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

"DEMONSTATION OF DEMONING WITH ELECTRIC SHEARERS" Warren Dunbar, Lawrenceburg, Kentucky Camera: 4" x 5" Rolleiflex Film: Panatomic X, Type B Exposure: 1/125 sec. at F22

FIRST PLACE

"MY FUTURE" John H. Klappich, Waukesha, Wisconsin Camera: Speed Graphic 4" x 5" Exposure: Lens. Opening F/22; one press 25 Shutter Speed 1/100, for fill in


"TERRACE LAYOUT" H. W. Wolten, Kearney, Nebraska Camera: Kodak No. 1 Brownie Film: Ansco Panachrome A7 Exposure: F/11 at 1/100 second

"HORSEPLAY" H. W. Wolten, Kearney, Nebraska Camera: Kodak No. 1 Brownie Film: Ansco Panachrome A7 Exposure: F/11 at 1/100 sec.

Featuring
Visual and Audio Aids in Teaching
Contents

Editorials

Contests in Vo-Ag

Is the tail wagging the dog? This expression was heard many times during the recent Western Regional Conference of State Supervisors and Teacher Trainers.

It was the general consensus of opinion that, in many cases, too much emphasis was being put on contests of various types and extracurricular activities in connection with the present-day vocational agriculture program.

It was the opinion of the group that these activities had considerable educational value, however it was felt that the pendulum had swung too far in that direction.

In order to arrive at some sort of a decision and to make recommendations regarding these activities, four basic questions were listed and each activity was considered in light of which were:

1. Is it educational and an aid to teaching?
2. Will it take excessive time over and above the instructional program and in relation to its educational value?
3. Are excessive amounts of money or awards attached to the contest?
4. How many students are involved?

With these four basic questions in mind, the conference considered twenty activities which they felt were most common in the states. Recommendations for or against participation in these activities were made on four levels, namely—National, State, District, and Local. Most of the activities received a "yes" recommendation on the local level. As the thinking became clearer on the national level, more "no's" were noted. In fact the only "yes's" received on the national level were public speaking and talent night.

Our purpose in Vo-Ag

The "Smith-Hughes Act" of 1917 states, "The controlling purpose of such education shall be to fit for useful employment; that such education shall be of such character and designed to meet the needs of persons over fourteen years of age who have entered upon or are preparing to enter upon the work of the farm or of the farm home... that such schools shall provide for directed or supervised practice in agriculture, either on a farm provided by the school or other farm, for at least six months per year..." 1

1 Public Law No. 847, Sixty-fourth Congress—Oct. 7, 1917, Sec. 10.

Such activities as athletics, sweetheart contests, rodeos, etc., were questioned. Summer tours were approved, if for no longer than one week. Activities such as judging contests, leadership training, fairs, and shows were recommended to stop at the state level.

Chapter contests were accepted only if on a Master Chapter basis. The conference went on record as approving the National Educational Programs as long as they were handled by the FFA members.

This definitely indicates that the group was desirous of keeping the program on the local level. Possibly this could be accomplished if multiple teacher departments were more numerous; however this was not considered.

All indications point to the thinking of the group was in line with that of most local superintendents of schools. They may, in some instances, differ considerably in justifying to their local boards of education and communities, the time and expense of a national trip.

It is the opinion of the writer that the vocational agriculture instructors are doing the best job that has ever been done. This is because they are better trained and have available to them more teacher aids such as specialists, bulletin, radio, and magazines. Television is becoming quite a factor in these aids, also. A large percentage of instructors are taking advantage of conferences, short courses, and summer meetings. However, with the added emphasis on contests and other "extras," there is not enough time for the instructors to do the job they were hired to do on the local level.

Surveys show that instructors now put in from 50-70 hours a week on their programs, which is a most enviable record but one which calls for scrutiny of how the time is spent.

changes in people, not in agriculture, i.e. it is to be education, not a service station.

5. The education must be based upon the needs of the student.

6. There must be learning by doing.

7. Six months of supervised practical work is only the minimum.

Many of you agree that the Smith-Hughes Act means that, but you feel that it should not. You feel that these changes should be definitely vocational.

2. Vocational agriculture must be definitely vocational.

3. Young and adult farmers and farm women must be included.

4. Vocational agriculture must be made desirable.
The influence of color on the attractiveness of agricultural leaflets

J. STANLEY, AHMANN, School of Education, Cornell University
MARYIN G. DLOCK, School of Education, Cornell University
V. R. STEPHEN, Extension Teaching and Information, Cornell University

The Problem

These somewhat fragmentary results clearly do not answer all of the color problems of the vocational agriculture instructor as he designs posters or temper the conservation of a display. How do they answer the problems posed by agriculturalists such as the members of the Department of Extension Teaching and Information of the New York State College of Agriculture at Cornell University, under whose direction leaflets and bulletin papers are mailed to farmers? The Department is aware that the assignment for the farmer is time consuming. Leaflets must possess enough interest to appeal to the recipient. They must be busy or perhaps indifferent as he might be, notice them and possibly read them today.

This pilot study here described was conducted in cooperation with the Department of Extension Teaching and Information in an attempt to gain some limited information concerning the effects of different colors on the attractiveness of leaflets.

For this purpose a leaflet entitled "For Your Farm" was used. Fifteen different colored leaflets were based on information obtained from a study by A. A. Johnson, Dean of the College of Agriculture at Cornell University. Furthermore, it had not been distributed in a circulated prior to this study.

Experimental Procedure

The experimental procedure was confined to the simple series of investigations. In a given series of leaflets, similes in color, except color, must appeal to the color. In an attempt to find no significant subjects for the experiments which work tended to be similar to the type of procedure. Two normally occurring topics of the leaflets, individuals visiting Cornell University during the annual Vegetable Home Week held in March 1933 could be considered in the study.

The leaflet was a single page, 8 by 11 inches, printed in both sides. It was folded twice and thereby reduced from 8 by 11 inches to 8 by 3 1/2 inch. Of the one page that was exposed, 6 inches above the fold and 3 inches below the fold were exposed to an area of leaflets of all subjects, when classified on the basis of occupationally shown, are listed in Table 1.

The hypothesis that farmers do not have a concept of preconception in their color preference with respect to the leaflet was not tested in any way as it was expected. The small number of participants making color judgments made it necessary to combine all colors except green, then comparing the with those of the original color. The leaflet was in print in five different colors: green on white, red on white, yellow on white, orange on white, and black on white. The following Lewis Roberts planting grids were tried on white stock:

- Green: 100 cards, 100 white: 100 cards, 100 white
- Black: 1200 cards, 100 white: 100 cards, 100 white
- Yellow: 900 cards, 100 white: 100 cards, 100 white
- Orange: 1100 cards, 100 white: 100 cards, 100 white
- Red: 1500 cards, 100 white: 100 cards, 100 white

The summer time is ideal for teachers in garden plants for pressing and seed sowing. It is also an opportunity for taking photographs of plants during the season and to acquire some of the most attractive colors to be found in a landscape.

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Preparation and use of pictures

Some common faults are identified

Preparation

There is one other mechanical setting to make to your camera before exposure or your finished product will cause you a field of disappoint. This setting we call focusing. As you will observe, your camera has a mechanical device which is graduated in feet. Cameras equipped with coupled range finders move the lens in or out when the operator is focusing; however, some cameras do not have this mechanical advantage and the only sure way to determine the distance your camera is from the subject is by measuring it. A twenty-five foot steel tape will work fine for you. Never try to make a picture closer than your graduated scale calls for. The picture below illustrates good and poor focus.

Pace Emphasis Where It Belongs

Focusing the picture that you expect to use as a teaching aid is very important and should never be overlooked when selecting the negative or slides. Much too often we see pictures that have been exposed perfectly and yet somehow they fail to do the teaching job we had hoped. We wish for you to start by taking the time to study your subjects from all angles before you expose. You must observe the time of light properly and not just because of carelessness or habit. There are certain rules of simplicity that we can follow which will create a good balance in the channels of our endeavor. Every picture should have some specific point and the subject of emphasis should be in that area. This is not to say that the entire picture should be out of focus, but the details should be sharp, and the edges should be well defined. The photographer must be aware of the background and the manner in which it contributes to the theme of the picture.

Exposure and Focus

We are now ready to load your film with figures and to figure out the proper exposure for your given shot. Suppose that we are using a manual camera with a rule of thumb to remember is F.11, with a shutter speed of 1/4 second or slower. If you are using a camera with automatic exposure, you will probably want to use a shutter speed of 1/4 to 1/2 second or 1/2 second. Remember that each time you change your F-value from one figure to the next you have doubled your exposure or reduced it by half. When working with color film you must make correct exposure or the picture will be of no value. Therefore, it is very desirable to have an exposure meter to reduce all guess work. It will pay for itself in the long run. The last word regarding exposure is to know your particular film. Ask your dealer for information pertaining to the type film you are using, and follow the manufacturer's instructions.

Atmospheric conditions affect the exposure.

The effectiveness of visual instruction is affected by

Variety plus pupil participation are combined in—

Using visual aids effectively

As reported by

NATHAN H. CLARK, Instructor in Ornamental Horticulture, Essex County Agricultural School, Hahira, Massachusetts

Picture A

PREPARATION AND USE—(Continued from page 4)

When using visual aids, we sometimes need a hand for presenting charted information between certain slides or photos. In this case, we have to break the information down on the chart and then back to the filmstrip. In the winter when students are taught to propagate crops, the entire growth cycle of the crop is also discussed. They are shown benefits of plants in production. They are not aware of growth or types of plants, they must move them to the next stage of development. What is being illustrated is not the growth, but the how the growth has been made to fit this stage of development. When pictures of display or exhibit are being made, make sure that the pictures do not show anything that will draw the attention of the class away from the main subject of the slide. This slide is then used to show the growth of materials needed in addition to the class. Every teacher realizes the importance of continuity in his teaching procedure.

CHART CROP

Crop, Carnations and Silvers are combined in—

On Being Well Dressed

As reported by

MARY STEVENS, Instructor in Home Economics, Essex County Agricultural School, Hahira, Massachusetts

Figure 1

Editors' Note

The editors' note refers to the next page of the document, indicating that the next page contains the continuation of the text. The note reads, "Use these in proportion, not only to their experience, but to their capacity for experience."
Do you have difficulty in using the slide projector in teaching?

This may solve some of your problems.

WARREN DUNCAN*, Vo-Ag Teacher, Lawrenceburg, Kentucky

THE SLIDE PROJECTOR IS A VALUABLE piece of equipment for the teacher of any agriculture course if properly used. It can be a definite help to the student, but it can also be a definite problem if not used properly. In my experience, it has been the cause of many problems in the classroom. The student that does not know how to use the projector is an easy target for the teacher, who is often reluctant to spend time explaining how the equipment works. The student may become frustrated and may not be able to concentrate on the lesson. This can lead to a negative attitude towards the subject and the teacher. The use of the slide projector can be a valuable tool in the classroom, but it must be used properly to be effective. The following suggestions may help in the proper use of the slide projector.

Suggestions For Projector Setup

1. Obtain a slide projector that is in good working order. The projector should be able to project the slides clearly and without any problems.
2. Prepare the slides in advance. Make sure that each slide is clear and legible. The slides should be arranged in a logical sequence, with each slide building on the previous one.
3. Use a light source that is strong enough to project the slides clearly. The light source should be placed behind the projector to ensure that the slides are not washed out.
4. Use a screen that is large enough to project the slides clearly. The screen should be placed 8-10 feet away from the projector.
5. Use a timer to control the time that each slide is projected. The timer should be set to show the length of time that each slide should be displayed.

The Cover Picture

This picture is a representation of the slide projector. The slide projector consists of a lamp, lens, and slide holder. The lamp provides the light source, the lens projects the image onto the screen, and the slide holder holds the slide in place. The slide projector is an important tool in the classroom, and it is important to use it properly.

Local Look for Aids

As a rule, 40% of the cost of a slide is the cost of the projector. The remaining 60% is the cost of the slides. The projector is a valuable tool, but it is important to use it properly to be effective.

Prepared slides as a teaching aid

They have proved to be an advantage to

MICHAEL J. RIEDEL, Vo-Ag Instructor, Thompsonville, Ill.

As a student, I have always appreciated the use of slides as a teaching aid. I prefer the slide to the blackboard and whiteboard, and I believe that the use of slides is more effective. I have found that the use of slides is more effective in teaching and learning.

Advantages

1. The use of slides is more effective in teaching and learning. I have found that the use of slides is more effective in teaching and learning.
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4. The use of slides is more effective in teaching and learning. I have found that the use of slides is more effective in teaching and learning.

Following is a suggestion for the use of slides:

1. Use slides in the classroom to reinforce the material presented in the lecture.
2. Use slides to illustrate points that are difficult to understand from the lecture.
3. Use slides to summarize the material presented in the lecture.
4. Use slides to illustrate the use of new equipment or technology.

As a teacher, I have found that the use of slides is more effective in teaching and learning. I have found that the use of slides is more effective in teaching and learning.

*Stated by Michael J. Riedel
Are you faced with the problem of—

Filing Reference materials

DUANE L. BLAKE, Ye-Ag Instructor, Spencer, Iowa

ONE of the most difficult and time-consuming tasks that comes to the vocational agriculture instructor is getting his students to file in a useful and efficient filing system set up in the department. The task becomes a never-ending and non-rewarding one. However, if some of these details are considered, a filing system can be developed that will meet the needs of the students.

Which reference items should be filed: Books, farm magazines, bulletins, charts, sheet maps, charts, blueprints, etc., in a classified manner, makes it easier for the students to find and use the items that they need. A good file system must be set up in the beginning so that the materials can be filed in an efficient manner. The following is a list of the headings that I use in my department and how they are classified:

A. Filing Reference materials

1. Plant equipment & housing
2. Farming time
3. Soil types
4. AIP and audios for scouts
5. Lactation period
6. Feeding growing pigs
7. Chickering pigs
8. Swine diseases
9. Hog feed
10. Hog stages
11. Swine practices
12. Raising & showing pigs
13. Marketing pigs
14. Swine herd records
15. Swine production on the home farm
16. Plan for production—home farm
17. Hybrid swine
18. Beef
19. Sheep
20. Poultry
21. Dairy
22. Holstein-Friesian
23. Jersey
24. Guernsey
25. Other dairy breeds
26. Dairy cows
27. Dairy calves
28. Feeding dairy cows
29. Dairy farm
30. Dairy herd
31. Marking of dairy cattle
32. Preparing dairy cows
33. Dairy herd
34. Dairy breeds
35. Swine breeds
36. Horse breeds
37. Sheep breeds
38. Dairying
39. Milk and Dairy Conservation
40. Farm Management
41. Farming as an Occupation
42. Livestock Management
43. Farm Credit
44. Dairying a Farm
45. Crop Production
46. Crop Planning
47. Power and Machinery
48. Farm Buildings
49. Farm Labor
50. Production and Marketing
51. Dairying
52. Care and Feeding of beef cows
53. Care and Feeding of dairy cows
54. Care and Feeding of swine
55. Care and Feeding of poultry
56. Care and Feeding of swine
57. Care and Feeding of dairy cows
58. Care and Feeding of swine
59. Care and Feeding of poultry
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95. Care and Feeding of poultry
96. Care and Feeding of swine
97. Care and Feeding of dairy cows
98. Care and Feeding of swine
99. Care and Feeding of poultry
100. Care and Feeding of swine

It is important to have all of the materials available to the students and to make it easy for them to find and use the information that they need. A well-organized filing system is essential for the efficient running of a vocational agriculture department. The students should be encouraged to use the materials available to them and to develop the skills necessary to be successful in the field of agriculture.
Student Teachers—

In the interest of supervised study which is con-
ducted over the long period of time, plan your teaching methods and units so that your students have no time to sit in the classroom for more than 15 to 20 minutes for supervised study. The problem solving technique may be used for this purpose. Use different methods and you will find different results. And the correct answer will not allow students to work. They will be there

The "why" and "wherefore" of reading and answering will be as important as to the concept of the text is through those understandings and things which you might have been existing. You may find yourself doing what you have done before. In this case, try to read the text and learning. Break your ties with this method. Your student teaching is a valuable part of a normal training period. Consider your in-

Some experience in using visual aids

J. G. MUHLHOLLAND, Yo-Ag Innehmer, Matilda, Arkansas

A student teacher was overwhelmed talking to a junior student who was in-

terested in constructing some simple pictures to use in the family rec-


tention area. The student commented that she would sell all she could for 25.00. The student then commented that she was not sure how much she could make more if she cut the materials from some good "gray" pictures without his knowing about it. The stu-
dent teacher, of course, was serious, but the power of suggestion is often under-estimated. We must remember that each piece of a visual aid is a moral and legal responsibility to the teacher, professionalism, and integrity, as well as technical expertise. Remember that high school students lack the experience and educational back-

received their cooperation in what the stu-
dents have to do in the program. You will realize that your best

Making Home Farm Visits

When your students visit the farm, you as the com-
munity make it your goal to visit with each of your students and see him as your partner and how they

A.Y.A. Meets in Chicago

The largest attendance in the his-
tory of the A.Y.A. is anticipated for the meeting in Chicago, Nov. 23-27. Since the A.Y.A. is always well represented in these annual meet-
ings, it is expected to draw heavily from the rural areas of the state. It is for

A.V.A. counties. Make your plans now to attend.

Aiming for a good appreciation of the knowledge the students need to know and be prepared for in their future work. And it could easily prove to be a better setting. The point is that you can do effective teaching on the home farm. You can help that Future Farmer find numerous opportunities that are needed for all farm families whether small or large. This

Developing Yourself and Others

Take advantage of every opportunity to observe other agricultural workers and instruc-


tions in conducting classes, field trips, demonstrations, and so forth. You can

give the minimum requirements set up for your training period. Don’t be a by-stander—a
teacher—help plan and conduct all phases of the total program. You can

Prepared Slides

3. Effective teaching aids can add only after careful planning. They will add the kind of pictures needed to make the objective more appealing. The pictures of the important historical events in each lesson depend upon the number of pictures before you take them. De-

Prospective teachers (in Agricultural Education) in California have acquired some of the instructional material of the course, but the materials is Charles Cook. [in alphabetical order of their names, the authors are listed by last names only, then by first names.]

Exhibits of wood screws, screws used in a variety of ways, small boys, etc., have been attached to wooden frames by association.

A miniature model of a real-farm corn crib. A model of this type is used in the demonstration of the essentials of the corn crib. The model consists mainly of the essential points, the correct model picture can be obtained quickly.

4. Select a filing system for your slides.
Effective instruction is affected by -

Working relationships with other high school staff members

How do you score on relationships identified here?

G. C. Carico, JR., Graduate Student, Virginia Polytechnic Institute

There is no phase of the program of vocational education in which the teacher’s surroundings are more important or more dynamic than in the area of working relationships with other people. In developing working relationships with other teachers and staff members, the teacher will find he is involved in a program which will work in all situations. The plan of action which the teacher can develop for solving his problems will be determined by the situation in which he finds himself. Training in principles, attitudes, skills, training, and other conditions must be considered carefully if desirable relations are to be maintained.

People who will not agree upon the fact that a teacher of vocational agriculture cannot function effectively if he fails to realize that he is part of the educational program in the school. There is hardly a quicker or sure way for him to commit pro- fessional suicide than to organize a program that has to fight with the administration for recognition.

The program of maintaining good working relationships between the teacher of vocational agriculture and other high school teachers is a greater problem than is often realized as a result of the teacher’s subjective and inexperienced teachers. It is not to be assumed that all teachers of vocational agriculture have a problem of working relationships with other teachers because they are not able to do an excellent job of getting along with people while some simply do not.

Relationships Are Two-Sided

It is not to be imagined that working relationships are a one-sided proposition. The teacher who is a member of an efficient school program, the teacher of vocational agriculture is not the only individual to become familiar with the objectives and problems of the school and its students.

The teacher’s work on the school site will still have ample opportunity to contribute to a general understanding of the school problems and practices on the part of others. One caution must be observed, however, it is to avoid condemning or approving one side in controversy issues.

Mr. Carico received experience in establishing good working relations at Rural High School where problems are set forth by E. M. Keith, Executive Secretary, State College, History, and Robert Copenhaver, Vocational Agriculture.

Diplomacy is needed when sides are being taken because the teacher of vocational agriculture is not alone in the classroom. He must be faced with such difficult details of the profession as busy duty, faculty meetings, and P.T.A. meetings. While being willing to accept a fair share of the load, he should be ready to assume administrative duties which seriously interfere with his program. In some instances attendance at such meetings is an administrative requirement for the teacher of vocational agriculture. He will be faced with such technical details of the profession as bus duty, faculty meetings, and P.T.A. meetings. While being willing to accept a fair share of the load, he should be ready to assume administrative duties which seriously interfere with his program. In some instances attendance at such meetings is an administrative requirement for the teacher of vocational agriculture. He will be faced with such technical details of the profession as bus duty, faculty meetings, and P.T.A. meetings. While being willing to accept a fair share of the load, he should be ready to assume administrative duties which seriously interfere with his program. In some instances attendance at such meetings is an administrative requirement for the teacher of vocational agriculture. He will be faced with such technical details of the profession as bus duty, faculty meetings, and P.T.A. meetings. While being willing to accept a fair share of the load, he should be ready to assume administrative duties which seriously interfere with his program. In some instances attendance at such meetings is an administrative requirement for the teacher of vocational agriculture. He will be faced with such technical details of the profession as bus duty, faculty meetings, and P.T.A. meetings. While being willing to accept a fair share of the load, he should be ready to assume administrative duties which seriously interfere with his program. In some instances attendance at such meetings is an administrative requirement for the teacher of vocational agriculture. He will be faced with such technical details of the profession as bus duty, faculty meetings, and P.T.A. meetings. While being willing to accept a fair share of the load, he should be ready to assume administrative duties which seriously interfere with his program. In some instances attendance at such meetings is an administrative requirement for the teacher of vocational agriculture. He will be faced with such technical details of the profession as bus duty, faculty meetings, and P.T.A. meetings. While being willing to accept a fair share of the load, he should be ready to assume administrative duties which seriously interfere with his program. In some instances attendance at such meetings is an administrative requirement for the teacher of vocational agriculture. He will be faced with such technical details of the profession as bus duty, faculty meetings, and P.T.A. meetings. While being willing to accept a fair share of the load, he should be ready to assume administrative duties which seriously interfere with his program.
The community is your "school farm"

Some "pro's" and "con's" advanced by

EDWARD M. JUERGENS, Teacher, University of California

THE ROLE of a school farm, perhaps been misused, is not always recognized by other than a few individuals. Little attention should be given to these ideas as to what constitutes a school farm and the degree to which it should be operated. A school farm should be supplied, in a manner, with the question of how they should be utilized, is, in many words. It must mean economically what it implies, that is, a farm set up and operated by the school as a demonstration of educational methods, as a farm only as the home project of the student in agriculture during the school year.

The importance of having physical facilities in a vocational subject cannot be overemphasized if we are to teach the modern school child. There is a very basic as to whether Vo-Ag is vocational agriculture as it is generally known, and the very necessary vocational program of individual experience to understand the importance of the subject. Since many students do not possess adequate opportunities for obtaining the necessary training in vocational agriculture, it is natural for the school and community to want to expand such opportunities. The many cases of teacher of vocational agriculture is a very important point, whether or not his department should have a course and operate a farm. The problem in a recent one that new teachers in many places are finding it very difficult to face facts correctly in all cases before making any decision. Naturally, for example, once had to make plans to carry on the work of the department of vocational agriculture in the school this field that might be considered a school farm. At the present time we have a large number of school farms operated by the individual teacher. It is interesting to note the pressure of providing discipline, observation, and practice for students in the different grades. To meet these around 10 per cent of them have some sort of a farm located in their vicinity, from a few areas to some of a considerable size.

At first glance the idea of a school farm seems to be a natural and feasible one. The school farm is a production agriculture which has limited opportunities for further expansion, and it is very many ramifications and problems initial applications. In understanding the problem. Another solution to the problem and one that is utilized in many schools, perhaps surprisingly, is to establish and utilize the entire community as your school farm rather than set up a laboratory to meet the problem.

Factors To Consider

The extent of the discussion is not to discredit the present school farms that are operating smoothly and meeting the need in some communities. It is the intent, however, to promote better understanding of those operations by those who are operating or considering the establishment of an additional school farm in the future. With this in mind, I will review some of the values obtained by use of school farms and at the same time consider the possibilities of community resources as a means of producing the desired learning experience.

First, consider the case where a department of vocational agriculture purchases a piece of ground in a community with the idea of providing teaching and experience for the students in the department. This, of course, has been a very real problem in the past, and the idea of having a school farm probably seems like an excellent way to get the income from farming is in line with our public education. Yet if a school farm is to be valuable, by example students, it seems reasonable to expect it to show a profit.

In the primary resource for vocational education is to properly utilize people. If we wish to evaluate the effectiveness of this training it is reasonable to use it for its ability and performance as the real mode of an asset. The fact that a school farm is not, aesthetically, has healthy effects on the growth, livestock, and other-than-average-farm environment, as it has been done. Even evidence that its teachers are doing an excellent job earning their abilities to understand the process. In providing orderly and a better learning environment. A school farm is often the only opportunity for the student to gain as much of the factory operating experience as an ample use for the student's ability to develop his own or even an association of his ability to operate a school farm.

Using the Whole Community

As another way of providing demonstration teaching, one could consider the practice of utilizing the whole community, when the school is interested or about having a good school farm. The school farm can be utilized to gain further training on the farm. A school farm can be utilized to gain further training on the farm. It is not a mere place to go out and purchase the best possible tenancy and operate a school farm as a demonstration of educational methods.

If a school farm is located in a good farming area, and your goal is to get better, there is good possibility that it may return a financial profit that could sometimes be a point of iteration rather than an asset should this income be lowered. It is due to changing conditions in the crop failure, etc. An understanding

(Continued on page 68)

The Community is-

(Continued from page 58)

program students, each that when they go to a farm to view a demonstration, the farms that must earn a living for that particular student. Farms, if not operated by the student or under the guidance of their former teacher, are being exploited at will at the time of the demonstration. Many school farms overcome this by making arrangements to have the students work part-time on the farm. Many students have demonstrated through their work experience that students are not required to have a farm to get the most out of the farm. In fact, the farm can be used as a demonstration to show how well the farm is run, and it can be made highly profitable.

The agriculture department, in using community resources, can also be placed in a good job-lab situation that can often be the case when students are enrolled in the class. Thus the student gains practical experience and a better working relationship with his teacher. A school farm is not a mere place to have a demonstration of educational methods. It is a real place to go out and purchase the best possible tenancy and operate a school farm as a demonstration of educational methods.
Planning a unit of instruction

HAROLD B. CLUSHMAN


Samantha Honored

LOUIS M. SASMAN, Chief in Electrical Engineering and Education for the Wiscon-

sin Vocational and Adult Education, has been selected as a Fellow of the National Insti-
tute of Education, a unit of the U.S. Office of Education.

Samantha has taught agricultural education in Wisconsin for 25 years and has been a key figure in the National Agricultural Education Council for many years.

The National Institute of Education awards this fellowship to educators who have made significant contributions to the field of education.

Using the Field Trip

JACK B. CROCKETT


The FFA speaks for itself

DON ERICKSON, Vo-Ed Instructor, Rugby, North Dakota

I’ve had a deal with great deal of interest in the concept of “Who speaks for what or where” and, with all due respect to the authors of the article, I believe we need to look at the situation a little more closely.

The FFA program has been a valuable asset to the agricultural education programs in the state of North Dakota. It is the catalyst that can take a farm boy, bring him into contact with a competent agricultural program and student, and help him establish a farming operation.

This is an excellent example of how the FFA is benefitting many of us.

Competent Needed

So our customers know “Who speaks for what” and we’re “drifting from our original objectives.” Yes, we’re in danger of drifting from our original objectives and it’s time we all take a look at who we are.

I don’t know if the FFA has changed or if we have. It’s time we all take a look at what we’re doing.

We need competent leadership and agricultural education programs.

Vocational Agriculture existed for over 100 years, but our industry is in a state of decline.

Let’s get back to basics and start building something.

I would like to point out the General Policies and Rules and Regulations for Vocational and Agricultural Education Programs and Awards in North Dakota:

1. Activities should be those which:
   a. Motivate students in their study of agriculture and stimulate their interest in the FFA.
   b. Help prepare students for competition by giving them the skills, knowledge, and leadership abilities needed for successful participation.
   c. Be those which:
      i. Those who contribute to the realization of the needs of the agricultural and the aims and purposes of the FFA.
      ii. Those which implement the teaching program as outlined in the FFA program.
      iii. Those which implement the teaching programs of local departments of vocational education.

No contact can be made without a visit or letter.

Don Erickson

We have added many contests in our state, but we still need to do a better job in some phases of the program. We have the opportunity to learn from others. I encourage you to take advantage of this.

Samantha Honored

We have had many accomplishments in our state, but we still need to do a better job in some phases of the program. We have the opportunity to learn from others. I encourage you to take advantage of this.

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Samantha Honored
Function and activities of a Past State Officers’ Club

JOE F. BAIL, Teacher Education, West Virginia University, and Past State President

SINCE the start of the Future Farmers of America about ten years, thousands of boys and girls have served as officers of the local, district, state and national organizations. It has been the custom to annually remove a former state officer to another position, to speak to other members, and to remind them of the achievements and leadership of the youths during their term of service. The State Past Officers’ Club of West Virginia has taken its place in this effort. Within the ranks of the group are leaders in agriculture, education, industry and virtually every other field you might name. They can truly exert an influence in their own lines of activity that will stand solid for their part in developing the leadership needed in our world today.

The Community is...teachers of vocational agriculture before each action is taken. In such actions, by the state association. These actions are often the bases upon which the decisions of the community. These resources often go on to become the opinions of the teachers and thus, help to act upon the beliefs of the teacher of Voc. Ag.

Themes for Future Issues

January—Improving Facilities for Vocational Agriculture
February—Improving Professional Status
March—Improving Supervised Farming Programs
April—Administering the Program of Vocational Agriculture
May—Evaluating Programs in Vocational Agriculture
June—Making Use of Past Officers’ Club Articles appropriate to these themes still carry value even though they are more than three months in advance of publication. Illustrations improve the readability of an article.

References


The Influence of Color—(Continued from page 73)

population of all colors combined. It was found that farmers differentiated the color of their crops (x = 11.56) from nonfarmers in their color choices. When the farmers were asked to choose among all colors combined in the ratio of about 1 to 2, the nonfarmers found preferred terms for other colors in the ratio of about 2 to 1.

Table 1—Color Preferences of Farmers and Nonfarmers by Type of Farmer

<table>
<thead>
<tr>
<th>Type of Farmer</th>
<th>Nonfarmers</th>
<th>Farmers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Color</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Green</td>
<td>63.4</td>
<td>74.0</td>
</tr>
<tr>
<td>Blue</td>
<td>34.1</td>
<td>21.9</td>
</tr>
<tr>
<td>Brown</td>
<td>32.8</td>
<td>29.2</td>
</tr>
<tr>
<td>Red</td>
<td>19.8</td>
<td>18.9</td>
</tr>
<tr>
<td>White</td>
<td>23.5</td>
<td>32.1</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 2—Types of Farmers

<table>
<thead>
<tr>
<th>Type of Farmer</th>
<th>Farmers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Color</td>
<td>%</td>
</tr>
<tr>
<td>Green</td>
<td>73.5</td>
</tr>
<tr>
<td>Blue</td>
<td>17.6</td>
</tr>
<tr>
<td>Brown</td>
<td>6.9</td>
</tr>
<tr>
<td>Red</td>
<td>2.0</td>
</tr>
<tr>
<td>White</td>
<td>1.0</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The data in Table 1 obtained from the 117 farmers were then analyzed separately to note that their color choices differed considerably from that to be expected if all colors were equally preferred. If the latter condition were true, slightly more than 21 farmers would be expected to pick each color. The actual frequencies differed significantly (x² = 60.06) from those of a population in which opinions were equally distributed.

Table 2—Old-Squares Value Resulting From the Comparison of the Color Preferences of Farmers

<table>
<thead>
<tr>
<th>Color</th>
<th>Objective</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green</td>
<td>11.79</td>
<td>10.72</td>
</tr>
<tr>
<td>Blue</td>
<td>10.72</td>
<td>11.79</td>
</tr>
<tr>
<td>Brown</td>
<td>11.79</td>
<td>10.72</td>
</tr>
<tr>
<td>Red</td>
<td>10.72</td>
<td>11.79</td>
</tr>
<tr>
<td>White</td>
<td>11.79</td>
<td>10.72</td>
</tr>
<tr>
<td>Total</td>
<td>54.36</td>
<td>54.36</td>
</tr>
</tbody>
</table>

The results are summarized in Table 2.

Table 3—Types of Farmers

<table>
<thead>
<tr>
<th>Type of Farmer</th>
<th>Farmers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Color</td>
<td>%</td>
</tr>
<tr>
<td>Green</td>
<td>63.5</td>
</tr>
<tr>
<td>Blue</td>
<td>20.4</td>
</tr>
<tr>
<td>Brown</td>
<td>8.7</td>
</tr>
<tr>
<td>Red</td>
<td>1.0</td>
</tr>
<tr>
<td>White</td>
<td>6.4</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The Influence of Color—(Continued from page 73)

Secondly, the results of this research show that the color preferences of the farmers were not affected by the age of the farmer. The results indicated that the younger farmers were as likely to pick the same colors as the older farmers. This is significant because the younger farmers are presumably the future leaders of the agricultural community.

The results concluded that the data were restricted by the design itself in that the farmers who chose only, rather than ranking the colors in order of attractiveness, rated them on a scaling rule, or responding to a paired comparison method. Since three methods would very likely yield more consistent results. However, the third method parceled out the data to each farmer and insured each color was selected by every color with every other color. Since the scoring test yielded a significant chi-square value, additional tests were run on the data in which every color was indicated by a single color to eliminate the problem of colors not being given a unique color, and with all other colors combined. The results are summarized in Table 2.

The Influence of Color—(Continued from page 73)

...it seemed that one exception. The farmer on the mailing list claimed to be a regular reader. Consequently, two classifications were merged into a single classification. The classification was tested and then tested that reader and the reader farmers did not differ in their choices with respect to the bulb. The hypothesis could not be rejected and the resulting chi-square value was 4.35, which is nonsignificant. Because of the smaller number of farmers selecting black and brown colors, it was not possible to include these colors in the foregoing test.

The results were not as conclusive as one might hope. In the first place, the data obtained from the material presented more evidence influenced the color selection. The fact that the agricultural community is dependent upon plant growth suggests more to those in the field. However, the fact that the cover exposed

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Tips that work...

For Safe and "Wanted" Sheet

A FEW years ago our Chapter decided to publish a "Safe" sheet which lists the pigs that were available, what they were worth, and their location. We also run a "Wanted" sheet into which we list information which we receive from the members.

We then decided to go one step further. Why not include a third page called "Wanted". As we had a surplus of hogs perhaps some other Chapters can use our reports and add the names of the pigs. Either way we continue to publish the reports until the pigs are sold or the hogs are no longer wanted.

We would very much like to receive any information you can to add to our sheets. It is always interesting to learn about the different methods used in different areas to deal with this problem.

Rescuing Periodicals from the Discard

Farm magazines and various other farm publications are not readily available in our Agricultural de

We made further use of the editions of the year before our magazines which added to the educational results from these publications.

Grasping an umpteen of magazines by hand is no longer a problem as we have en

on a one way ticket in summer to leave and fly back, or some other items rented by the service. We have added a "Found" sheet to our "Wanted" sheet. We have been unable to find any information on how to make this project successful. One thing we can do is to send a list of the periodicals we have to the Chapter in each state.

residents. We have also recently added a "Wanted" sheet to our periodicals. These are items that are not easily obtainable in our country.

We would very much like to receive any information you can to add to the "Wanted" sheet. It is always interesting to learn about the different methods used in different areas to deal with this problem.

..."For Safe" and "Wanted" Sheet

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We would very much like to receive any information you can to add to our sheets. It is always interesting to learn about the different methods used in different areas to deal with this problem.
Some Challenges—
(Continued from page 41)
Is it any wonder that adult and young farmer programs are still a long way from being turned into the full-time job they have been intended for? Being turned into an adult or young farmer class? Vocational agriculture may have to learn to attract the interest of these individuals who are not yet committed to this career. Vocational agriculture may have to learn to attract the interest of these individuals who are not yet committed to this career.

In Service Teaching in Vocational Agriculture
In the mechanism of modern agriculture all teachers must be brought up to date and kept up to date in care, operation, and maintenance of farm power and machinery. All schools in their own way can add to the ability of the teachers. To understand this information better, it is essential to provide a service in which all teachers are involved.

Preparation of Teachers for Teaching in Vocational Agriculture
Teachers are fully responsible for providing the teachers with materials that enable them to teach vocational education. Material can be easily found and released to the proper teachers. The information belongs to vocational agriculture as much as it belongs to the extension service. Every department can use it and make it available to farmers. Teachers can readily use vocational agriculture material on their own program and provide it to other teachers. The program has become one of the most valuable and essential parts of the recognized programs of agriculture in the United States.

When the process of doing a good job and letting the people find out about it is slow, a good job must be done in all phases of our programs and the people must be kept informed of the fact that a good job has been done. Instructing the public can be kept in line as long as the person is the person who is responsible for our program, and is assigned to some individual as a part-time or full-time job.

Some challenges facing us all are the need for training and development of agricultural teachers. The answer to this challenge is the need for training and development of agricultural teachers. The answer to this challenge is the need for training and development of agricultural teachers. The answer to this challenge is the need for training and development of agricultural teachers.

I Am a Teacher
I am a teacher who loves his work. If I can strike the balance between the school and the home, then I can report to you that my work is not done. I can report to you that my work is not done. I can report to you that my work is not done.

The AGRICULTURAL EDUCATION MAGAZINE
NOVEMBER, 1953
NUMBER 5

Featuring—
A Quarter-century of Progress of Future Farmers of America

Alabamian vocational agriculture workers believe that their teachers have a national record for long job service. L. J. Howitt has been teaching in the Reform, Alabama, school since 1913.