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

FIRST PRIZE:
W. T. Smith, Teacher, Modena, California.
Camera: B & J. Pront

Film: Super Panchro—Pront
Type B
Exposure: Lens opening: 16
Shutter speed: 1/200
Title: Teamwork
Leadership is everyone's concern

There is a growing concern about the lack of leadership in society. The problem is not limited to any particular group or age group. It is a problem that affects all of us. We need leaders who are not only good at their jobs but also good at being good leaders.

One reason for this lack of leadership is the perception that leadership is only for the elite. This is not true. Leadership is a process that involves everyone. It is something that we all can and should do.

Leadership is not just about making decisions or solving problems. It is about setting a vision, inspiring others, and creating a sense of purpose.

In this section, we will explore the importance of leadership and the steps we can take to develop our leadership skills.

First, we need to understand what leadership is. Leadership is not just about being in charge. It is about leading others to achieve a common goal.

Secondly, we need to recognize that leadership is not a position. It is a role that anyone can take on. We all have the potential to be leaders.

Lastly, we need to practice leadership. This means taking action, making decisions, and being accountable for our actions.

By developing our leadership skills, we can make a difference in the world. We can be the change we want to see.
I am glad I taught vocational agriculture

EARL KANTNER, Teacher, Ansonia, Ohio

It seems only yesterday that I was finishing my student teaching, looking forward to the start of the fall term and the good old college days. In eva
tually realizing that the future, these three questions occurred to me, "Have I selected the best vocation?" "Should I continue teaching?" and "Was this one year of experience worth to me?"

In answering the first question, I like to think that I have selected the best vocation. In a day when the output of the bad days and let them all balance out in terms of personal satisfaction. I have been able to present this opportuni
ties to a worthwhile career for his automobile for a public bus,
and may even make less money than the man who swipes his rooms, but have you ever considered the possibility of telling you that his the best Future Farmers of America char
ity is the country and that voca
tion is the best thing in high school and visits from supervising teachers or student members. These helps have must work in my work this year. I have had the opportunity of assisting four beginning teachers in their work in the class. I have had experience in teaching four beginning teachers in one year. This experience in getting a good start is a profession in another reason that makes me feel the determination that I have elected this career.

Valuable experience

My next question, "Should I continue teaching?" is already solved in my own mind. First, because of the personal satisfaction acquired from teaching my students. Then, because of the experience acquired from teaching. I can think of few other occupations where a new teacher is received with open arms and success as fast as does a vocation teacher. The experience of a vocation teacher is especially valuable, because they are the backbone of the work the teachers of tomorrow, not only in the vocation teacher. I believe the best way to tell my students that I am glad I taught vocational agriculture.

Wisconsin teachers of agriculture elect new president

Donald Mullin, Instructor in Agriculture at the Jefferson High School, was elected president of the Wisconsin Association Vocational Agriculture Instructors at the thirty-fourth annual Summer Conference of group held at Madison last week. Mr. Gerald W. Warner, who is at present a member of the Board of Directors.

Using local leadership
to strengthen agricultural education

MAUL GRAY, Teacher, Eaton, Colorado

FRIENDS OF THE United States Department of Agriculture education and advisory staff in Colorado for effective business planning have organized company will have a board of advisors and an advisory com
pany. This organization will provide experience and advice for farmers such as agricultural education. The company is made up of village, town, and city leaders, producers, and a group of other people.

Casey Goddard

Since July 1, 1950, I have been working at Ansonia, Ohio. I have been teaching a class of students who are interested in the P. A. F. A. program. As I look back I wonder why I ever promoted such a list of activities. Some of the first activities I taught were the old-fashioned ones - planting a garden and a parent and son unit. The activities have changed a lot. They are now more varied because the experience acquired from teaching. I can think of few other occupations where a new teacher is received with open arms and success as fast as in the vocation teacher. The experience of a vocation teacher is especially valuable, because they are the backbone of the work the teachers of tomorrow, not only in vocational agriculture but in the school system. It is the profession that truly helps to advance the students. It is a profession that will have a big impact on the future of the world.

Getting acquainted with farmer in the local community.

1. It aids in promoting vocational agricultural interest in the community.
2. It assists in continuation of vocational agriculture -- the teacher may learn about conditions or diffi
culties and adjust his program according
3. It assists in solution of prob
teses of the student's previous occupation.
4. It aids in spotting problems in the community pertaining to voca
5. It aids in spotting students for whom the educational program is not suitable.
6. It helps in setting up a course of study for a student teacher.
7. It aids in setting specialities in helping with the teaching, especially
8. It is very helpful when arranging social activities for the student. It will help
9. The farmers help plan tours for the different classes along educa
10. It assists in planning and carry
11. It assists in raising and spending funds, and often times helps the students get the equipment
12. It is a wonderful means of at
13. It assists in securing an increase in salary for the vocational agricul
tural education position.

In my case, I had the advantage of having been a teacher for five years, because in the beginning I was familiar with the students. The farmers, as representatives of the farm people, the agricultural interests, and the general public

Selection of Members

In selecting members, try to secure public school students who are interested for their individual worth. The "lazy farmer" is not always a desirable recog

in my case. I have found that the selection of the council members is the key to the success of the council. The selection of members is made by the council chairman. He is responsible for making the members of the council. The selection of members is made by the council chairman. He is responsible for making the members of the council. The selection of members is made by the council chairman. He is responsible for making the members of the council.

Council Helps to Unify Community

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Conference with the superintendent

The author has the university and his ad

in the question of whether I have selected the best vocation I also want to point out that the value of the helps received during my first year. The beginning teacher is uncertain what to do in a particular situation and needs some professional advice from a compen
tative source. I have been in this position many times this past year and I have always been gratifying to know that I had a fellow member of the Depart
ment of Agricultural Education at the University of Illinois. A beginning teacher is often uncertain on many things, especially when the search through beginning teachers' meetings

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Teacher preparation in agricultural education

J. BRENT KIRKLAND, Dean, School of Education, N. C. State College

In the fourth of a series of articles titled "Preparation in Teacher Education," this issue we attempt to summarize what has been accomplished in teacher preparation in agricultural education, to give an insight into the future needs of teacher education, and to give an overview of the major fields of study leading to the teaching of agricultural education. The focus of this article is on the undergraduate level and the major fields of study in the state agricultural colleges.

The Importance of Agricultural Education
Agricultural education has been a major factor in the growth and development of the United States. It has played a key role in the development of the country's economy, particularly in the areas of food production, natural resources, and rural development. The importance of agricultural education is reflected in the demand for agricultural teachers at all levels of education, from elementary school through college.

The Scope and Nature of Agricultural Education
Agricultural education is a broad and diverse field that encompasses a wide range of topics, including botany, entomology, soil science, animal science, and economics.

The Role of Agricultural Education
Agricultural education plays a critical role in preparing students for careers in the agricultural sector. It helps to develop a strong foundation of knowledge and skills that are necessary for success in this field.

The Future of Agricultural Education
The future of agricultural education is bright, with a growing demand for trained professionals. The field is expected to continue to expand, and new opportunities will be created as technology advances and new markets develop.

Conclusion
In conclusion, agricultural education is a vital field that plays a crucial role in preparing individuals for careers in the agricultural sector. It is important to continue to invest in agricultural education and to foster a pipeline of highly skilled professionals to meet the needs of the industry.

References Cited

What do studies show?
This contribution is one in a series of twelve planned for the current volume. Each will review and interpret studies in a phase of the program in agricultural education. The series will cover the following phases: the objectives of the research and point up applications in a particular phase. The phases to be covered and the selection of possible contributors were planned with the A.A.V. Research Committee for Agriculture.
Leadership without involvement

HATHORN KRAFT, Teacher, Bellevue Falls, Vermont

As we, as men in the field of vocational agriculture, try to reach the objectives of agriculture education, one question we must show ourselves confident of is what leadership really involves. If leadership is involved too deeply in its own self for that specific reason, how can this be accomplished by a teacher of agriculture?

First, we cannot assume that each teacher is completely established in his position. Each teacher should be warned of this by merely signing a contract to teach. One question is whether he will make and carry out these new things, and how can this be accomplished by the teacher?

New teaching aid on corn hybrids

Students of Penn State’s Clover Club, working with scientists of the experiment station’s Corn Team, have devised a new teaching aid to show the importance of corn. This new teaching aid is of extreme importance to the program of agriculture education in the community. The advisory council has certainly proven its worthfulness with the instrument on hand. In addition to the excellent training and many teachers can work with it to teach the students of new teaching aids.

Local Program

We believe that this method is to be effective in promoting interest and attendance for the meeting “series.” We consider the meetings to be held during the second week of each month throughout the year with the execution of the series. The meetings are held at the meeting of the school district, the chairman of the committee, of which the members of the committee.

Michigan’s “10 and 20 Year Club”

MICHIGAN’S Association of Teachers of Agriculture is an organization within its membership of which has a great deal of interest in the area in which we are located, and some real old-timers on its rolls. This association is made of men who have been teaching agriculture for 10 or 20 years, or who have retired from the profession and are now working in the field of vocational agriculture and make up the majority of the membership of the M.A.T.V.A.

A review of its membership, from the standpoint of the number of years of service, there are some real old-timers on its rolls. This association is made up of men who have 10 or 20 years of service, with two groups of membership, those of 10 and 20 years of service. This division is based on the time of their first membership in the organization.

Each year the club holds a banquet for the members of the club who have 10 or 20 years of service. This is the annual meeting of the organization, at which time its annual meeting provides an opportunity for the club to meet and discuss the current issues of the organization. The meeting is held in the fall of each year, and is open to all members of the association.

The purpose of the meeting is to review the past year’s activities, to discuss the current issues facing the organization, and to plan for the upcoming year. The meeting is a time for members to come together, discuss the issues facing the organization, and plan for the future.

In conclusion, the Michigan’s “10 and 20 Year Club” provides an opportunity for teachers of agriculture to come together, discuss the issues facing the organization, and plan for the future.
Ohio Association of Young Farmers of America is formed

RALPH E. BENDER, Teacher Educator, The Ohio State University

THE Ohio Association of Young Farmers of America was born at a Regional Young Farmers Post-War Conference at The Ohio State University, March 31, 1951. From that day on, it was to become more correct to say that the young farmer program in Ohio has become of great impact on local and state young farmer associations that have been organized and conducted in the state for the past 30 years. At that time, it seemed to be a step in the right direction for the further development of this phase of vocational education in Ohio. Young farmers attending the annual conferences for the past two or three years have indicated an interest in developing the Ohio State Young Farmer Association. There was general agreement that such an organization would stimulate more interest in agriculture on the local level, would give greater emphasis to leadership training of the program and would unify and coordinate the efforts of the Ohio young farmer program in directing effective youth activities for rural young people.

1. To provide wholesome, social and recreational activities.
2. To plan and render worthwhile community services based on the needs of the community.

Program of Activities

The number of state-initiated and conducted activities will be kept at a minimum. The annual mid-winter conference will continue to be the chief activity. An Executive Committee, at this conference, will determine whether to conduct another conference. If the Executive Committee determines that another conference is needed, it will select a date. Any member of the conference, or any officer, or any member of the state Young Farmer Association shall be entitled to attend as the delegate to the conference. The conference shall be composed of the following: (a) person who is gainfully employed in some capacity in the agricultural field, (b) person who is attending school full-time, (c) a high school or college 


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F.F.A. members take lead
In accident and fire prevention in their community

WILLIAM J. LORD, Teacher, Wapole, N. H.

Every F.F.A. chapter should do all it can to make its community farm safety conscious. The Wapole F.F.A. chapter has included in its program of work an intensive farm safety program which includes three phases of work: the chapter's safety program for the local farmer, housewife, and youth.

The F.F.A. chapter can do its best job with the farm youth because of the close contact which exists in the classroom, in the farm shop, and on field trips.

A unit on farm safety is included in our list of farm jobs each year. This unit included the survey of the home farm and report as well as the study and discussion of farm accident information.

One of the best sources of information for the agricultural teacher in farm accidents is the "National Farm Safety Council," 425 North Michigan Avenue, Chicago 1, Illinois. Here one can obtain useful leaflets on safe methods for specific farm jobs. These leaflets can be used in the classroom, for exhibits, for radio and newspaper releases, and for other educational activities. Our chapter distributes these leaflets to local farmers through the members of its group, the Orange, and exhibits of various types in the community and at the county fair.

Demonstrator for state fire underwriter provides nation in community meeting for farm fire prevention, sponsored by F.F.A. Chapter.

Another very good student-directed classroom activity is to keep a record of all farm accidents in the local community, their cause, and how they could have been prevented. This should be kept on the bulletin board and the figures totaled at the end of the year.

The chapter sponsors safety movies and plays for the school which help to make the rest of the school safety conscious.

Since farm machinery is the leading agency of accidents throughout the country, the farm shop is the place where the teacher can do the job of putting across safety to his F.F.A., boys, veterans, and young farmer groups.

In our shop we have safety posters which show the proper use of machinery and equipment. Individual instruction is given in the proper use of the tractor, truck, and other equipment.

The F.F.A. members are continued to be on the alert at all times to keep all equipment in safe operating condition.

The chapter's program for making the farmer safety conscious includes the use of 4"x4" farm hazard stickers with a message and cartoon on them. These are given to the farmer on field trips, at Grange meetings, by the F.F.A. boys.

These stickers are pasted outside the farm where a farm hazard exists. Our farm safety program is a two-fold community activity, in our community, and on our F.F.A. safety program. It also helps us to make our local farmer safety conscious.

Through these farm safety activities the Wapole chapter feels it is doing its bit to make in a community aware of the hazards which exist on the farm. In the home, and in our rural communities.

Benefits from parliamentary procedure contests

W. F. Stewart, Teacher, Education, Ohio State University

FOUR is at least 20 years Farmers have been giving attention to the formulation of the privileges of the presiding officer and members participating in business transactions. In many chapters these abilities have been developed through team participation and even in contests.

In Ohio the first steps in carrying the idea beyond the chapter level were taken in providing a contest among selected chapters which was conducted at the State Leadership Conference attended by delegates from the various chapters. This contest was sponsored by Townshend Agricultural Education Society, a campus organization of majors in Agricultural Education. In this contest the demonstration of at least six abilities was required of each team member. The contest was designed to determine the correct from the incorrect procedures. Obviously, incorrect procedures appear much more often through the use of quizzers than would occur if only the team members were demonstrating.

Briefly, the following contest covers the high spots of practice in parliamentary procedure in Ohio during the past 20 years.

What Have Been the Benefits? How Do the Boys Rate the Help Which They Have Received from These Contests?

In order to find out the evaluation of this project by boys and teachers, a survey, a simple list of eight benefits was prepared. Six copies were sent to the leaders of vocational agriculture and advisors of 20 selected chapters with state-wide distribution. Each teacher was asked to select six boys from his department who had at least three years of experience in developing abilities in parliamentary procedure and, preferably, who had represented the chapter at the state contest as a Chapter Procedure Team in local, county, or district contests. The teacher was instructed to ask each boy to rate the benefits he had received from participation using the following scale: one represents "superb" benefit, two "average" benefits, and three, "minor" benefits. In addition, the teacher was asked to write a paragraph from his experiences in developing parliamentary teams giving the specific benefits which had resulted in his department, his school, and his community from the participation of his pupils in parliamentary procedure. Also, the teacher was asked to name the superintendent or principal to write a paragraph on the benefits which he received from the participation of boys he had come to the participating boys, the student body, and other educational institutions from having a Chapter Procedure Team performing in his school and community.

The responses from the invited chapters were all but unanimous. The list of benefits submitted to the chapters follows:

1. The ability to produce effectively.
2. The ability to participate correctly in business meetings.
3. Confidence when participating in meetings.
4. The improvement in my ability to speak extemporaneously.
5. The improvement in my ability to use current English.
6. Quickening of my judgments in deciding whether a thing is right or wrong.
7. Personal pride in my own and my team's accomplishments.
8. The challenge which comes from serving as a quiz master or a competing team.

Space was provided for listing additional benefits by individual boys and for rating these additions.

How Did the Boys Rate the Various Benefits?

It might be assumed by many that the basic objective of this project is to develop the ability to produce effectively and that, therefore, that ability would be rated highest by the boys. Not only did this ability not rate highest, it did not rate second or third, but fourth. A summary of the results follows using the numbers to represent the abilities as they appear in the numbered list above.

Ability 1: 66 ratings of 1; 37 of 2; and 5 of 3.
Ability 2: 59 ratings of 1; 34 of 2; and 5 of 3.
Ability 3: 66 ratings of 1; 37 of 2; and 5 of 3.
Ability 7: 52 ratings of 1; 34 of 2; and 5 of 3.
Ability 8: 56 ratings of 1; 45 of 2; and 4 of 3.

(Continued on Page 80)
Some should go to college

In a democratic school system in which many choices are made by students themselves, the teacher is guiding the students to make the right choices. This is a very important part of the guidance of a teacher. In performing the guidance function, the teacher has the total welfare of the individual boy at heart and serves to educate him on the importance of agricultural education. In the classroom, the teacher must impart to the students what is important to know and what is useful to know. The teacher must make clear to the students the value of agricultural education and the fact that it is of a lifetime. The teacher must also serve as a role model to the students. The teacher must be an example of what the students will be when they graduate. The teacher must be an example of what the students will be when they graduate.

Practice in cooperation

Real experience obtained through F.F.A.

COOPERATIVE ACTIVITIES

JOHN SAPFORD, Teacher, Walla Walla, Washington

Cooperative activities have been the main line of endeavor for the agricultural students of America at Walla Walla, Washington. For the past 14 years the students have appreciated the work done by the cooperative through the history of cooperative activities since the year 1950.

During the years 1933-1937 the Wa-Hi F.F.A. chapter operated a potato project where 50 acres of land were sold to students for $10 per acre. This was a true cooperative project, where students worked with the teachers in all phases of the project. No student would ever be forced to go into college unless he had the necessary interest in the work before him.

Grain Group

It is quite popular among teachers for students to have at least one teaching unit in grains. In performing the teaching function, the teacher must impart to the students what is important to know and what is useful to know. The teacher must make clear to the students the value of grain education and the fact that it is of a lifetime. The teacher must also serve as a role model to the students. The teacher must be an example of what the students will be when they graduate. The teacher must be an example of what the students will be when they graduate.

During the months of February and March, the Wa-Hi F.F.A. chapter started a potato project. This project started with 50 acres of land and was sold to students for $10 per acre. This was a true cooperative project, where students worked with the teachers in all phases of the project. No student would ever be forced to go into college unless he had the necessary interest in the work before him.

Dear Members,

We are writing to inform you that the Wa-Hi F.F.A. chapter has started a new project this year. This project is called the Potato Project and it will be carried out during the months of February and March. The project will involve 50 acres of land and will be sold to students for $10 per acre. This is a true cooperative project, where students will work with the teachers in all phases of the project. No student will be forced to go into college unless he has the necessary interest in the work before him.

Sincerely,

John Sapford
Teacher, Walla Walla, Washington
Keeping up on technical agriculture

Popular summer conference program for Vermont and New Hampshire teachers

F. S. BARTON, Assistant Professor, U. of N. H.

MANY teachers of agriculture find it difficult to keep up-to-date with the new recommendations, improvements, and technical advances appearing in the fields of technical agriculture. This seems to be particularly true in those sections of the country having great diversity of enterprises within the school district.

Teachers of vocational agriculture and teachers in rural schools in New Hampshire and Vermont are faced with this type of problem and have frequently invited the State Supervisors and Teacher Trainers that something should be done. As a result of meetings and a Joint Conference seemed to provide an opportunity to get started on a possible solution. It may be of interest for the reader to know that in these two states have been meeting jointly for many years for a three- or four-day interval conference in which the representatives of the two states met and then held at the University of New Hampshire at Durham, New Hampshire. The Dean of the College of Agriculture has been very helpful and cooperative in the idea. A conference was arranged between the Dean of the College and the directors of the Extension Departments to discuss the possibilities of such a conference which would be conducted in one place for the entire state. New Hampshire and ways and means of promoting the conference was discussed with the college staff and each department developed plans around a central theme of the New Developments. The participating faculty members were on the topics of Anesthesiology, Dairy Husbandry, Horticulture, etc. The conference was held on the campus of the University of New Hampshire.

The following brief outlines indicate the areas each department proposed to discuss:

Anesthesia

"Past and Present Research" "Past and Both Problems"

"Play—Purposes of Play"

Animal Husbandry

"Management of Beef Cattle" "Management of Swine"

Management of Swine

"Management of Swine"

"Feeding—Maximum Use of Roughage"

Organizational Meeting of New England association

THE New England Association of Agricultural College and University teachers was organized at Columbia, Ohio, on May 14, 1951. With the cooperation of several of the eastern educational organizations, the New England Association was formed to promote the interests of all teachers associated with agricultural work and vocational education in the New England area. The New England Association includes the state agricultural organizations of Massachusetts, Connecticut, Maine, New Hampshire, Vermont, and New York. The New England Association is planning to bring together all those engaged in the field of agricultural education in New England for the purpose of promoting the best interests of this field.

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How interesting is your teaching?

(Continued from Page 80)

Do you use visual aids as a tool in teaching your pupils/interest in your course? Do you have a film strip projector and a library of films? How effectively do you use your visual aids? Let's check some of these matters.

Visual aids are the most important item in the classroom today. They can make the difference between a dull, lifeless lesson and an exciting, meaningful one. How well do you use your visual aids?

1. Does your course include any visual aids in the form of slides, filmstrips, or other devices?

2. Do you have a film strip projector and a library of films?

3. How effectively do you use your visual aids in your classroom instruction?

4. Are you using other visual aids such as charts, graphs, or models to supplement your verbal instructions?

5. How do you prepare and exhibit your visual aids to make them effective?

6. Do you evaluate the effectiveness of your visual aids and adjust them as needed?

7. Are you aware of the latest developments in visual aids and their potential for enhancing teaching?

8. Do you encourage your students to use visual aids in their learning?

9. How do you assess the impact of visual aids on student learning?

10. Do you consider visual aids an integral part of your teaching strategy?

11. What role do you think visual aids should play in the future of education?

12. Do you feel that visual aids are essential for effective teaching?

13. How can you improve your use of visual aids in your classroom instruction?

14. Are there any other ways you can incorporate visual aids into your teaching?

15. How do you think visual aids can contribute to the overall effectiveness of your teaching?

16. Do you think visual aids are overused in the classroom?

17. How can you balance the use of visual aids with other teaching methods to achieve a more balanced approach?

18. Do you think visual aids are an effective tool for engaging students in the learning process?

19. How can you use visual aids to foster critical thinking and problem-solving skills in your students?

20. How can you use visual aids to enhance the relevance and applicability of your course material to real-world situations?

21. Do you think visual aids can be used to integrate different subject areas?

22. How can you use visual aids to enhance the inclusive nature of your classroom, including students with diverse learning needs?

23. Do you think visual aids can be used to promote a more interactive and collaborative learning environment?

24. How can you use visual aids to support the development of higher-order thinking skills?

25. Do you think visual aids can be used to foster a more positive attitude toward learning and education?

26. How can you use visual aids to enhance the retention and recall of course material?

27. How can you use visual aids to foster a more engaging and dynamic classroom environment?

28. Do you think visual aids can be used to promote a more active and participatory learning style?

29. How can you use visual aids to enhance the cultural relevance and inclusivity of your classroom instruction?

30. Do you think visual aids can be used to promote a more equitable and just education system?

Remember, the effective use of visual aids is not just about having them, but about how you use them to enhance the learning experience. Use them thoughtfully and strategically to create a dynamic, engaging, and effective classroom environment.
Use teaching aids

P. F. PULSE, District Supervisor, Vocational Agriculture, Columbus, Ohio

As a district supervisor visiting a first
year teacher the following incident came
to mind. The teacher had been
working with a student to provide
proper storage for his corn project; the
student's father had agreed that a
combination bin and machinery storage
would be constructed. Some clearing and
planting had been given to the problem
by the father, but the boy in regard to
dimensions, and in this particular class
project there were attempting to deter-
mine how to cut the rafters for the
building. The class was meeting in the
regular vocational agriculture room and
the teacher had brought a steel square
and a copy of "Principles of Building
Construction" to class. Indications pointed
to the test that the teacher knew how
perform the job. He tried to show by di-
agram the method used as an example
how to lay out and cut the rafter for
length and the proper angles to make
the cuts.

Realistic Learning

It was very apparent that the mem-
bers of the class could not follow the
teacher, and they were not backward in
voicing their disagreement of being as-
signed the project, as they did not feel
capable to assume.

In discussing the lesson with the
teacher I found that he felt that he had
used all the teaching aids necessary to
demonstrate to the class that he was un-
able to understand why the students
could not perform the job. I asked the
teacher where and how he learned to
cut rafters? His reply, why my father
teach me when I was in high school
and we were building a central floor-
rowling hoop barn for our own enter-
prise. Later I had this material printed
as an agricultural engineering course
while studying to become a voca-
tional agriculture teacher. The ques-
tion, why don't you take the class
down to the students' farm during the
process of construction where you could
have a demonstration of actually
slitting the rafter for the building and
where each student could follow the
practice in the task? Of course.

I then suggested in principle anyone
made a vocation education aide.
We have a very few instructors who
are taking advantage of the aids
available, but we should be doing
more.

The teacher preparation in ag-

Education (Continued from Page 39)

in the classroom are: State college
Training is the key to successful
agriculture programs and must be
provided for the teachers.

A panel consisting of Dr. Glenn
D. White, Agricultural Education
Director, and Mr. Carroll F. Buettner,
Director of the Agricultural Edu-
cation Department at the State
college, met in the classroom for
the first time to discuss the needs
and training for teachers.

The panel was comprised of
problems which confront the
agricultural education teacher in
the classroom, and the means
by which they can be solved.

The panel consisted of:

1. M. E. Miller, Director of Agri-
cultural Education, Ohio State
University, Columbus, Ohio.
2. J. R. Fordham, Professor of
Agricultural Education, Ohio
State University, Columbus, Ohio.
3. W. J. Brown, Director of the
Agricultural Education Program,
North Dakota State University,
Fargo, North Dakota.
4. H. E. Estes, Professor of
Agricultural Education, North
Dakota State University,
Fargo, North Dakota.
5. N. C. Fox, Assistant Professor
in Applied Agriculture, Ohio
State University, Columbus, Ohio.
6. W. C. M. Brown, Associate
Professor of Agricultural Ed-
cation, University of Wisconsin,
Madison, Wisconsin.
7. C. R. Brown, Junior Professor
of Agricultural Education,
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of Agricultural Education,
University of Wisconsin,
Madison, Wisconsin.
Adjusting training to needs

A survey of the agricultural department graduates of New Salem Academy, 1920-1930.

DEANE LEE, Teacher, New Salem, Massachusetts

THERE agricultural department at New Salem Academy was first organized in 1920. After a short period and continued and agriculture was taught again and the department was reorganized in 1920.

Since that time 120 students have been admitted, and the number of these graduates who have spent several years immediately after leaving school as hired hands on farms and some of them later became owners-operatives; other men, after working in some unrelated occupation, have established themselves as owners-operatives, usually of small farms. There are not very few instances of partnerships on the family farm as in some areas where larger farms are more common.

Shop teaching, construction, and garage work claimed the time of those men in the order named. In most instan...s the individuals concerned were householders rather than employers. Several...Twenty-seven had operated...and dairy farming and fifty-one years in the army. The men who had operated...spent five years in a particular occupation...and the remainder spent...tional experience of training to the same extent as five men who spent one year each in the same order of sequence...and spent...in that occupation by the...year.

Relationship of Work to Training

The fifty-five graduates as a group have spent 46.5 per cent of their time, or slightly less than one half, in work on which their agricultural and shop training may be said to have had direct bearing. Almost exactly one-half of this time was spent in type of farming and a little less than one-half was spent in...a large and small units of production. The application of...to grow and use the...course itself to support and assist both...that...and...They must do this without unduly interfering with...to the other to an inconvenience.

For this teacher, at least, one advantage in... didn't have to do work...in the field. In the...basis of that which had been trained...the high school and the farm school course.

Since lumbering is of considerable importance in the area and was a necessity to find out that only 0.3 per cent of the time of these fifty-five men has been spent in lumbering.

The $15 per cent of their time which these men spent in fields unallotted to the agricultural and shop training at the Academy svolved in wide variety of occupations. More than one-fifth of that time (23 per cent of the whole) was spent in house work. Further...to the armed services a career. The remainder of this time was spent in occupations ranging from...that the students have been adequately prepared for vocational training at the Academy, no study has been made to find out how many of the men have to try several types of work and finally settled on something which interested them and developed their talents and capacities. In spite of the fact that so much of the training...in the field of agriculture was devoted to vocational training at the Academy, no significant amount of this time was spent in any one field.

The natural bent of the agricultural instruction into vegetables, poultry, fruit...use of manure and soil are in...to shop work and metal work in those and too well established to need comment.

J. H. Lintner points to first F.F.A. jacket, It was presented to the Ohio Association.

This story of the development of the official F.F.A. jacket and the only local chapter band ever to play at the national convention goes hand in hand and the story of one most of necessity includes the other. It was my privilege to participate...in any way in the activities of an F.F.A. advisor. This story should be of interest to the many F.F.A. members who wear the jacket.

Preceding 1932 it had been the policy to invite state F.F.A. bands to provide music for the national convention held at Kansas City. The expense both to the state and the national associations coupled with general lack of money during the depression years contributed to the decision of Mr. W. A. Ross, the national executive secretary, to accept the offer of the Fredericksburg, Ohio chapter to bring a chapter band of thirty pieces to the 1933 convention.

The Fredericksburg chapter band had been in existence for over a year and was the direct outgrowth of a far-reaching student superintendent, Mr. Homer B. Wood, who also directed the instrumental classes and the high school band. Mr. Wood was an exponent of the instruction of extra-curricular activities into the curriculum. He was greatly impressed with the F.F.A. program and at the national conventions. Several members of the F.F.A. were on the faculty of the high school band. Mr. Wood's association with the high school band helped his band of boys and organized classes for all who wanted to learn.

At the Ohio F.F.A. Convention on May 31-June 2, 1931 at Columbus, J. H. Lintner presented the first official F.F.A. jacket to the Ohio Association Mr. Lintner, now a director of the National F.F.A., narrated the further training in Ohio, the vocational agriculture instructor at Fredericksburg, Ohio, from 1922 to 1943. During his tenure as the Future Farmers Organization, and was the advisor to one of the first chapters to be established in Ohio.

Mr. Lintner was invited to write the following:

R. J. Woolum Ohio State University

William C. Jason comprehensive high school

Dubuque's first comprehensive high school for negroes was opened at William C. Jason on October 15, 1931. When additional units of the school have been added a comprehensive high school for negroes is being held at William C. Jason. The school is under the supervision of Mr. C. H. Brown.

Included in the completed unit are six classrooms, a gymnasium, a home economics room, a library, a science laboratory, a music room, a chemistry laboratory, a biology lab, a book collection, a reading room, a cafeteria, a roof garden, a boy's dormitory, a girl's dormitory, a swimming pool, a playground, and a football field.

Over half of this amount was contributed by the late H. F. Fisher Brown, a former member of the Board of Vocational Education.

The curriculum of the school will include courses in English, mathematics, history, economics, political science, geography, science, art, music, physical education, home economics, and vocational education.

The school is being supported by the state and federal government, and the city of Dubuque.

The first F.F.A. jacket, it was presented to the Ohio Association.

At the Ohio F.F.A. Convention on May 31-June 2, 1931 at Columbus, J. H. Lintner presented the first official F.F.A. jacket to the Ohio Association Mr. Lintner, now a director of the National F.F.A., narrated the story of the development of the official F.F.A. jacket and the only local chapter band ever to play at the national convention.

The story of the development of the official F.F.A. jacket and the only local chapter band ever to play at the national convention goes hand in hand and the story of one most of necessity includes the other. It was my privilege to participate in both activities as an F.F.A. advisor.

This story should be of interest to the many F.F.A. members who wear the jacket.
PICTURES of the month...
A contest open to all teachers of Vocational Agriculture and farm veterans

THE HARVEST
Photo by Warren T. Smith, Modena, California

THE F.F.A. ON THE AIR
Photo by Wm. Paul Gray, Eaton, Colorado

DITCHING WITH DYNAMITE

FIRST PLACE:
John M. Sproul, Middlebrook, Virginia.

Camera: Argus C-3
28 mm.
Exposure: f/11 - 1/200 second setting.

DAIRY IMPROVEMENT
Photo by James B. Hamilton, Audubon, Iowa

BUILDING OUR OWN
Photo by Warren T. Smith, Modena, California