from in-
dustrial processes to travel talks. Despite the interesting and

beneficial nature of these talks, there are strong grounds for

questioning whether the time spent can be justified from a

professional point of view when we see how rare the major

sessions on specific professional meetings. The new developments in the field

are important and should occupy their rightful place in a pro-

gram. However, as important as it is that teachers become ac-

quainted with new developments, it should not be assumed that

when a training institute unless the teachers certifcate,

everything that can be done for the man in the area of methods

has been done.

Teachers of vocational agriculture leave the teacher training institutions with a good background in technical information and the art of teaching, however, far from an

opinion level of proficiency in methods of teaching. One

important consideration here is that technical teachers lack the

necessary actual experience in a teaching situation which

must be intermixed with local knowledge and skill. Profes-
sions which have not reached professional maturity. This is a

natural situation, but it points to a need in developing methods and

tools for training in methods has been largely passed over in later in-

stitute contacts with the teacher. Simply teachers

can profit from further study of methods and in

sharing techniques they have found to be successful.

It is necessary to examine and understand the reasons for

not devoting more time to methods in the various profes-
sional meetings. With new discoveries and developments in ag-

riculture, the increasing numbers held responsible for more techni-
cal information and skills. Another important factor is the

weakness of government programs with which an in-
structor must become involved. Several of these would be the war

production program of several years ago, and in the post-

wartime era, the Institutional Kindergarten Training program for

veterans. Despite these demands on an instructor, the impor-
tance of good instruction must never be forgotten.

Indications are that further professional need to be de-
veloped in such areas as:

1. Teacher preparation of a lesson

2. Method of teaching

3. Demonstrational method

4. Supervised Farming Program instruction

5. Use of teaching aids — 16 mm. sound projectors, filmstrips, slides, field trips, specimens, models, tape record-
ing, radio, and the like

Much has been written in the above areas giving valuable

suggestions. The body of knowledge exists, but the problem is one of implementation. The problem is in having the better

looking to the future

What's new? What are things going? What are common reasons for greatness? They indicate a general concern for the future. It was this interest which resulted in the decision to feature the theme of "Needed Developments."

Most of us do not have a magic device enabling us to see into the future. We do know that all institutions and programs must change if they are to continue. Only as we pool our ideas and knowledge can we participate effectively in the initiation of needed developments.

Developments may be interpreted to mean change — a change for the better in this case, we hope. It is to be realized in cert

tain areas or activities, such as housing (see Phipps' article) which may represent a needed improvement.

Contributions selected for giving emphasis to the theme point to such needed developments as:

1. More exchange of information between countries and areas on the programs of Agricultural Education

2. More emphasis on central purposes (see articles by Bjor-

nak and Jolliff)

3. Improved service to other groups (see articles by Blod-

loe and Strudwick)

4. Increased recognition of the importance of disseminating and using information gathered by others.

5. A greater concern for leadership training

Other needed developments for which we have a concern are listed below.

Are These Needed Developments in Agricultural Education?

1. Experimentation: Has there not been a tendency to estab-
lish a pattern for the program of Agricultural Education and

make it rigid? If so, then everyone in this country is con-
bvinced that it will need continuing readjustment to meet

changing needs of rural people. If it is a variety of local

programs are in operation for which so many systematic evol-
uation in the development of adapted programs.

2. Guidance: We are concerned with educating for pro-
ficiency in farming. In this phase we have not clearly

established what is meant by proficiency for different

groups and groups. The problem of guiding all-day students to enter or leave training in terms of progress toward spe-
cific levels of competency is one that should challenge us. As

a needed development is to establish a degree of major sig-
nificance for the all-day program.

3. Use of Federal Funds: The original intent of the Smith-

Haugen Act is generally said to be to promote and dev-

eoply . . . . We have promoted and developed. It may

(Continued on Page 362)
An-all-out program in farm engineering

A. E. BITCHIN, Teacher Educators, The Ohio State University

Ohio teachers of vocational agriculture have been cognizant of the need for keeping up to date in the area of farm engineering. This is particularly true when they consider the facts presented by agricultural economists who say that farm machinery and equipment on Ohio farms has increased in crystal value from less than $1,000 in 1900 to over $10,000 in 1950 on commercial-size farms (100-200 acres). The economist further states that the physical equipment and machinery on these commercial farms has increased three times as much as it was during the 1935-39 period. This increase in farm equipment has brought about a multiplicity of problems in teaching farm engineering—some of which are new and unanswered. Teachers are confronted with these many problems in addition to being concerned about effective teaching methods and conducting an improvement program in farm engineering classes to all-day, young farmer, and adult farmers.

One Full Year Farm Engineering

A first and important step was in 1946-47, when all departments in Ohio began active state-wide farm management and agricultural engineering courses for high school seniors. This provided opportunity for teacher educators and supervisors to emphasize the need for providing farm engineering and aids for teaching each of these courses and for technicians to take a lead in the cultivation of effort for improving instruction as the local level, resulting from state-wide conferences, regional advisory, and state-wide conferences, regional advisory, and state-wide conferences.

During the summer of 1949-50, 45 teachers attended a farm management workshop which was held at the State Teachers College. This workshop involved discussion of various topics such as farm crops, farm costs, and farm marketing. The participants were encouraged to bring their own farm problems and to work out solutions for them.

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Serving part-time farmers

GORDON S. STEVENS, Teacher, Lambertville, Michigan

Teaching Vocational Agriculture to Meet the Needs of These Part-time Farmers.

These data have served as a basis for the development of courses in Vocational Agriculture that will serve the needs of the boys coming from the part-time farm. In organizing the subject matter for these part-time farm classes, I have utilized the modified cross-sectional pattern of instruction that I have adopted in the elementary method. Due to the nature of the farming activity on the farm is dependent on another activity. In a unit on weather, we can move from the selection of the quality natural into feeding, then caring for the livestock, then housing, and then managing. When it is time to plant corn we may go back to soil science and from there into raising corn as feed for our swine. This would justify our entire curricular programme and my management for the part-time farm is included with each unit. Our approach emphasizes as a unit, whole farm and corn are not studied from a view point of a crop citizen but as a unit. The output of a part-time farm gross increased profit and better family living and is very seldom used as a unit since we do not have a unit listed among the boys' projects, therefore, duty is not given much considerable. We study duty from the standpoint of being good quality products.

Agricultural Activities on the Small Farm

The part-time farmer in our area is a general farmer. He is not skilled in the special trade, and his income is relatively low with efficiency of production. The average part-time farmer usually cannot afford a piece of farm, perhaps as a child. He holds a full time job and his income is less than that of the full-time farmer. This is due to the fact that most part-time farmers are students of 10 to 15 years of age. His part-time farmer, with the help of a co-operative effort and the cooperation of local groups, can be a great help to the farmer.

Part-time Farmer Home

His income is based on the individual as much as possible. Many individual farmers have problems that are common to other members of the family. These individuals may work on their farms on this basis. The part-time farmer is the only person who can work on the farm on this basis. His income is based on the economic necessity of the family, and the income is expected to cover the expenses of the farming enterprise.

The part-time farmer is a group of individuals who are living on the farm in the future to help support their families. On his farm he usually plans to have his fruit trees, one or two cases of edible fruit, one or two cases of vegetable garden, a garden with two pigs (one for home use, one for sell), and a small flock of chickens. Rabbits and ducks are an excellent part of the farm. The family milk cow is not to be found, for food should not be a part of this area. An occasional egg is found, and one farmer in Accouchet has a family of sheep.

The Part-Time Farm Home

About seven in ten part-time farmers ask their families to help in the manage ment of their crops. They are forced to sell their fresh fruit, but we are sure the water is installed in two-thirds of the houses we have visited. In studies of the home electric, and about 56 per cent of television sets have been sold to their families. One farmer is still using a hand pump for families have access to most every home.

A new conception of Junior F.F.A.

ROBERT ELDERS, Teacher, Pine Hills, Wisconsin

A boy about a year ago a mother of a 7th grade boy approached me and asked if it would be possible for her son to start with a supervised farming project. The conversa tion continued, and I found out from this mother that her son was interested in starting a farm, but that he had a part-time high school his supervised farming project would be helpful. He wanted to see if it was possible to use this farm, that he was interested in having his boys get started in the high school agriculture work to attend an organization meeting on the evening of August 26, 1951. Three were 13 parents and 15 boys who responded.

The organization was outlined and officers for the chapter were elected. From this group, a report was written and submitted to the State F.F.A. organization.

The boys started to work on a constituti on at their next meeting and at the following meeting it was completed.

One of the Junior F.F.A. members, being good at parliamentary law, was able to get some of the rules changed to fit the needs of the boys. The members had a better understanding of the rules and were able to follow them.

I have had a lot of interest in this activity, and it has been a lot of fun for the boys. They have been able to help the high school agricultural program and they have been able to make some good friends. I am sure that this will continue, and I hope that they will continue to have fun. I am sure that this will continue, and I hope that they will continue to have fun.
How Scotland trains her young farmers

BASED ON THE

A DOZEN BOYS in waterproofs, rubber boots and Wellington boots, carrying rakes and spades, stood on the banks of a little tributary of Scotland's River Clyde. There was snow on the hills, sea on peats in fields and rotton trees, and the east wind was cold.

The men in charge of the group explained to them the soil formation of the land opposite. The boys looked at and listened and then repeated it, watching it closely. Here they were in action: one party to pile earth into heaps, another to cut and trim the banks, and others to fill the hole to obliterate the feeling of the boulders' of the site. At the end of an hour and a half six of them were ached stiff under the pulling of the soil. As the remainder made their way back across the bare, swampy fields, one of them stopped and watched the boys.

The boys stopped to assist the struggling animal. Without one fade did the boys use and others pulled the wire apart. It was no easy task, but after a minute the frightened sheep escaped alone.

The drift, which was to be a focal point of the trip, was a fantastic sight. The boys, carrying rakes and boots, were seen to be worthwhile, with a good repair men. It was possible to hear in the afternoon the strains of the pupils at the mural. The boys had no idea what was going on in the morning, but they were not surprised to see the boys working in the fields.

by next May they will have their own 400-acre farm. Eventually about 80 pupils will take the three-year course. Costs of tuition, accommodation and food are entirely borne by the Education Authority. Subjects such as wood and metal work, mathematics and geography are taught with an agricultural bias, while in addition to farm work the boys have opportunities for work on the college farm and for agriculture, one of the universities' major industries, in a large scale. The boys are taught how to dig, prune, transplant, make compost heaps, pot plants and do the entire range of farming, according to the season, in which they are given practical guidance.

At their side, always ready with instruction and advice, stands a teacher, himself a farmer's son, a student of rural science, and a bachelor of a country school in the Northwest of Scotland.

Getting Back to the Land

To some of the boys, work on the land is no novelty. Sons of farmers, farm workers, dairy farmers, they are all familiar with the ways of their fathers. The boys who are not farmers may be drivers, farmers, foresters, clerks, or whatever else. The boys are all doing different things, but they are all doing something that is a part of their land.

The College Principal, Mr. David Marwick, comes from the Orkney Islands, but he has worked for many years in agriculture at Aberdeen University and is much respected for his knowledge of the agricultural field. He believes that new college students are not aware of the opportunities agriculture offers for their future. He sees the land as a way of a full and satisfying life.

Twenty-five twelve-year-olds, boys coming from three 200-apiece classes at a school-a handsome mansion house, with a block containing classrooms and additional doorways, and an estate of 2,000 acres.

Adult education association sponsors new developments

A MORE FAVORABLE climate for the development of vocational education for adults is being created through the activities of the Adult Education Association of the U.S.A. and some 60 local, state, and regional adult education associations.

Vocational education has been pioneered in adult education. They have often been thrust into the air from the attitudes of other educators and the general public. But the new control is that adult education is rapidly becoming a part of everyday life. The organizations interested in adult education have thus far indicated their desire for better co-operation and more enthusiasm among the agents which exist among local, state, and national level associations.

The need for Adult Education, an independent agency created by the Federal Government in 1920, has been suggested for the current year for those projects of the Adult Education Association, which are sponsored by the Carnegie Corporation, the Council of the United States for International Cultural Relations, and the National Education Association. The need for Adult Education is clearly indicated by the fact that the Association has been able to support a large number of projects in various fields of adult education, including those in science, art, music, literature, and the social sciences.

The need for adult education is clearly indicated by the fact that the Association has been able to support a large number of projects in various fields of adult education, including those in science, art, music, literature, and the social sciences. The National Education Association, the Carnegie Corporation, and the United States for International Cultural Relations have all been active in the field of adult education, and their support is essential if the Association is to continue to carry on its work.
Recent research in group dynamics

S. S. Sutherland, Teacher Education, University of California

Must the research of group dynamics be confined to the past decade? There are several reasons for the emergence of the field of group dynamics, and it is not surprising that many of the early papers on the subject were published in the late 1950s and early 1960s. However, the field has expanded rapidly in recent years, and it is now considered a fundamental part of psychology, education, and social science.

1. The identification of leadership roles in groups. Even in the early studies by Landy and Wood (1958) and the more recent work by Leavitt (1965), the concept of leadership was central to the understanding of group dynamics. Leadership is not a static quality, but rather a dynamic process involving the influence of individuals on the behavior of others in a group.

2. The development of measurements of leadership effectiveness. The early studies tended to rely on subjective measures such as evaluation of the leader's role. More recent research has focused on objective measures, such as the leader's influence on the group's behavior, the group's performance, and the group's satisfaction with the leader.

3. The exploration of group dynamics in various contexts. Early studies of group dynamics were often conducted in laboratory settings, but recent research has expanded to include a wide range of contexts, such as educational settings, work organizations, and social settings.

4. The integration of group dynamics with other fields of study. Early studies of group dynamics were often conducted in isolation, but recent research has integrated group dynamics with other fields, such as psychology, sociology, and management.

5. The development of theories of group dynamics. Early studies of group dynamics were often descriptive, but recent research has focused on developing theories that explain the processes that underlie group dynamics.

What does the research show?

This article is a review of the research literature on group dynamics. The research has been divided into five sections, each of which focuses on a different aspect of group dynamics.

1. Leadership roles in groups. The research has shown that leadership roles in groups are not static, but rather develop and change over time. The research has also shown that leadership roles are influenced by a variety of factors, such as the group's structure, the group's goals, and the group's members.

2. Measurement of leadership effectiveness. The research has shown that there are a variety of ways to measure leadership effectiveness, and that different measures can yield different results. The research has also shown that leadership effectiveness is influenced by a variety of factors, such as the leader's style, the group's goals, and the group's members.

3. Contexts of group dynamics. The research has shown that group dynamics occur in a variety of contexts, such as educational settings, work organizations, and social settings. The research has also shown that group dynamics are influenced by a variety of factors, such as the group's structure, the group's goals, and the group's members.

4. Integration of group dynamics with other fields of study. The research has shown that group dynamics are an important field of study, and that they are integrated with other fields, such as psychology, sociology, and management.

5. Theories of group dynamics. The research has shown that there are a variety of theories that explain the processes that underlie group dynamics. The research has also shown that these theories are influenced by a variety of factors, such as the group's structure, the group's goals, and the group's members.

In conclusion, the research on group dynamics has shown that leadership roles in groups are not static, but rather develop and change over time. The research has also shown that leadership roles are influenced by a variety of factors, such as the group's structure, the group's goals, and the group's members. The research has shown that there are a variety of ways to measure leadership effectiveness, and that different measures can yield different results. The research has also shown that leadership effectiveness is influenced by a variety of factors, such as the leader's style, the group's goals, and the group's members. The research has shown that group dynamics occur in a variety of contexts, such as educational settings, work organizations, and social settings. The research has also shown that group dynamics are influenced by a variety of factors, such as the group's structure, the group's goals, and the group's members. The research has shown that group dynamics are an important field of study, and that they are integrated with other fields, such as psychology, sociology, and management. The research has also shown that there are a variety of theories that explain the processes that underlie group dynamics. The research has also shown that these theories are influenced by a variety of factors, such as the group's structure, the group's goals, and the group's members.
F.A.A. hazing

LLOYD J. PHILLS, Teacher Education, University of Illinois

In this issue of the American Farmer Does is interesting, impressive, and significant. All Future Farmer members would profit much by witnessing this ceremony. It is unfortunate that all degrees awarded in the F.A.A. are not accompanied with activities which excite the imagination of the members regarding the constructive possibilities of the Future Farmers of America.

Unfortunately some F.A.A. chapters violate the dignity, impressiveness, and importance of the awarding of degrees by promoting hazing activities, especially at the Green Head Degree levels. Hazing is a sign of immaturity in an organization. It is a barbaric practice which indicates the immaturity of a majority of the members. It may also indicate a lack of proper guidance by an unsympathetic advisor or by parents.

Hazing is especially dangerous at the Green Head Degree level. Many boys becoming Green Heads are first pupils in high school, and sudden and unnatural adjustment to high school is difficult for many of them. A boy coming to a new school is often adjourned to adjust to many new classmates, new teachers, to new rules, and new school facilities. All of these adjustments produce a mental strain. School systems are doing all they can to ease this adjustment by providing visiting days for elementary school pupils, by providing home-room teachers, by providing ‘big brothers or sisters’ for new pupils, and by providing guidance and counseling services.

Often these efforts by a school system are more than nullified for farm boys by informal initiation activities sponsored by the school’s F.A.A. chapter. F.A.A. informal initiation activities may add to the mental strain already present in the minds of some pupils. Many parents have observed that some informal initiation activities may create the impression that the hazing of new members is a problem that may have existed for so long that its source cannot be easily identified.

Elimination

The methods which may be used to eliminate hazing depend on how firmly it has become established, on the attitude of the school and the community toward hazing, and on the importance of the F.A.A. chapter in the school.

Teachers and the administration of the school are in the best position to determine whether or not hazing is occurring and to take steps to eliminate it effectively. Teachers and administrators of F.A.A. chapters should also be informed concerning recent developments in the activities of the chapter and be very helpful in eliminating hazing.

Parents also should be notified that the understanding of the problem, they should be in a position to provide effective assistance. The cooperation of parents may be solicited in消除 the problem of hazing.

It is often impossible to completely eliminate hazing in a chapter, but a plan for the prevention of hazing in the chapter is recommended. A teacher needs to continue to educate the boys so that they are aware of the importance of eliminating the danger of hazing and is eliminated. Progress of the chapter at first may seem slow, but hazing can be eliminated. It is usually easy to keep hazing from the chapter after it has been eliminated through education and when other valuable activities are substituted for the hazing activities. In a chapter which does not practice hazing, it can be kept out of the activities of the chapter by a consistent education of members regarding its dangers.

The results: John Stirling, teacher of vocational agriculture at Shawnee High School, Lima, Ohio, has given his farm engineering classes practical instruction in cultivating a big brick.
Studies in progress in agricultural education

NORTH CENTRAL REGION

A. K. Anderson - "Evaluations for faculty and staff, their implications and recommendations for the future of agricultural education in the Midwest," Thesi's, M.S., Departmen of Agricultural Education, University of Minnesota.


D. M. Erickson - "A study of the impact of the vocational agriculture program on the rural community." Thesi's, M.S., Departmen of Agricultural Education, University of Illinois.

E. L. Johnson - "A study of the impact of the vocational agriculture program on the urban community." Thesi's, M.S., Departmen of Agricultural Education, University of Illinois.

F. J. Smith - "A study of the impact of the vocational agriculture program on the suburban community." Thesi's, M.S., Departmen of Agricultural Education, University of Illinois.

G. F. Patton - "A study of the impact of the vocational agriculture program on the rural community." Thesi's, M.S., Departmen of Agricultural Education, University of Illinois.

H. R. Brown - "A study of the impact of the vocational agriculture program on the urban community." Thesi's, M.S., Departmen of Agricultural Education, University of Illinois.

I. D. Stone - "A study of the impact of the vocational agriculture program on the suburban community." Thesi's, M.S., Departmen of Agricultural Education, University of Illinois.

J. E. Jones - "A study of the impact of the vocational agriculture program on the rural community." Thesi's, M.S., Departmen of Agricultural Education, University of Illinois.

K. R. Martin - "A study of the impact of the vocational agriculture program on the urban community." Thesi's, M.S., Departmen of Agricultural Education, University of Illinois.

L. W. Brown - "A study of the impact of the vocational agriculture program on the suburban community." Thesi's, M.S., Departmen of Agricultural Education, University of Illinois.

M. C. Smith - "A study of the impact of the vocational agriculture program on the rural community." Thesi's, M.S., Departmen of Agricultural Education, University of Illinois.

N. D. Brown - "A study of the impact of the vocational agriculture program on the urban community." Thesi's, M.S., Departmen of Agricultural Education, University of Illinois.

O. R. Martin - "A study of the impact of the vocational agriculture program on the suburban community." Thesi's, M.S., Departmen of Agricultural Education, University of Illinois.

P. E. Stone - "A study of the impact of the vocational agriculture program on the rural community." Thesi's, M.S., Departmen of Agricultural Education, University of Illinois.

Q. W. Brown - "A study of the impact of the vocational agriculture program on the urban community." Thesi's, M.S., Departmen of Agricultural Education, University of Illinois.

R. D. Smith - "A study of the impact of the vocational agriculture program on the suburban community." Thesi's, M.S., Departmen of Agricultural Education, University of Illinois.

S. E. Martin - "A study of the impact of the vocational agriculture program on the rural community." Thesi's, M.S., Departmen of Agricultural Education, University of Illinois.

T. E. Brown - "A study of the impact of the vocational agriculture program on the urban community." Thesi's, M.S., Departmen of Agricultural Education, University of Illinois.

U. R. Martin - "A study of the impact of the vocational agriculture program on the suburban community." Thesi's, M.S., Departmen of Agricultural Education, University of Illinois.

V. W. Stone - "A study of the impact of the vocational agriculture program on the rural community." Thesi's, M.S., Departmen of Agricultural Education, University of Illinois.

W. D. Smith - "A study of the impact of the vocational agriculture program on the urban community." Thesi's, M.S., Departmen of Agricultural Education, University of Illinois.

X. C. Brown - "A study of the impact of the vocational agriculture program on the suburban community." Thesi's, M.S., Departmen of Agricultural Education, University of Illinois.

Y. R. Martin - "A study of the impact of the vocational agriculture program on the rural community." Thesi's, M.S., Departmen of Agricultural Education, University of Illinois.

Z. E. Brown - "A study of the impact of the vocational agriculture program on the urban community." Thesi's, M.S., Departmen of Agricultural Education, University of Illinois.
The Central Luzon Agricultural College curriculum in agriculture

ARACIDIO G. MALATA, President

We have embarked upon a national economic program to improve the agricultural situation. The college has been strengthened with the addition of the new buildings and the extension of the laboratory facilities. The new curriculum includes the following courses:

1. Agricultural Economics
2. Agricultural Engineering
3. Agricultural Statistics
4. Agricultural Chemistry
5. Agricultural Physics
6. Agricultural Botany
7. Agricultural Zoology
8. Agricultural Microbiology
9. Agricultural Ecology
10. Agricultural Soil Science

The Central Luzon Agricultural College

The college, which was founded in 1930, has not only produced a number of graduates but has also contributed to the development of the agricultural sector in the country. The college has a strong track record of producing graduates who have made significant contributions to the agricultural industry.

Section 2 of the same Executive Order No. 142 which provides for the Central Luzon Agricultural College, shall be to provide professional, technical, and social services to the agricultural community. To this end, the college has established the following curricula:

Agricultural Economics
Agricultural Engineering
Agricultural Statistics
Agricultural Chemistry
Agricultural Physics
Agricultural Botany
Agricultural Zoology
Agricultural Microbiology
Agricultural Ecology
Agricultural Soil Science

The college is also equipped with a library, laboratories, and other facilities to support the teaching and research activities of the faculty. The curriculum is designed to prepare students for careers in the agricultural sector, whether in government, private industry, or in their own farms.

Technical Agriculture:
- Science Education
- Professional Education
- Home Economics
- Other Required Content
- TOTAL

CLAC.
22 Land-Grant Colleges
U.S. Department of Agriculture

Dr. 0.00
24.15 24.15
20.76 20.76
13.20 13.20
5.90 5.90
100.00 100.00

The curriculum offers courses in the following areas:

1. Animal Science
2. Agricultural Engineering
3. Agricultural Economics
4. Agricultural Education
5. Agricultural Extension
6. Agricultural Statistics
7. Agricultural Chemistry
8. Agricultural Physics
9. Agricultural Botany
10. Agricultural Zoology

The college is committed to providing a strong foundation in both theory and practice, preparing students to become leaders in the agricultural sector.
Public relations in the farm veteran program

Paul Harstock, Veterans' Supervisor, Ohio

In the public relations of any program it is essential that the program be thoroughly understood by the people concerned. This is particularly true in the case of the farm veteran program.

The farm veteran program is administered by the Department of Agriculture and is designed to assist veterans who have returned from service to re-enter farming. The program provides financial assistance, technical guidance, and training to help veterans transition from military service to agricultural careers.

The success of the program depends on effective communication with the public. This includes community leaders, veterans, and others who may be interested in the program. Public relations efforts should focus on highlighting the benefits of the program and its impact on veterans and the agricultural community.

The program's objectives include:
- Providing support and resources to veterans returning to agriculture
- Promoting a positive image of agriculture as an attractive career option for veterans
- Encouraging veterans to explore agriculture as a viable career path

Effective public relations strategies should focus on these objectives to ensure the program's success. This includes leveraging social media, engaging with local media outlets, and organizing events to showcase the benefits of the program.

Looking forward, the farm veteran program has the potential to make a significant impact on veterans and the agricultural community. By working together, we can ensure that this program continues to thrive and support veterans as they transition to new careers in agriculture.

More help for state officers (Continued from Page 315)

More help for state officers (Continued from Page 315)

The Central Luzon agriculture college

The Central Luzon agriculture college (CLAC) is one of the most recognized agricultural institutions in the country. It offers undergraduate and graduate programs in various fields of agriculture, including agriculture education, agribusiness, and agricultural science.

CLAC is also known for its strong partnership with the local government and private sector, which enables students to gain practical experience and connect with potential employers. The college's campus is located in San Simon, Tarlac, which is known as the heart of the country's agricultural industry.

The extension service of the college has benefited not only from the efforts of the college staff but also from the support of the local government, private sector, and neighboring communities. Through its strong network of partnerships, CLAC continues to provide relevant and high-quality education to its students, making it a leading institution in the field of agriculture.

Editorials

Leaders or followers

The Editorial by Mr. David R. Archer stresses the importance of leadership in agricultural education. He argues that leadership is essential for the success of any program, and it is the responsibility of educators to foster this quality in their students.

Mr. Archer suggests that agricultural education should focus on developing leadership skills in students. He believes that leaders are not born but are developed through training and experience. The role of educators is to identify potential leaders and provide them with the necessary tools to become effective leaders.

The Editorial encourages educators to recognize the importance of leadership and to actively promote it in their programs. By doing so, they can help ensure the success of future agricultural leaders who will be poised to lead the industry into the future.

Looking to the future (Continued from Page 399)

Looking to the future (Continued from Page 399)

The USDA also highlighted the importance of sustainable agriculture and the need for continued support for agricultural education to meet the demands of the 21st century.

Looking to the future, it is crucial to continue educating our future leaders and ensuring that they are equipped with the knowledge and skills necessary to lead the agricultural sector towards a more sustainable and resilient future.
Pictures of the month...

A contest open to all teachers of Vocational Agriculture and farm veterans

“District Dairy Show Champions”
Warren C. Durfee
Teacher of Vocational Agriculture, Lawrenceburg, Kentucky, Cameron 4-13-63 Bask President
Film: Superpan Tone Press Type B

“Delivery to Success”
Gerald Van Steep, Teacher
Holland, Michigan

“A Good Beginning”
Bass L. Biddle, Teacher
Morgantown, West Virginia

“Early Training”
Warren C. Durfee

“F.F.A. Hayride”
Warren C. Durfee