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

These are entries in the picture of the month contest. A $10.00 award for the first place will be made each month and an additional $50.00 award for the picture adjudged the best of the year. Details of the contest appeared in the April number of "The Agricultural Education Magazine." All pictures should be mailed to J. K. Coggin, State College Station, Raleigh, North Carolina.

ABOVE
Name of contestant: Ralph R. Reynolds
Box 36
Blind, Virginia

Name of school: Bear High School
Yo-Ag Teacher:
Camera and lens: Various 620
Exposure: Lens: 115
Opening: 1/100
Shutter speed: 1/10
Title of picture: "Practical Application of Classroom Teaching"

LEFT
FIRST PLACE
Name of contestant: William Paul Gray
Eaton, Colorado

Name of school: Eaton High School
Yo-Ag Teacher:
Camera and lens: Kodak II Ralfr 620
Exposure: Lens: 15
Shutter speed: 1/100
Flash, 12 flash bulb
Title of picture: "Home Farm Shop Fruition"

RIGHT
Name of contestant: William Paul Gray
Eaton, Colorado

Name of school: Eaton High School
Yo-Ag Teacher:
Camera and lens: Kodak II Ralfr 620
Exposure: Lens: 115
Shutter speed: 200
Film: Super XX

Title of picture: "End of a Perfect Day"
Teaching load and quality teaching

OBJECTIVE guidance is an essential in quality teaching for all areas. One important factor in the provision of which will permit teachers to test students as individuals. Numerous other factors are important as indicated in another. Thus, although we do not always have to test students in all areas, time will be required to give some help and consider the whole picture. It takes time to build a team on each student, to maintain records, to hold individual conferences and to test the student. Therefore, as professional workers and as members of professional organizations we have every right to expect a work load which will permit quality training.

Benefits

What are some aspects of work load which are related to quality of teaching? In a study of work load 35% of the students taught more than one section per week. This item was checked more frequently than any other. Class size in vocational agriculture should be limited. Agreement as to upper limits may be the same in different sections of the country. However, an upper limit of 50 to 60 is generally accepted as essential to quality teaching. How many beyond these figures are present class items? If there are overload trends?

For an effective vocational agriculture is concerned with the total enrollment which is usually related to class size, is directly related to the supervision of farming programs. In a study of this situation in the North Atlantic Region 35% of the students taught more than one section in 50 or more students. Teachers with larger enrollments devoted more time hours to individual counseling. Of those few more than personal contacts with students. All of these teachers were decisions to quality teaching is gained from the number of reasons for enrollment per teacher per teacher to a conditional essential to quality teaching.

Work

Secondary school teachers in the N.E.A. study referred to above, devoted an hour a week a total of 20 hours per week to individual help and parent contacts. In this study, time in which the teacher's responsibilities included the following:

- In addition, individual guidance? Or, should teachers work more hours per week?

Many teachers of agriculture now work from 30 to 60 hours per week. As this is a large growing pressure for "complete programs" for "community programs" and those broader services are quite essential. However, the all- day program remains an important service and it is essential that he be of high quality. Teachers of agriculture, in computing their total load must consider the fact that 20 hours per student per year can be allocated for on-farm instruction. Should we recognize his effort the teaching load if it is related to the problem of quality teaching? Should we not recognize that this time must be more or less evenly distributed throughout the year?

In addition, how can we control the size of all-day classes, which can result in the time required for other school activities. Teachers studied in the North Atlantic Region averaged 10 to 15 hours per week of scheduled instruction in school time? This exceeds that of all secondary teachers covered in the N.E.A. Study by 6 hours? Shouldn't we divide the time into the number of days during the year? For the remaining days in the year?

A guidance program -7

"Open the trap door, Richard, I don't want to go anymore!"

S.: he was doing the teacher of agriculture. "Once a person acquires a taste for an improved standard of living he won't ever voluntarily give it up," so a teacher had to meet the other end of the same line. This statement has implications for all teachers. We are arraigned to improve or to lose the same line of living standards that they may acquire sufficient taste for those types and levels to become in line with their efforts. This does not mean only material standards but refer also desirable standards in all phases of living.

Simply because we are the teachers of agriculture does not mean that we have the responsibility for improving all living standards, as we have the opportunity, for as many students as possible. Only those students in our school that can be helped more by some other teachers or some other courses should be referred, diversified, guided into these other courses. Along with this, the teacher should consider the question of whether the total value received by a student is more than his debt to the rest of the school. The student who is getting little himself and is costing others time, effort, patience and temper should be guided to "teachers" outside of the school.

When a sixty-year-old farmer with a forty-year-old and probably $20,000 to his name, says, in a rather apologetic way, "I haven't had very much education" we recognize that he means, very much schooling. He has received plenty of education and has done his job well. There is a place for others in the same type of school - right out of the job. They will be happier, will get more out of it and the school will be better.

When we have decided that the few elementary classes we must consider the courses every school has to offer and the individual students who wish to take them. Until such time as we cannot overcome the time to provide a broadened program, each student should have the privilege of taking the courses which interest him the most as long as he is willing to meet the requirements for the best of his ability and opportunities.

On this basis no course will be a drudgeing for any pupil who will not give the last of the class and we may be the teachers. Consider that an accomplishment; especially when you have few. It may be true that the more pupils, the more it will amount to. However, before the all-day program is inaugurated in schools, it will be necessary to consider these factors so that every student who has a chance to go for him, and every student who has the desire to accomplish and is willing to exert an effort, may succeed on a basis within his capabilities. Whether his IQ is 80 or 130 he will be a member of our future society and he must acquire the desire for, and ability to secure a level of living which his country and community will be assisted and which will enable him to live in peace with himself.

James A. Duvall, Teacher, West Lebanon, New Hampshire
Growing into farming through vocational agriculture

BRYAN B. BUNDY, Tooele, Layton, Idaho

It is unnecessary to recount the pure-vocational doctrine and the other acts of Congress which have been concerned with the agricultural education program. The story of what has been done and the story of what will be done, are necessary, but they are not within the scope of this discussion.

In the United States, agriculture, as taught in the rural high schools of the United States, and its territorial possessions, has been for specific purposes, provided by the state legislature. The state legislature has been very lenient in the matter of school agriculture, and has allowed the school districts to have the freedom to experiment with vocational agriculture. In all places of vocational agriculture there is room in the supervised farming programs, from high school in college, from P.F.A. activities through rural community associations, are directed toward that end.

The success of any department of vocational agriculture can be measured by the proportion of pupils eventually engaging in farming. If a large number become so established the department is regarded as a success. If not, it is considered weak.

Small wonder then, that every teacher is continuously reviewing his methods hoping to achieve that measure of success for his department.

During several years of teaching vocational agriculture the author has had the opportunity to guide Future Farmers into the actual farming life. Some of the farmers have succeeded and others have failed.

Too many of the boys just don’t have the instinct for farming. Too many ended up as day laborers, became service station attendants, service men for oil jobs in the country, and some became farm equipment salesmen.

Their lives 5 or 10 years after graduation showed the same sins and mistakes as characteristic of high school days.

Analyze the Situation

In considering the situation, the author has found that most of those boys who started as farm boys with no particular goal. They had gone on month after month content to titter away on trivial, poorly planned, poorly supervised farming programs. Too often such successive years found boys in high school with a different enterprise, some of which were carried over from one to the next. At graduation time, if they did graduate, they were no better a farming group than when they entered the high school as freshmen. Careful analysis of the boys’ problems showed a rather definite pattern. Each seemed to fall into one or more different categories. Typical situations follow:

1. Some came from poor farming families.
2. Some were from rent farmers where price is a factor and training is short or uncertain.
3. Some had indifferent or antagonistic parents.
4. Some showed limited mental ability.
5. Some were really interested in something besides agriculture, but encouraged to study agriculture by the former parents.

6. Some made a poor start in supervised farming in the freshman year, resulting in financial loss or failure.
7. Some were required to work too hard on the home farm without financial or other compensation.

Upon further examination it appeared that my methods as a teacher lacked system. They seemed haphazard—left too much to chance. There was no definite routine established whereby a boy was regularly and continually encouraged to develop an outstanding supervised farming program, or realized that if I could improve my program and leadership many of these boys would go on to become real dirt farmers. It seemed that the first step was to establish a system designed to accomplish the desired result, then be sure that I carried through to completion. When this was done I would be certain that my role as a teacher and leader had been played to the best of my ability.

About this time I came across Vocational Division Bulletin No. 220 of the U. S. Office of Education, Directing Vocational Agricultural Day-School Students in Developing Their Farming Programs. This publication proved very helpful. Here were ideas that if adapted to local situations would go a long way toward accomplishing desired results.

So I began to devise means of adapting the ideas to the conditions. As a result, the following system was adopted:

The boy, the dad, and the hard bulk

was eventually developed, and once put into practice has shown much improvement.

To begin with, the boys as freshmen are not subjected to strong prophecies regarding the advantages of starting a program of supervised farming, carried for 4 years in school and 3 years afterward.

At first, little emphasis is placed on the project, as such, but much is directed toward a complete, integrated program of supervised farming which will include:

1. The Greenhead degree in Future Farmers, 2. The Chapter Farmers degree.
3. The State Farmers degree. 4. The American Farmers degree. (Continued on Page 60)

What helps a boy get ahead in agriculture?

MAURICE PEARSON, Tooele, Moab Lake, Washinton

What helps a boy get ahead in agriculture? Several factors contribute to the success of a boy in vocational agriculture. Here are some of the factors which contribute to the success of a boy in vocational agriculture:

1. The boy has the right attitude. He wants to succeed and he is willing to work hard to achieve his goal.
2. The boy has a good mentor or advisor who is interested in his progress.
3. The boy has a supportive family who encourages him to pursue his goals.
4. The boy has access to resources such as books, equipment, and facilities.

In conclusion, a combination of all these factors is important for a boy to get ahead in agriculture. With the right attitude and support, a boy can achieve his goals and succeed in the field.

Success is achieved by hard work, careful planning, and the help of parents and teachers.

The boy was an American farmer—1950

Getting a start with the Green Head Degree

A great majority of parents of Future Farmers are anxious to help their boys get the most out of the program, and are willing to spend money to do so. I believe that getting full parent cooperation in most cases is only necessary for the boy to get a better and more honest assessment of the aims of the program and the part that they play in the program. I believe that it is right and the duty of instructors to show parents (dynamically, of course) just how they can be of most help to their boy. I think of cases in my own experience where the parents have been way ahead of the instructor in this. How can they do that? How can the parents make sure that their boy has some of his own money in the project? You may have your own answer, but here is mine.

First, have faith in the boy and what he is doing. Many a young man has made huge because his dad believed in him. If a parent has no faith in a suggested project, perhaps the boy should try something else. Once the parents have faith in the boy, they will see that he is making a success of a given project, he will use it as a stepping stone for others.

Second, the parents should show interest in what the boy is doing. Some boys need only to be left alone to make good, but most of them like to have Mom and Dad notice what they are doing.

Interest of Parents Is Desirable

One evening in August a few years ago a boy and his dad came to see me. The father explained the visit in this way: "We are some how anxious. We have been trying to get the boy interested in vocational agriculture. I want him to have a good start as possible. What would you suggest for a project?"

Now that maybe that incident not important but in some cases to be for another, but if all the parents of students only knew how important and unusual it was to me and to the boy, I believe it would happen much more often. That the parents make sure that the project is profitable. What it is, the rewards are not always clear what we cannot lead the boy money to buy land, a helping him to make a success in the project. How can we make the boy more the boy than just the physical

(Continued on Page 39)
Guidance for the “mishit” in vocational agriculture

ALFRED H. KREBS, Teacher, University of Illinois, Urbana

One of the most perplexing problems that a guidance teacher in vocational agriculture can face is the problem of the "mishit". The term "mishit" is used to describe students who are not scheduled to be in vocational agriculture, yet they continue to attend classes. This is a significant problem because these students are not receiving the proper guidance and instruction necessary for their educational development.

Another approach is to, through pre-enrollment guidance-conferences, identify who the "mishit" students are, and their reasons for attending classes. This includes having an open and honest discussion with the student and their parents about the dangers of being in a "mishit" situation. It is by means of this guidance approach that we can begin to take the necessary steps to resolve the problem of the "mishit".

Guidance for citizenship

KENNETH W. MILLISAN, Teacher, Shippensburg, Pennsylvania

The establishment of young men in a community is one of the primary purposes of vocational agriculture. While most students in the past have been interested in farming for a number of reasons, the current generation of students is more concerned with the environment and sustainability.

The practice of thrift in the very basic management skills is a must for these students. Teach them to save for a purpose with the need of having Money is valuable only for the materials or services it can purchase. This will aid them in their future endeavors.

Mt. Ayr chapter maintains contact with former members

R. B. HAUPTMANN, Teacher, Mt. Airy, Iowa

Some months ago former FFA members began to drop into the office as they had received their 1-A classifications and some had returned for re-enrollment. They were thinking of serious thoughts and pondering answers to their minds: What answers were these former FFA members pursuing? How would they handle these situations? How would they represent their former FFA members?

The president appointed four committees each with a given responsibility. The re-employment committee is headed by assigning second year students the responsibility of seeking and writing the news letters. A file of the names and addresses of the committee is made on each card of each issue of the NEWS. These letters are mailed first class in department envelopes.

All chapter members as well as myself, get a real pleasure from reading these letters and then forwarding them to the new assignees. These letters are a means of keeping in touch with all members. These news letters are a good job for doing a good job. These news letters are a good job for doing a good job. These news letters are a good job for doing a good job. These news letters are a good job for doing a good job. These news letters are a good job for doing a good job. These news letters are a good job for doing a good job.
Teachers can make... Vital contributions to the guidance program

PAUL F. SPARRAS, Teacher, Halifax, Virginia

FEW teachers in the rural secondary school can make more meaningful contributions to the implementation of a functional guidance program than the teacher of vocational agriculture. Highly trained, well-prepared men and women, such teachers' guidance relative to the needs of the community are needed. Indeed, the guidance teacher's contributions in rural areas have been both significant and valuable. And indeed his help should come quickly to the student who is having problems with the administrators. Why? Nearly 80% of the boys who have taken vocational agriculture in high school are now engaged in other pursuits as their life's work. Surely this situation is the result of inadequate guidance, stemming from unpreparedness and failure to give this and aware of students' needs for assistance in making their decisions, today many administrators are working diligently to provide adequate guidance services for the pupils of their schools.

Services To Groups

What contributions to the guidance program can the teacher of vocational agriculture make that would afford valuable service to the educational groups in your community? From among the many the following are suggested.

1. Visit all elementary schools in the community and familiarize the students with the vocational agriculture being conducted. How many of your students know of the guidance services your program can offer? Help them to plan early for graduation and assistance to them at the stage of interest and investigation.

2. Sponsor N.F.A. or F.F.A. programs in elementary schools and conduct the activities of the clubs in planning and training them of students of good character.

3. Allow students of the elementary schools to complete the F.F.A. Qualifying Examination to provide them with the vocational agriculture being conducted. This examination is conducted by the National Council of Teachers of Agriculture for students of high school and college level.

4. Provide teachers of elementary school agriculture with information on the problems of high school and university agriculture as well as suggestions and guidance for making the best use of their services. This information is available to all teachers through the National Council of Teachers of Agriculture for students of high school and college level.

5. Cooperate with pupils and teachers of the high school to see that the pupils have opportunities to take part in the activities of the school, to make the most of their opportunities as well as to stimulate the interest of the students in the school activities as a whole.

6. Visit community and F.F.A. county offices to see that the students who enter the school are given the opportunity to take part in the activities of the school, to make the most of their opportunities as well as to stimulate the interest of the students in the school activities as a whole.

7. Provide meaningful exploratory experiences for pupils preparing for vocational agriculture.

8. Cooperate with administrators, teachers and students in writing?... hand-knotting, book-making, setting forth the school's objectives, activities and requirements for graduation and to join others in interpreting the book to new students.

9. Cooperate with teachers in sponsoring career-days, college-weeks and open house activities.

10. Encourage the exploration of vocational agriculture and those in exploratory agriculture with the reality of job opportunities in the field of agriculture.

11. Offer courses in prevocational agriculture wherever feasible.


Some reasons for providing services to groups in your community are:

1. To aid students in becoming quickly adjusted to high school.

2. To develop and maintain an attitude between the high school and the elementary school.

3. To help students in bridging the gap emotionally between elementary school and high school and between high school and college or life situations.

4. To assist the students in developing a feeling of belonging to the school.

Services To Individuals

What contributions to the guidance program can the teacher of vocational agriculture make that would provide meaningful services to students as individuals? Perhaps the most significant areas are:

1. Make an individual inventory of each student and provide the teacher with information on the student's strengths and weaknesses. This information is available to all teachers through the National Council of Teachers of Agriculture for students of high school and college level.

2. Establish a system to which the teacher and counselor are committed to the student's guidance and opportunities in agriculture.

3. Help teachers and counselors in their work with students in the field of agricultural education.

4. Make the teacher a source of information to the student, counselor and to the guidance professional, of the work of the school and the opportunities in agriculture.

5. Foster the cooperation of teachers, counselors and administrators with the agricultural education program and with the guidance program in the high school.

6. Make the teacher an authority of the program and the opportunities in agriculture.

One of the services of a school's guidance program is the offering of activities and achievements to determine how fully the guidance program meets the needs of the students. To this end, the guidance teacher's role is of utmost importance. The guidance teacher's role is to determine whether the students' needs are being met and to make suggestions for improvement. The guidance teacher's role is to determine whether the students' needs are being met and to make suggestions for improvement.

One of the more often recurring recommendations made by persons who have made follow-up studies of former students of agriculture has been that of need for more guidance and that the guidance offered should be more effective. This research, in few if any instances, has been conducted but the findings are that the students of guidance and those of vocational agriculture have been led to the conclusion that the insufficiency of guidance in the schools in the situations they studied. Those who have been follow-up studies of former students of agriculture cite the need for guidance for students who do not enter farming as evidence. Some have reported former students as saying that they received little guidance while in school (117).

Kenneth Nelson

Harland Byram

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What do studies show?

This study was one in a series of twelve planned for the current year. Each will review and interpret studies in a phase of the program in agricultural education. Each will provide the reader with an overview of the research and point of applications that need to be covered and the selection of possible contributors were planned with the A.Y.A. Research Committee for Agriculture.

Selection of Students of Vocational Agriculture

Follow-up studies of former students, and factors associated with farming background, status of the farm, at a later point, interest in farming, and their general education are carried out by finding what might be considered in the selection of former students of vocational agriculture. These might be carried out with prospective students of vocational agriculture. However, more research is needed on the selection of students of vocational agriculture. The items listed in the course study cards as this, since there basis is, in the main, that of opinion. Wood (145) studied the opinions of professors, instructors, and at the same time, the opinions of students of students of agricultural education in the state of New York. The results of this study are presented in the course study cards as this, since there basis is, in the main, that of opinion. Wood (145) studied the opinions of professors, instructors, and at the same time, the opinions of students of agricultural education in the state of New York. The results of this study are presented in the course study cards as this, since there basis is, in the main, that of opinion. Wood (145) studied the opinions of professors, instructors, and at the same time, the opinions of students of agricultural education in the state of New York. The results of th...
Study points out the need for the teacher to engage in pre-enrollment activities with high-risk students.

There seems to be considerable evidence that participating in pre-enrollment activities is important in the retention of students.

The research examined the relationship between several factors and the retention of students in higher education. It found that

1. The identification of students in the early stages of their academic careers is critical. Pre-enrollment programs can help attract new students and retain current ones.

2. The study of techniques for working with at-risk students can improve retention rates. Techniques such as counseling, academic advising, and peer support have been shown to be effective.

3. The development of strategies for integrating students into the university community is essential. This can include mentoring programs, peer tutoring, and social events.

4. The study of the effectiveness of retention strategies is ongoing. Further research is needed to determine which interventions are most effective.

Measurement of Achievement Important

High school students are being asked to measure their achievement in a variety of areas. The standards for achievement vary from student to student, depending on their individual goals and needs. The following are some examples of how achievement can be measured:

- Academic achievement: This can be measured by grades, test scores, and other academic performance metrics.
- Personal development: This can be measured by self-assessment, peer evaluations, and teacher feedback.
- Social skills: This can be measured by peer evaluations, teacher feedback, and self-assessment.

Vocational Interests and Attitudes

The study of vocational interests and attitudes is important for understanding how students might use their skills and abilities to succeed in their chosen field. The following are some examples of how vocational interests and attitudes can be measured:

- Interest inventories: These can be used to identify areas of interest and potential career paths.
- Attitude surveys: These can be used to measure how students feel about their chosen field.
- Behavioral observations: These can be used to observe how students behave in a classroom or workplace setting.

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Considerable value for the guidance of high school students who are considering the career of teaching, and for teachers who are seeking to improve their knowledge of the subject. The study is based on a large number of observation and research, and the results are presented in a clear and concise manner.

**EVALUATION**

**Youth Farming**

**Young Farmers**

**Young Farmers Leadership Conference—Mark Nichols**

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Teacher placement

H. B. SWANSON, U. S. Office of Education

In 1910 teacher training institutions qualified 2,995 new teachers to work in the white schools and 360 new teachers to work in the Negro schools, both being an increase over the prior year. The number of new teachers is the same as the number of new school principals. Table I reveals that the vacations and placement of new teachers in vocational agriculture continue to be of grave concern. Table II shows that 6,125 (27.0 percent) of the 22,995 new teachers reaching the teaching field were placed in vocational agriculture. This indicates a marked surplus of new teachers for the regular program in vocational agriculture, particularly since the number (195) and per cent (5.0) of the new teachers expected to be placed in this field has increased from 993 (53.0 percent) of the new teachers placed in other vocational agriculture courses in 1935-1936.

It is very important to secure the mutual agreement of the boy and his parents; otherwise plans may miscarry.

The parents are encouraged to talk and to offer the boy full information. Frequently their ideas will be far beyond either the boy or the teacher.

A definite plan (for at least one and perhaps two years) is formulated during the first year. But at the same time, emphasis is laid on the fact that this is just the beginning. Planning continues year after year, as the boy is under the supervision of the vocational education teacher.

Books on page 24

Growing into farming

(Continued from Page 24)

A. Sullivan has described the supervised farming program has certain definite parts, all integrated. Each boy is encouraged to use the parts of all the plans. These parts are as follows:

1. Start one's own plan.
2. A continuation program increasing the number of boys each year.
3. One or more major enterprises, begun in the beginning of the plan and carried on through the years, the boys personal preference.
4. One or more minor enterprises.
5. Future projects in plan.
6. Several farm and home improvement projects.
7. As many supplementary farming projects as possible.
8. Placement for farm experience. (where needed).

The method of planning a farm plan is
(1) A personal farm plan, (2) A classroom farm plan, (3) A field planning, (4) A farm plan. (Continued on Page 45)
Guidance and Placement

information which would help teachers to do a better job of counseling regarding vocational education. By noting the needs of students, their parents, and friends, and others, as well as those available for work, we can better serve the students. In most cases the former students in differ-
ing farming establishments have a better idea of what is available than do the teachers, and the teachers have a better idea of what is available than do the former students. Therefore, the information is not available to all students equally.

Committees working on one issue of the Nebraska Vocational Agriculture Teachers' Association, the committee chairmen are the key persons for the information to be presented at the summer conferences.

Since each district presents a different report at the summer conference, all of the discussions receive a wealth of information. Revised project records and new methods and materials, lesson plans in shop safety, shop organization, and a variety of other teaching aids have resulted from these conferences. Expenses incurred in these conferences are studied to the state associa-
tion's secretary, that teachers might avoid registration costs.

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Intention . . . honorably

G. F. ESTEY, Teacher Education, University of Missouri

With the operation of the state office at Jefferson City, Mr. E. G. Crider, who formerly taught at the University of Missouri, recently made a survey of the training and future of the state office. He found that the program of I.O.P.T. Twelve do not expect to continue teaching and two are unemployed.

Non-farm students of the non-farm group are being trained for farm-related work. The program of I.O.P.T. Twelve do not expect to continue teaching and two are unemployed.

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Some Accomplishments

In the past, one officer identified students who were successful in one of the following: or who had done well in their studies for the coming year. If other districts have already met, they report on their selec-
tion of students for the year, and one that is not for their particular needs. This year the district has made a survey of the training and future of the state office. He found that the program of I.O.P.T. Twelve do not expect to continue teaching and two are unemployed.
Television... in vocational agriculture

MELVIN B. MOHLER, Teacher, North Bend, Nebraska

A TRAJECTOR of vocational agricultural teaching is continually being bombarded with questions about the activities of various vocational agricultural programs that have been televisioned: poultry raising, safety in the woods, tree planting, etc. As a rule, the shows that have been taken root among us and is becoming so popular that it is difficult to keep up with the demand for our departments? We all know that the mind retains more of what is read and seen than that which is heard. Our students or television audience in the classroom will remember this, in the old story of seeing as well as hearing. Animation attracts the eye and thereafter the brains of television, radio, magazines, and newspapers. Now doubt this article could be properly called a television spot, but it could be much more worthwhile. Anything that is done in the classroom or through the F.F.A. can be demonstrated on television.

Mal Hansen, Farm Service Director at WOW-TV Cimarron, Nebraska, says that after a second year of television with TV he is personally sold on the educational message and quality of the F.F.A. This is the high praise of a farmer and a homemaker. However, we should not try to educate the farmer. He has to be educated to educate the youth. The F.F.A. could be an understanding of its own, yet if we are to reach the public, we must have the students. We must give those things that is worthwhile and the students. This way, "Popular Education" is the way Mal Hansen believes students can view from the technical viewpoint.

Service To Farms

Our radio and television stations are formed for public service. They try to present educational programs that will be most beneficial. I am sure that we are all aware of the trend for more services to be devoted to the education of the mainstay of farm service programs. Here again we must keep in mind those programs of the TV industry that are the result of the years of development from the full-service type of program to the now popular educational program for the farmer and worthwhile for the farmer.

Many students would like to see what could be done on a farm service program, and at WOW-TV in Cimarron, Nebraska, through the way at least, we have televisioned livestock reports (covered at several outdoor yard activities are shown) to demonstrations, such as growing small grains, single-class cultures and 4-H clubs. Were these programs not done, many students would have been both good and poor shows. At any rate, WOW-TV is still using demonstration type programing. Is there any possibility of TV in vocational agriculture? As was mentioned before, the attitude of teachers, that is done in the classroom could be worked into a good TV program. WOW-TV reported the following program that a few of the farm programs that have been televisioned: poultry raising, safety in the woods, tree planting, etc. As a rule, the shows that have been taken root among us and is becoming so popular that it is difficult to keep up with the demand for our departments? We all know that the mind retains more of what is read and seen than that which is heard. Our students or television audience in the classroom will remember this, in the old story of seeing as well as hearing. Animation attracts the eye and thereafter the brains of television, radio, magazines, and newspapers. Now doubt this article could be properly called a television spot, but it could be much more worthwhile. Anything that is done in the classroom or through the F.F.A. can be demonstrated on television.

Poultry Raising

The North Bend vocational agricultural club presented a poultry ceiling demonstration. The preparation for this demonstration was made completely in the classroom work in poultry raising. Many references were read and followed in television. There are, of course, always other factors that the student may do to expand the educational ability of a chicken. These references were made by both farmers and townsmen.

Suggestions for Staging a TV Show

When television show should be carefully prepared, but not to the extent that a production script is followed. Production techniques at WOW-TV say that for a beginning, a few programs or demonstrations will give the effect of movement in the home screen. Pictures work best when used for close-up demonstrations of a subject that should not have too many articles or sound too much. The sound would not be loud enough for the person sitting in the audience to hear. The pictures are suitable for the person to the receiver to try. It should also be kept in mind that the show should not be overlong. The object of the subject must be the object located in the center. Too often the sundry pictures try to show too much. With a large audience, the sound should be precise, and there are at least one half of the audience present. The shows have been grouped in groups of seven or more articles are not necessary. The subject should be shown from the standpoint of the producer and user in common discussion. The shows are to be handled by none with television experience.（Continued on Page 47）

Television

Various groups of organizations and others who have the ability and facilities to provide material that will make for a good TV production.

What should be done in order to get on television? Contact your TV station and see about a place for you to have your TV set up. It will be worth your while. Material is adaptable and include an outline for a program and reasons why you would like to be on TV. This is a place where you will have a good program in your home. Any good program will be happy to have you.

Vocational agriculture departments have a place in farm teaching. Farm boys demonstrating their abilities as good future farmers are a prominent part of the educational scene. There is no TV reception. TV has opened up a new avenue of contact with the public, all that remains to be done for us to step in and make a place for ourselves.

The one main disadvantage of TV is that it is expensive. Most people would not have farm homes or non-farm homes. At the present time the effective range of TV reception is sixty miles from the point of transmission. Until facilities for general broadcast coverage can be developed, TV will reach only a small percentage of the nation’s farm homes. Those vocational agricultural departments that are located within sixty miles of a TV station are not so apt to get the type of local publicity they desire. There are no means of informing the public of the educational program. It is difficult to find out whether it is local or over a wider area. The students are brought to a place where good local publicity can be obtained.

The question is: Should we still have all farmers have TV sets in their homes? The answer is that we should begin to develop the facilities in our homes. If there is any television coverage, we will be ready to receive any educational program that is prepared and we can make a place for ourselves in the vocational agricultural departments some day. There is a place for us in TV and we have something worthwhile to show.（Continued from Page 40）

Utah Young Farmer Chapter purchases sawmill

FRED H. CORNAY, Area Supervisor, Richfield, Utah

M O N T U A H 30 functioning days a week, the Richfield Co. Chapter of the Utah Farmer Cooperative is now the proud owner of a new sawmill. The sawmill project which has become one of the most popular as well as beneficial during the past three years has its cooperatives and sawn all the noblest species of timber and lumber. The mill is a good proposition for the young farmers to purchase the mill.

Time of Decision

One of the young farmers meet- ing with the various members of the association, twenty young farmers and four others incorporated and purchased the sawmill, stock and labor. The mill was paid $290,000, which purchased the mill and all operating equipment. The lumber business was incorporated in the name of The Potash Pounder Company. Included in the $6,000 per year of the sawmill was the Potash Pounder Company, which has been operating a new sawmill for the past three years.

Sawmill and its benefits included a sawmill for the Potash Pounder Company. Included in the $6,000 per year of the sawmill was the Potash Pounder Company, which has been operating a new sawmill for the past six years. Now the mill is capable of sawing 100,000 board feet of lumber per hour and requires four men for its operation. The cooperatives of the Cooperative Free-use project have been in existence in the mountains for the past 15 years. The Young Farmers are now working on the sawmill project.

Although Potash Pounder is located in the center of timber harvesting operations, the sawmill has been built to help the farmer for local use. In the past, as at other times in the past, harvesting operations have controlled the disposal of all lumber and the mill owners have always sold small orders of less than several thousand board feet of lumber. With the new project the company will cater to the local needs and sell native timber.
At the right is a sire owned by Miami Edison F.F.A. chapter. Other "shots" are of Plant City, Florida, Department's land laboratory. All photographs supplied by A. R. Cox, Supervisor, Florida.

WANTED: Entries in Photo Contest from Teachers.