Getting the most from D.H.A. Records

R. A. KRAMER, Voc-Ag Instructor, Kiel, Wisconsin

Almost every vocational agricultural department in Wisconsin has a herd testing program and uses the records to teach better methods of dairying. Because of the great need for better dairy management in the Kiel vocational agricultural department, the boys enrolled in vocational agriculture competed the records of the 68 herds on test for 1950-1951.

These 68 herds were divided into four groups: excellent, good, fair, and poor, according to average butterfat production per herd. We found that the average for the excellent group was 28.8 cows per herd and 10,007.75 pounds of milk with an average test of 3.56. The butterfat average was 3.62 pounds. The good group average was 15.4 cows per herd, 3,083.76 pounds of milk, 3.65 test and 303.45 pounds of butterfat. Group 3 (fair group) had 13.5 cows per herd, 6,985.82 pounds of milk, 3.65 test, 256.88 pounds of butterfat. Group 4 had 13.4 cows per herd, 5,218.82 pounds of milk, 3.77 test, 192.03 pounds of butterfat. The average for all herds on test was 7,356.16 pounds of milk, 371.92 pounds of butterfat, an average test of 3.72.

Using this information as a basis for study, we pondered on the one big question: Why should one herd of 22.4 cows have an average butterfat record of 3.86, while another herd of 3.75 cows have a production of 3.62 pounds of butterfat?

To answer this, we divided down questions that, if answered by each student, would give data concerning the dairy practices followed on the individual farms. There are a few of the questions asked in the questionnaire filled out by each student. Do you feed grass hay? Do you have your own concentrates? Do you slip your cows? Do you have a pached herd? How's the milk selling in your herd? Do you store your milk and feed in your own tank? Do you place young stock in the woods? Do you keep breeding records? All questions could be answered briefly.

These questionnaires were then turned into the same groups used in classifying the herds according to their butterfat production. With the tabulations of all the results, we had a complete analysis which looked like this:

<table>
<thead>
<tr>
<th>Group</th>
<th>Milk</th>
<th>Butterfat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>28.8 cow</td>
<td>10,007.75 lb</td>
</tr>
<tr>
<td></td>
<td>3.56 test</td>
<td>3.62 lb</td>
</tr>
<tr>
<td>Good</td>
<td>15.4 cows</td>
<td>3,083.76 lb</td>
</tr>
<tr>
<td></td>
<td>3.65 test</td>
<td>303.45 lb</td>
</tr>
<tr>
<td>Fair</td>
<td>13.5 cows</td>
<td>6,985.82 lb</td>
</tr>
<tr>
<td></td>
<td>3.65 test</td>
<td>256.88 lb</td>
</tr>
<tr>
<td>Poor</td>
<td>13.4 cows</td>
<td>5,218.82 lb</td>
</tr>
<tr>
<td></td>
<td>3.77 test</td>
<td>192.03 lb</td>
</tr>
</tbody>
</table>

The analysis is 15 pages long and we had it mimeographed for use as a test for the all-day students, young farmer groups, and also the adult farmer shortingly going over each question and discussing it, we found that little things might mean the difference between success and failure.

In my teaching experience this has been one of the finest tools of teaching I have ever used. The reason is that it is information gathered from our own community. This dairy herd analysis was confidential because all the herd records used were numbered and the numbers were known only by the herd owner and myself. Each boy knew where his herd ranked and interest was certainly awakened, the completed study for the all-day students was six weeks in length, while every phase of this analysis was discussed. The time spent on this study in the young and adult farm classes amounts to about 10 hours of classroom discussion.

Some of the most outstanding factors affecting butterfat production in the Kiel area area size and age of the cow, one of a good bull and artificial breeding, the average age of which the heifers were bred. The heifers that calveed in the fall had an increase of as much as 360 pounds of butterfat over those that calved in the spring. The farmers who fed alfalfa hay had a great deal more success with their heifers than did some of the others who fed mixed hay. The herds that were fed concentrates according to production did much better than the others. We also found that the high producing herds had a protein supplement equal to or better than the others. Good pastures were a very decisive factor affecting butterfat production. The farmers growing hay had a higher production.

The feed cost per 100 lbs. of milk was $2.48 for group 4, and $2.45 for group 3. The labor income per cow for group 3 was $225.82 and for group 4 a loss of $246.20 per cow. Milk testing and use of records was another big factor in butterfat production of these herds.

Because this analysis was a survey of the Kiel rural area, made possible by the farm students and farm owners, it meant a great deal more to the individuals personally than if the same information had been taken from a bulletin or textbook. Many hours of supervised study on the farms themselves were taken up with the individual on the dairy herd analysis in respect to his own herd and the pastures used on it.

Also, where I had been having a hard time making a personal contact in respect to the supervised learning program, I have found that this analysis was a good incentive to have the boy do a better job of improving agriculture on his own farm. Without question it is one of the outstanding teaching aids in one vocational agricultural department and the main reason is that this study was made possible by the cooperation of the farmers and the vocational agricultural instructor. All the work was done together to improve the farm business on the individual farm and every farm in our community.

There is a great deal of hard work in the form of an analysis connected with such analysis but the amount of satisfaction and the relationship one has with the farm families rewards him thoroughly.
Advisory councils consolidate public interests

ALVIN M. MEACH, Yo-Yo Instructor, Independence, Oregon

This advisory council is an important part of the agricultural education program in the School of the from the Mecklenburg-Independence school district. The advisory council has been meeting for the past two years. It is a committee of interested people who are generally better vocational agricultural program participants and others who have a legitimate interest in the school district.

Central High School has an excellent advisory council. There are 15 members located in and around the school. The students are transported to the school by bus from approximately 16 miles from the north, 2 miles from the east, and 16 miles from the west. In total area, the school encompasses approximately 16 square miles.

Many interests

The agriculture of the district is extremely diverse. We are commonly concerned with dairy, sheep, crops, hogs, pigs, chickens, tobacco, and horses.

Many students are interested in agriculture, and the students from the school.

The agricultural political situation of two commodities and livestock are of interest.

The school district, in a new school configuration, is doing a great job at providing the farmers with the information they need to make decisions.

When the council first met, the students were not sure what to expect. They had never had to make decisions before, and the students were not sure if they would be able to make the decisions.

At the first meeting, the council consisted of people who have a strong interest in agriculture, including farm families, students, and teachers. The council has met four times this year, twice a week, and is scheduled to meet for two more meetings. The students have been learning about the importance of making decisions.

At the present time, our council consists of men who have had their hands on the ground, who have been able to make decisions, and who are familiar with the equipment of the school.

The council has completed a survey of the students and teachers of the school. The survey was designed to find out what the students and teachers would like to see in the school.

The council has been able to make decisions about the school and its programs.

The council has been able to make decisions about the school and its programs.

The council has been able to make decisions about the school and its programs.

The council has been able to make decisions about the school and its programs.
Experience with an advisory council

CHARLES LAMDON, Superintendent, Michigan

ADVISORY Councils are not new. The idea was not even new at Williamson three years ago. However, the writer would like to add his voice to the chorus of those who have worked with successful councils and believe that they are a very necessary and helpful part of any modern program of agricultural education.

The council at Williamson was patterned closely after the one at Fisher, Illinois. The experience described in this publication in the use of councils and the cautions in setting up a council on a sound basis were found to be very helpful and have contributed a great deal to the success of the Williamson Council.

Conditions Which Prompted Our Council

The development of a successful youth program for the starting of an advisory council at Williamson. Williamson is a training center for the training of teachers of vocational agriculture in cooperation with Michigan State College. It was felt that apprentice teachers should have the opportunity of working with an advisory group. Reports from other states seemed to indicate that the benefits to be realized from a council and there was a definite trend upward in the number of councils. If we were to follow this trend, it was felt that our future teachers should gain firsthand experience in working with such groups. The other factor was the requirement set up by the Veterans Administration that a veteran, to be properly admitted to the institutional on-farm training program, must have had experience on a farm council.

The writer spent the first seven years of his youth on a farm and had a definite interest in the idea of an organized advisory council. That was a mistake. Student teachers always need a high school advisor, who is an experienced farmer and knows something about getting along with his fellow men, to start an advisory council, or else he will run into a wall. If we are to have an advisory council, it must have a sound foundation in the first place.

An Advisory Council in session. Seating which promotes relaxation and activity and participates in effectiveness of Council. Light refreshments add a good deal toward the success of meetings.

Second Year Activities

The second year started off with a welcome for the four new members, and a review of the first year. Council Constitution and By-laws were reviewed. The second meeting for the year included: Program planning for the year, and the authorization of the new officers. These activities were of great importance to getting the cooperation of the members of the council. It was found that a council must be on the same page with the organization of a council is to take sufficient time to get the cooperation of the members. A council hastily organized may be a council quickly disregarded with somewhat discouraging results.

A council can give a young farmer a chance of keeping up with a program of agricultural education that will meet the needs of those being served. It can help develop good public relations; help with young farmer and adult classes; and support and give direction to the day-school program. A council can act as a " sounding board" on any major change the new teacher may wish to make. A council can give a program a degree of continuity when there is a change of leadership. This is important to the continued growth of a program in a community. If the writer is a new teacher, or if he is a new farmer, one of the first things he should do would be to begin organizing an advisory council.

First Year Activities

Some of the things the council at Williamson has done may be of interest to other clubs.

The meetings are held once a month through the school year and include learning the rules of organization and procedure. The meetings are held one hour, every other month, in the school. Special meetings of the whole council were held, but only for council business only when necessary. The meetings are held from December through the winter months. At the first meeting, the members of the council were elected and a Constitution and By-laws were drawn up. The second meeting was given over to the organization of adult classes and to the establishment of a policy for the Veterans' Institute for the ex-servicemen on farms. Other topics discussed during the first year were: plans for a community food center; control; approval of polly system for establishing grades of students. This last is a class of study (for veterans); approval of new veterans. A few of the goals set by the school and used for the better facilities, re- port of progress of veterans; presentation of new members for council; and a community program was planned to interest young farmers and adults in an educational program.

Community Contributions of the FFA to the Community

SEPH K. SCOTT, Vo-Ag Instructor, Williamson, Maryland

The local public speaking contest is conducted before an audience of high school girls and boys. Some like to separate the FFA from vocational agriculture. They are separate in the true sense, but the relationship is so close that the line of demarcation is invisible. It would be difficult to distinguish whether contributions made to the community by the local agriculturist came from the FFA or vocational agriculture. What better way can we contribute a larger number of community service than through the activities of the FFA?

If the FFA is helping rural youth to be better community leaders and more productive farmers, then it is making a splendid contribution to the community.

Our Cover

Loren, Texas, Future Farmer Chapter members are shown examining a tractor donated to them by a farm implement dealer of Waco, Texas. This is the kind of cooperation which can not come from desirable relationships and participation on the part of vocational agriculture teachers. The teachers of vocational agriculture are the community leaders they serve. Standing in front of the tractor are: Terry Price, a member of the school board, the implement dealer and the superintendent of the school. Permission was granted by Ray Stovall, State FFA Advisor, Texas.

The FFA Chapter has built up good will in the community through the annual project of repairing toy trucks at Christmas time.
Activities of an advisory committee

Agricultural..matters are neither new nor unusual, but in a university setting they are important and..numerous. The subject...terest is that in our teaching here we are trying to..tions in a more realistic way than the more usual classroom. is, that we ourselves have learned by experience...first year students have a greater..sell the farm programs.

R. J. Delort

Future Farmers participate in conservation

KAY L. BRIGHT, Yo-Ag Instructor

When the frost is on the pumpkins The corn in the crib, 
Then it is time to break the...notices...rural.,

Warren L. Griffin

Meetings for parents

The agricultural education program at the University of Nebraska has...a high priority to include the parents and..ing these programs will be of utmost importance. We have..with an important message to the parents of our students. We have...of these meetings were attended by both parents and students.

Warren L. Griffin

Guest editorial

The Jornal of the Kansas State Teachers College, Manhattan.

in the agricultural education program. I am sure you will find them of interest.

(Continued on page 99)

FAPA chapter members cooperate in promoting wildlife conservation. A rabbit habitat, built in the shape of a rabbit, is being used by the Nebraska chapter of the Nebraska Wildlife Federation.
Do home farm visits bring results?

J. V. BAUNE, Ya-Lin Instructor, Staples, Minnesota

A study of the effect of visits to home farms in the area was performed to determine the extent to which the students contributed, as measured by the amount of knowledge and understanding they gained, to the total amount of information gained in the experiment. The study included the evaluation of the knowledge and understanding of the students in the experiment as compared to the knowledge and understanding of the students who did not participate in the experiment.

A summary of the results indicated that the students who participated in the experiment gained more knowledge and understanding than the students who did not participate in the experiment. The results also indicated that the students who participated in the experiment were more likely to use the knowledge and understanding they gained in the experiment to solve problems and to make decisions.

The results of the study suggest that home farm visits can be an effective way to increase the knowledge and understanding of students in agricultural education. The results also suggest that home farm visits can be an effective way to increase the knowledge and understanding of students in other areas of education as well.

Student Teachers to Meet at FFA Convention

Student teachers in agricultural education will meet at the annual convention of the FFA, which will be held in Kansas City during the FFA convention. The convention will feature sessions on various aspects of agricultural education, including classroom instruction, field trips, and student projects.

The FFA convention is a major event for student teachers in agricultural education. It provides an opportunity for teachers to network with other teachers and to learn about new and innovative teaching techniques.

Advisory Councils Consolidate Interests

Advisory councils are a key component of the FFA program. Councils are made up of teachers and students who are interested in agricultural education. The councils are responsible for providing input to the FFA on various issues, including the direction of the program and the development of new activities.

The councils are also responsible for providing a voice for the students in the FFA. They help to ensure that the needs and concerns of the students are taken into account as the FFA develops new programs and activities.

The FFA is committed to ensuring that the councils are an effective part of the FFA program. The FFA provides support to the councils, including funding for meetings and travel expenses.

The FFA is committed to ensuring that the councils are an effective part of the FFA program. The FFA provides support to the councils, including funding for meetings and travel expenses.
The role of the teacher in promoting school and community relations

AMOS W. BAIR, Vo-Ag Instructor, Richmond, Utah

In recent years much attention has been given to the term, Public Relations. Public Relations books have been written. In the last, the emphasis has been on over-riding the word "public." The word has been used to mean "community." "What is the public opinion of our school?"

Educators of all ranks—school teachers, principals, superintendents—yes, even the vo-ag teacher has been guilty of using the word "public" to mean "call public relations."

In vocational agriculture we've had a great deal of much attention, perhaps, to the foundation and fundamental support of our programs. The "we've failed, perhaps, to pay enough attention to the little things it is made of—things we do day by day, in year and year out." We often wonder that the things we do as individual teachers are so important to our school's overall public relations program. Public relations is not something you can hire an expert to do and forget about. It's something you can hire a public relations expert to do without your help. We often hear the teacher's letter you don't write when you are not there, and maybe you should take a letter or two away from your schools when you leave. Your schools are the public schools, and they need to know what you are doing.

The vocational agriculture teacher is the one person in the school's community relations program. He is in constant contact with the boys in his home, the community, and the school. He must meet the public on the same level and at all times maintain a professional attitude. As a classroom teacher he must serve as a role model. He must create an atmosphere such that each student can feel that the classroom is a place with a feeling of genuine happiness based on a sense of achievement, physical comfort, and success toward his chosen vocation.

The three good public relations there are a number of factors which must be taken into consideration:

1. The first consideration must be the pupil. The teacher should recognize the fact that each student comes from different backgrounds and has varied interests. He should make every attempt to find out what these are and work on them.

2. The second consideration is the student body. The teacher should develop a program which is designed to interest the students in the projects they are to be included in the program. They should be interested in the projects they are to be included in the program. They should be interested in the projects they are to be included in the program. They should be interested in the projects they are to be included in the program. They should be interested in the projects they are to be included in the program.

3. The third consideration is the staff. The staff should be interested in the projects they are to be included in the program. They should be interested in the projects they are to be included in the program. They should be interested in the projects they are to be included in the program. They should be interested in the projects they are to be included in the program. They should be interested in the projects they are to be included in the program.

Future Farmers Participate in Farm Management Plan

A common observation among many farm managers is that, when they're making plans for their farms, the family visits are included in the physical condition of the farm, not in the plans. This may be the best way to get the family involved in the farm plan.

When we as vocational agriculture teachers, through one service program, to the general public that our goal is the achievement of the children's hopes and dreams. This is the best way to communicating our goals to the students.

Eileen M. Drake

Eileen M. Drake

Eileen M. Drak
An FFA safety program

Harold J. Haynes, Jr., Ag Instructor, North Troy, Vermont

Our chapter has had some experience with safety programs for the past few years; and—while measurement of effectiveness is difficult— I believe the chapter has had some influence in making the farmers in the patronage area become a little safer-conscious.

We have, for the past three years, made application for the State Foundation Award in Safety and were fortunate in winning it a year ago. We have tried to make farm safety education and teaching one of our big goals in the FFA program of work and have elected a FFA Safety Committee at the time of each annual election of officers. These boys have felt the need for safety work on the Vermont dairy farms and have been quite active in their endeavors to do some real work toward accomplishing safety work in this regard.

Using the Foundation Application forms as a basis, I will list some of the accomplishments of our chapter that I feel might help other committees of FFA groups to see possibilities for work along similar lines.

In promoting safety, the following devices have been used:

1. We entered as a National Safety Council Farm Safety service and received a certificate rating us in distribution for distribution on farms and for distribution to school districts and 

2. FFA safety teaching films used and distributed to school and county activities.

3. Two weeks after the Earth and Safety meetings in Canada, a showing of the picture picture is being considered.

4. Chapter program of Dairy Fire Marshall to speak at local Kiwanis meeting and P.T.A. meeting in cooperation with county extension service.

5. Chapter planted trees and recommended fencing local water supply.

6. The chapter sponsored an open house demonstration day for people in two local high schools in cooperation with Farm Bureau Women's County Company.

7. Chapter helped in the fire-fighting demonstration for local fire department.

8. Chapter showed 5 films on fire fighting techniques for local fire department.

9. Chapter cooperated with local Grange in making safety films which were shown in the Grange hall.

10. The things that we have learned in fire fighting techniques.

Starting the new school year

Leonard F. Luce, Jr., Ag Instructor, Cinnamon, Wisconsin

The first few weeks of school are the most significant part of the school year. It is important not only for the student, but also for the instructor, as all the work is done at this time.

There is a time of non-union, getting acquainted with other students and getting acquainted with the environment of a classroom.

It is also the time to introduce the work of the agriculture department and the policies and plans for the year. If this is done at the very beginning of the year, better farm management and farm economics will result. It is not expected that this all will take place the first day, or even the first two days, but it should start then and continue over the next week or so to develop the plans which are to be put into operation. A complete safety program which is very necessary for a successful year of work, comes partly from the past year's work, or experience in teaching; and partly from the needs of the individuals involved.

There are many situations within a school which sometimes make the first few weeks of school without preparation to meet such changes, the teacher is often left in a dilemma, having to teach the required curriculum, games, class plays, and other activities take students from class and sometimes leave only three or four in class. Should the instructor care on with the work and let those students make it up, or should those present students work with those who are absent? The instructor as well as the student should understand what the policies are on these and similar issues to avoid difficulty.

Another part of our general education should be our farm shop policy. We have been trying to break through the idea of proper preparation and planning was essential to the agricultural shop and no plan, not even the left with the discretion of what amount of work to do or do study, 50 hours will do very little, or they will do just what they feel like. Much work can be done in kindergarten with the purpose of an education in agriculture. The student should first complete specific projects and job operations which are similar to those encountered on the farm.

To bring out this plan of operation more clearly to the students, I have found it very effective to make a demonstration statement for the student. This states the policies of the school and especially the agriculture department. It is distributed the second or third day of school and is read and discussed. The copies are then returned by the students for further reference.

Another factor, often neglected and "dismissed" until too late, is the FFA program and what it should do. The sooner this program for the year can be determined and work on it begun, the better the program will be. Some restriction of student should be for the year can be done during the first few weeks of school, and visits made by the instructor. Many of the students as well as the parents have concrete ideas that will help in forming a good program. In our program a Coordinating Service this year the FFA meetings of the Village Hall, are actively encouraged by the parents and students.

In conclusion, a plan of operations and policies is the best way to a successful year. It is better not only for the instructor but for the student. If the task ahead is clear and there is a common ground of understanding on what is to be accomplished and expected, a great deal of learning results which, in all cases, is the primary object in education.

Useful Work—An Objective of Education

Orlando A. Singletary, Sr., Ag Instructor, Southwick, N. H.

Useful work to be done and it is part of our job as leaders of young people to assure them that they should have worthwhile careers for everyone who is willing to work. The problem of the farmer is the most common, but the problem of the city dweller is also an important one. The factory is an important factor, and the government is in need of people. The farmer who is able to work income in general should be able to find a job to do. Vocational agriculture provides an opportunity for everyone to do something. The farmer, the city worker, the farms that are successful in lifetime work, and we are trying to help young people in the same way.

In the last analysis, the job one is to pursue is a prime objective in life. In fact, one's job is the most important thing in life. It is the most important in personal and professional life. It is to be the first in government and to be able to get along with other people. It is to be the leader in the family.

One is to be constantly thinking for security. The most important element in personal and professional life is economic security in a particular area. The assurance that one is equal to the requirements of a job gives a mental lift towards life. I hear young people say the days of opportunity are gone. There is something big, or they will do just what they feel like. The sooner they get started the better off they will be. The sooner they get started the better off they will be.
The cooperative study of institutional on-farm training in central region

CLARENCE E. BUNBY, Teacher Educator, Iowa State College
ROBERT L. HAYWARD, Assistant Superintendent, Missouri

ELEVEN of the states in the Central Region have cooperated in a national study concerning on-Farm Training Program in the region. Plans for conducting the study at the 1958 North Central Regional Conference on Farm Education held at Purdue University were agreed upon by the directors of vocational agriculture and education of the states. The study was sponsored by the National Education Association for the purpose of obtaining data concerning the uses and value of on-farm training as an official program of the states participating in the study.

As a part of the study, the Indiana State College of Agriculture at South Bend, the State University of New York atCornell, the University of Missouri, the University of Minnesota, the University of Nebraska, the University of Wisconsin, the University of Iowa and the University of Illinois provided the details of the study to their respective states. The results of the study have been published in the Agricultural Education Magazine, October 1952.

The results of the study are briefly as follows:

1. In most of the states, the greatest number of students were in the age group of 18-20 years old.
2. The average number of students was 8 per farm for the state.
3. The average number of farms was 3 per student.
4. The average number of students per farm was 2.5.
5. The average number of farms per state was 12.

The results of the study have been published in the Agricultural Education Magazine, October 1952.
World problems in the light of human behavior

ROGER M. KYES, Vice-President, General Motors Corporation and Chairman, FHA Foundation Spreading Committee for 1962.

(Continued from Page 49)

In summation, then, the following conclusions were derived from the two studies:

1. Although we have recognized the importance of the general trend in the institutional on-farm training programs to provide as much practical experience as possible in all cases increased emphasis should be placed in each of the areas for sound teaching techniques and methods would be developed by the instructors’ time and enable them to better accomplish instructional principles in the veterans.

2. Inferences were found to exist among the states with regard to the average annual income that should be gleaned from the various units. Similar data, however, cannot exist within each state. This evidence suggests that the present practice in the state has planned to fulfill the needs of the community in the most efficient manner.

3. The greatest spread between the counties being used for the state of study and that of the findings in the areas of farm machinery, farm animals and equipment, and safety, and farm and health, respectively.

The Cooperative Study

agriculture in high school; 23.3 per cent had 1 year; 79 per cent four years or more. The 16 states in this study had completed four years of high school agriculture.

A total of 82.7 per cent of the veterans had no young or adult farm experience. Of the 16 states in this study, 73 per cent of the veterans had 0 to 5 years of training; 19 per cent had 6 to 10 years of training; and 8 per cent had 11 or more years.

The findings for present and future programs of adult education for farmers.

(Continued from Page 49)

Establishing Relationships With the School

KESTER N. ADAMS, Yo-ao Instructor, South Dakota, March, 1942.

How many of the problems of a teacher-trainer are traced to a poor relationship with the school administration? How many of your efforts are spent in trying to understand the policies and practices of the school? How many of your recommendations are rejected because of lack of cooperation, or a total lack of cooperation, in the administration of the school? It is unfortunate that too few teachers are aware of the importance of a good relationship with the school administration. Under the guidance of an administration that is interested in the welfare of the youth, and that is willing to provide the necessary support, the teacher-trainer can be a valuable asset to the school. Such administrators understand the value of the professional education of the teachers and are willing to provide the necessary support to ensure the success of the program.

In many instances, poorly selected pop-ular publications, and many of the activities of a teacher-trainer in agriculture in various states result from an administration unsympathetic to the professional education program of vocational agriculture. Such administrators are willing to support programs that are in line with the educational philosophy of the school. In these cases, the teacher-trainer must use his experience and knowledge to provide a leadership role in the development of new programs.

When many of the problems of a teacher-trainer are traced to a poor relationship with the school administration, it is important that you work closely with the administration to resolve these issues. This may require you to meet with them on a regular basis to discuss the progress of the program and to provide feedback on the needs of the students.

In addition, it is important that you develop a relationship with the administration that is based on mutual respect and understanding. This will allow you to be more effective in solving problems and implementing new programs.

Thus, while many of the problems of a teacher-trainer are traced to a poor relationship with the school administration, it is important that you work closely with the administration to resolve these issues. This may require you to meet with them on a regular basis to discuss the progress of the program and to provide feedback on the needs of the students. It is also important that you develop a relationship with the administration that is based on mutual respect and understanding. This will allow you to be more effective in solving problems and implementing new programs.
Guidance practices used by Indiana teachers

WHAT is the status of the guidance program in your school? Are you a member of Indiana and is your guidance program in compliance with the requirements? Are your guidance practices used by other schools in your area? Many rural and small school systems use agricultural education in their guidance programs.

This problem was studied by the writer of this article, who visited several small school systems, and the data was analyzed. Many similar conditions exist in the guidance programs of other school systems. In many small schools, guidance practices are used by other school systems in their guidance programs.

Hamilton in New Position

M. S. Hamson has resigned as State Supervisor of Vocational Agriculture in Indiana to join the Virginia Polytechnic and Agricultural Education Department of the Virginia Polytechnic Institute. His new position will be as Assistant Program Director and Research Associate at the Virginia Agricultural Education Program Planning Project. Mr. Hamson has been a valuable member of the State Supervisory Staff for the last ten years.

The greatest stress being endured by a society of people, the more violent the psychotic stress, the more violent the expression of stress. Panics and fear reactions are often associated with a lack of information. In some cases, the unpredictability of reactions society resulting from the inability of the society to predict the possibility of the environment we are creating.

The fifth factor in society is the economic structure that is the foundation for the other factors. The process of reasoning in the narrow sense is that of framing a hypothesis, premises in a conclusion—the formation or discovery of rational relationships of facts or ideas. Put simply, it is getting the facts and effectively organizing them. Then, finally, properly interpreting the results so that an accurate conclusion can be reached. Vastly in the broad sense, we have the transcendent (or super-) transcendental, combination of reason and experience that relates to things: the freedom of the will, the immortality of the soul, and the existence of God.

The inclusion of members of society in the hierarchy of society is the source of considerable social and economic success. Thus, the success of creative and professional people who accomplish this in society is the great problem of the society. The success of this group of people is the great problem of the society. The success of this group of people is the great problem of the society.
Conservative but not reactionary

DAVID R. ASHER, Vo-Ag Instructor,
Winston-Salem, N.C.

When attacked it is almost a natural
imulse to fight back. This might be
called self-defense, but in the case of the
press it is not the best sort of the matter. In
this instance, some basic principles are
a bit out of order. These ideas are not the property of any individual - all are in
100 percent, and the whole community is
involved. We know what we want, and we
ought to turn out our best work. We ought
to lead and pulse as it is a background to
help us all.

As a result, we have set up a few rules
that we believe will be of value to our
program.

We shall not publish or allow the
publication of any material that may be
considered libelous, or offensive to any
person, or group, or race.

We shall not publish or allow the
publication of any material that may be
considered a threat to the safety of the
public, or any individual.

We shall not publish or allow the
publication of any material that may be
considered a threat to the health or
morality of the public, or any individual.

We shall not publish or allow the
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Pictures of the month...

A contest open to all teachers of Vocational Agriculture and farm veterans

"Look, No Mommies"
Don Collins, Kelso, Iowa
Camera: Speed Graphic, Panco Photo Type B 1:122, 1/200

"Crop Test Plot"
W. A. Rawson, Cenanda, Kansas
Camera: 4 x 5 Spd. Graphic, 1/100 at f/11
Pan Photo type B film.

"Name Holders Made by the Agricultural Class"
Robert N. Glassman, Osceola, N. Y.
Camera: Kodak 35 Mdl, 1/500 sec at f/16
XX film, back half, 1 press 25

Featuring...

Serving Out-of-School Groups