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

First Place
TESTING FOR MASTITIS
D. M. Nielsen, Teacher,
Auburn, Nebraska

TREATING TO CONTROL MASTITIS
D. M. Nielsen, Teacher,
Auburn, Nebraska

A VO-AG PROJECT

VETERANS' CLUB FEED GRINDING PROJECT

Photo by S. H. Griswold, Teacher, Wilcox, Nebraska
Photo by James M. Pittsfield, Teacher, Blakie, Virginia
The importance of training in dealing with the economic problems involved in farming has come to be widely recognized by workers in vocational agriculture. Events of the past two decades have given impetus to an increased emphasis on the aspect of the training of prospective farmers. Practically all programs of vocational agriculture now make some provisions for some portion of the teaching of farm management principles. However, it is interesting to note that authors in teaching vocational agriculture are for the most part more or less tacitly agreeing on the importance of farm management, but such teaching is not always well planned and organized or put into appreciable practice in actual classroom training in vocational agriculture.

This article will consider the purposes and need for training in the farm management area and then, the results of the study designed to provide vocational agriculture teachers with some information on the ideas, content and emphasis of work in farm management and specific methods that do not depend on the latter three phases of the program. This hypothesis is that the main content of the literature concerned with the role and emphasis of farm management training in vocational agriculture.

Aiming at Profitability

One of the primary aims of vocational education in agriculture is to teach students to become economically independent. This is especially true of the student who intends to become a professional farmer. According to the American Farm Bureau, a farmer who achieves maximum long-run net income is also an appropriate intermediate goal. This goal implies that the individual farming enterprise must be able to use available resources efficiently (by utilizing resources and capital) and economically (by utilizing resources, capital and labor efficiently). Hence, the individual farmer operates his farm using maximum long-run net income. For all commodities, this means that the primary objective of the individual operators through increased production, higher prices, greater abundance and lower costs of goods and services. The individual farmer toward an improved income level is also an appropriate intermediate goal. The individual farmer serving the higher purpose of improving the welfare of himself and his family, through the purchase of many farm supplies and tools and thus bettering the rural way of life, is serving the purpose of improving the income level of the farm family.

Wage-Wage Alternatives

Agricultural workers are the largest group of farm laborers in the United States. The agricultural laborer is a worker who is employed on a farm or in a related industry in the performance of agricultural work. The agricultural laborer may be employed on a farm that produces food, fiber, or other farm products. The agricultural laborer may be employed on a farm that produces food, fiber, or other farm products. The agricultural laborer may be employed on a farm that produces food, fiber, or other farm products. The agricultural laborer may be employed on a farm that produces food, fiber, or other farm products. The agricultural laborer may be employed on a farm that produces food, fiber, or other farm products.
Teaching farm management

JOHN W. PERKINS, Teacher, Neillsville, Wisconsin

Many teachers have the opinion that farm management is a difficult subject to teach in high school. It is claimed that the unit does not appeal to the boys and results in a dull, dry course. My first attempt at teaching the subject left me dissatisfied with the results I found. I was teaching a class consisting of eleven boys and ten girls, which were interested in farming, and the unit was well received. But it was difficult to determine the best way to teach the subject, and the results were not as good as expected.

The students are divided into small groups and each group is given a farm to manage. They are responsible for the operations and management of the farm. The students are required to keep records of all operations, including expenses and receipts. They are also responsible for the maintenance of the farm equipment.

A crop rotation is developed for the various crops on the farm. The study of rotations is an important part of the curriculum. The students are taught the importance of crop rotation in maintaining soil fertility and preventing soil erosion.

The students are also taught the principles of crop production and marketing. They are taught how to choose the best crops to grow, how to plant and care for the crops, and how to market them. They are also taught the importance of crop rotation and the advantages of mixed cropping.

The students are also taught the principles of animal agriculture. They are taught how to select the best animals for the farm, how to care for them, and how to market them. They are also taught the importance of animal husbandry and the advantages of mixed farming.

The students are also taught the principles of farm management. They are taught how to plan and carry out the operations of the farm. They are also taught the importance of farm management and the advantages of mixed farming.

The students are also taught the principles of farm finance. They are taught how to plan and carry out the operations of the farm. They are also taught the importance of farm finance and the advantages of mixed farming.

The students are also taught the principles of farm extension. They are taught how to plan and carry out the operations of the farm. They are also taught the importance of farm extension and the advantages of mixed farming.

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Teaching livestock efficiency
Through a cooperative project

THE cooperative sheep project conducted by the Clinton, Illinois FFA chapter has proven to be a very valuable teaching device and the results obtained have gained wide recognition throughout central Illinois.

It started in the summer of 1946 when a group of seven FFA members became interested in keeping sheep and raising market lambs.

With the help of their advisors they purchased a number of Southdown yearling rams in the Illinois Porkchop Show. The advisor said that one of the 3 and 5 year old rams he sold at Urbana, Illinois. This ram calved 30 and was crossed on ewes for the production of market lambs.

The results were outstanding and the organization has grown steadily. Last fall five rams were used by the boys. So many boys want sheep projects that they have difficulty in securing enough ewes for them. Several of the boys have increased the number of sheep on their farms.

How the Organization Operates

The organization is named the Clinton FFA, Sheep Improvement Association. It has a complete set of officers, a constitution and by-laws, Membership consists of active members of the Clinton FFA chapter who have sheep projects. Each boy buys a two-year-old ram.

The price of the rams is just about enough to cover the cost of raising a ram. One boy keeps the ram on his farm the year around. All of the others farm the rams during the breeding season.

The boys who keep the rams have the use of pasture land that is cleared from the owners of the ewes to cover the cost of pasture and are given use of the barns and sheep pens during the breeding season.

An attempt is made to keep the lambs delivered later in January and February. All of the lambs that are big enough are exhibited and sold in the market lamb show and sale at the stockyards in Springfield, Illinois, the latter part of June each year. The smaller lambs are carried and exhibited at the various fairs and shows in the area.

COYLE E. FRYE, Teacher, Clinton, Illinois

In February, all of the lambs that are biggest in weight and show well in the market lamb show and sale at the stockyards in Springfield, Illinois, and have the same characteristics as those lambs that are exhibited and sold at the various fairs and shows in the area.

The methods of the boys are aimed at raising 90 to 110 pounds of lamb.

The boys had three lambs: one Southdown, one Hampshire and one Shropshire. The Southdown rams were kept on the farm and Hampshire and Shropshire rams were on a farm in the county. The Southdown lambs were on the farm and Hampshire and Shropshire rams were on a farm in the county.

In the boys' projects the ewes were identified by numbered metal ear tags. The rams were identified by a system of ear notches or in small books which the boys kept. The rams were kept in the barn or the compound and the ewes were kept in the barn or the compound.

The lamb was weaned at the age of 100 days. An allowance of one pound per day was made if they were present under or over the 90th day.

The weight of the wool from each fleece was multiplied by the number of days and added to the 90-day weight. The weight of all lambs was multiplied by the number of days and added to the 90-day weight of all lambs. The weight of all lambs was multiplied by the number of days and added to the 90-day weight of all lambs.

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The indispensable farm tool

HENRY S. JOHNSON, Director of Information Farm Credit Administration of the Farm Security Administration

The Agriculture Education Magazine, December, 1951

There are no significant changes taking place in the Southeast which challenge the attention and effort of agriculturists interested in the Southeast.

1. Rapid intensification with many workers from the South to assist in the reclamation of the factory. (This agricultural reclamation effort is in line with the teaching program of most agricultural teachers.)

2. Population growth in size and in value per acre.

3. Mechanization rather than more necessary areas of labor shortage and increasing competition. (Both 2 and 3 being the results of increased productivity and investments.)

4. Acreage, which are steadily increasing. (Production and marketing of crops and livestock call for increased productivity and investments.)

5. Many people who have accumulated large amounts of capital from the efforts of themselves and are now investing some of their savings in agriculture and are thereby contributing to the economic growth of the land and animals.

Recapitulating, the results of the two surveys of averages on 10 farms in 1950 and 1951, were presented by Dr. G. F. MANN, Assistant Dean, and Mr. Stanley Warren, in the forty years. In the forty years the size of the farms has increased from 10 acres to 17 acres; the number of farms has increased from 12 to 23; average investment in real estate went from $5,941 to $1,011; expenses for fertilizer, seed, feed, and other things jumped from $1,632 to $20,211; yields increased from 90 bushels to 148 bushels.

In order to get to credit adjustments the farmer should have.

The credit needs of farmers are being met with increasing success. These farmers have already demonstrated the ability to borrow and pay off the loan. Capital or credit is the main thing new farmers learn. This concept is caused by the fact that credit is the indispensable tool of businessman and agriculture.

Credit Meeting Needs

Why is it difficult for some farmers to get credit to finance adjustments in their farms? The lenders are concerned with the possibility of getting their money back, and the borrower offers protection against localizable capital. The amount of collateral is important in determining the maximum amount a borrower can borrow for a particular purpose. If the borrower has a high collateral, the lender is more likely to lend money. The terms of the loan are important for the borrower's needs. Credit to be obtained by the farmer must be obtained with a certain pattern of certain amount of collateral.

1. The lender will send the use of credit for at least three to five years to be spent in making major adjustments such as mechanization, pastures or purchasing breeding animals.

2. To serve these needs production systems and associations have adopted a 12-month renewable tenant with other tasks. This is a tenancy program for a 12-month period and at the time, the borrower and the lender are about the operation of the loan in keeping with the borrower's needs and in line with good farming management. The loan should be automatic and free from restrictions which would interfere with the normal operation of the farm.

3. It is the lender's opportunity and responsibility to cooperate with the borrower in this work.

4. It is the lender's opportunity to improve the management of the farm and to help the borrower's management of the farm.

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The third one course is not a mere addition to the other courses. The first two were designed to provide a general background in the economics of agriculture and to help students gain a better understanding of the economic factors that affect agriculture.

5. In the other course the lender's responsibility to have his own farms in good order. To this end he should:

a. Live within his income.

b. Save for the future in the event of financial income.

c. Check his own income, regardless of how limited that income may be.

6. The lender's obligations in this regard are not affected by the adjustment.

Mutual Responsibilities

1. The lenders should be strong about agriculture and know

2. The borrower must earn a living. Credit is a tool for the borrower's livelihood. Therefore the blanket is established. He must be

3. The borrower must earn income, regardless of how limited that income may be.

4. Use credit when he can make it earn a profit, not necessary:

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Farm management teaching

Let's make it practical

DIANE M. NIELSEN, Teacher

Agricultural Education Academy

We WOULD BE loath to prize the many-branched line of educational methods if we were to proceed on the idea that any one method of teaching farm management to students of vocational agriculture was all superior and completely effective. However, we must concede that the results are likely to be in many cases less than what we might hope. Consequently, we must choose with the tools which we will use our students in the cultivation of their fertile mental fields. Recognizing that it is impossible many, a method of guiding students to farm management understandings which might otherwise yield results of the understandings and abilities necessary to establishment and proficiency in farming being presented.

A balanced-centered approach to the farm management study develops that beginning which the endless list of material. A few hours spent in student expression of the farm management needs in their situations and in their communities. As they see them, learning the realization that the course is their own, dedicated to achieving an their needs. The meeting of each need, in reality, becomes an objective of the course. As these needs are identified and efficiently be summarized, and established as the objectives of the courses, as illustrated in the diagram.

Use Case Farm

We are aware that real life problems present a challenge to the students that is becoming more and more critical. Consequently, an actual case farm provides a more effective means of developing a method of solving management problems than does a series of unrelated, unusual situations. This case farm may be one of several possibilities. It could well be the department farm owned by the school, the farm of a cooperative farming or adult farmer or adult farmer in the out-of-school education program, the farm of any interested farmer in the community, or it could be even the home farm of one of the students. The latter suggestion, the home farm of one of the students, has one major disadvantage, for after the class that is aided in the solving of a problem on the case farm, the teacher can no longer individual when turns to the problem and solves the comparable problem existing there. Since the class will have already solved that problem for the student who has the case farm,

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a gap in his class activity will result. It is not intended to suggest that the solving of the problem on the farm leads to individual work and ends class work. Quite the contrary, as each individual follows the pattern of problem solving taught when working with the problem on the case farm, he will need the assistance of his classmates. This will lead to committee work, entire class discussions, and volunteered methods or a group discussion before the end product of a solution in satisfactory situation is reached. There has been frequent reference to the "real individual situation." At this particular conference a question was brought up concerning the teacher so as to the advisability of organizing a managerial team to the entire way that a first year teacher might be viable even though such a thing, but experienced teachers would know better. Quite evidently, the classes do not relate directly to long-time planning and containing instruction as to managerial decisions. Those relating to the origin, operation, and replanning of a farm is a long-time planning. Is it possible that the traditional mechanical chores that are often dull and plan for adult work to the extent that many teachers are inclined to the idea that short-courses are satisfactorily meeting the needs of adult farmers?

In case management or agricultural education assumed responsibility for War Proficiency programs for the writer's privilege to serve as special advisor for that committee. C.C., N.Y.A. and O.S.T.A. courses. This program by its very nature was a "freudian," for it was designed to meet urgent, specific situations; it was operating during an abnormal period of urgency when long-time planning was almost impossible, hence the with the objectives and the conclusions under which it operated were definitely limited as to time and time was very narrow in scope. It seems reasonable to believe that the program has been another factor which has caused the increase in the adult education in agriculture on a "short-course" basis.

Limited Benefits from Earlier Programs

Those of us who have conducted the short courses for adult farmers of the period of years certainly will not deny the fact that many specific improvements might have been made in the earlier programs. Rebuilding a period of twelve years of service (1923-1935) as a learner during which period seventeen young farmers and adult farmers courses were conducted, brings to the writer's mind many improvements on the farm of his students; improved crop varieties were secured, various areas were pursued, new fields were lined, etc., but this story is incomplete. Have we as a vocational agriculture teachers served as effectively as we should with this type of program? In order to intelligently consider this questionnaire let us move on our thinking to the present time.

During the past five or more years we have been privileged to try a new plan of adult education in agriculture. Many of us can recall our oftenaker emotional reactions to the early proposals by: Spanton, Pearson, McCormick, and others of a four-year type of program for farm-er. It was such a far call from ten weeks short courses, the life seems almost incredible, but now national and state studies reveal clearly that a high percentage of veterans who have been

meditated for four years of training went still more.

An individual sampling of five cases in Ohio shows 72 per cent desiring more training; 6 per cent uncertain, and 6 per cent definitely stating that they do not desire further training. Apparently adult farmers will welcome a type of program which goes beyond the usual type class type of instruction, dealing in many cases with isolated value, particularly 10 per cent rate it as a high course value.

New Features Renew Instruction

Evidently the individual and small group on farm instruction is one of the main features which appeal to adult farmers. Programs of on-the-ground follow-up by the teacher promises that there is something to look forward to following this certain points to the necessity for long-time planning based upon an intimate knowledge of the farm and the farmer. The study of such knowledge is to be secured by the teacher it seems evident that thorough farm surveys must be made as a basis for a long-time individual farm plan. In fact in these two facts alone is evident that there has been placed in the institutional On-Farm program the ideal foundation for longstanding programs.

Under this type of instruction emphasis is placed largely on the classroom to the farm and from the group to the individual. The teaching is study and planning expands beyond local farms, while at the same time the total over job of becoming satisfactorily and successfully established on his own is one of the problems that must face those who find with the broad objective is a challenge to the educator that comes with teaching proper teaching skill, can be made a joint challenge to the farmer.

A Big Job Ahead

Certainly no one will question the fact that such an approach to adult education for farmers is a big job; a job that will require new plans and new programs. The most likely way of making it may say it can't be done; others may lack the courage to try it, some may see that the professional education and the states regional and national studies; it would seem that we are at a critical stage in our evolution towards real effective education for farmers; short courses are not enough, the emphasis is on planning and conducting educational programs which provide the adult farmers engaged in the occupation of farming. **

Contrary opinions fall the chat of ideas.
Adult farmer education

H. W. SANDERS, Teacher Education, Virginia Polytechnic Institute

Adult farmer education has emerged as a new phase in the development of adult education. The class of adult farm workers is a large one that is growing, and the rate of growth is increasing. Adult education programs have been developed for farmers in several states, and there is a general recognition that adult education for farmers is necessary.

What do studies show?

The results of studies show that adult farmer education programs are effective in improving the knowledge and skills of farmers. These programs can be designed to meet the specific needs of farmers in different regions and at different levels of education. The programs can be offered in a variety of formats, including classroom instruction, distance learning, and on-the-job training.

Conclusion

Adult farmer education is an important component of a comprehensive plan for improving the lives of farmers and improving the quality of life in rural communities. The programs are effective in improving the knowledge and skills of farmers, and they can be designed to meet the specific needs of farmers in different regions and at different levels of education. The programs are a valuable resource for farmers, and they can help to improve the quality of life in rural communities.
Veterans take over

B. R. DINSRO, JR., Area Supervisor, I.O.F. Training Program, Florida

THAT’s one of them book farmers, son. Never seen one of them make a pen out of one—Jim’s farm, lost to farm out of a book! A statement similar to the one above was made by one old-timer, a "dirt farmer," to one of our six training enrollees. It sounds like a joke now, but in those days it was often a true statement. It referred to men who graduated from training school, went home to their farms, and never seemed to be able to use what they had learned from the technical and the practical and come out with worthwhile answers that paid off on the farm.

Today, the good book farmer and his books are inexorable. In fact, the "book farmer" of today must face the problem of making technical information, from any source, available and making use of it for his everyday needs.

There are many agencies responsible for the training of farmers. We like to do our small part through the time and effort to encourage and assist our farmers.

The Institutional On-Farm Training Program has contributed to the younger farmers, the farmers of the future, through the intermediate level of the instruction that a trainer receive in this field of work. Many other such programs and activities are doing the same thing.

The results of the training programs and the continued practical skill and skills in producing, managing, and marketing crops and livestock. The training program is designed to give the farmer better tools so he can work out the problems of the farm in a more effective manner.

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Assistance needed by first-year teacher

(Continued from Page 193)

teacher. Each teacher enrolled in the course is also visited by the principal of his school.

Fourty-eight teachers began their professional careers in vocational agriculture during the first semester of 1950-51. Of this group, forty-two were officially enrolled in the course for first-year teachers. The other six attended some of the meetings of the course and were visited by some of the instructors of the course.

Method of Collecting Data

The first-year teachers were asked to record their problems and bring them to their class meetings. These problems served partially as a basis for the discussions and partially as a guide in giving individual help to the teachers during visits of the instructors to the schools. The course of the course to the schools where class members were teacher candidates.

The problems suggested by the beginning teachers included problems that divided into problem areas and summarized as to frequency of occurrence. In some cases the wording of teachers was used in recording problems for summarizing, but often the problems were recorded slightly in order that similar problems could be grouped together.

A summary of the problems of beginning teachers is indicated in the following table.

Conclusions

Beginning teachers of vocational agriculture had problems which were discussed in their undergraduate training courses rather thoroughly, but which had little meaning for them until they met the problems on their jobs.

Many of the problems listed appear to be similar to those faced by experienced teachers. Familiar situations seem to bring about similar problems which can be discussed in terms of local situations. Experienced teachers have often developed techniques for handling problems which appear to be of little help to beginning teachers.

There is a strong possibility that the beginning teacher training program had some effect on a beginning teacher’s ability to see his own problems. This could mean that the more emphasis placed on certain phases of the curriculum in agricultural education, the more capable the student is in recognizing problems connected with those phases of agricultural education.

The summary indicates that the beginning teachers recognize a variety of specific problems which were brought up from the study, that the beginning teacher tended to look in the magazine for teaching materials and their ability to select materials for future uses. The summary usually mentioned in the course of the FFA appeared to be closely connected with problems for the beginning teachers. This may have been due to the difficulty of handling such problems adequately in campus courses; or because their student teaching centers did not provide many opportunities for them to work with local instructors.

The list of problems submitted by the beginning teachers clearly indicates the need for a course in first-year teachers. Such a course should be interested in the transition, enrollment, and improvement of beginning teachers. Beginning teachers carry the torch of progress and improvement in the school of agriculture education.

Table I. Summary of Problems of Forty-Two Beginning Teachers by Area Problems

<table>
<thead>
<tr>
<th>Problem Area</th>
<th>Total Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selecting, Securing, and Filing Educational Material...</td>
<td>26</td>
</tr>
<tr>
<td>FFA</td>
<td>2</td>
</tr>
<tr>
<td>Supervision and Programming</td>
<td>4</td>
</tr>
<tr>
<td>Course Materials and Teaching Methods</td>
<td>32</td>
</tr>
<tr>
<td>Buildings and Facilities</td>
<td>16</td>
</tr>
<tr>
<td>Veterinary</td>
<td>12</td>
</tr>
<tr>
<td>Adult-Youth Clubs</td>
<td>9</td>
</tr>
<tr>
<td>Advisory Counsel</td>
<td>1</td>
</tr>
<tr>
<td>Organization of Clubs</td>
<td>2</td>
</tr>
<tr>
<td>Farm Shop</td>
<td>1</td>
</tr>
<tr>
<td>Administrative of Vocational Agriculture Programs</td>
<td>18</td>
</tr>
<tr>
<td>Relationships</td>
<td>8</td>
</tr>
<tr>
<td>Radio</td>
<td>4</td>
</tr>
<tr>
<td>Young Farmer Education</td>
<td>5</td>
</tr>
<tr>
<td>Total Problems</td>
<td>441</td>
</tr>
</tbody>
</table>

Table II. Problems of Forty-Two Beginning Teachers in Selecting, Securing, and Filing Educational Materials

<table>
<thead>
<tr>
<th>Problem</th>
<th>Number of Teachers Listing the Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books (selecting and purchasing)</td>
<td>8</td>
</tr>
<tr>
<td>Improving the filing system</td>
<td>8</td>
</tr>
<tr>
<td>Selecting (selecting and movies)</td>
<td>8</td>
</tr>
<tr>
<td>Requisitioning materials</td>
<td>8</td>
</tr>
<tr>
<td>Providing outside films and movies</td>
<td>8</td>
</tr>
<tr>
<td>Obtaining tools and equipment</td>
<td>8</td>
</tr>
<tr>
<td>Budget too low</td>
<td>8</td>
</tr>
<tr>
<td>Finding reference materials</td>
<td>8</td>
</tr>
<tr>
<td>Determining what shop tools are needed</td>
<td>8</td>
</tr>
<tr>
<td>Lack of reference materials</td>
<td>8</td>
</tr>
<tr>
<td>Investigating materials in the department</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>64</td>
</tr>
</tbody>
</table>

Table III. Problems of Forty-Two Beginning Teachers in the Area of The Future Farmers of America

<table>
<thead>
<tr>
<th>Problem</th>
<th>Number of Teachers Listing the Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building funds for the FFA, FFA</td>
<td>10</td>
</tr>
<tr>
<td>Developing an FFA program of work</td>
<td>10</td>
</tr>
<tr>
<td>Improving an FFA program of work</td>
<td>10</td>
</tr>
<tr>
<td>Planning the various steps</td>
<td>10</td>
</tr>
<tr>
<td>How to get more participation and student responsibility</td>
<td>10</td>
</tr>
<tr>
<td>Organizing and planning FFA, &quot;Kans City or the International&quot;</td>
<td>10</td>
</tr>
<tr>
<td>Getting interest in keeping an FFA, &quot;Kans City or the International&quot;</td>
<td>10</td>
</tr>
<tr>
<td>Organizing the FFA, a new department</td>
<td>10</td>
</tr>
<tr>
<td>Retaining the FFA, a new department</td>
<td>10</td>
</tr>
<tr>
<td>Retaining people for the FFA</td>
<td>10</td>
</tr>
<tr>
<td>Determining who is eligible for the FFA</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
</tr>
</tbody>
</table>

Table IV. Problems of Forty-Two First-Year Teachers in the Area of Supervision of Farming

<table>
<thead>
<tr>
<th>Problem</th>
<th>Number of Teachers Listing the Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving record books</td>
<td>7</td>
</tr>
<tr>
<td>How to develop and keep a good program</td>
<td>7</td>
</tr>
<tr>
<td>Developing a well-designed program</td>
<td>7</td>
</tr>
<tr>
<td>Improving effectiveness of farm visits</td>
<td>7</td>
</tr>
<tr>
<td>Securing cooperation from students</td>
<td>7</td>
</tr>
<tr>
<td>Managing a group program</td>
<td>7</td>
</tr>
<tr>
<td>Sectional fair entries</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
</tr>
</tbody>
</table>

Table V. Problems of Forty-Two Beginning Teachers in the Area of Student Behavior and Guidance

<table>
<thead>
<tr>
<th>Problem</th>
<th>Number of Teachers Listing the Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Pupils&quot; or improving behavior of students</td>
<td>18</td>
</tr>
<tr>
<td>Reducing the number of jobs or lowering interest in agriculture</td>
<td>18</td>
</tr>
<tr>
<td>Helping with upper-class boys or keeping interest in agriculture among those who are enrolled in an agriculture course</td>
<td>18</td>
</tr>
<tr>
<td>Working with upper-class boys or keeping interest in agriculture among those who are enrolled in an agriculture course</td>
<td>18</td>
</tr>
<tr>
<td>Coping with individual differences of students</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
</tr>
</tbody>
</table>

Table VI. Problems of Forty-Two Beginning Teachers in the Area of Correspondence Materials and Teaching Methods

<table>
<thead>
<tr>
<th>Problem</th>
<th>Number of Teachers Listing the Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing course outlines</td>
<td>6</td>
</tr>
<tr>
<td>Planning units and preparing daily lesson plans</td>
<td>6</td>
</tr>
<tr>
<td>Planning and conducting field trips</td>
<td>6</td>
</tr>
<tr>
<td>Teaching outdoor programs</td>
<td>6</td>
</tr>
<tr>
<td>Teaching in the classroom</td>
<td>6</td>
</tr>
<tr>
<td>How to teach small groups</td>
<td>6</td>
</tr>
<tr>
<td>Organizational agriculture course planning</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
</tr>
</tbody>
</table>

Table VII. Problems of Forty-Two Beginning Teachers in the Area of Buildings and Facilities

<table>
<thead>
<tr>
<th>Problem</th>
<th>Number of Teachers Listing the Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of storage space</td>
<td>5</td>
</tr>
<tr>
<td>More need for tools</td>
<td>5</td>
</tr>
<tr>
<td>Owing the efficient use of machinery</td>
<td>5</td>
</tr>
<tr>
<td>Arrangement of facilities</td>
<td>5</td>
</tr>
<tr>
<td>Getting the building right</td>
<td>5</td>
</tr>
<tr>
<td>Need laboratory facilities</td>
<td>5</td>
</tr>
<tr>
<td>Prevention of floods and由此 storage, fire</td>
<td>5</td>
</tr>
<tr>
<td>P.E. showers</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
</tr>
</tbody>
</table>

Table VIII. Problems of Forty-Two Beginning Teachers in the Area of Institutional On-Farm Training

<table>
<thead>
<tr>
<th>Problem</th>
<th>Number of Teachers Listing the Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using forms and reports</td>
<td>4</td>
</tr>
<tr>
<td>Recognizing agricultural programs</td>
<td>4</td>
</tr>
<tr>
<td>Behavior of the veterans and their attitude toward farming</td>
<td>4</td>
</tr>
<tr>
<td>Administering the veterans program</td>
<td>4</td>
</tr>
<tr>
<td>Retiring veterans</td>
<td>4</td>
</tr>
<tr>
<td>Acceptable standards for self-employed veterans</td>
<td>4</td>
</tr>
<tr>
<td>Acceptable veterans with reports to V.A. (getting payments, financial reports)</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
</tr>
</tbody>
</table>

(Tables included in the manuscript were omitted, Editor)
The central high school and vocational agriculture

J. C. LANE, Teacher, Bradenton, Florida

IT WERE as educators believe that real education is the sum total of one's experiences, it is clear that a high school should broaden these experiences in the lives of youth for a well-educated person. Not many years ago it was the popular conception that an educated person was one who knew the facts, figures and statistics. This was a very limited view as it did not take into consideration that direct throwback to the days of the old Latin schools when the grammar school was the student with his hitchkey stick. The way was paved by the old Latin schools to follow this general pattern in that knowledge was imparted for its own sake rather than for the benefit of the whole child as we see him today.

Understanding of the English Teacher was interested only in sentence structure, parts of speech, conjugation of verbs, etc., while the science teacher was interested only in formulas and laboratory experiments. The history teacher was concerned only with names, dates, battles and places with no relationship whatsoever to the real needs of boys and girls. This was true not long ago by almost every high school. Each subject was a separate and distinct entity within the program.

Pity the poor boys during these times when the social sciences were held in agricultural courses. These were the dollars or mentally retarded, and the boys who could not succeed economically in other classes. In other words, these first classes were those who had no test score to reject, both socially and academically. Not only were the students considered in a lower rate, but the instructor of agriculture was not on an equal footing with the other staff members of the school. The least desirable location often went to the agricultural classes and their needs were considered last, if at all.

As the philosophy of education has changed in the past two decades it has placed the position of vocational agricultural education in the highest possible position in the educational program. In fact, in many of our smaller rural communities vocational agriculture is considered of vital importance in the educational program. It may seem strange at first that a vocational subject should be given so much importance.

A teacher with a strong background of information who has so little social political power has great influence over one of his pupils for dinner, or who constantly carries the same千元 supplemented with the same young and adult farmers, lacks the prestige necessary for the achievement of an aggressive farm program in his community.

Secondly, the principal wishes to see on the part of this teacher a desire to participate in the total program of the school as having worth. When he has respect for his own personality, he creates involving others. When he is convinced in his own mind that his own program will net benefit he is ceasing being overly concerned about what other teachers are doing. He must simply mean that in his own mind and in his own way he has set up certain objectives for himself. These objectives are based upon the needs of his students and adult individuals and are arrived at from time to time in the light of all the evidence and the conditions of the student and adult farmers. Then, in proportion as he is able to influence the material, the rural school must not regard it. As the student is concerned and is careful enough to weigh and evaluate he is able to give his students the best possible courses.

Patterns of Maturity

From the point of view of the rural school principal, the trend of vocational agriculture has a real and valuable contribution to make in what he believes, or does not believe, in the total program of the school. The role of the teacher and the significance of the vocational agriculture teacher is well trained workmen entering the agricultural occupation, formulation, what are some of the true characteristics, or patterns of maturity that one can expect to see in this teacher? Expressed simply, what is the teacher's style of maturity? What are some of the ages? How can this pattern be correlated with the present social and physical sanitary skills to provide him with either type of maturity.

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