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 Dance, Teacher, Lawrenceburg, Kentucky
Camera: 4 x 5 Bronica Prisma
Film: Super Pan Press Type B, F.8 at 1/1000.

"TRACTOR TRAILER FOR HAY LOADING AND HAULING"
H. W. Walton, Teacher, Kearney, Nebraska
Camera: Kodak No. 1 Dematic
Film: Ansco Planechrome 620, F.11 at 1/100

"TAGGING SHEEP"
H. C. Hursthouse, Teacher, Ada, Okla.
Camera: Kodak Toyo
Film: Kodak XX, F.16 at 1/50.

Featuring... Summer Activities
Contents

Editorial— Guest Editorial— J. M. Tatlock 27

Themes for Volume 26 27

Use of Time During the Summer Months 27

More Time for My Summer Program 27

Using the Summer Period to Prepare for a New School Year 27

Our Cover Picture 27

Inservice Training—An Answer to Better Teaching 27

The HOW of the Thing 27

Television Is a Natural for His Voc. Program 27

Making On-Farm Yields More Efficient 27

Lose Your Summer Program 27

Summer Activities: A Must for an Adult FFA Chapter 27

The Superintendent and the Summer Program 27

Evaluating Adult Former Education in a Summer Program 27

Rural Virginia Teachers Give Opinions on Annual Conference 27

The Vocational Agriculture Summer Program 27

Using the Summer Months to Prepare for Teaching 27

Planning for Home Farm Improvement 27

Yeo and the Magazine 27

Saving is Believing—A Classroom Strategy 27

Back Issues 27

Pictures of the Month 27

Guest Editorial

The right kind directs people along the right way. Education, then, should expand the opportunities that the right mind may plot the path of our future progress and shape the quality of our leadership for tomorrow. Good education must help young citizens develop the skills and the character that will enable them to live happily through the years we have to live on this earth as well as an education that will enable us to have some meat and bread during our life.

Vocational education comprises a great integral segment of education. Vocational education. Perhaps it came on the scene as an answer to the need of trying the practical and the ideal together. The boy in the FFA Chapter may read Shakespeare and also know how to plant soybeans. He may familiarize himself with the history of his nation and yet know the value of a hog and what constitutes a balanced ration for a pig. The girl in the FFA Club may be able to interpret Shakespeare's Moonlight Sonata on her piano as well as to make good biscuits. She may know the beauty of English poetry and at the same time be able to judge poultry and farm products expertly. Too long our education was of such variety that we had to leave it at the school house corner and the mall when we went to the barn or field or the orchard or the woods to work. Today we have great evidence to promise the boys that our girls carry home from school a type of training and education that helps them to become better mothers, fathers, and household members and useful citizens in the community.

Our state has a great responsibility in furnishing educational opportunities in and for all of our children. Great amounts of money are invested in the school plants and equipment and not too many there being utilized more than twelve months in the year. The community is entitled to the maximum benefits that may arise from a year-round use of the school property. Vocational education has been justified in this twelve months program of public education in many respects. The vocational agriculture teachers have in the majority of cases launched an educational program for the whole calendar year. During the regular session of school he is fully engaged with the boys in his classes and the community farmers in farm or even for hire. As a general rule the "grass grows under his feet" during the whole year; but in the summer time it seems that his activities mushroom and the school is out and the extramural glamour has faded away, the agricultural teacher finds himself in a multitude of things to do during the summer months. His FFA and 4-H club may have trips to make and money will be needed for these trips. Conferences and meetings must be led leading to the county and State fairs; assistance must be given to the boys and adult farmers in selecting seed, feed, fertilizer, livestock or farm equipment. Conservation of the resources on the farm, in the gardens or in the track patches will consume a tremendous amount of his time because of the value and potential of the first rate importance in successful farming. This list could be expanded indefinitely in enumerating all of the things he has to do or the benefit of others or the program in general.

Probably one of the most important things that he will have to do related to his own preparation. A good teacher must constantly study. This applies to all who teach. In the words of Dr. Arnold, the Headmaster of Rugby, "Students should have the privilege of drinking from a running stream rather than a stagnant pool."

Therefore, the agriculture teacher will give a portion of his summer time to these sessions in order that his contribution in his school and community will continue to advance the cause of education to which he is devoted.

Education of the right kind directs people along the right way. The only way for this type of education to be made available to the boys and girls of Mississippi is through the cooperation and devoted services of a prepared teacher who is always alert to improve himself in order that his students may advance and his profession be honored.

Themes for Volume 26

Volume Twenty-six of the Magazine will continue the policy of featuring a major theme in each issue. Themes are announced at this time to serve as a guide to the preparation of all material of the coming year in July and to encourage your contributing of papers and stories. Also, we hope that with the list a number of topics with which you may want to be familiar and to possibly alert your students to one or more of the better articles, you may be interested in a few of the ideas or approaches which might be of concern to you. The number of articles and readers alike. The theme are broad in their scope of the program in agricultural education. They are proposed in this form intentionally to provide wide latitude to the contributor in choosing his subject or problem about which to write. This is not meant to imply that articles unrelated to a theme will be unacceptable. The major consideration in the acceptance of any article is the potential interest value it has for the readers of the magazine.

Don't overlook the fact that copy must be submitted three months in advance of the publication date.

July—Growth in the Program of Vocational Agriculture

Use of time during the summer months

LEO L. KNUUT, Teacher Education, Montana State College

New York was 16.

Teachers' time was spent on different activities, including:
- Supervisory Visits
- Project Tours
- FFA Meetings
- FFA Crop Projects
- FFA Livestock Projects
- Parish Activities
- Summer Trips
- Other High School Activities
- Young Farmer Classes
- Adult Farm Training
- School Farms & Test Plots
- Pre-Employment in H. S. Classes
- Department Improvement
- Program Planning & Reports
- Pre-Meeting Reports
- Advisory Councils
- Other

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in-service training—an answer to better teaching

Agricultural Education Conference

One of the most important issues facing vocational education today is the need for better in-service training. Inservice training has become a vital part of the educational process, helping teachers to expand their knowledge and improve their teaching skills. Here are some tips for better in-service training: 

1. Plan ahead: Anticipate what training is needed and schedule it in advance. This helps keep everyone on track and ensures that the training is relevant and timely. 

2. Use a variety of training methods: In-service training should include a mix of traditional classroom instruction, hands-on workshops, and online resources. This variety helps cater to different learning styles and needs. 

3. Encourage participation: Teachers should be encouraged to participate actively in the training. This helps them feel more engaged and motivated to apply what they learn in the classroom. 

4. Review and reflect: After the training, there should be a follow-up session to review what was learned and discuss how it can be applied in the classroom. This helps solidify the learning and ensure that the training has a lasting impact. 

5. Continuously improve: In-service training should be ongoing and continuously improved based on feedback and changes in the educational landscape. This helps ensure that the training remains relevant and effective. 

The Importance of In-service Training

In-service training is essential for improving the quality of education. It helps teachers stay up-to-date with the latest teaching methods and educational trends, which in turn improves the learning experience for students. By spending time and effort on in-service training, teachers can become more effective and dedicated educators, ultimately benefiting their students. 

The future of education depends on the continuous development and improvement of in-service training programs. As technology and educational needs evolve, so should our approach to in-service training. By prioritizing in-service training, we can create a more effective and engaged teaching force, ultimately leading to a better quality of education for all students.
Television is a natural for the Vo-Ag program

BRON E. DECKER, Adviser, Agricultural Education, Erie County, Pennsylvania.

"Three in Eleven E. Decker of Audubon, N.J., is new Vice-President. Albert Moon, Superintendent of the Northeastern High School in Pennsylvania, is the new President. This is the third year the TVA has been in existence, and it is the first year that the program has been conducted in the schools. The purpose of the program is to provide opportunities for students and teachers to participate in the educational process through the use of television. The program is funded by the Pennsylvania Department of Education and is administered by the Erie County Agricultural Education System. The program includes a variety of activities, such as the production of TV shows, the dissemination of educational materials, and the provision of training and support to teachers.
Making on-farm visits more effective
C. A. CROMER, Assistant Superintendent, Keene, Nebraska

The method used for conducting on-farm super-

visits to farmers and on vocational agriculture

programs more effectively is discussed. The added

method, following the visits, utilizes the individual

student and the teacher and his ability to or-

From the September and October, 1952, of the

School Program Television

We have a schedule worked out for the twelve

students in our County. Each school has been

assigned a date and a school. The program is

arranged so that the County Agent and student

will be in the school at the same time. The

County Agent will utilize this time to visit

with the students, learn about their problems,

and answer any questions they may have.

School board members, parents, and other

people in the County will have a chance to

see what the students are doing and will have

a chance to learn what the students are getting

out of their school work.

Some Suggestions

In order for a teacher to carry out an

environmental program, the following

suggestions are offered.

1. Involve the community in the projects

with large enrollments the elimination of the

specific objectives, the need for planning,

and the need for school and community

collaboration. These tasks are necessary

for all of the vocational agriculture

programs.

2. In schools with large all-day

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PLAN your summer program

ROSS W. WALLIS, Ya-Gu Instructor, Jersey Shore, N.J.

How important is the summer program? Do you use it to its full potential? Are you getting as much from it as you could? If you are not, there is something wrong either with your program, your department, your training for teaching or your attitude toward teaching.

Ross W. Wallis

Opportunity for Teaching

One of my favorite statements is that the summer program is the most important part of the program in Vocational Agriculture. It is certainly the most interesting. Reaping and threshing, getting out and being with the boys, young farmers, and adult agriculturists, can give them a better job. None of them are new, but their experiences are often different, and many are not even paid aside. The first step toward planning a successful summer program is a realistic evaluation of the situation. What should be emphasized during the summer? What planning must be done before the school year begins?

Using the situation review as a basis, I will give you a list of goals you want to achieve during the summer and the methods of accomplishing these goals. It will then be necessary to break these goals down into smaller and better organized programs. Finally, we need to see how our community can help us. You may then find your summer program worthwhile and budget adequate.

Themes

July (Continued from Page 376)
1. Season (Continued)

Ratios and Proportions

August—School and Community Service

Thru Vocational Agriculture

When does the summer program begin?

September—Improving the Teaching-Learning Process

Lesson planning

Rules of proportion and the shapes of various objects

Other things you can do

October—Visual and Audio Aids in Teaching

The use of charts and graphs

Preparation of teaching aids

Practical use of aids

Use of audio aids

Research in Agricultural Education

The Laboratory, N.C.

Summer activities: A must for an active FFA chapter

GLEN E. SONES, Ya-Gu Instructor, Limberlost, Miss.

A chain is no stronger than its weakest link. This holds true for FFA chapters and FFA programs. An FFA chapter that has little or no summer activities is not in a weak position. Chapter members, once engaged in a summer activity program, are more likely to remain active throughout the year. That is the reason for the following plan:

The Limberlost FFA chapter meets weekly to plan activities for the summer. Each member has a responsibility to take care of his share of the work during the summer. Regular meetings are a must for any active organization. That is why an FFA chapter needs a summer schedule just as much as it needs a fall program. Also, it gives the agriculture teacher more contact with his vocational agriculture students. They are a group in the summer in addition to the fall.

The Limberlost FFA summer activities are usually composed of educational trips, camping and fishing, softball and baseball teams, Chapter Constitution and By-Laws, and the like. It takes careful planning of these summer activities to make them worthwhile to members.

The Limberlost FFA chapter is a good example of how a Chapter Constitution and By-Laws can be adapted to the summer activities. They also showed the boys more interest in the program.

We will use only one trip to the FFA Camp at Long Beach, Miss., and try to keep it in the summer. This camp gives us different kinds of fun in swimming, fishing, and possibly a day to the theater at night. Speaking of fishing, that’s one thing a lot of boys enjoy most. We hire a fishing boat and go out on a deep sea fishing trip. I feel that we have an FFA camp that is among the best.

Another interesting summer activity that was a hit with the boys and other boys’ summer activities with our FFA chapter. We made the boys more aware of their work. We have one regular meeting each month in the business of or plan for future activities. If these meetings are well planned, you can expect good attendance. By all means, plan to have something to keep the boys interested in these meetings. Also some good lively games.

FFA boys should be encouraged to enter FFA Contests. This will help the boys stay active throughout the year. It will take up part of the summer activity time in training these teams.

It can’t be emphasized too much that summer activities are a must for a strong, active FFA chapter. It is necessary for the regular program of activities for the summer.

Although they have a steering wheel in their hands. Why are we going?

Research in Agricultural Education
(The list of students’ studies in progress will be reported.)

June—The Summer Program

Planning programs

Vacation—when and how to take them

Individual instruction during the summer

Relations with school officials during the summer

Keeping the community informed of summer activities

Making plans for a new school year

Recruiting pupils for vocational and agriculture classes.

Use of time during the summer

(Continued from Page 368)

Programs Very

This summer vacation is a time when the activities of teachers of Agriculture during the summer months are essential to the well rounded education that youth receive in vocational agriculture. A recent study by Young Farmers and Adult Farmers groups taken among 500 students showed that 100% of the teacher’s time for one or two weeks of the summer months. School administrators were asked to rate these reporters. The results report of the 375 teachers provides a cross-section of the average use of time by teachers in their summer vacation study of 200 students the need for these summer activities and the need to report their activities to all concerned.

FFA boys should be encouraged to enter FFA Contests. This will help the boys stay active throughout the year. It will take up part of the summer activity time in training these teams. It can’t be emphasized too much that summer activities are a must for a strong, active FFA chapter. It is necessary for the regular program of activities for the summer.

Although they have a steering wheel in their hands. Why are we going?
The superintendent and the summer program

MILO J. PETTISON, Teacher Education, University of Minnesota

An agriculture instructor for a summer program. The program is coordinated with the superintendent to ensure that the summer activities of students and teachers are consistent with the school goals. In particular, the superintendent and the summer program director work together to ensure that the summer activities are beneficial for the students and that the program is well-organized and efficient. The superintendent also ensures that the program is accessible to all students, regardless of their background or socio-economic status.

Question Five: Is the summer work of the vocational agriculture teachers different during the summer? Comments range from "I don't know if you should be, but we're good at it." One principal said, "I feel the summer program has merit, but a lack of interest in the farm form program makes it a hit and miss program. Farm visits are spotty. The summer activity should be a part of farm form program." Still another comment contains a request for thought: "I have an idea for eight instructors in action. Fellow like me to tackle it.

To do work on the farm, we need to work in the fields and on the farm during the summers. Our programs are fun. They have all done grade work. On the other hand, none of the instructors have observed closely or spent a period for their own benefit, for getting their hands in order for next year's teaching, a social period in town, and an extended vacation.

Question Seven: Is the agriculture instructor effective in strengthening school-community relations in your school? Summer? 74%: NO: 11% DON'T KNOW 9%

Although a majority of the administrators credit agriculture teachers with offering a positive contribution to their schools during the summer, some have questions about the effectiveness of these programs. Some administrators suggest the need for improved relationships between agriculture teachers and the community. The comments indicate that the community feels the community's involvement in agriculture is important. The programs and demonstrations are conducted for the purpose of extending the knowledge of the students in the community and the younger farmer work during the summer.

Question Eight: Is your agriculture instructor effective in improving relations with local government during the summer? 64%: NO: 36% DON'T KNOW 0%

The divided response to the fourth question reflects a common administrative problem. No other question has been raised specifically about the relationship between the agriculture teachers and the students. This could be due to the fact that they feel they are already doing well during the summer. Therefore, comments were indicated specifically about the role of the agriculture teacher in improving relations with local government during the summer. There were few comments indicating that the agriculture teacher was poorly prepared for this task. Most comments were supportive of the role of the agriculture teacher in improving relations with local government during the summer.

What Do Farmers Say They Need? The farmers indicated that they would like to continue the current level of the program and almost evenly divided the four seasons. Twelve was a strong season for the program. The results of the new survey indicate that the agriculture teacher wants to continue to the summer program. The results of the new survey indicate that the agriculture teacher wants to continue to the summer program. The results of the new survey indicate that the agriculture teacher wants to continue to the summer program. The results of the new survey indicate that the agriculture teacher wants to continue to the summer program. The results of the new survey indicate that the agriculture teacher wants to continue to the summer program.

(Continued on Page 280)
Virginia teachers give opinions on annual conference

R. T. MYERS, Graduate Student, Virginia Polytechnic Institute

IS THE EXPENSE of the annual vocational education conference justified? This was the question faced by the committee which planned the session. Both farmers and teachers are alike, and the value of the conference is a matter of concern to both groups. In recent years there has been a marked increase in the number of teachers attending and participating in the conference. This year the attendance was over 1,500, which is a record for a single meeting.

The conference is held annually in the late spring, at a time when most of the teachers are not in school, and they have the opportunity to become acquainted with new developments in vocational agriculture. The program is designed to provide opportunities for teachers to exchange ideas and for them to discuss the latest developments in the field.

The sessions are divided into two main categories: professional and personal. The professional sessions deal with topics such as curriculum development, lesson planning, and the use of technology in the classroom. Personal sessions provide opportunities for teachers to network with colleagues and to learn about new trends in the field.

The conference also provides a platform for the exchange of ideas and the sharing of best practices. Teachers are encouraged to contribute papers, presentations, and workshops on topics of interest to them. This year, there were over 100 presentations and workshops scheduled for the conference.

The conference is supported by a number of organizations, including the Virginia Cooperative Extension Service, the Virginia Association of Vocational Educators, and the Virginia Vocational Education Association. These organizations provide financial support to the conference, and they also help to organize and promote the event.

Overall, the conference is a valuable resource for teachers in the field of vocational education. It provides a forum for the exchange of ideas and the sharing of best practices, and it offers opportunities for professional development and networking.

The vocational agriculture summer program

ELENA Y. SILVEY, Sept. of State, Wisconsin

I T IS PROBABLE that no other program in the agricultural education field has as many problems and as much discussion as the vocational agriculture summer program. In fact, some educators believe that the need for this program is no longer existent.

The program was originally designed to provide opportunities for students who had completed the regular vocational agriculture program to continue their education during the summer months. The program was intended to help students maintain their interest in agriculture and to prepare them for college or a career in the field.

However, the program has faced a number of challenges over the years, including low enrollment, high costs, and the availability of alternative educational opportunities. Many educators believe that the program is no longer necessary, and they have called for its abolition.

In recent years, the program has undergone a number of changes in an effort to improve its effectiveness. For example, the program has moved away from traditional classroom instruction and has incorporated more hands-on, experiential learning opportunities. However, these changes have not been universally accepted, and there is ongoing debate about the future of the program.

The program is currently supported by a number of organizations, including the National Association of Agricultural Educators, the American Association of Agricultural Scientists, and the American Society of Agronomy. These organizations provide financial support to the program, and they also help to organize and promote the event.

Overall, the program is a valuable resource for students in the field of agricultural education. It provides opportunities for students to continue their education during the summer months and to prepare themselves for college or a career in the field.

The Superintendent—Continued From Page 28

After a thorough analysis of the conference sessions, including interviews with sixty-two teachers, it was determined that there is a lack of cooperative planning for the summer program of work. This can be attributed to the fact that the program is not coordinated at the state level, and teachers are working independently. As a result, the program is not standardized, which can lead to disparities in the quality of instruction.

To address these issues, the conference committee recommends the following measures:

1. The establishment of a state-wide committee to coordinate the summer program.
2. The development of a standardized curriculum for the summer program.
3. The provision of ongoing support and resources to teachers for the implementation of the summer program.

In conclusion, the conference committee believes that the summer program is an important component of agricultural education and that it provides valuable opportunities for students to continue their education during the summer months. However, it is important to ensure that the program is well-planned and well-coordinated in order to maximize its effectiveness.

The Superintendent—Continued From Page 29

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Overall, the conference is a valuable resource for teachers in the field of vocational education. It provides a forum for the exchange of ideas and the sharing of best practices, and it offers opportunities for professional development and networking.
Using the summer months to prepare for teaching farm mechanics

M. G. McCraith, Teacher Education, University of Nebraska

Many farm mechanics projects have failed to produce qualitatively and quantitatively because the instructor has failed to plan. Quality of a must in farm mechanics if the carry-over is to be at all effective. Clarity, group, and individual interest is vital for the highest type of workmanship. Should the instructor's idea of quality of workmanship be any less, there is a question of how well work will be with quality of work turned out by the students. As a result of poor workmanship it is often difficult to secure shop projects of desirable nature. Farm people do not want to spend money for machinery to be shaped into low quality items.

The Vo-Ag teacher must plan his summer carefully and completely and execute it. Several factors must be considered in planning the farm mechanics program to serve a functional purpose in the community. Some factors are: the needs of the students, the interest of the students, the time of the year, the students, the needs of the home farm, the type of farming in the community, the teacher qualifications, and facilities for teaching farm mechanics.

There should be little doubt as to the importance attached to the student's interests in the mechanics of his own farm. Surveys of one form or another may be used to determine these needed interests. The following is one form used in Nebraska (Form 1). This survey is not to be given with the boy but to be taken by the Vo-Ag instructor to the farm when he makes his supervisory visit during the summer. It should be discussed with both parents and the student as to what may be derived by the use in planning the farm mechanics program. If each student's parents are thus contacted this should give the instructor an indication of the direction in which the farm mechanics program should be. He will be able to secure blue prints, necessary equipment, and other materials to keep the mechanics up to date.

Let us take the example of Stuart Bennett's farm program at Eagle, Nebraska, and build a farm mechanics program around it. We may ask only the question, "What are the possible farm mechanics projects based on Stuart's farm program?" As we visit each project we might list these possibilities:

Form 1

<table>
<thead>
<tr>
<th>Farming Program</th>
<th>Individual Survey of Farm Shop Needs of</th>
<th>Farm Reorganization Improved Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<td>2.</td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Production Projects:

Preparation of Buildings
Build and repair feed bins and hay racks
Build and repair gates and fences
Build and repair watering equipment
Build and repair lighting equipment
Build and repair watercress
Build and repair buildings
Build and repair machines for fences
Project No. 2 - Fencing Lambs
Same as for fencing cows and fawns
Project No. 5 - Feeder Pigs
Build a pig feeder and fence
Build a pig feeder and fence
Build a pig feeder and fence
Build a milking machine
Project No. 6 - Farmhouse Repair
Repair machinery used in what you have
Greasen and adjust machinery
Calibrate welding machinery
Paint and maintain machinery

Using the Summer Months -

(Continued from Page 393)

how to use the summer months to prepare for teaching farm mechanics as discussed in the text. (Continued on Page 393)
Evaluation improves in-service program for beginning teachers

AUSTIN E. RITCHIE, Teacher Educator, The Ohio State University

Evaluation by Areas

The two areas used in the evaluation are shown in ranked order according to their positions in the in-service program: Farming, program, General Classroom Teaching, Physical Facilities Guidance and counseling, Future Prog- ree of America, Americanism, and foreign relations. Extra factors, Long-time pro- gram, and Young farmer. The higher areas were in the range of a excellent range of a good, fairly, and of some value. The two ratings were labeled.

In-Service and Pro-Service Program

Fifty-six per cent of the beginning teachers indicated their first preference for length of student teaching period, and intensity of the in-service program to be, "Two masters of student teaching with one intensive or supervisory service," program. An additional eight hundred rated them in their second preference.

Summary

The job of teaching vocational agriculture is becoming increasingly more teacher-centered and the professional and scientific developments are in the classroom, improving the student's learning. The student teacher is a more responsible individual, with the student teacher being the center of attention. The student teacher is in need of a complete in-service program to better meet these changes.

From this study one can conclude that the student teacher is a more responsible individual, and the in-service program is of greater benefit to the student teacher than the classroom teacher.

WELCOME

To all new teachers

The profession.

May your experience be effective, satisfying, and of long duration.

The Ohio Study shows that school administrators are important in their professional development. The study also discusses the teacher's personal problem and his relationship with student teachers. The study is a valuable tool for beginning teachers' conferences and district meetings.

Table I

<table>
<thead>
<tr>
<th>Source</th>
<th>Total Weighted Rating</th>
<th>Farming, program, General Classroom Teaching, Physical Facilities Guidance and counseling, Future Progress of America, Americanism, and foreign relations.</th>
<th>Extra factors, Long-time program, and Young farmer.</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Low value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating Teachers</td>
<td>35</td>
<td>1.94</td>
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<tr>
<td>Curriculum Teachers</td>
<td>34</td>
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<tr>
<td>Small Group Conferences</td>
<td>32</td>
<td>1.94</td>
<td>1.94</td>
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<td>Annual Teachers' Confer-</td>
<td>21</td>
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<td>State Beginners' Confer-</td>
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<td>Total</td>
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</table>

Table I shows over 87 per cent of the local superintendents rated the in-service program as excellent or good by their superintendents.

Evaluation of the Sources of the In-Service Program

Six sources of in-service help were provided in the local program to begin program for beginning teachers. Those are: student teacher, cooperating teacher, beginning teachers' conference, district meetings, and district meetings.

The Agricultural Extension Magazine, June, 1953

Planning for home farm improvement

JAMES E. HAMILTON, Assistant Instructor, Auburn, Iowa

I HAVE always been looking for and planning away to get my student a chance to run their home farm. The improvements projects of my students have varied widely from farms in far, to those in cruise of scope. Many boys have done a great deal to improve the home farm while others have done practically nothing.

Since it has been a charting system, a list of the projects an improve program, I have had much more respect from the student who really did something for his home farm, rather than the one who has not.

The purposes of the listing of jobs for the student are many. The first purpose is to give the student a chance to do things for themselves and not to improve the student's learning. The student is in the accompanying charts. He will be in need of the work to be done.

The need for improvement projects must be decided cooperatively by the agent and parent. A complete survey by the instructor, parent, and student is necessary in order to establish the needed for farm improvement projects. Therefore, many problems arise for the teacher for the student who has no need for farm improvement projects. I have found it valuable to take the classes as a farm and then have them make a survey or inspect the farm for needed or possible improve- mental projects. I follow this farm visit by having the students list the improvement projects or by having the students list the improvement projects or by having the students list the improvement projects or by having the students list the improvement projects or by having the students list the improvement projects.
Evaluating farmer education (Continued from Page 299)

You and the Magazine

Among the various agencies and organizations to be evaluated for their contribution to and support of the growth of Vocational Agriculture in the Agricultural Education Magazine. For over twenty-five years the Magazine, through its serving teachers and has been supported by them, without their necessity to any one, and an assurance of the income from subscriptions. The policy has maintained in spite of the tremendous rise in cost of publication. There is no expectation that this policy will change. However, its continuation calls for the support of every teacher, superintendents, teacher trainer in the country.

Teachers will be starting a new year in their professional experience in an- other much of the same. This year they will see the selection of those professional organizations and agencies who meet the needs of the number available. Will your choice include the Magazine?

It is significant to note that those States which have adopted a policy of including the subscription price of the Magazine in a "package deal" with the Iowa to their State and National associations, have the best record of support of the Magazine. With State meetings of Agricultural Teachers' associations coming along in the next few months, this might be a pertinent matter for consideration.

Incidentally, if you are a current subscriber please change your address for the coming year, then be sure to notify the Publisher of such change, or, better than the rating given by the special teachers.

Conclusion for improving the summer Instructional Program

1. Place more emphasis in the summer instructional program in demonstration and use, in laboratories, and in the field. Provide more tours, trips and demonstrations of skills in the summer and during the day-time.

2. More emphasis should be given to the importance of cooperation between agriculture and home economics teachers, and thus to the inclusion of cooperation in the summer program.

3. Provide more group meetings in summer on seasonal problems.

4. Promote more educational growth by economic supports needed to improve farming operations.

5. Clearly define the responsibility for follow-up instruction. The teachers and the school teachers that the students should be this type of instruction. This is necessary to this end and the school districts that needs further clarification with special education teachers. The teacher should be able to coordinate the needed skills to carry on commercial production and the home plant, is that I get more cooperation from the parents and more work will be done. In the teaching of the various agencies and organizations to their responsibilities should be made.

6. In general the summer instructional program is satisfactory to all people involved in programs. Essentially the same students would be involved in the program. For the same reason, the value of the various instructional and professional organizations should be continued with an increase in interest of the activities.

How is summer time used?

During the summer, the students have an opportunity to work on the farm and to take part in various activities. This is an important time for the development of the skills necessary for successful farming. The students have the opportunity to work on the farm and to take part in various activities. This is an important time for the development of the skills necessary for successful farming.