Text materials as teaching aids
LEO L. KNUTT, Teacher Education, Montana State College

No other teaching aid has done as much for education as have books and related issues of written materials. Education and books have been associated with learning since the invention and development of the printing press.

Let us imagine what would happen to our educational system if books were entirely done away with. Try even to suggest what would find no favor, much criticism has been directed to books and other teaching materials.

An observation is here made that considerable effort is being directed toward educational workers with regard to the place of text in the teaching and learning process or experience. Similar observation is that a wide variation exists in educational practice with regard to the use of text materials. The use of text materials is directed to our high schools rather than for Young Farmers and Adult Farmer groups.

The exciting conclusion with regard to the use of text materials is in my field of educational studies stems from the high school that educational meaning implies learning by doing. This high school has been re-examined in light of learning through the development of new teaching methods, curriculum activities, and PFA activities. The implication is that reading is not an experience or activity. The latter statement would further imply that reading is not a means of learning is not a means.

The term "text materials" better describes reading materials than books rank high along with all other teaching aids. Even though more criticism has been directed to books some of these criticisms are directed to all text materials.

One of the obvious limitations of learning through activities or experience is the difficulty in providing these broad experiences. Though we in vocational agriculture have been attempting for thirty or more years to assist students in developing broad programs of supervised learning we have fallen far short of our goals, especially with regard to the mastery of our state curriculum. No one would imply further that some systematic study is not essential to student educational experiences. A further deterrent to the wider use of text materials in vocational agriculture is the fear of being tagged as a textbook teacher or instructor.

The Practice varies

The text of this article is that a wide variation exists in teacher practices with regard to the use of text materials in vocational agriculture. Even though use of text materials is not an old educational practice, few studies have been made with regard to their best use.

One example of this general conclusion on teaching materials is the question of the way to use current farm periodicals. Farm publication in cooperation with teachers in agricultural education are preparing special teaching aids and study guides both teachers and students in making better use of farm periodicals.

The following are text problems which frustrate both students and teachers.

1. Books and other text materials are not adapted to this region. Although this criticism is valid, to a varying degree, it is probable that need and should be studied.

2. Students can't read...this could be a criticism of a particular text. This problem is most troublesome in the classroom. Some teachers recognize this problem for what it is and recognize reading as a part of their instructional responsibility.

3. A can...textbooks is similar to the study and so books and text materials are not worthy as such. The excellence of textbooks to be used as teaching aids is frequently carried over to textbooks as well.

4. Viewpoints favor the use of text materials probably overlook the criticisms directed to them. Teachers and students need to learn to use these materials as much as they need to learn new things. Some teaching practices which favor the use of text materials are as follow:

   1. More teachers ask for study of the material. The content which can best be learned in classroom studies. Teachers must choose what content to students orally or have them learn it in part through reading.

   2. The long classroom periods of 60, 90, or 120 minutes are better utilized if a variety of learning experiences are provided as directed supervised study.

   3. Texts which are organized to fit teaching plans waste teachers' time in lesson planning. Texts similarly can be arranged to assist students in reading and in better understanding the class problems.

   4. Text materials in quantity can provide students with the same sources of information. This does not mean that a variety of reference material can't be used.

   How best to use text materials is a pertinent problem for study. Some observed practices are:

   a. Students are prepared for a reading assignment.

   b. Possible reading difficulties, as new text, are discussed beforehand.

   c. Direction is given to note-taking.

2. Some teachers have students take scratch notes from their classroom reading and later have students write in their notebooks the result of class discussion written on the chalkboard.

3. Some teachers make specific tests and assignments and others have students mark these assignments for themselves or on the theory that they need to learn more for search information.

4. A teacher may use a single text or a variety of references.

What to purchase

What texts to buy is a constant problem. Teachers are not seeking this information. The following are questions usually asked:

1. Is the text suitable to the particular grade level of students?

2. Will the text prepare students for concepts and accomplishments required in subsequent grade levels as A 11, B 11, and C 11?

3. Does the text provide a glossary of terms?

4. Does the text suggest problems for classroom study and discussion of questions?

5. What is the problem of other subject matter in the text?

6. Does the text suggest approved practices which the student might include in a farming program?

7. Is the text readable?

8. Does the text provide sufficient illustrations?

9. Does the text include problems and questions in the first part of each unit, in the body of the unit, and at the end?

10. Does the text provide what is desired of it?

Probably the most forgotten part of any textbook controversy is the student. Student reactions to particular texts and text materials are factors of study. The role of texts in specific areas of reading and supervised learning. The experiments of teachers and students should be on the important areas of reading in agricultural education.
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Progress Through Research
DR. R. M. STEWART, Professor of Rural Education, Emeritus, Cornell University

Research—This is a very meaningful world! St历史故去 or the individual to devote one's life to involves a variety of actions. These actions should be guided by principles, such as the importance of understanding and implementing educational research. To be effective, research should be conducted systematically and with a clear understanding of its purpose. For example, research on the impact of agricultural education on students' future careers should be conducted with a clear understanding of the factors that influence career decision-making. This will help educators design more effective programs and policies that address the needs of students and society.

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Guest Editorial


Farming in many localities of this country has become a business and is difficult to become one of its effective factors. Vocational education is any area aiming to fit youth to farm successfully, or to train adults to farm in a greater number of places. Vocational education centers and their curricula are essential to the successful development of a rural community. In the evolution of farming from a subsistence basis to a business, this development has been greatly helped by vocational education programs. The training and administrative processes, however, are not without problems. And students today seem to need more education. Those who come from farms have a far greater comprehension of the principles of economics than do their urban cousins. At least one or more courses such as those dealing with credit, its sources and uses, bookkeeping and accounting, purchasing, marketing, the opportunity to learn about business, personal finance, and other non-Government and Government agencies. To date, farmers have been slow to develop knowledge in this field through the careful study of the local program. Many of the courses of the type here suggested may be already available in other departments of the local program. Such courses must be in addition to and not in place of the present programs which will continue to be valuable to the farmers who shall have successfully participated in them.

The teachers of rural-urban relationships which become more complex and diversified. In this age of specialization, it is imperative that during their school years our youth develop the basic skills for their many responsibilities as citizens while they fit themselves for their vocational specialties. It is as essential that the agricultural student be added to his school's program of responsibilities that it is for his professions of teaching, counseling, and counseling. The curriculum should certainly be so developed that students know and recognize basic sources of information and how to evaluate and continue to use them intelligently after completing their formal education. Much information is gained in the classroom but all of it is not capable of being used. The discipline of learning acquired today will still be the major decision in good mental and physical health as he also acquires the faculty far and the habit of keeping himself up to date.

is passed when any able teacher or other leader may say truly, "Our State has no research to report—what is not our business is for us at least to know how many unresolved problems you can discover."
The FFA - the vehicle or a wheel?

ALFRED M. KEESE, Teacher, Education University, Illinois

For some time protests by teachers, agricultural education clubs, and the National FFA have been made to the extent and nature of FFA activities. Many of these protests have now increased to a point at which they are being carried on the basis that the FFA should take a firmer look at the purposes and programs for their organizations and for the reasons for the membership of the local, chapter advisor, and to suggest to the state and national organization, some means of curtailment, if warranted.

The following quotation was taken from "The Future Farmers of America" by E. L. Suggs and others, "Future Farmers of America, Inc."

"The FFA was set up to cooperate with educational programs of the secondary schools for young persons who are preparing to go into farming in the future.

The FFA is, in fact, a young person's program of vocational education in agriculture. It is an inter-school organization, designed to provide the individual with opportunities to develop an understanding of the agricultural potentialities, both natural and economic, of his home community.

The FFA is, in many instances, the only part of the total program of vocational education of secondary school students which is oriented toward agriculture.

This state of affairs, however, should provide education in agriculture to those areas such as leadership, cooperation, community service, and agriculture-related knowledge. It is equally important to the student, school, student group, school, and community in general, and should be the primary consideration in all educational programs.

In light of this, the FFA should contribute to making vocational education in agriculture a more important and meaningful part of the total educational program of the student.

2. Formal leadership training should be provided for all members of the FFA, both in the classroom and on the job. This training should be directed toward developing the abilities of FFA members to take leadership in the various phases of the agricultural community.

3. FFA FFA FFA FFA FFA FFA should be provided opportunities to practice the skills they have learned through participation in various activities, such as farm shows, FFA meetings, FFA projects, etc.

4. The FFA should be encouraged to adopt a more active role in improving the agricultural education program in the local school system.

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In summary, the FFA should be encouraged to adopt a more active role in improving the agricultural education program in the local school system.

Evaluating the productive swine enterprise project

J. D. Thomas, Yo Ag Instructor, Waynesville, Ind.

If we are to have a productive swine enterprise project in any agricultural education program, it must be the objective of the program. The student must be taught the importance of evaluation. The student must be interested in the results, not only in the process. He must be prepared to work hard and be willing to accept the results of his efforts.

1. Objectives of the swine productive enterprise project in terms of student achievement.

2. Methods of obtaining evidence that these objectives are being achieved.

3. Rating of these evidences.

After rating has been made, a true grade should be computed to give a graphic picture of the effectiveness of the swine productive project of the individual student.

THE EVALUATION DEVICE

The following is an outline of the procedures to be followed in evaluating the swine productive project.

Objective: To determine the student’s ability to determine the success of his swine productive enterprise project.

Method: To rate the student on the basis of the following criteria:

1. Follow-up of project by the teacher.
2. Follow-up of project by the student.
3. Follow-up of project by the student’s parents.
4. Follow-up of project by the student’s friends.
5. Follow-up of project by the student’s classmates.
6. Follow-up of project by the student’s neighbors.
7. Follow-up of project by the student’s teachers.
8. Follow-up of project by the student’s employers.
9. Follow-up of project by the student’s counselors.
10. Follow-up of project by the student’s doctors.

Evaluating the productive swine enterprise project

If any farming activity engaged in by the agricultural student must be educational, it must add to the growing educational experience of the student taking part.

The swine productive enterprise program includes the farm education of the swine production activities of value to the student.

THE EVALUATION DEVICE

(The methods of evaluating the student’s swine productive enterprise project are listed below.)

1. Objectives of the swine productive enterprise project in terms of student achievement.

2. Methods of obtaining evidence that these objectives are being achieved.

3. Rating of these evidences.

THE REFERENCES


Advisory committees needed in evaluating programs

Cedric A. Laflay, Ext. State Supervisor, Burlington, Vermont

A STUDY conducted by the Vermont State Ag Teachers' Association showed that 40% of the swine productive enterprise project were trained in vocational agriculture and 60% in non-agricultural occupations. It is recommended that the following budget for vocational agriculture be held in the state legislature for the purpose of providing an adequate budget for vocational agriculture.

We need local support for vocational agriculture as we have never had it before. Our state legislature has not established such advisory committees. This will have to be done by the local supervisors and at least one teacher in every school must be appointed to this committee.

We are not informing the public about our program to multitudes.

The last three years I have worked as State Supervisor with the Institutional Farm-Farm Training Program for veterans. This work has successfully enabled me to associate with and influence many local advisory committees.

The Jefferson, Vermont, advisory committee has the best program with the teachers, students, and staff. I am not the acting chairman, but I have been able to influence the program and get the same kind of support and interest in agricultural education.
Evaluating group production projects

HARRY KENNEDY, Va-g Instructor, Williamsburg, Michigan

THERE has been considerable discussion among vo-

table instructors and teachers in the past few years relative to individuality and individualism that is being placed upon students in the agricultural edu-

cation projects by both students and others.

These projects frequently involve the in-

troduction of enterprises from raising a few

few broilers to opening a small business

in diversified farms.

The discussions center around the value of such projects and often the standards of value are based on personal opinions. The answer of "are they good" which can see only their virtues, and some are "lame ducks" and ones that only of their faults.

The author has been advised of FFA Chapters conducting several different group projects with varying degrees of success and has often questioned whether or not these projects were worthwhile. The author has participated in the educational experiences for the boys. A suit-

able type of project, in my opinion, was not available, so the tendency was to modify, adopt, and apply the standards of fashion, without any real effort to evalu-

ate or improve them.

The next step in evaluating these projects objectively, led to the de-

velopment of a scoring instrument which is one method by which teachers might evaluate and appraise as a basis for judging the merit of such projects.

1. To Learn Farming Skills
2. Student leaders were included in the projects.
3. Students who had learned a satisfactory degree of skill in that job.
4. Practices followed were more like those followed by the best farmers in the area.
5. Only the students who lacked similar knowl-

dge were given a practical evaluation.
6. Guidance provided was practi-

cal for present and future application in the home farm.
7. Teaching of practices on the job and in the classroom were complementary.

II. Management

1. Financial skills were taught by leaders and students to make their own management decisions.
2. "Share labor" was hired from outside at going rates and salaried students participated on their own time, for pay, at the direction of leaders.
3. Problem solving from the project was solved by the leaders (with skill or guidance.)

III. Farming

1. Students developed a feeling for and an interest in the work connected with this project.

IV. To Evaluate Money

1. The project made as much money as similar projects conducted by the best farmers or students.
2. Students contributed labor equally.
3. All involved expenses were paid out of increased income and there were no privilege discounts (for purposes of determining the project.
4. The project resulted in the addition or improved homestead projects.

V. To Improve Teaching

1. Students were encouraged to a degree beyond that possible in the in-

classroom.
2. Teaching opportunities were possibly greater than those students attempted.
3. Extra opportunities were still more available.
4. Students were taught in the classroom.
5. Individually practical practices were taught through the project.
6. All opportunities were shared.
7. The project provided a real busi-

ness opportunity for all.
8. Leadership shared in the responsi-

bility for the benefits shared in the benefits of the project.
9. Cooperative work used was organized and the number of students who engaged in the project was increased.
10. The project demonstrated the im-

portance of American Industry and agricul-

ture to each other.
11. To Assist Students in Their Farming

1. Interest was stimulated in growing a better home farm.
2. Project facilities were provided for boys who had limited facilities in

similar projects.

12. Benefits of cooperation were demonstrated through the project.
13. Cooperative opportunities were used as a basis for the operations.
14. Other groups and individuals in addition to students were involved in the project.

The projects were evaluated by the students and a large num-
er of farmers observed the results and made comments in favor of the project.

Practices demonstrated were basic to the state of the experiment stations.

The projects were evaluated which were not available elsewhere.

1. To Improve Teaching

2. Students were encouraged to a degree beyond that possible in the in-

classroom.
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IOF trainees evaluate training program

WALTER L. SCOBIE, Chairman, Office of Rural Sociology, Washington State College

A RURAL SOCIETY evaluation of a sample of 69 IOF trainees and extension workers revealed that 10 of the trainees had been very worthwhile—add a 26 percent that had been good. This is the study made in 1952 by the Department of Geology of the College of Agriculture of Washington College with the collaboration of the Extension Service and the State Board for Vocational Education.

Many of the results are similar to those found in the nationwide study sponsored by the Committee on Research on Extension Education of the AEA.

Subjects now in the curriculum were ranked by veterans in the following order:

1. Crop production
2. Livestock production
3. Soil conservation
4. Recordkeeping
5. Farm mechanics
6. Crop production
7. Farm management
8. Dairy production
9. Contracts and leases

Some broadening of the curriculum would be indicated by the study. Highest rating was given to organization of work, the basis of which was followed by a farm organization. The least given to organizational skills and outdoor sports.

Teaching methods used by instructors were ranked in the following order:

1. Individual instruction
2. Field trips
3. Special meetings
4. Lecture-in-class
5. Demonstration programs
6. Demonstration by individual
7. Instruction on farm
8. Practice in agricultural jobs
9. Food exhibits
10. Group instruction on farm
11. Group instruction by classes

More than six out of ten of those who were examined thought that they would like to continue in a progressive agricultural extension program. This interest, together with the strong interest in the position to which teaching methods employed, suggests that the same type of learning should be accessible in different areas of developing agriculture.

Permanent annual records for Vo-Ag departments

STANLEY E. RUSK, Vo-Ag Instructor, Madison, Wisconsin

P E R M A N E N T annual records of activities of Virginia agricultural extension departments are the backbone of any agricultural extension department. It is a big business that no one wants to have an inefficient system or an inefficient one in business or in the modern world as it is the basis for each of the fields. Likewise, in teaching, efficiency is necessary to the proper and efficient thinking and to facilitate competition in agricultural education.

Several important reasons for a good set of records are as follows: (1) to benefit an incoming teacher, (2) to build a long-time program, (3) to expedite the activities of the department, (4) to administrate aid programs, (5) to avoid inefficiency of teachers in conducting their duties, (6) to know the exactness of agriculture or the general statistics for the local and state reports, and (7) to provide a convenient record for further research in Agricultural Extension.

Terms of importance to be kept on file

The most important items to be included in a set of records for an agricultural education department are the permanent file. This file is as follows:

1. Departmental information, such as: names of the department; names of the teachers; enrollment of students in this study, it would appear that future programs of classroom instruction in agriculture should be greater than the present ones, since the present one has been greater. However, the students can help in keeping track of the matter of the necessary records. If the students are to be given more personal and technical training regarding the department, they should be given by the state and county Extension agents. Records should be kept in better form, postcards, or in the post office, and made available to all at all times, especially to a new teacher. Records should be kept in the Department of Extension in the state and county Extension departments. Programs collected which will have little or no practical value in the future should not be kept by the Extension departments. Programs collected which the functions of the agricultural department should be disregarded and not kept on file.

Pitts, S. E. ""Adult Education in Negro Departments of Vocational Agriculture in Oklahoma. " Thesis, M.S., Oklahoma A & M College.

Garrard, C. G. ""An Economic Survey of Peach Production in Cherokee County, Georgia. Thesis, M.S., University of Georgia."


Davis, H. L. ""A Study of the Effectiveness of the Morden Farm Training Program in the Western Hill District of Tennessee. Thesis, M.S., Tennessee State College."


The results of the research of par-
New AVA Publication

The AVA edge school authorities is releasing their educational program in light of new demands for vocational education and increased enrollment of Vocational Agriculture in Central Pennsylvania. This document, "The Pennsylvania State College: A New Approach to Vocational Agriculture Education," is available from the Pennsylvania State College.

Earl A. Knox: "The Value of the Facilities Available to the Students in the New Approach to Vocational Agriculture Education." (This paper may be obtained from the Pennsylvania State College.)

Young and Adult Farmer Class: "Non-traditional and\non-traditional Agriculture Education, University of Maryland.

T. F. N. K.: "Secondary Trends in the Development of Vocational Education." (This paper may be obtained from the Pennsylvania State College.)

Dorothy C. O. H.: "The Occupational Education Program for Beginning Students Who Attended PI and Other Similar Programs." (This paper may be obtained from West Virginia University.)

Joseph H. J.: "The Development of the Institutional On-Farm Training Program." (This paper may be obtained from the Pennsylvania State College.)

F. F. H.: "The Development of Vocational Agriculture in Northeastern Pennsylvania." (This paper may be obtained from the Pennsylvania State College.)

A. R. B.: "A Review of the In-Service Program for Beginning Teachers of Vocational Agriculture in Ohio. The In-Service Program was prepared and mailed to the local superintendents. Fifty-six of these were retained.

The In-Service Program

Like many institutions or departments where teacher improvement is involved, the Department of Agricultural Education of The Ohio State University provides an in-service program for beginning teachers of vocational agriculture. During the year of 1950, the in-service program was conducted primarily by three members of the Teacher Education and Supervision staff of the Supervisory and Cooperating teachers of the state.

The program began with the annual state-wide conference of teachers of vocational agriculture in January. The conference was planned to aid all the teachers in preparing for the beginning teachers. A breakfast meeting was held in conjunction with the conference which included the beginning teachers, Supervisory staff, and the Teacher Education staff. The purposes of this meeting were to get acquainted and to discuss some timely problems.

Cooperating teachers (Ohio State contributed to beginning teachers' professional improvement. Charles H. Baker, Bloomingburg, Ohio) discussed the problems of beginning teachers during a small group conference.

Procedures in Making the Study

A review of the five studies was followed by conducting a second group of professional teachers which seemed included most of the prepare the in-service program. A professional program. The new publication is available from the author. Six small group conferences. Fifty teachers' evaluations were included in the study.

A "Supervisor's Evaluation of the First-Year Teacher of Vocational Agriculture" was prepared and mailed to the local superintendents. Fifty-six of these were retained.

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Cooperating teachers (Ohio State contributed to beginning teachers' professional improvement. Charles H. Baker, Bloomingburg, Ohio) discussed the problems of beginning teachers during a small group conference.

Procedures in Making the Study

A review of the five studies was followed by conducting a second group of professional teachers which seemed included most of the prepare the in-service program. A professional program. The new publication is available from the author. Six small group conferences. Fifty teachers' evaluations were included in the study.

A "Supervisor's Evaluation of the First-Year Teacher of Vocational Agriculture" was prepared and mailed to the local superintendents. Fifty-six of these were retained.
Evaluation of the Young Farmer program

GEORGE R. EVANS, Ya-Gu Instructor, Coventry, North Carolina

The Evaluation of the young farmer program is one of the functions of the teacher of agricultural education. Much has been written upon the subject during the past few years, yet we have few generalizations which, after all, leave the subject unexplained. It is a definite, clear-cut task for the teacher. It seems that we should go back to the basic principles of education. We should take a look at what the objectives of a young farmer must be judged on how well he can meet and solve problems of a moral and social nature. He must be able to see the goal and fulfill it. c. Finally, criteria must be developed to measure attitudes which are too far the most difficult. Attitude is generally defined as behavior patterns. It is here that there is a definite need for clear, concrete criteria.

4. Criteria for evaluating "moral and social" As it cannot be too complex nor too time consuming, but sufficient in detail to give a true conception of what takes place within the community, as an outward expression of achievement on the part of the individual.

5. Criteria for evaluation should be known by the teacher and students.

6. Students should be led to evaluate their own abilities.

7. Professional educators should assist the members of the community in evaluating the program, but leave the initiative and responsibility with the local people.

Making the Application

Perhaps the most important thing that has been left out is the method. It is a method that was used by one teacher with a group of students and his teacher working together for the development of this program. The same process can be applied to the program for the young farmer for the young farmer class for the year. It is to be noted that this program was developed in the particular community and could not be transferred as such to another community or school.

The young farmer is 21 years old, married, with a child of 2 years old. He graduated from high school, completing four years of vocational agricultural education. He lives in a small town which he has been working in the town since becoming married. He is working in construction work as a laborer, and occasionally owns a tractor, his equipment, and a small farm. They are cultivating 27 acres in row crops divided as follows: 27 acres in Virginia land, 15 acres in cotton, 5 acres in corn, 20 acres in hay, 8 acres in vegetables, and 3 acres in permanent pasture. In 1951 the farm averaged the following: 950 pounds of peanuts per acre, 267 pounds of line corn per acre, 58 bushels of corn, neither the soybeans nor the barley were harvested for grain. Fifteen pigs were kept, with a total of 300 pigs of pork per year of which 20 were raised to 200 pounds.

Goals for the year were:

1. Increase farm income by increasing production.

2. Production of cattle, pigs, and poultry as desired.

3. Improve management.

4. Improve farm home and farm life.

5. More storage in the living room.

Ways and means for attaining these goals were as follows:

1. Planting of needed crops.

2. Following fertilizer recommendations for each crop row.

3. Treatment of seed for seed home.

4. Pest control for pest control.

5. Treat pest pests so as to better and better water.

6. Treat cotton seed for seed home better.

7. Pest control of weedicides and herbicides.

8. Pick cotton as it opens to give better grade and bolls.

9. Hay condition but not at feeding time.

10. Build two A-type brood houses.

11. Planting of cotton and soybeans as soon as they will grow.

12. Draw up a purchase agreement with the owner of the farm for him to help in the development of a program of work. The tasks used shall be a part of their own project for the young farmer for the young farmer class for the year. It is to be noted that this program was developed in the particular community and could not be transferred as such to another community or school.

13. Secure plans and build machinery shed.

14. Use 6 feet of wall storage in the kitchen.

15. Grade and sow new sorghum in September 1951.

The Results

It is interesting to note that this young farmer has made some progress on his objectives of agricultural education.

1. He is becoming established in farming.

2. He is attempting to produce farm commodities efficiently.

3. He is learning to manage a farming business.

4. He is maintaining a favorable farm environment.

5. He has established definite goals in the farm program.

6. He has set up ways and means for reaching these goals.

7. He has established a device for measuring the worth-while of the course he is pursuing.

8. It is better to weather than not.
A Picnic improves rural-urban relationships

WILLIAM STEWART, Yo Ag Instructor, Postville, Iowa

PROBABLY one of our most enjoyable activities as teachers of Vocational Agriculture has been the promotion of more harmonious relationships between the towns and the country. Here is a plan which works every time—why not try it if your group will strike youru

William Stewart

It has been with considerable enjoyment that I worked in this school for the past two and one-half years. And that, at least, some of this feeling comes from the fact that the administration is sympathetic to the needs of our programs; the townpeople understand and cooperate with the activities; the FFA Chapter is alive; and the night school attendance, while small, has an attitude all its own in making my job easier. A year ago I had February our Commercial Club led the farmers of this town to an enjoyable and interesting (in royal style to boked up with the FFA. A few weeks later the Commercial Club has been doing this for twenty-two years. The traditional evening was Chat Merchants of Radio Station WTCI of Celia, Iowa. It was a speech to introduce farmers and businesses, asking each one what they could do to make their community better that could be done to improve our town. The usual two-hour meeting in the town hall, more parking space, some activities of farmers and businesses, and the speakers who were received. But the one thing seemed to me to be the most important of all. The same time was accomplishment was something was announced that was very important, very big. "I think the farmers ought to return to the school. I think the students ought to return to the farm. We need each other more than ever for each other, for all of our future."

Comments from businesses were then asked, and several farm leaders volunteered the information that they had been thinking along the same lines. A meeting of the School Board was scheduled and the next step was to get the students involved in the decision. The School Board voted in favor, and the advertising of the programs began.

Evaluation in the FFA (Continued from Page 35)

evaluation teaches boys to think logically and it teaches them to place first things first.

When objectives are developed, an adequate
ment of measurement of a Chapter's progress is
ly to be done by the FFA members in the FFA and
help a FFA Chapter analyze its progress. A FFA advisory committee of the agri-
cultural advisory council can advise a Chapter to evaluate its progress when
 faulty objectives and evaluate the Chapter in terms of its objectives.

Definite objectives and an attempt to
jective of the FFA is to promote the leadership abilities of boys and

Ralph E. Bender, Teacher Education, The Ohio State University

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How effective are first-year teachers?  

by Charles Draughn

Charles Draughn Jr. is an assistant professor of educational foundations at the University of Arkansas at Little Rock. He is currently working on a study of the effects of first-year teachers on student achievement.

Records and data are necessary for evaluation

by H. B. DABOCHI, Supervisor, Illinois

Based upon the observations of teachers in the 4-H program, there is a great deal of variation in the effectiveness of the teachers in the supervision of these programs. It is important for the supervisor to have clear and detailed information about the programs implemented.

In today's world, it is crucial to keep track of the progress of students and the effectiveness of the programs. This information can help in making informed decisions about how to allocate resources and improve the programs. The records and data necessary for evaluation should be kept for future reference and to improve the quality of education.

The FFA

(Continued from Page 24)

Obj ectives:

1. To develop ability of members to communicate effectively with others in various situations.

2. To develop the ability of members to participate effectively in community improvement activities.

3. To develop critical thinking ability of beginning teachers.

4. To develop ability of members to participate effectively in community improvement activities.

5. To develop leadership ability of beginning teachers.

The FFA: A good program that improves the quality of education.

(Continued on Page 256)

Victims and procedures to determine whom the records of these devices were written into are pertinent. But unless the compiler of these fables, he would not become a true record.

A suggested model might include:

1. General student information.

2. Supervised farm program records.

3. School shop records.

4. Community activities records.

5. Extracurricular school records.

6. Community activities records.

7. School shop records.

8. Community activities records.


10. Community activities records.

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40. Community activities records.
Fiction or fact?

Gerald K. James, Teacher Educator, North Carolina State College

I'd Rather Form Than Study Vocational Agriculture

By John Kline, September, North Carolina State College

I DON'T SEE WHY I had to come to school today. I could have finished my work after school yesterday. I made Saturday, but Dad says I gotta stop doing that. I've got to be more responsible. Every time Mr. Jones—his name's Mr. Jones—tells me I'm going to school after school, I get even further behind. I was going to school from another year to my school. He came around and talked to me after school, and I said I'd start taking it more seriously. But when I first started taking it, now he's back again. Glad I was down at school today, but I'm not saying anything to Dad about me not staying after school. He's been saying that I've already said I can't quit school when I get home. I guess I'll have to talk to Mr. Jones again about it, and I'll see if I can stay after school. I'm already earning my way through school. I've been working at a local store for the last five years. I'm 18 years old, and I want to make sure I stay in school and get a good education.

Tell me some interesting things about the work you do. I work as an assistant in the school's agricultural lab. We get to do some really cool experiments. I remember one experiment where we had to grow corn in a test tube. We had to keep it in a constant environment to see how it would grow. It was really interesting to see how the corn would react to different conditions. I also remember when we had to grow tomatoes in a hydroponic system. We had to set up the system ourselves, and it was really challenging. But the best part was when we harvested the tomatoes. It was so satisfying to see how much we could grow with just a little effort.

I'm really good at growing tomatoes. Last year I grew over 100 pounds of tomatoes for our school's agriculture program. I think I'm going to try growing potatoes this year. I think they're easier to grow, and I've heard they're really good for making salads. What do you think about growing tomatoes or potatoes?

For some reason, I can't find the exact date when I started working at the school. I think it was around the end of July last year. I remember it was a really hot day, and we had to water the plants every day. The students were really excited to see how much we could grow. It was a great experience, and I'm looking forward to doing it again this year.
Pictures of the month . . .
A contest open to all teachers of Vocational Agriculture and farm veterans.

First Place

"Showing Them Off at District Dairy Show"
Warren Dunce, Teacher, Lawrenceburg, Kentucky
Camera: 4 x 5 Besch Pressman
Film: Super Pan Press Type B, f.8 at 1/100.

"Tractor Trailer for Hay Loading and Hauling"
H. W. Walton, Teacher, Kearney, Nebraska
Camera: Kodak No. 1 Dominican
Film: Ansco Panchrome 629, f.11 at 1/100

"Tagging Sheep"
H. C. Hutton, Teacher, Arp, Okla.
Camera: Kodak Tourist
Film: Kodak XX, f.16 at 1/80.

Featuring . . . Summer Activities