Stories In Pictures...

Various Areas of a Well-Planned Farm Shop

Pictures from Rogers Vo-Ag department, Florence, Alabama.

(Note: shop shown on cover page)

A member of the Veterans On-the-Farm Training class uses the plumbing area to cut threads on some pipe for use on his farm.

A view of the woodworking area.

Featuring—Improving Professional Status
Contents

Editorials
Guest Editorial
E. R. Alexander

Can They and Do They?
Conrad White

Evaluation of Job Activities in Farm Mechanix
G. D. Jacoby

Interests and Job Satisfaction of Midwestern Teachers
Kenneth Nekola

Progress in Establishing Our Profession
Ralph B. Bander

Good Teaching Keeps the Teacher Up-to-Date
Kenneth L. Rausch

How a Young Teacher Uses His Time
R. E. Moores

Young Teachers and Extension Agents Work Together
Ralph J. Woodin

The Farm Mechanix Workshop
D. N. Bottoms and Wilson

Correspondence

Agricultural Engineering in the Junior Colleges
Larue D. Willey

Experiences with an Instructional Aids Program
Raymond M. Clark

A State Association Reports to Its Members
Davis Turner

The Individual Curriculum in Vocational Education
Robert J. Legrey

Follow-up Work with Beginning Teachers
Harold R. Briley and John W. Shillinger

Cover Picture Legend

Publication price: $2.50 per year, payable at the address of the publisher. Advertising rate: $1.50 per inch. No responsible for return of unsolicited manuscripts and changes are editorial. Comments and criticisms are welcome. The Agricultural Education magazine is indexed by the International Index to Periodicals. Copyright, 1953, by the Interstate Printers and Publishers, Danville, Illinois.

Managing Editors
W. A. Smith, Cornell University, Ithaca, New York
W. Howard Martin, University of Connecticut, Storrs, Connecticut

Consulting Editors
Byron J. McElhiney, Bureau of Agricultural Education, 721 Capitol Ave., Sacramento, California

Business Manager

SPECIAL EDITORS

CENTRAL
J. N. White, University of Illinois, Urbana, Illinois
H. F. Taylor, Michigan State College, East Lansing, Michigan

NORTHERN
H. R. Conover, University of Kansas, Lawrence, Kansas
R. S. Dolberry, University of Minnesota, Minneapolis, Minnesota

SOUTHERN
K. L. Williams, University of Georgia, Athens, Georgia
G. W. Skelton, Mississippi State College, Starkville, Mississippi

PACIFIC
M. W. Bjerke, University of California, Berkeley, California

SOUTHWEST
R. G. Thompson, University of Texas, Austin, Texas

SOUTHEAST
R. W. Skipper, University of Georgia, Athens, Georgia
G. W. Skelton, Mississippi State College, Starkville, Mississippi

AT LARGE
L. E. Doss, 403 Almendarez Ave., San Jose, California
D. N. Bottoms, Kansas State College, Manhattan, Kansas

Bibliography
J. C. C. Nott, Kansas State College, Manhattan, Kansas

SPECIAL REPRESENTATIVES
Pacific, Jack R. Laugh, Lassen College, California
Southern, W. E. G. Colley, Colorado State University, Denver, Colorado
North Atlantic, Earl R. Little, Cornell University, Ithaca, New York

EDITING-MANAGING BOARD
Jack R. Laugh, Lassen College, California
Earl R. Little, Cornell University, Ithaca, New York
E. D. DePaul, North Dakota State College, Grand Forks, North Dakota
H. E. Skelton, University of Georgia, Athens, Georgia

N.V.A.T.A., Robert Howey, New London, Wisconsin

E. R. ALEXANDER, National Farm Life Insurance Company, formerly Head of the Department of Agricultural Education, Texas A. & M. College

Editorial

Thirty-two years of work in Agricultural Education have led us to some conclusions about professional improvement that should be of concern to the more than eleven thousand workers in the field in the United States.

In the summer of 1953 a young man asked this question: "What is your opinion of the chances of my getting a job after I get my degree?" He made it clear that he wanted a place as teacher trainer. This young man was sincerely worried. He wanted a quick answer and no one had the courage to give it to him face to face.

The answer now is that his chances are not good. He is one of twenty-four teachers of vocational agriculture who have a master's degree and are in some advanced stage of a doctoral program in Agricultural Education. In one institution during the completion of his program he will have acquired much useful information and many valuable techniques. What department of Agricultural Education in teacher training will buy his services? Which one will have a position available? This young man was going back to his home state. But he sees only two opportunities there and they are not likely to be available for five or six years. He would have to accept a place in any of several nearby states. But all of these states have one or more men enrolled at the same institution. They also face an extremely limited opportunity to find a problem in their several states.

What is the general outlook for young men with a doctoral degree in Agricultural Education? According to the latest release from the United States Office of Education, there is a total of 463 positions in teacher training and supervision in the United States. This is roughly one "advanced" position for twenty-three teachers of vocational agriculture. How many Ph.D.'s do we need?

It would be most helpful if some individual or official in Agricultural Education were to make a reliable survey of the age and health status of the 463 individual positions being held by the teachers of vocational agriculture. An analysis of the personnel records state by state would reveal any "itinerant" pattern that may have developed among teacher trainers and supervisors. Such a study would provide some indication of the number of replacements to maintain the present staff at the present level. How many replacements are in training? Too many, too few to satisfy the needs? My fear is that the number in training is much higher than the number of opportunities for placement and at the same time it is understood that a small number of well trained men for higher eschelon positions is necessary for the program.

It may be slightly considered opinion that too many institutions are offering a doctoral program in Agricultural Education. The quality of these programs should be carefully examined to determine if they educate away from reality. They encourage narrow specialization. In some cases the young doctor feels that he has reached the pinnacle of professional preparation. In some cases the doctoral dissertation becomes his educational Bible. It only aggravates the educational evil to say that this condition is prevalent in many other doctoral categories. We are gradually slipping into the pattern of subsatisfying form for the sake of content.

Are constructive remedies available to check or correct these undesirable outcomes? There are many remedies that need to be considered. There are suggestions here. One is to limit the number of approved institutions offering the doctoral program in Agricultural Education. Another is to suggest a continuous modification of doctoral programs. A third is that candidates for the doctor's degree be selected objectively and systematically.

Four institutions, one for each twelve-state region as now set up, would be adequate to provide the doctoral programs that must be available for a select group of replacements in teacher training and supervision. It would be necessary for the staff of each institution to include a minimum of such personnel members to provide continuity of programs and to maintain acceptable professional standards. The remaining members would be composed of representatives of staffs of the states of the region. These temporary staff members would serve one and not more than two years as members of the regional institutional graduate faculty. They would be selected by a regional committee of teacher trainers and supervisors. Their salaries would be paid by the regional institution. Each region would select its candidates for admission to the doctoral programs. The number selected would be determined by the prospective need for replacements and expansion. It would be helpful if a four-region committee were provided to recommend standards for these regional committees in the selection of candidates for the advanced study program.

Doctoral programs must be continuously modified in the light of changing conditions—educational, social, political, economic, national, regional. Changes in the above named areas can be derived only through systematic and periodic investigations. Careful and continuing investigations will serve us as a basis for modification of doctoral programs. These findings will be equitably applied to teachers and supervisors in the several states in the operation of their undergraduate and Master's programs.

Will you permit a bit of nostalgia beguillato? Leaders during the founding years of vocational education in agriculture were not concerned with the "by special reserve of well trained men for higher eschelon positions is necessary for the program."

Continued on page 100
Can they and do they?

Factors associated with certain abilities possessed and jobs taught in selected livestock enterprises by teachers of vocational agriculture in Michigan*

CONRAD WHITE, Head Department of Agriculture, and Ernst J. Drenth, Instructor

THOSE concerned with the education of public school pupils generally recognize the need for improving the preparatory training of teachers. They are seeking reliable and checkable criteria that will assist them in judging the improvement of this training, or about this improvement.

The results of a study recently made by the Agricultural Engineering Department, Kansas State College, proves that many of these concerns have been alleviated.

The study was made of 42 selected teachers of agriculture in Kansas. Each teacher was asked to list the livestock enterprises taught in his school as well as the number of students and hours spent teaching. These data were obtained from the Drenth, Ernst J. (1951), "Factors associated with certain abilities possessed and jobs taught in selected livestock enterprises by teachers of vocational agriculture in Michigan."


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.


discussed.
Some evidence regarding the ... Interests and job satisfaction of midwestern teachers*  

KENNETH NELSON, Teacher Education, Michigan State College

In the spring of 1948, 330 experienced teachers of vocational agriculture from Iowa, Illinois, and Minnesota, completed a questionnaire regarding their vocational interests and job satisfaction. This is a brief summary of the areas which were found to be significant in the interests and job satisfaction of midwestern teachers in agriculture. The results of the investigation are given below, with tables and graphs used to illustrate the data.

Progress is to be measured by the establishment of the teaching of agriculture as a profession. The idea that any farm student must be prepared to work on the farm is being replaced by the recognition of the opportunities for advancement that are available. The teaching of agriculture must be looked upon in the same manner as other professions if it is to be developed further.

The most important of these changes are the increasing number of students who are considering teaching as a profession, the increasing number of students who are entering the profession, and the increasing number of students who are graduating from the profession.

The National Agricultural Educators Association has done much to place the teaching of agriculture on a professional basis. The National Council on Vocational Education has also been active in this area. The National Education Association has taken a leading role in the development of the teaching of agriculture as a profession.

The teaching of agriculture as a profession must be based on a sound knowledge of the subject matter, a sound understanding of the teaching process, and a sound understanding of the psychology of the student.

The teaching of agriculture as a profession must be based on a sound knowledge of the subject matter, a sound understanding of the teaching process, and a sound understanding of the psychology of the student.

The teaching of agriculture as a profession must be based on a sound knowledge of the subject matter, a sound understanding of the teaching process, and a sound understanding of the psychology of the student.

The teaching of agriculture as a profession must be based on a sound knowledge of the subject matter, a sound understanding of the teaching process, and a sound understanding of the psychology of the student.
Vo-Ag teachers and extension agents work together

Experiences in Ohio to bring about cooperative effort

SALPH J. WOODIN, Teacher Education, The Ohio State University

We had better get the teachers together in the County Agent's office and decide about this. We have a good teacher of Vocational Agriculture who is an Extension Specialist for making sure this book information is passed along to the students. He was presenting an example of one of the classes that the Ohio Vocational Teachers and Community Agricultural teachers work together in their counties. Here are some other examples.

On the Suggested Cooperation Service held a Communications Workship at the Ohio Agricultural Experiment Station at Wooster in order to plan for more effective and efficient communication between the Extension and Vocational Agriculture teachers. The discussion was held at the meeting and to join the task force and to set up policies. Another service included several presentations and its members were informed of the need for funds for these services. An action committee made up of teachers contacted the interested agricultural organizations, the Ohio Agricultural Co-operative, the College of Agriculture, and the Ohio Agricultural Experiment Station all in the same breath. Individually, a few interesting sessions of the service were secured for one of these services. Other sessions were held at the county fair all over Ohio where teachers and agents work hand in hand. The Ohio Agricultural Co-operative is the young people in their counties an opportunity to bring new ideas to the public and to gain worthwhile educational experiences.

The Need Is Not New

Extension Agents and Teachers of Vocational Agriculture have been interested in working more closely together for several years. During this time Ohio farmers have been changing their farming and agricultural activities and these changes are having a direct effect on the agricultural education of the students. During the coming years, the agricultural education of the students must be improved if they are to be successful in their future vocations. The following are some of the reasons why this cooperation is so important.

J. Group has certain functions and responsibilities within the framework of the State University program.
2. Objectives could not be obtained by coordinating the efforts of all workers within the groups.

Vocational Education Staff Members and Members of the Ohio State University extend their cooperation to redress current problems.
Vo-Ag Teachers - (Continued from page 183)

b. We are able to assure them the job security of the future.

c. We have a single Junior Fair with equal representation of 4-H and FFA members.

d. We jointly sponsor a pageant of small towns at our county fair.

e. We have a county dairy club which promotes both 4-H and FFA members.

2. The county extension service is operated by both FFA and 4-H advisors.

3. We are able to sponsor a 4-H and FFA dining meeting at the county fair.

4. We need some judges for all the 4-H and FFA exhibits.

5. To get coordination on our boys' and girls' 4-H and FFA activity at the fair; why separate them?

6. Additional 4-H and FFA activities.

a. Every county reported additional activities for both 4-H and FFA members.

b. The activities are different in each county.

c. There were no significant changes in the activities reported.

7. Extension agents get acquainted with each other and discuss problems that may be facing their county.

8. We need to improve our coordination and cooperation between the two organizations.

9. Good relationships between extension agents and teachers of vocational agriculture are very important for the development of joint activities.

10. The need for better communication between teachers of vocational agriculture and extension agents is recognized as a critical issue.

11. The purpose of the questionnaire was to assess the current level of joint activities between vocational agriculture and extension agents.

12. The questionnaire was distributed to all county extension agents and vocational agriculture teachers in the state.

13. The results of the questionnaire were analyzed and presented in a report.

14. The report was presented to the state education authorities for consideration.

15. The report was also presented to the state vocational agriculture association for consideration.

16. The report was distributed to all county extension agents and vocational agriculture teachers in the state.

17. The report was used as a basis for future recommendations.

18. The report was used as a basis for future recommendations.

19. The report was used as a basis for future recommendations.

20. The report was used as a basis for future recommendations.

21. The report was used as a basis for future recommendations.

22. The report was used as a basis for future recommendations.

23. The report was used as a basis for future recommendations.

24. The report was used as a basis for future recommendations.

25. The report was used as a basis for future recommendations.

26. The report was used as a basis for future recommendations.

27. The report was used as a basis for future recommendations.

28. The report was used as a basis for future recommendations.

29. The report was used as a basis for future recommendations.

30. The report was used as a basis for future recommendations.

31. The report was used as a basis for future recommendations.

32. The report was used as a basis for future recommendations.

33. The report was used as a basis for future recommendations.

34. The report was used as a basis for future recommendations.

35. The report was used as a basis for future recommendations.

36. The report was used as a basis for future recommendations.

37. The report was used as a basis for future recommendations.

38. The report was used as a basis for future recommendations.

39. The report was used as a basis for future recommendations.

40. The report was used as a basis for future recommendations.

41. The report was used as a basis for future recommendations.

42. The report was used as a basis for future recommendations.

43. The report was used as a basis for future recommendations.

44. The report was used as a basis for future recommendations.

45. The report was used as a basis for future recommendations.

46. The report was used as a basis for future recommendations.

47. The report was used as a basis for future recommendations.

48. The report was used as a basis for future recommendations.

49. The report was used as a basis for future recommendations.

50. The report was used as a basis for future recommendations.

51. The report was used as a basis for future recommendations.

52. The report was used as a basis for future recommendations.

53. The report was used as a basis for future recommendations.

54. The report was used as a basis for future recommendations.

55. The report was used as a basis for future recommendations.

56. The report was used as a basis for future recommendations.

57. The report was used as a basis for future recommendations.

58. The report was used as a basis for future recommendations.

59. The report was used as a basis for future recommendations.

60. The report was used as a basis for future recommendations.

61. The report was used as a basis for future recommendations.

62. The report was used as a basis for future recommendations.

63. The report was used as a basis for future recommendations.

64. The report was used as a basis for future recommendations.

65. The report was used as a basis for future recommendations.

66. The report was used as a basis for future recommendations.

67. The report was used as a basis for future recommendations.

68. The report was used as a basis for future recommendations.

69. The report was used as a basis for future recommendations.

70. The report was used as a basis for future recommendations.

71. The report was used as a basis for future recommendations.

72. The report was used as a basis for future recommendations.

73. The report was used as a basis for future recommendations.

74. The report was used as a basis for future recommendations.

75. The report was used as a basis for future recommendations.

76. The report was used as a basis for future recommendations.

77. The report was used as a basis for future recommendations.

78. The report was used as a basis for future recommendations.

79. The report was used as a basis for future recommendations.

80. The report was used as a basis for future recommendations.

81. The report was used as a basis for future recommendations.

82. The report was used as a basis for future recommendations.

83. The report was used as a basis for future recommendations.

84. The report was used as a basis for future recommendations.

85. The report was used as a basis for future recommendations.

86. The report was used as a basis for future recommendations.

87. The report was used as a basis for future recommendations.

88. The report was used as a basis for future recommendations.

89. The report was used as a basis for future recommendations.

90. The report was used as a basis for future recommendations.

91. The report was used as a basis for future recommendations.

92. The report was used as a basis for future recommendations.

93. The report was used as a basis for future recommendations.

94. The report was used as a basis for future recommendations.

95. The report was used as a basis for future recommendations.

96. The report was used as a basis for future recommendations.

97. The report was used as a basis for future recommendations.

98. The report was used as a basis for future recommendations.

99. The report was used as a basis for future recommendations.

100. The report was used as a basis for future recommendations.
Your pupils should know about: Agricultural curriculums in the junior colleges as one means of continuing their education

LOREN D. PHILLIPS, Coordinator of Agriculture, Ohio State College, Champaign, Ohio

The Agricultural Education in the junior colleges of Ohio State College, Champaign, Ohio

Some of the problems arising from the development of agricultural curriculums in the junior colleges:

The Study

Questionnaires were returned from sixty-six junior colleges in Ohio, Indiana, Illinois, Pennsylvania, Massachusetts, New York, New Jersey, Ohio State College, and Ohio State University. The questionnaires included a total of 80% of the junior colleges in Ohio, and 31% of the junior colleges in the United States.

Agricultural curriculums in the junior colleges:

The study was concerned with the development of agricultural curriculums in junior colleges, and the problem of selecting and developing curricular recommendations. The study was designed to determine the extent to which the junior colleges were able to provide effective curricular programs for agricultural education, and the extent to which the junior colleges were able to meet the needs of agricultural students.

The results of the study indicated that the junior colleges were not able to provide effective curricular programs for agricultural education. The junior colleges were not able to meet the needs of agricultural students, and the junior colleges were not able to provide effective curricular programs for agricultural education.

The study also indicated that the junior colleges were not able to provide effective curricular programs for agricultural education. The junior colleges were not able to meet the needs of agricultural students, and the junior colleges were not able to provide effective curricular programs for agricultural education.

The study also indicated that the junior colleges were not able to provide effective curricular programs for agricultural education. The junior colleges were not able to meet the needs of agricultural students, and the junior colleges were not able to provide effective curricular programs for agricultural education.

The study also indicated that the junior colleges were not able to provide effective curricular programs for agricultural education. The junior colleges were not able to meet the needs of agricultural students, and the junior colleges were not able to provide effective curricular programs for agricultural education.

The study also indicated that the junior colleges were not able to provide effective curricular programs for agricultural education. The junior colleges were not able to meet the needs of agricultural students, and the junior colleges were not able to provide effective curricular programs for agricultural education.
Experiences with an instructional aids program

Raymond M. Clark, Teacher Education, Michigan State College

In the past many years, the instruction of vocational agriculture has required the use of a wide variety of instructional aids. In many cases the use of these aids by teachers was limited by a lack of proper instructional aids materials. These aids were used to help illustrate the lectures and to provide practical experiences for the students. With the advent of the visual aids era, the importance of the use of these aids became even more pronounced. However, the use of instructional aids materials has always been a difficult task for teachers. The instructional aids materials were often not available or the materials were not of sufficient quality to be used in the classroom. In addition, the cost of these materials was often prohibitive, especially for small schools where the budgets were limited.

As a result of this need for instructional aids materials, a committee of teachers was formed in 1950. The committee was formed with the goal of developing an instructional aids program that would provide the teachers with the necessary materials to help them teach their courses effectively. The committee worked closely with the Michigan State College to develop a program that would provide the teachers with the necessary materials. The program was successful and is still in use today.

The program began with a committee of teachers who were appointed to develop an instructional aids program. The committee consisted of teachers from the Michigan State College and other institutions in the state. The committee was given the task of developing an instructional aids program that would be used in the classrooms to help teachers teach their courses effectively.

The program began with the development of a catalog of instructional aids materials. The catalog contained a list of materials that were available and the price of each item. The catalog was distributed to the teachers to help them select the materials that they needed for their courses.

The program was successful and is still in use today. The program has helped to improve the quality of instruction in vocational agriculture and has provided the teachers with the necessary materials to help them teach their courses effectively.

Program and Accomplishments in 1952-53

In the summer of 1952, the committee met to develop a program of instructional aids. The program was designed to provide the teachers with the necessary materials to help them teach their courses effectively. The program was successful and is still in use today. The program has helped to improve the quality of instruction in vocational agriculture and has provided the teachers with the necessary materials to help them teach their courses effectively.

The program became known as the "Michigan State College Program of Instructional Aids." The program was successful and is still in use today. The program has helped to improve the quality of instruction in vocational agriculture and has provided the teachers with the necessary materials to help them teach their courses effectively.

Program and Accomplishments in 1952-53

In the summer of 1952, the committee met to develop a program of instructional aids. The program was designed to provide the teachers with the necessary materials to help them teach their courses effectively. The program was successful and is still in use today. The program has helped to improve the quality of instruction in vocational agriculture and has provided the teachers with the necessary materials to help them teach their courses effectively.

The program became known as the "Michigan State College Program of Instructional Aids." The program was successful and is still in use today. The program has helped to improve the quality of instruction in vocational agriculture and has provided the teachers with the necessary materials to help them teach their courses effectively.

The program became known as the "Michigan State College Program of Instructional Aids." The program was successful and is still in use today. The program has helped to improve the quality of instruction in vocational agriculture and has provided the teachers with the necessary materials to help them teach their courses effectively.
Individualizing instruction is discussed in - Yo Ag extension....

As a result of new findings, the individual curriculum begins to be emphasized in vocational agriculture to meet the needs of the student.

The individual curriculum is a student-based approach which gives the student more freedom to choose their own courses and to progress at their own pace.

The success of this approach depends on several factors, including the availability of resources and the quality of instruction.

To ensure the success of the individual curriculum, it is important to consider the following:

1. Resources: The availability of resources such as materials, equipment, and funding should be considered.
2. Quality of instruction: The quality of instruction is crucial to ensure that students are able to achieve their goals.
3. Student needs: The needs of individual students should be taken into account to ensure that they are able to progress at their own pace.

In conclusion, individualizing instruction in vocational agriculture is a valuable approach that can provide students with the opportunity to achieve their goals and prepare for future careers.

The Agricultural Education Magazine, July 1954 - Improving professional status begins early

Improving professional status begins early

Follow-up work with beginning teachers*

Harold R. Bankley, and Stanley Walla

The success of a career in vocational agriculture depends on a marked degree of self-motivation on the part of the beginning teacher. A beginning teacher who is not in control of his own thinking and guidance during the first three years of teaching. Even after the first three years of teaching the program provides for much experience in the job of a teacher of agriculture. The beginning teacher will have reached a point where he can supervise his own program, and this is in a way that the individual will know that it was intended for him. He is no longer a beginning teacher. The teacher must then begin to develop a sense of self-esteem that will aid him in the face of a number of obstacles and difficulties. The beginning teacher must eventually develop a sense of self-esteem which will aid him in the face of a number of obstacles and difficulties.

The Need for Early Supervision

Supervision should be continued during the first year of teaching. The more experienced teacher may receive a great deal of help from the beginning teacher in his development and growth. The beginning teacher will develop a sense of self-esteem and self-confidence by learning from the more experienced teacher.

The beginning teacher must be provided with the opportunity to develop his self-esteem and self-confidence by learning from the more experienced teacher. This can be accomplished through a variety of means, such as through the use of formal supervision, mentoring, and peer support. The more experienced teacher can serve as a role model and provide guidance and support to the beginning teacher.

The beginning teacher must also be provided with the opportunity to develop his self-esteem and self-confidence by learning from the more experienced teacher. This can be accomplished through the use of formal supervision, mentoring, and peer support. The more experienced teacher can serve as a role model and provide guidance and support to the beginning teacher.

To conclude, the beginning teacher must be provided with the opportunity to develop his self-esteem and self-confidence by learning from the more experienced teacher. This can be accomplished through the use of formal supervision, mentoring, and peer support. The more experienced teacher can serve as a role model and provide guidance and support to the beginning teacher.
Progress in -

(Continued from Page 129)

A Professional Person Participates in Professional Organizations

A professional person strives to advance the standards and techniques of his profession through a contribution to local, state, and national associations as well as through his individual practice or service. All teachers should participate in the educational organizations and agencies which are formed to advance the interests of their profession. In vocational agriculture it appears that there is an adequate number of such organizations. We need to perfect those which we have rather than to think in terms of additional organizations.

Teachers need to have a more thorough understanding of the purposes and programs of their organization. They need to avail themselves of the opportunity to participate actively in them. Undoubtedly, the National Vocational Agricultural Teachers' Association was formed because other national organizations did not provide ample opportunity for participation in a program which met their specific needs. On a state level, it is desirable to have more and more functioning committees and to increase the scope of activity on a district or regional basis. Teachers could take a good lesson from the FFA insofar as program planning is concerned. Too often, national organizations do not address themselves to the task of developing challenging and measurable goals, and ways and means to be followed in accomplishing these goals. Programs need to be written and the membership is entitled to know what is being planned and accomplished. This increased activity, which would, be desirable, would result in larger budgets. Other professional organizations have more adequate budgets than are being provided by teacher associations.

A Professional Person Abides by a Code of Ethics

All professional persons abide by a code of ethics. A basic aspect of such a code gives recognition to rendering service as being the chief purpose of the professional. Such persons are not employed by the hour; rather, it is time supervision necessary. Professional persons should have the ability and should be trusted to direct their own plans and their activities. It appears that some in our ranks are becoming a bit too conscious of the number of hours that are spent in teaching vocational agriculture. We should never come to an agreement concerning the number of hours which should be spent each day or each week. This should be left to the judgment of the teacher. He needs, however, to have a thorough understanding and appreciation of the objectives that should be reached and the ability to plan a course of action to accomplish them. Persons who do not meet such standards should not be certified to serve in the profession.

Experiences with - -

(Continued from Page 180)

Agricultural Education Magazine

magazines and developing and using their own visual aids and materials.

What of the Future?

It is always dangerous to try to predict the future. In spite of the dangers involved a few predictions seem to be in order.

1. The development of source units means likely to go forward during the next few years. Two aspects of this development seem clear. First, that some source units may be developed on the state level and distributed to teachers. Second is the need for the development of source units by individual teachers or by small groups of teachers working out materials adapted to their local areas.

2. Future publications of the College may be developed with suitable aids to accompany them. These may take the form of kits of slides, models or T.V. kinescopes which will supplement and complement the printed literature.

3. Teachers will be better trained at the pre-service level. Undoubtedly, teachers receive from undertaking a rival for a position. Likewise, the retraining of educational materials for personal gain should not be made. Improved instruction in college classes, either in professional education courses or in technical agriculture classes, will do much to raise the caliber of teaching of teachers. This improvement will reach the college staffs more aware of its opportunities for improving instruction and as it develops better understanding of the needs of teachers it helps to train.

4. In-service training of teachers will need to be adapted to meet the needs of teachers for further help in the use of instructional materials for more effective teaching. For example, groups of teachers will need help in the further development of source units. Other groups have asked for help on how to make better slides, how to make better pictures for instructional work, how to make more effective charts and exhibits and how to make better use of these materials in their schools.

Cover Picture Legend

The cover picture shows the Advisory Committee to Agricultural Education and General Agriculture on the campus of the University of California at Davis. They are evaluating and making recommendations for the continued program and improvement of agricultural education and general agriculture. Reading from left to right, the membership of this committee are Robert Miller, Professor of Agricultural Engineering, John Donald, Associate Professor of Plant Pathology, Luther D. Davis, Professor of Entomology, and Christopher of this committee, P. B. Ingram, Dean of the College of Agriculture and executive member of this committee, E. A. Johnson is Assistant State Teacher of Agricultural Education, and Robert Allred, Associate Professor of Agronomy, and E. M. Ingram, Associate Teacher of Agricultural Education. These people are very interested in the program of training teachers in vocational agriculture and are most pleased to plan a program which will be most effective in meeting current needs.