Stories in pictures

The FFA 25th Anniversary Commemorative Stamp.

A part of the 300 Young Farmers participating in the 5th annual Young Farmers tour in Utah. Here they are observing a herd feeder demonstration at the Wilford Ranch, Kaysville, Utah.

Young Farmers in Utah looking over the Hereford herd on one of the stops made during the annual tour of the Young Farmers Association.

A store-window display prepared by the Spanish Fork, Utah, Chapter and placed in the county shopping center during National Future Farmer Week.

(Picture furnished by Farrell G. Olsen, Voc. Ag. Instructor, Spanish Fork, Utah)

The West Virginia FFA State Association has an active Past State Officers Club. Shown here are the past state officers who organized the club at Jackson's Mill in connection with the annual State FFA convention in 1947. Joe P. Sel, with quizz, was the first president of the club.
The accomplishments of American farmers during the last fifty years read like a fairy book. I was born on a farm in northeastern Nebraska in 1895. It is hard to remember what went on in a farm home in the early nineteen hundreds, and furthermore, it is hard to believe that it has been a veritable revolution in farming and in rural living.

It is quite true that progress has been uneven in various parts of the country. There is a great deal to be done in some places, and there is no limit to the potential in any place.

This progress has been in every field—farm production, farm financing, and farm living. It often seems that production has made the greatest progress. However, we cannot, as farmers, overlook the changes which have taken place in farm living that resulted from the use of power and power machinery on the farm around the farmstead, and in the home. Good roads and improved transportation have played a major part as well.

The particular point I wish to stress here is that these fifty years of progress would have been impossible without the achievements of our educational system. Progress in the science of agriculture on the campuses and in the experiment stations of our institutions of higher education would not have done the job even with the excellent extension service and vocational training in high schools. The progress of the past fifty years would have been impossible except for improved general education. It was here that the farm and the farm community improved their ability to use information as it was developed.

To this educational pattern vocational training and all the other educational factors under the heading of vocational education have played an indispensable part. Usually, seen communally by those where both of farming practices and farm living were profoundly improved by the work of a single vocational education department in one high school. On the basis of this record, this work deserves the support of all of us.

It has always seemed to me that teachers in vocational agriculture, with whatever institution they may be connected, have an extraordinary opportunity to affect the lives of students, which is over and above the job of teaching them the science and practice of farming. In the execution of this task, vocational teachers get very close to their students. This gives the teacher a real opportunity.

The tangible accomplishments which the student can make, under the guidance of vocational training, give him confidence in other things which the teacher may try. With this in mind, there is a considerable number of those which he can be connected with his confidence to encourage those young farmers to improve their understanding and to farm habits.

In nearly twenty years these criticisms are unfortunately so apt that little is left to be said. The criteria when written were completely modern and needed changing only in the light of advances in methodological. The number of studies has quintupled in the period that has intervened. Quality one progress has been distinct. Qualitatively we need careful re-examination.

In the more recent "Summaries of Studies" one finds that the earlier criticisms are thoroughly inappropriate. In the latest summary, published in 1954, there are 156 studies of which 85 percent have been completed as part of a degree requirement. In the summaries covering the years 1946 through 1952, 503 studies were completed and summarized and nearly 90 percent of them are 'degree' studies.

In the summaries published in 1954, 10 percent were limited in scope and duration. It is only at the risk of impairing the individual

(Continued on page 193)
Let's take stock of our situation
Through the use of standards in education
M. S. ROGERS, Teacher Education, East Tennessee State Teachers College

DOES the average vocational educator ever consider objectives and solution as being inseparable? Individual teachers are likely to suffer when they are torn asunder individually or collectively. Too often we think of objectives in terms of strictly technical agriculture.

Agricultural education is a branch of vocational education, not of agriculture; even though it must meet upon agronomic substrata to accomplish its purpose. Education has to do with inducing growth and change in man. That is one and the only purpose for which our schools exist.

The vocational education system faces a difficult task since education in and for a democratic society calls for the expenditure of so much money, time, and energy of so many people, challenges the interests and support of so many parents and others, and is expected to be responsible to so many individuals, and influences the welfare of democracy.

An adequate statement of guiding principles for vocational education should recognize:
1. Consideration of philosophy and objectives.
2. Pupil population and school community.
3. Educational program, including:
   a. Curriculum and course of study.
   b. Pupil activities.
   c. Instructional materials.
   d. Vocational guidance.
   e. Instruction.
   f. Departmental facilities.
   g. Department staff.
   h. Administration.

It is essential for each department to have a carefully formulated agricultural-educational philosophy. The stated philosophy should be associated with and be made specific in a statement of objectives. Without such a statement of objectives growing out of a sound educational philosophy, a department of vocational agriculture runs a dismal life.

The local community, with other help, supports the department of vocational agriculture for the benefit of the boys and young men in the area which the department serves. The vocational agriculture teacher should know the distinctive characteristics and needs of the people of the school community, particularly those of the boys in his charges.

Such a statement of objectives may be listed as the following:
1. The types of pupils.
2. Their types of farming interests.
3. Their tendencies and prejudices.
4. Their abilities.
5. Their racial characteristics.
6. Their hopes and prospects regarding the future.
7. Their customs and habits.
8. The similarities and differences of groups within our community are different from those of other communities.

Educational program is the most important and difficult phase of the secondary school to evaluate. It must be emphasized that education is concerned with more than the accumulation of knowledge, the development of skills, and the improvement of understanding. The evaluation of an agricultural-educational program should be geared to the goals of the school; that is to say, it may be assessed in terms of at least six principal elements enumerated above: philosophy and course of study, pupil activities, instructional materials, vocational guidance, instruction, and outcomes.

These are interrelated parts of a whole and should not be evaluated independently of one another.

The philosophy may be defined as all the experiences which pupils have while under the direction of the vocational agriculture department; thus defined it includes both classroom and out-of-classroom activities. All such activities should therefore promote the needs and welfare of the individuals and society.

Courses of study may be defined as that part of the curriculum which is organized for classroom use in conjunction with the boy’s supervised farming program. They suggest content, procedures, aids, and materials for the pupil’s use and guidance of teachers and pupils. Thus considered they constitute only part of the individual pupil’s curriculum. Because changes are universal, constant adaptation and development of the curriculum is necessary.

There can be no right dividing line, educationally, between the usual classroom activities and those referred to as “extracurricular activities” which commonly permit more freedom and are more largely initiated by the pupils themselves and directed by the pupils themselves.

There is need for pupil participation and expression in experiences which are more nearly like on-the-job and daily work experiences than are the usual many cases, classroom procedures. In other words, the development of the teacher-agriculture teacher should consider:

* * *

"There may be a curriculum difficulty," (164)

EVALUATION OF THE EFFECTIVENESS OF INSTRUCTION
ROY TABE, Teacher Education, University of Kentucky

A primary function of the teacher’s evaluation is to guide the student in evaluating his own performance. What he can do well must be recognized.

The teacher must realize that it is sometimes necessary to evaluate the student’s achievements. He must realize that the student has acquired some of the intended achievements. It is desirable that the teacher have a standard of achievement to use in judging the extent to which the student has learned. The standard should be based upon the intended learning or the intended learning. The teacher should be able to judge the progress of each student toward that goal. As students very often learn very widely in the ability to learn, a good teacher will have different attainment levels for different students. Each student of the evaluation of the instruction in a class, the teacher appraises the learning of each student and compares the goal for that student.

Evaluation Should Be Continuous
In order for a teacher to contribute most to the effectiveness of instruction, it must be carried on continuously along with the instruction. The teacher must evaluate instruction in order to make the instruction better. Evaluation in order to make the instruction better. Continuous evaluation is necessary in order to make the instruction better. Continuous evaluation is necessary in order to make the instruction better. Continuous evaluation is necessary in order to make the instruction better. Continuous evaluation is necessary in order to make the instruction better.
A good teacher must respect his student as a unique individual, give him every possible encouragement, and be ready to accept the student’s failure. He must always keep in mind the student’s potential for growth and development. The teacher must also be aware of the student’s personal and emotional needs. He must be willing to listen to the student and to help him understand his own feelings and decisions. The teacher must also be able to communicate effectively with the student, using positive reinforcement and praise to motivate the student to work harder and achieve his goals.

Student Self Evaluation

Often one’s own knowledge of the results is necessary for his learning; one must be able to know whether he has understood and wherein he has not achieved. Results of grades provides the awareness of success or failure. Practice is usually found in evaluation; one knows the results of his efforts.

A student evaluates his achievement in terms of the goals he has set for himself and the goals his teacher has set for him. The goal of the teacher is to help the student develop his potential to the fullest. The goal of the student is to achieve his goals. The goal of the student is to achieve his goals. The goal of the student is to achieve his goals.

Procedure for Evaluating Instruction

A skilled teacher must have effective and usable procedures for evaluating his instruction and student progress. Good evaluation procedures have none of the following features. The procedures should:

1. Do a reasonably accurate job of estimating the extent or degree of the achievement of each student.
2. Be simple to use.
3. Fit in naturally with the instruction.
4. Require little time of the teacher or student.
5. Be used continually during the instruction.
6. Be used continually during the instruction.
7. Cause the student to do self-evaluation.
8. Not hamper the giving of instruction.

Evaluation of Results

The student’s understanding of what the results actually were has much to do with his enthusiasm for continuing to use the techniques.

The AGRICULTURAL EDUCATION MAGAZINE, May, 1974

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Improved service through evaluation

There are several parts of a VPA program to examine individually as well as collectively.

DUANE M. HOLLEN, VPA Instructor, Auburn, Nebraska

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Day Class Program

1. All of the non-agricultural students in the program have been in selected in a random manner. When the program is evaluated, the students will be interviewed by the instructors.
2. Do this. The program is evaluated by the teachers and the students.
3. In the course content organized by the instructors.
4. The instructors are observed by the teachers.
5. Are the students involved in any way?

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Are you and your associates planning to use the program in your classroom?

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Are you a farm family who has been included in the list of farm families?

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Do the farming programs for the students reflect a trend toward establishment in farming?

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(Continued on Page 240)
Our advisory council has helped us

Assistance in evaluating the state program was obtained

WARRIEN G. WIEBER, Supervisor, Ohio

In Part I of this series, we discussed the use of a State Advisory Council and the organization and operation of the Council was reviewed. In addition, the problems and suggestions that have received the most attention were listed.

However, the very important question of how the Advisory Council helps is not covered in this series. This is done by relating what we did about the suggestions and recommendations received.

About five years ago we asked for help from the Advisory Council in the state office, in both administrative and supervisory areas. After putting our program and procedures to the Council, we received numerous suggestions, as we expected, and we thought we should put many of them into operation.

1. This state office should keep school advisors adequately informed regarding the objectives of the program, as well as policies and procedures. As a result we have—
   a. Sent a minimum of two letters per year directly to administrators. These discussed problems, asked for suggestions for improvement, administrative changes, and gave full information on required publications and publications when available.
   b. Prepared a newsletter or handbook entitled "The Ohio Plan of Agricultural Education for Supervisors and Teachers." Copies were sent to all teachers of Vocational Agriculture.
   c. A 50 per cent increase in payments to teachers of Vocational Education.
   d. Suggest to supervisors that non-vocational agriculture teachers who teach a very small part of the curriculum be kept to a minimum so as to give opportunity for more work with Young and Adult Farmers.
   e. Refrain from approving new full-time departments with potential enrollments under twenty-five. Encourage full-time departments with extremely low enrollments to cooperate with another school on a half-time basis.
   f. Encourage teachers to serve boys from part-time farms, provided that it does not enroil the program for full-time boys.

In summary, two Ohio award winners, Wayne Vogel, 1952 Star Farmer of America, and Robert Lawyer, 1945 Regional Star Farmer, saw part-time farms, and both are now farming full-time.

3. In addition to changes in administrative procedure and the small enrollment problem, consideration was given to other areas of the program.

The Council has recommended the elimination of all welfare workers from the departments with a substantial number of potential students, even though it has resulted in a considerable reduction in the rate of enrollment.

With the support of the Advisory Council, departments with a program that is considered substandard have been placed on probation for one year with continued approval to be determined by the extent of improvement shown. Approval has been withdrawn from several departments.

Administrative groups have given attention to teacher recruitment, and a brochure entitled "A Feature Plan for You...Teaching Vocational Agriculture" has been prepared and distributed by the Teacher Training Department.

Subsidies have been placed on the value of a good summer program. As a result, most local Boards of Education are starting the teacher's salary hourly instead of semi-monthly in connection with the salary schedule in operation.

The advantages and disadvantages of the integration of farm shop was sent to supervisors with the suggestion that they may wish to consider the advisability of this plan.

Consideration of the question "Is the FFA Program too comprehensive?" was included in the report of the present program. However, it was recommended that the FFA Program of Chapters with limited programs encourage more Future Farmers to participate in FFA activities. Advisers of Chapters with comprehensive programs were not encouraged to extend their programs.

You could well ask, 'Couldn't these changes have been made without an Advisory Council?' "Wouldn't you have made them anyway?" Most as...
Studies in progress in agricultural education

Reported for the year ending May, 1954.

NORTH ATLANTIC REGION


BARKS, Lloyd D.—"The Relationship Between Work Received from Former Students and Their Experien-


LOWE, Albert L.—"A Study to Determine How the Agricultural Program in High School May Be Improved so as to Be Rejuvenated to Meet the Needs of Youth in the Community." Thesis, M.S., Cornell University.


MAY, Joseph E.—"The History and Development of West Virginia Vocational Education Conference." Thesis, M.S., West Virginia University.


MCCLAY, Darrell M.—"Physical Plant and Equipment in the Vocational Agriculture Departments of the Pennsylvania State University, the Penn State College, and the Penn State College of Education." Report of a staff study, The Pennsylvania State University.


REID, Gordon F.—"An Approach to Suggest an Organization for the All-County Agricultural Extension Worker in His Work in Developing Agri-


CHIASE, Guido—"A Study of the Quality of Textbooks Used in Reference to Their Efficiency as a Source of Information." Thesis, M.Ed., Cornell University.

(Continued on Page 254)
The response of experienced teachers concerning the value of college courses completed

JOE P. BAIL, Teacher Educators, West Virginia University

There was a constantly changing picture in agriculture that has brought advances in education to colleges and universities. The Agricultural Teacher Knowledge (ATK) is not too advanced or otherwise. Perhaps some new idea or innovation, with new knowledge of existing philosophies is constantly in the field of agriculture. The Vocational Agriculture Teacher is unique in every college and university and practical and formal of agriculture. The curriculum for the training of the Agricultural Teacher and the questions of the teacher training institution, together with assistance and questions that it serves, to formulate the curriculum to meet the various needs and diverse interests.

Course Evaluation
In an effort to evaluate courses taken on the undergraduate level, a survey was sent to all Ag education students in the Vocational Agriculture teachers in the State. They were asked to indicate, in accordance with the following statements in mind, the extent to which a course is helpful in teaching vocational agriculture. There were three main questions: highest; most essential; Average—valuable; 1. Lowest; 2. Not essential; 3. Least essential.

In the final group of courses, special emphasis on speech and English was given to the students who indicated most essential for vocational agriculture teachers. Although these results were good.

Theodore: For June ... The Summer Program

For the summer time plan for the summer time to write an article on the needs of the students in addition to helping others you can improve yourself professionally by writing these needs. This is a complete solution to a problem. The summer time program provides a good representation to obtain a picture to illustrate your story. For the future, your experiences in the future.

The course work in agricultural education with emphasis on student teaching and college staff and college faculty and college staff, the learning in the Summer Program could take place on the undergraduate level.

The course work will be a good job of teaching and teaching in agricultural education would be done.

In the summer, the teachers were employed in the course work. The students and college faculty who work in agricultural education with emphasis on student teaching and college staff and college faculty will be employed in the field.
Some professional characteristics of the Vo-Ag teacher*  

The vocational agriculture teachers of Virginia: their training, experience, professional improvement and salary status

OVERTON & J. JOHNSON, Graduate Assistants, Cornell University

With recent emphasis upon the educational preparation and professional improvement of teachers, it has been a trend toward extending the formal educational preparation of teachers. Overton and Johnson, reporting the State Board of Vocational Education of the State of Virginia, note that the vocational agriculture teachers, for the years 1928-29, have an average of 17.6 years of formal education, including 4.3 years of higher education. However, the trend toward increasing the years of formal education has had little or no effect on the professional preparation of teachers, as indicated by the fact that a majority of the teachers have completed 12 or more years of formal education, but have had little professional preparation. The teachers have a median of 6.3 years of professional preparation, and a range of 0 to 16 years of professional preparation. This indicates that there is a wide variation in the amount of professional preparation among the teachers.

The vocational agriculture teachers of Virginia are divided into two groups: those who have completed a four-year college degree and those who have completed a two-year junior college degree. The teachers with the four-year college degree have received their professional preparation at the undergraduate level, while the teachers with the two-year junior college degree have received their professional preparation at the graduate level. The teachers with the four-year college degree have a median of 8.5 years of professional preparation, while the teachers with the two-year junior college degree have a median of 4.5 years of professional preparation.

The teachers in Virginia are divided into two groups: those who have completed a four-year college degree and those who have completed a two-year junior college degree. The teachers with the four-year college degree have received their professional preparation at the undergraduate level, while the teachers with the two-year junior college degree have received their professional preparation at the graduate level. The teachers with the four-year college degree have a median of 8.5 years of professional preparation, while the teachers with the two-year junior college degree have a median of 4.5 years of professional preparation.

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*Based on a study completed in partial fulfillment of the requirement for the degree of Science degree, Cornell University, 1952.

The services of Virginia State College teachers are utilized by the teachers to obtain professional improvement more than the services of any other institution. However, almost half of the teachers have sought professional improvement in other states, most professional improvement is obtained in Virginia. The majority of the teachers have had professional improvement in the form of in-service seminars and short-term courses. However, there is a trend toward increasing the use of long-term courses for professional improvement.

The factors which have motivated teachers to seek professional improvement include the desire to improve their teaching methods, the desire to learn new techniques, and the desire to improve their knowledge of the subject matter. The teachers have stated that the most important factor in obtaining professional improvement is the desire to improve their teaching methods.
The comparison of leaders and non-leaders in three rural Minnesota high schools

EDWARD W. HASSINGER and A. NEILIAM NEARING

The purpose of this study is to determine some of the factors that may be associated with leadership in rural high schools. It must be emphasized that this is a preliminary study and definitive conclusions cannot be expected. The objective is to gain some insight into the problem of leadership in small high schools in order that fruitful hypotheses may be formulated.

High schools in three neighboring counties in southern Minnesota were selected for this study. These towns were farm centers in an area of 40 miles radius. The towns had good communication facilities. In the spring of 1941 the school principals were given questionnaires to the students in grades nine through 12. In School A, 76 students were interviewed; School B, 36 students; and School C, 127 students. For this study leaders and non-leaders were defined as those students who received five or more choices in response to the question, (a) "Who is the outstanding student in your school?" and (b) do you consider the outstanding student; and (c) "What do you consider the outstanding leader; and (d) do you consider the outstanding leader.

Comparison Made

In analyzing the data, an attempt was made to indicate how leaders were compared with other members of the group who were termed non-leaders. The non-leaders included the great bulk of the students in the school and consisted of the students of the three, five, and two leaders were identified, two boys and three girls.

Table I. The Number of Choices and Grades in School of Each of the Twenty-six Student Leaders in Three Minnesota High Schools

<table>
<thead>
<tr>
<th>School A</th>
<th>School B</th>
<th>School C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys: 58</td>
<td>12</td>
<td>59</td>
</tr>
<tr>
<td>52</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Girls: 17</td>
<td>21</td>
<td>12</td>
</tr>
<tr>
<td>14</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>12</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>12</td>
<td>6</td>
<td>9</td>
</tr>
</tbody>
</table>

Table II. Residence Leaders and Non-Leaders in Three Minnesota High Schools

<table>
<thead>
<tr>
<th>Boys: Farm</th>
<th>Town</th>
<th>Rural Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>63</td>
<td>46</td>
<td>110</td>
</tr>
<tr>
<td>62</td>
<td>40</td>
<td>102</td>
</tr>
<tr>
<td>100</td>
<td>100</td>
<td>200</td>
</tr>
</tbody>
</table>

Table II shows that one of the boys was an overwhelming favorite receiving 58 choices, while the other boy was selected by 57. Among the girls the choices were rather evenly distributed, being 14, 16, and 17 for the three, there were seven choices among the girls. Among the boys, three choices were in School B, two boys and five girls. Again in School C, the boys received an over Whelming number of choices, 59, while the other boy received six. Among the girls, the one named as a leader of School C was chosen by 21 students. This school shows the most variance in leadership, as indicated by the number of choices received by the leaders.

The community in which the leaders reside is not an important factor in the leadership group. Students from both farms and small towns were equally distributed in this study. The comparison of the residence of leaders and non-leaders is summarized in Table III. The leaders in each of these schools are almost equally distributed among the leaders in each of these schools.

Four directions in which we believe the non-leaders are creditable job in our communities, we will continue to see expansion in this area.

Comprehensive Programs

Better faculty programs to give teachers department will make it possible to provide for more comprehensive programs to develop. The potential for expansion in this area is less than the other two areas.

Comparative Analysis

We are seeing a steady growth in these three rural areas in the number of secondary school districts.

Table III. Age and Sex of Students in Three Minnesota High Schools

<table>
<thead>
<tr>
<th>Age Group</th>
<th>School A</th>
<th>School B</th>
<th>School C</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-20</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>21-24</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>25-28</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>29-32</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>33-36</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

Age and sex of non-leaders for both socio-economic status and participation are indicated in Table IV. The non-leaders are represented by asterisks. On Figure 1, the percentage of those chosen as leaders increased with age. This is not true of leaders participated in more high school activities than non-leaders. The only individual who did not make their list fell just below. It may be noted also that those chosen as leaders participated in more high school activities than non-leaders. All the leaders had more than five choices set up for this study. It appears that in these rural areas, the average number of choices set up for this study. It appears that in these rural areas, the average number of choices set up for this study.

Relation to Educational Attainments

The educational attainments of the school are indicated in Table IV. The picture is not quite as clear as in Figure 1. It can be seen from this that the socio-economic status of the students and that these three groups are at about the average. Therefore, it may be said that in the situations was studied, the socio-economic status of leaders was not clearly different from that of the group. The leaders scored fall both above and below the mean of their school mates.

It is important to realize in this connection that participation was no more important factor in the school, the non-leaders scored fall both above and below the mean of their school mates.

The comparison of leaders and non-leaders in three rural Minnesota high schools.
The wife of a Vo-Ag teacher

Appraisal of the responsibilities, opportunities and the importance of the too-often-overlooked partner in the life and work of the Vo-Ag instructor

BILL LONSH, Journalism Major, California State Polytechnic College

UNDOMAINANDING and encourage- ing your wife to achieve a successful partnership between an Ag teacher and his wife can be the key to a successful teaching career of a three-decade Vo-Ag teacher, in a city where there are no other teaching couples and their helpmates at California State Polytechnic College, San Luis Obispo.

As an Ag teacher’s wife, Mrs. Krisl mindful of the fact that many of her classmates and acquaintances alike, can be a judicious person, writing in a spirited, personal letter to an elderly gentleman, one of the living persons who had an influence, but not an exact appointment with the stock. She found herself to be not only the doer of the middle of the high school but “clear headed in a cloudy” to the Western Livestock Show. Thanks to her contributions of mind, body and soul, the activities was much in high school, and her own. Mrs. Krisl, a single and loyal to its demands was running in a parade when her small daughter saw the edge of the parade. The parade was to graduate the hopes of the best and of the important school bond issue.

"Indeed," says Mrs. Krisl, “the Ag teacher is not only the best husband, the best student that he can afford and the best brother that he can afford. He is a partner in the social, emotional and physical relationship that is so important to the success of his students.”

The relationship is in the city, large or small, personal contacts are less. If in a town or rural area, personal contacts will be more immediate. Mrs. Ag Teacher may be expected to organize a school garden, a club, and a farm group, to be important to know how to farm various organizations and what functions they serve.

Mrs. Krisl believes the small community is best for her, as well as to their children, whose one is of the twelve teachers of being an Ag teacher’s wife.”

Vo-Ag has helped
former students in non-farm occupations

Former students in North Carolina give credit to instruction in Vo-Ag for assistance in many occupations

ROY H. THOMAS, Supervisor, North Carolina

We know that the teaching of voca- tional education in North Carolina is helpful to persons who are engaged in the county by helping them to become more effective and productive members of the labor force of these counties. But what about the non-farm occupations? Although 100 high school students are now engaged in occupations other than farming? The teaching of voca- tional education in the county is helpful to them in their present occupa- tional status in their non-farm occupations.

There are many different occupations of former students of vocational agriculture who are now engaged in occupations other than farming and who are helped to them by their present occupation, according to a study of former high school vocational agriculture students.

A credit loan manager commented: “I consider my four years of vocational agriculture invaluable. It gave me an appreciation of scientific farming.”

The study reveals that 75 percent of the 100 vocational agriculture students who studied agriculture during the ten year period are now engaged in non-farm occupations. The study reveals that 75 percent of the 100 vocational agriculture students who studied agriculture during the ten year period are now engaged in non-farm occupations. The study reveals that 75 percent of the 100 vocational agriculture students who studied agriculture during the ten year period are now engaged in non-farm occupations.

According to the findings of the study of the students of a five-year period, the students who studied agriculture during the ten year period are now engaged in non-farm occupations. The students who studied agriculture during the ten year period are now engaged in non-farm occupations. The students who studied agriculture during the ten year period are now engaged in non-farm occupations.

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Selecting reading material for our students

How much attention do you give to your reading assignments?
You will find here some helpful advice and suggestions.

HOWARD CHRISTENSEN, Ye-Ge Instructor, Bovina, Texas

Bulletin More Readeable

It was found that the bulletins published by the States were, on the whole, easier read than the USDA publications. Eighty percent of the 11th and 10th grade readers and 99% were suitable for high school. A comparison was made between the difficulty of the bulletins published by the Experiment Station as compared with those published by the Extension Service. It was found that the Extension Service bulletins were more difficult to read than the bulletins published by the Experiment Station.

This would indicate for most States the importance of the sketchbook or the brief presentation, in the elementary grades, in which the writer probably determines the reading difficulty of the bulletins rather than the service which published it.

Most of the USDA Farmers bulletins are suitable for the grades 11 and 12 while Leaflets and Miscellaneous publications were found to be suitable for most of the 9th and 10th grade readers. On the whole it was found that Technical bulletins and circulars are too difficult for high school students.

How to Select

How can the vocational agriculture teacher judge reading material?
The teacher should examine the reading materials to be used to select the books and materials for his students. Practically all reading forms of reading difficulty. If the difficulty of the material is too great the teacher will be unable to teach the subject. If the difficulty of the material is too small the teacher will be unable to hold the interest of the pupils.

Roberts Elected Chairman of Sponsoring Committee

WILLIAM A. ROBERTS, Chairman of All-Iowa Mensa

Iowa, Minneapolis, Wis was named by the Sponsoring

Committee as chairman of the Sponsoring

Committee.

The Sponsoring Committee, created by the Foundation, is

comprised of: A.A.A. and C.I.

Priests of Farm Management and Industrial Relations in Farming:

The Parms of Farm Business and In-


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SUCCESSFUL DAIYING by C. R. Knowl, 1st edition, op. 38, illus-


SURFACER DAIYING by C. R. Knowl, 1st edition, op. 38, illus-


SALOME GOES TO THE FAIR by A. A. culler, 1st edition, op. 35, illus-


SALOME GOES TO THE FAIR by Culler, A. A., 1st edition, op. 35, illus-


TEACHING VOCATIONAL AGRICULTURE by F. M. Jurgenson, 1st edi-


The particular addition to the McGraw-Hill Rural Activities Series has been widely used for teaching the students in vocational agriculture courses. The book covers a broad range of topics that interest students of rural and agricultural education, including the work of the Extension Service, the preparation of meat, and the operation and management of dairy farms. It also includes information on the care of livestock, the operation of farm equipment, and the management of small farms. The book is a valuable resource for students and teachers of vocational agriculture.
Stories In Pictures

An annual feature of the Veterans Farm Training class at the Antigo Vocational School, Antigo, Wis., is the short course in Farm Shop. This is conducted during the Christmas recess while the day classes are on vacation. The men shown in the pictures are part of the 55 veterans enrolled this year. They are removing cut from sows and adding feed season. The 45 hours of shop work includes the contents, work in welding, tool fitting, woodworking and farm machinery. Instructors are Fred Witherow, Walter Schultz, and Bernard Kolbus. [Photos by Bernard Kolbus.]

Featuring
The Summer Program

A Young Farmer's home shop. Illustrated here are practices of shop organization and arrangement which were learned in shop classes. [Photo submitted by H. F. Smalley.] Members of the Past State FFA Officers Club of West Virginia and their families are shown on the camp grounds of the state-wide FFA-I.H.A. Camp at their annual picnic held in 1952.

Members of the Wisconsin Agricultural Triennial Club hold their Annual Meeting at Madison during the Summer Conference in June. After enjoying a delicious meal dinner at the Top Hat Restaurant, the group was addressed by Dr. H. D. Herrmann, who commented on the effect of taxes in textbooks upon the success of the program in the state. To qualify for membership in the Agricultural Triennial must have completed twenty successful years of service. There are now sixty members whose years of service total 1,279 years. [Photo courtesy of John Kielbach.]