Stories in Pictures

A group of high school 4-H club members study herd sire selection at the Beef Farm, University of Arkansas, Main Experiment Station.

Four Michigan teachers of Vocational Agriculture preparing a unit of instruction on small gas engines.

Featuring Planning Local Programs
The Agricultural Education Magazine, December, 1965

Volume 38 Number 6

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Theory and Practice

Corye Scarborough

What is a Local Program?

The "local program" has been the center of attention in vocational agriculture for the years. Apparently everyone who has given thought to the matter will agree that the emphasis on the local program has been strong, or at least a high point, perhaps a key point in the development of vocational agriculture programs throughout the country. This emphasis upon the local situation, when using the problem-solving approach (as Ray Green, who discusses this in "Guest Editorial") may account for the many effective programs in vocational agriculture.

The emphasis upon the setting the program in vocational agriculture to the local community can be supported from a number of viewpoints. The sociologist, the psychologist, the philosopher...it is difficult enough to communicate when we are using the same term in the same way. Those who are trying to identify Vocational Education in its entirety, it appears to me that this is a case of using a term in different ways. Hamlin's definition would seem to be in terms of terms of results. That is, if education contributes to occupational choice, competence, or advancement, then it is vocational education. However, if you are trying to identify Vocational Education in advance, then it seemed that some limitation would need to be put on the term. Would the following be specific enough for identification, yet not too narrow?

Ocational Education: education that is designed to contribute to occupational choice, competence, or advancement.

No takors on the offer of space in these columns to explain the development and use of the term modular.

Corye Scarborough

Gill Culler says that he is getting lots of pictures but not enough good ones! Does this challenge anyone?

Graduate assistantships are in demand at both the master's and doctoral levels. Further information on availability will be in next month's magazine. I would urge teachers and others to give consideration to graduate study. Problems, of course, but rewarding to any professional educator. Why don't you try it next year!
Is Problem Solving Passed?

V. R. CARDÓZIER, Teacher-Educator, University of Maryland

Guest Editorial

Where is the vocational in vocational agriculture? This is a question about the direction that vocational agriculture is taking. For years—since the beginning of the '70s—vocational agriculture—much of the teaching, probably most, was problem centered. It was centered about solving real life problems. Teachers helped students work out answers. Today, the emphasis is still aimed at developing the knowledge, skills, understandings and abilities required to accomplish these functions.

Now we see curriculum changes with units like horticulture science, dairy science, agricultural chemicals, Sheets of 1961. Are we dead or do we see on the horizon a return to mastery of subject matter as the objective in vocational agriculture?

Recent discussions of curriculum content in vocational agriculture appear to be nearly oriented toward the subject matter, with little direct vocational or job orientation. We hear talk about clusters, about preparing for wide ranges of jobs. No doubt this is possible, but does it require that we abandon that highest of motivations for learning in vocational agriculture, i.e., learning how to do something and understand it? The virtue of the problem solving approach is that it shows the learner that what he learns is useful, that it leads directly toward the ability to solve his problem or do something in which he is interested. Some curriculum plans result in us of Dr. Cariss hammel's study of the teacher who announced that "Today boys, our problem is oats. Oats is the problem. For some boys, how to get a good stand of oats is a problem."

News and Views of the Profession

"The Executive Committee of the Agricultural Education Division of the AEA has named a special committee on Professional Personnel Recruitment which is to report at the Miami Convention. Vice President Floyd Johnson says that most states have not taken sufficient advantage of attracting and retaining well-qualified teachers in all areas of agriculture and particularly in agricultural education. He says that the NVATA and the Land Grant College Association can continue to work toward meeting the problem. Members of the Committee are—Walter Bonell, Michigan; Weymey Smith, North Carolina; W. V. Cook, Utah; C. C. Rustace, Kansas; Lowery H. Davis, South Carolina; and Ralph J. Woodin, Ohio, Chairman."

Professor Allen LeBlanc, University of Southwestern Louisiana, died suddenly of a heart attack on August 7. He was a graduate of LSU (B.S. 1933, M.S. 1945) and had been in agricultural education at U.S.L. 1948. He had been head of the

Theory and Practice (Continued from page 123)

An item in The Farm Index, August 1965, explaining the reasons for the big jump in educational level of farmers and farm managers, where the proportion of high school graduates increased from 19 per cent in 1940 to 50 per cent in 1955. Three major developments are behind this change:

(1) Declining numbers of farmers and farm managers, especially in agricultural, often working on farms, are being steadily abandoned, (2) Increasing mechanization and technology in agriculture—men entering the field must have a high degree of technical and administrative skills. (3) Increasing accessibility of schools to rural youth—school buses and paved roads have eliminated one drawback of farm living. 

Cecy Scarborough

A native of Paulding County, Georgia, Floyd Johnson was born and raised on a farm and graduated from the Dublin (Georgia) High School in 1919. He served as principal of the two-teacher country school in his home county and later earned his B.S. degree from the University of Georgia in 1922. For the following two years, he taught vocational agriculture in the public schools of his state.

During 1929-30, Dr. Mobley organized the Future Farmers of America in Georgia and was made state advisor for the group at the initial state convention. He held that post until July 1, 1930, when he was elected honorary state advisor. Georgia's FFA camp on Jack Lake was developed during this time.

In 1940, he was chosen "Georgia's Man of the Year in Agriculture" by the Progressive Farmer.

When Dr. Mobley left his post as Georgia's State Director of Vocational Education in 1951 to assume the duties of AEA's executive secretary, an editorial in the Atlanta Journal stated: "One of Dr. Mobley's most fruitful fields of service in Georgia has been the Association of Future Farmers of America. Recruited in this state, he has had the vision to recognize that young people roaming the farm must be well-schooled if they are to improve the economic status of the state. Through this vision he tested that farming the farm and industrial training as they inse the urban labor market."

Prior to being named state director, he served his state as teacher, teacher trainer, state administrator of vocational agriculture and assistant state director. He holds a M.S. degree from Cornell University and L.L.D. from Piedmont College.

Best wishes from all in Agricultural Education go with Dr. Mobley as he begins his new responsibilities. 

Floyd Johnson

VAE Pres. for Agriculture
Planning Local Programs to Meet Interest and Needs

HAROLD L. NOAKES, Associate, Bureau of Agricultural Education, State Education Department, Albany, New York

Since the beginning of vocational agriculture in the United States in 1913, there have been dramatic changes in the nature of agriculture. Farming has moved from a small family operation to a large-scale, mechanized and scientific, more and more of the work of the farm is being provided by hired labor, and the cost and capital outlays off the farm. In addition, there has been a rapid increase in the development of the packaging, distribution, and marketing of the food and fiber produced on the farm. As a result, the local area agricultural program should reflect these changes. The selection of courses to be offered is influenced by the occupational opportunities in the area and by the needs and interests of students to be enrolled.

Many statewide studies have been completed which provide an excellent picture of the employment opportunities and training needs in agricultural occupations. In addition, statewide occupational information, it is helpful in program planning to have data available for occupational opportunities available each year in the field of agriculture as well as employment needs.

A study of off-farm agricultural occupations in New York State revealed that students in agriculture must be expanded to meet the demand for agricultural training in New York State. A question is frequently raised by a school administrator relative to the interest of studies of agricultural occupations. Generally this is because he considers agriculture and farm life a step backward.

A number of studies have been made in New York during the past year to determine the needs of students in grades 8-10 in five agricultural occupations. The table gives the results of a study involving over 7,000 students in grades 9 and 10 of the eight agricultural occupations. The table gives the results of a study involving over 7,000 students in grades 9 and 10 of the eight agricultural occupations. The table gives the results of a study involving over 7,000 students in grades 9 and 10 of the eight agricultural occupations.

The Need For Evaluating State-Level Influence in Local Program Planning

H. G. BEARD, Associate Professor, Education-Bureau Rational, College of Agriculture, Acting State Director, Vocational Education, North Carolina

This article, on the planning and implementation of state-level efforts to promote local vocational education, is aimed at arousing the interest of the state director in the actual or anticipated opportunities for gainful employment, and those students who have received varied experiences in such courses can be of real value to students in aiding them in arriving at a decision relative to completing an agriculture course in high school.

Agriculture in Grades 9 and 10

During the first two years of high school, agriculture programs gain an understanding of the economic importance of agriculture and will appreciate the value of the opportunities in the various fields of agriculture. They will be given opportunities in the classroom, laboratory, shop and field to gain understandings and appreciations in the science of crop production, livestock production, soil management and management as applied to the various fields of agriculture. They also develop skills in these areas and learn to apply these skills to their vocational competencies. They will also be prepared for specialized agricultural courses in the 11th and 12th grades.

The Problem

The present writer has observed that the state-level leadership in vocational education (directors, supervisors, teacher educators and state board members) has emphasized the role of agriculture in our modern lives and the application of agricultural skills toward the production, processing, distributing and marketing of food and fiber. For example, widespread state-level efforts to encourage two local program planning according to the principles of educational equity and the needs of the students have been made. One important reason for this increased activity is the renewed interest in agriculture on the part of the students. The increased interest is not a result of increased enrollment but rather a result of increased activity in agriculture courses.

Furthermore, it is recognized that the state-level leadership of agricultural education has increased opportunities for students to engage in agricultural occupations. This increased activity is not a result of increased enrollment but rather a result of increased activity in agriculture courses. The increased activity is not a result of increased enrollment but rather a result of increased activity in agriculture courses.

(Continued on page 140)

We Can’t Neglect Our Young Farmers

WILLIAM R. BINGHAM, Teacher Education, University of Kentucky, Lexington

Recently we have heard much about the development of new programs in agricultural education and the emerging opportunities in the area of off-farm agricultural occupations. Undoubtedly, this is proper and most of us have jumped on the bandwagon because we realize that in education, as in business, and like their counterparts in business, the program is as vital to the success of off-farm agriculture as it is to the success of off-farm agriculture in general.

There are several reasons why this is true. First, just as in business, the success of off-farm agriculture depends on the quality of the people who are involved. Second, just as in business, the success of off-farm agriculture depends on the availability of resources, both financial and non-financial. Finally, just as in business, the success of off-farm agriculture depends on the ability of the people involved to make good decisions.

In conclusion, we can see that off-farm agriculture is a vital part of the agricultural community. It is important that we continue to support and encourage the development of new programs in this area so that we can continue to provide the best possible education for our young farmers.

Some Suggestions For Planning Local Programs

ANTHONY MURPHY, Dean, Louisiana State University at Eunice

Has the basic philosophy of vocational agriculture changed? Does traditional vocational agriculture still have a place in modern society? What are the implications of these changes for vocational agriculture programs? These are all questions that have been raised in recent years. However, the answers to these questions are not always clear.

In considering these questions, it is important to recognize that the basic philosophy of vocational agriculture has not changed. The goal of vocational agriculture has always been to prepare students for successful careers in agriculture. This goal has not changed.

However, the way in which this goal is achieved has changed. In the past, vocational agriculture programs were focused on preparing students for specific occupations. This approach is still used today, but it is not the only approach. Today, vocational agriculture programs are also focused on preparing students for the skills needed in a wide range of occupations.

In conclusion, vocational agriculture has not changed in philosophy. However, the way in which this philosophy is implemented has changed. This change is necessary to prepare students for the wide range of occupations that are available in today’s society.

Evolution and Follow-Up Essential

Evaluation is essential to maintain an effective program. It should be welcomed and initiated by the local teacher and should involve all individuals who participated in the actual planning of the local program as well as any future active interest.

The criterion “in the program meeting the educational needs of the students” should be examined and evaluated systematically. Redirections of the program necessarily follow a good evaluation.

The final proof of the effectiveness of the program is the answer to the question, “What are the graduates in vocational agriculture doing?” What are the employer’s think of their own students? What are the performance results, both in the economics of the students themselves, as well as in the economic performance of the programs? These are all questions that will be asked in the future to evaluate the effectiveness of vocational agriculture programs.

This kind of action will not only ensure a more effective program but also ensure that the students are given the best possible environment for learning and growth. Vocational agriculture programs have a unique role to play in preparing young people for successful careers in agriculture. It is our responsibility to ensure that these programs are as effective as possible.
Agricultural Education Magazine, December, 1965

Making Vocational Agriculture a Truly Community Program

SELZ C. MAYO, Head, Sociology and Rural Sociology, North Carolina State University

A teacher of Vocational Agriculture has in his mind, three tools available with which to make his program a truly community program. The first of these tools is the training, experience, and mature judgment of the teacher. The second is the wealth available to him, and the third is the well-developed way of doing things. There is ample evidence that many and perhaps most Vo-Ag teachers are contributing in such a way that rural communities have been enriched almost everywhere—communities in your state and in mine.

Research is a Basic Tool

The first basic tool available to the teacher of vocational agriculture with which to make his program a truly community program is research. As blunt as it may sound at first, a Vo-Ag teacher should conduct his program effectively without a deliberately planned program of research. His community has to be more than just another high or highly selected observation in your study. What I visualize is a well-developed and systematic program of research. I suspect you are wondering if you are saying or thinking at this moment something like this—"That, if I carry a research program through, will you help me with my job of teaching?" But, this is my point, you cannot do an effective job of teaching the community environment without the research. So, in reality, community research is as much a part of your total job as is the actual conducting of your classes.

The research on which this discussion is based is a study of 2,500 community programs, and the opportunities and their number are listed in Table 1.

Table 1. Opportunities for setting formal and informal community programs in levels of the agricultural program

<table>
<thead>
<tr>
<th>Opportunity</th>
<th>Number of Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. All people have a system for getting things done. We must learn and use it.</td>
<td>2,400</td>
</tr>
<tr>
<td>B. In some areas praise goes a long way, while in others it is considered naively and received suspiciously. Putting one person in the frame and making others sensitive to constructive criticism is a part of the program.</td>
<td>1,500</td>
</tr>
</tbody>
</table>

Community programs in education are both formal and informal. The various levels of programs are the following:

1. Leadership structure of the community.
   - A. All communities have a leadership structure.
   - B. No one is a born leader—i.e., leadership is acquired through training, experience, and mature judgment.

2. Kinds of social organization in the community.
   - A. All people have a system for getting things done. We must learn and use it. | 2,400 |
   - B. In some areas praise goes a long way, while in others it is considered naively and received suspiciously. Putting one person in the frame and making others sensitive to constructive criticism is a part of the program. | 1,500 |

The programs in education are becoming more complex. The future will require more complex thinking and a better understanding of the community. It is in the common community and in the smaller community that the future lies.
Organizing for Research and Development

LLOYD J. PHIFPS, Teacher Education, University of Illinois

If we are to meet the research and development problems of today, we need a concerted effort. We must take the time to plan our research and educational programs more carefully and have some realistic ideas of how to make them effective. It is not enough to have a good idea, but we must have some way of putting it into practice.

1. Research and development committees should be established in all institutions and schools. These committees can provide the leadership, direction, and support necessary to make research and development efforts effective.

2. Teachers and administrators should be encouraged to take an active role in research and development efforts. They should be given the opportunity to participate in the planning and implementation of these efforts.

3. Research and development efforts should be coordinated with other educational programs. This can be done through the establishment of interdisciplinary committees and the integration of research and development in the curriculum.

4. Research and development efforts should be evaluated regularly. This can be done through the establishment of criteria for evaluation and the use of appropriate methods for measuring progress.

5. Research and development efforts should be supported by adequate funding. This can be done through the allocation of resources and the establishment of priorities for funding.

6. Research and development efforts should be disseminated to other educators. This can be done through the publication of research findings and the provision of training opportunities for other educators.

Building a Dynamic Vo-Ag Program

J. C. AHERTON, Teacher Education, Louisiana State University

Our program is what we will to it. Is success or the lack of it dependent upon our attitude towards the goals? Shall our efforts and plans fail to realize these means that we have automatically failed? Do we have to do the steps outlined and thus stop it to mediocrity?

Convinced of agricultural education's importance, the extension offices of the state require usage of the best ideas and efforts of the county educators. However, it is quickly realized that it is difficult to relate the outmoded practices and philosophy and to venture into needed new and untried areas.

Although there are no assurances that success will be automatic, there are guidelines that can help us realize the likelihood of successful attainment. The program of education of the agricultural productivity is the one that best meets these needs, it seems that the following procedures have merit and should be considered:

1. Survey the needs of the community. An analysis of current operations in the community will form a base step toward advancement. The problems facing the community will have to be stated. The broad aspect of the program will be outlined. It will help to determine the strength of the program. It will be necessary to stabilize and maintain an adequate staff of research and development.

2. Who initiates action? Everyone must accept responsibility for planning the program. The first step in initiating the action is the development or revision of a program plan. This plan must be along the lines just mentioned. Do not worry about the funding of research and development projects. If you get your administrative machinery for promoting and developing research projects, your funding will be available for you.

3. The need for well designed research programs, funds to support those programs, and more funds are on the way. Our main task is to get "gear up" for the right kind of research. The needs and opportunities are available. The only limitation is the willingness to apply the available resources to the vital need of agricultural research and development.

4. Questions which need answering include: What does the community need in the way of agricultural education? To what extent is the current program meeting educational needs? Is there sufficient community involvement in the program? Is it the local program? Is it the state program? Is it the nation?

5. How does the quality of instruction rate?

6. What are the effective activities in the program? What are the effective activities in the program? What are the effective activities in the program?

7. Conclusion: Planning, coordination, and implementation are required for successful operations. These have the potential for improving every phase of the educational program. We may have to be utilized in order to make provision for large segments of the community.

C. N. REESER

obvious when one visits several school communities.

3. The schedule of the educational program should be coordinated with the school community. Maximum returns are obtained with the use of a cooperative plan of the appropriate allocation of time, facilities, energy, and finances.

4. The Vo-Ag program of the school community will involve a variety of activities, techniques, and of timing. Formal classes during regular school hours will enroll only a portion of the prospective clientele. The time must fit the local community.

The extensiveness of the task to be done is apparent, but when properly planned and scheduled it is possible. Scheduling of activities permits the instructor to plan more wisely and to use time effectively. It is possible that at times one has neglected certain extensiveness in the planning, but that aspect was more appealing. Excessive time spent on one enterprise, farm meeting, or school can be examples of this. Certain areas may be less glamorous, but this does not diminish their value or potential in the program.

4. Involvement in the program. Improved living is the foremost goal to attain through the development of agriculture. To bring about changes, the people of the community must be involved in all phases of the program. Planing, execution, evaluation, and replacement. Each community should decide upon the approach to make in program development. It seems apparent that there is a planned program which includes a variety of educational and agricultural activities. The activities should be active in all phases of the program.
A Study of...

Teaching Loads and Teacher Duty Assignments

...in Multiple-Teacher Departments

B. C. Bass, Teacher Education, Virginia Polytechnic Institute

Two of the problems with which supervisors and teachers of vocational agriculture have been concerned for many years are teacher loads and teacher duty assignments in multiple-teacher departments. In an effort to collect information to be used in dealing with these problems, a study was made of the 1964-1965 teaching loads of teachers in multiple-teacher departments of vocational agriculture in Virginia and of the extent to which the duty assignments in those departments had been satisfactory.

Data for this study were gathered by means of a questionnaire, the teachers in 65 (77 per cent) of the 81 multiple-teacher departments of vocational agriculture in Virginia supplied information for the study during March, 1965. There were 123 teachers employed in those 65 departments.

Two of the teachers worked full time with young adult farmers and the other 121 teachers taught a total of 6,797 high school students during 1964-1965. This was an average of 58.17 high school students per teacher. Six of the teachers taught an academic class and one was responsible for a special unit.

Relative to the length of teaching periods, 45-minute periods were used in only one (2 per cent) of the departments included in this study. Fifty-minute periods were used in 33 (42 per cent), and 55- or 60-minute periods were used in 40 (74 per cent) of the departments.

The teachers taught 121 teachers in terms of high school class periods taught each school day during 1964-1965 were (not including out-of-school groups):

1 teacher taught 2 periods per school day
7 teachers taught 3 periods per school day
70 teachers taught 4 periods per school day
35 teachers taught 5 periods per school day
6 teachers taught 6 periods per school day

Two other teachers worked full time with out-of-school groups.

The 123 teachers were supervised by 28 students' projects and planning each school day as follows:

6 teachers had no periods scheduled for supervising and planning
6 teachers had one period scheduled for supervising and planning
70 teachers had two periods scheduled for supervising and planning
6 teachers had three periods scheduled for supervising and planning
1 teacher had four periods scheduled for supervising and planning
2 teachers worked full-time with out-of-school groups

An average of 1.73 school periods per teacher were scheduled for supervising students' projects and planning.

The data in Table 1 reveals the proportion of the reporting multiple-teacher departments in which each of the duties was assigned to one teacher or shared by all teachers and the proportion reporting the used arrangement "highly satisfactory," "fairly satisfactory," or "unsatisfactory."

It may be seen that the number of departments reporting on the duties varied from 18 reporting on presenting TV programs, to 55 reporting on presenting TV programs and planning the projects of students. It should be noted that some of the duties listed were not performed in some departments. For example, some departments did not op...
An appraisal of mechanical and managerial activities for...  

RICHARD A. BAKER, Teacher Education, Auburn University, Alabama

W. R. Bingham

The Agricultural Education Magazine, December, 1965

W. R. Bingham (Continued from page 128)

Aging population sets stage for new young men providing their own farms, machinery, and equipment, and their farming needs for the major portion of their farming operations. This puts them in the place of a manager rather than that of a share

cropper even though the land oftentimes was rented on a share rather than a cash basis.

This appears to be a good pattern.

It will help the young men avoid be-

coming hemmed in in an operation that is too small which often occurs after purchasing a farm. As illustration from the writer's experience, he will verify this idea. Upon re-

visiting my father-in-law first rented his farming operation by the acre and changed it to a share renting man. It included a modern home, six acres of tobacco (approximately $12,000 annual gross) and a total of

240 acres of mainly class I and class II land. This by no means any measure would be a good operation in Ken-

sucky but the young man quit farming and went into some other type busi-

nesses. Next year the tobaccos, along with the rest of the land, was rented to a proven young man that was al-

ready raising fifteen acres of tobacco and the same amount of corn. The house was rented to a factory worker. This arrangement has been successful to both the landlord and lessee and incomes have increased.

The other important item for es-

tablishment is capital. The security of

it is greatly facilitated when the young man has a base of operations and has made a definite commitment to farming. Local agencies are ready to provide the capital when they are convinced the young man is the character to carry out a good program. A young man should start early in developing a credit rating with a reliable lending agency. This idea again fits in with the securing of a home. Money spent on a modern home in a small town or a large home in a large town is a sounder investment than money spent on the purchase of low capacity machinery. Lending agencies are realizing this fact.

Technology is another major chal-

lenge. What is technology? It is al-

most in the mind of the people. Modern farm equipment and practices is the philosophy of government policy unless they are stable and have good leader-

ship. Young farmers must be equipped to deal with this leadership.

Intelligent and enthusiastic leader-

ship is also needed in other areas. This applies to the actual development of programs. Young farmers must have an opportunity to develop the educational program their community should have, they must have the chance to take it up. Young farmers have an obligation to see that leadership puts the needs of their own and their children's needs. 

County planning and zoning, the development of cooperative rural wa-

ter systems, and youth programs are all areas where leadership is needed. This leadership is needed because good young farmers can provide.

The Young Farmers Family

The Young Farmers Family, the most important challenge I would suggest that is of developing wholesome home and life. The Farm Bureau is a group which would contend that the institution of the home is in danger of breaking down. The farm family is not as large as it used to be, but it gives credit to a large group of difficulties that makes the institution of the home and life in danger of breaking down. The farm family is not as large as it used to be, but it gives credit to a large group of difficulties. The trouble is that the data collected revealed many differences in the activities being performed on farms, and the acquisi-

tion values of each activity. It takes time and effort to contact the findings.

The data collected revealed many differences in the activities being performed on farms, and the acquisi-

tion values of each activity. It takes time and effort to contact the findings. 

**Choosing and Using Consultants**

**in Program Planning**

**HAROLD M. BYRAM, Teacher Education, Michigan State University**

The regional offices of state and Federal agencies have staff members with an understanding of labor market trends, of unemployment and reemployment information, and of some training programs. The field service staffs of the Cooperative Extension Service of the U.S.D.A. Soil Conservation Service have had special experiences in agriculture that help qualify them as consultants. There are many business, industrial, and agricultural associations that have management and supervisory personnel, some of whom would be in a position to have access to, and be able to supply pertinent information.

Members of the vocational education and administrative staffs of departments of public instruction and of teacher education institutions are being trained and need to be provided consultant service in program planning. Sometimes a person may be in a position to provide a consultant service to himself, but in other cases conditions may be satisfactorily met in these instances the effectiveness of the consultant service whatever it might have been at least doubled had there been an adequate understanding of what the member of the consultant service should be advised in the advance of the problems his consultant service should be advised in. The consultant should be ascribed to the problems with which he is expected to help. If the specific problem is not readily identifiable, the consultant should have a set of education practices that would help him to identify his practice. Can be helpful to use among several alternative courses of action? Is the person concerned with alternative responsibilities or situations that might hamper him in fulfilling his responsibilities?

Specific activities of consultants might include:

- Meeting with a staff committee to discuss program plans.
- Working with a regional advisory committee.
- Visiting schools to observe and discuss program plans. (Continued from page 138)

The local administrator. This is for a purpose. The purpose is to deal with should be an official concern of the school administrative. Unless the administrator is committed to action of action that may be expected, or to administrative recognition of program planning deliberations the services of a consultant might be wasted, or at best can work to be largely academic in nature. As Goodlad has so aptly put it: "It is a cruel waste when officials permit and encourage people to know that they have nothing to do with a program, yet it is the program that is working to be recommended." The administrator probably should be the person who makes the official requests for the consultant's service, and should be prepared to work with the specific teacher, as with a committee or staff from the local situation. (Continued from page 138)

Evolution of Consultant Service

It is taken for granted that the evaluation of consultant service should be made by those using it. Most consultants would be interested in an expression of teacher and administrator regarding their work, if it might lead to improvement of their effectiveness. An evaluation may also help those who use consultants to prepare for better evaluation of consultants in the future. An evaluation should be followed with an approach to the purposes to which these purposes were achieved. Informal discussion by those involved locally could be directed toward such an appraisal, so to be free from regular duties or activities at the time agreed upon for consultant work. This is not always easy, and usually will require provision of some time released in the daily schedule. Program planning is too important an activity to relegated to the day of an "after school" or evening time assignment. Most consultants would prefer not to work on the school work exclusively. At any rate, arrangements should be made for unhurried consultation, free from distraction.

Finally, the teacher, or someone on the school staff should keep a record of matters that have been discussed. These should include recommendations by the consultant, and tentative decisions regarding next step to be taken in program evaluation, planning, or development.

W. R. Bingham

(Continued from page 137)

We believe that agricultural education should encourage its development and foster its growth. It will be given to setting family goals, both for the near future and on a long-term basis. Our encouragement will help them develop moral and spiritual values of life.

Young farmers need our continued help in meeting them. If we do our part, I believe they will do theirs because of the fine record of outstanding farmers that have preceded them. (To be concluded next month)

B. C. Boss

(Continued from page 130)

The degree of satisfaction reported with the teacher assignments for accomplishing each of the 43 kinds of duties was summarized separately for departments where the duty was assigned to teachers who had been teaching in any department in which the duty was shared by all teachers. No significant difference existed in the degree of satisfaction reported.

Summary

In a majority of the multiple schools and departments of vocational agriculture in Virginia most of the 43 kinds of duties investigated were shared by all of the teachers and the teachers considered this assignment for most of the kinds of duties to be "highly desirable." Teachers were also favorable to assigning these duties to those who had been teaching for at least 10 years, and those who had been teaching for VIII, IX, and X (1939) years. (Table 1) and in a few cases were unsatisfactory. This indicates that those teachers who had been teaching for the longest time were more likely to be satisfied with the assignments of duties. Most of the duties in their respective departments, much work still needs to be done in some departments to improve the satisfaction. Relationships with those involved with the duties are accepted by the teachers.
Preparing—

Low Cost Overhead Transparencies
In Color, Too

A. K. JENSEN, Teacher Education, Clemson University, Clemson, South Carolina

A. K. Jensen

The value of the overhead projector as a teaching aid is one of the most highly appreciated tools of our day. The availability and production of transparencies is sometimes another question.

Commercial transparencies are sold, and they are costly. Even many commercial transparencies are sold, and they are costly. Even many transparencies are produced as easily as any simple chart or diagram produced on paper or on the chalkboard. It involves a small material investment and a bit of initiative.

Here is the Process

First, decide on materials. Select one or two types of plastic, a good drawing pen, India ink, a rubber eraser, and one or two small, single, and some china marking pencils. There are a number of sources of plastic. Evaluate them in terms of their usage to you.

Reproduced X-Ray film can be used with china marking pens. India ink can be purchased in packages of 100, 1000, or 10,000 sheets for $250.00 plus printing charges. It is available from the Johnson Process Company, 95-58 Street, Elizabeth, New Jersey.

Another plastic which has proven extremely useful is Trycote. Two thicknesses are available, 0.05 gauge and 0.005 gauge. Both thicknesses can be used with India ink and china marking pens. The 0.05 gauge can be used with a "Thermofax" copying machine. The 0.005 gauge is usable in the rubber cement lift process. The 0.005 is used in the rubber cement lift process but only with extreme care. The 0.05 gauge is too heavy for the "Thermofax" process. It can be purchased in minimum quantities of 500 sheets of 0.005 gauge Trycote in 8 x 11 inches for $10.00 plus postage from Plastic Suppliers, P.O. Box 85, Blackwood, New Jersey or 140 Cole Street, Dallas, Texas.

China marking pencils can be used to develop transparencies in advance or as you teach. They take the place of chalk and a chalkboard. They project as black on white. They don't store well and fine point is difficult to obtain.

A variety of felt tip pens are also available and are quick and easy to use. Some are permanent while others can be removed. India ink will produce permanent transparencies. A good drawing pen such as a KOREX-NOOR Rapidograph with a 0.03 point is excellent when using India ink. It can be purchased as a fountain pen unit or in an isolated unit. Ordinary felt pens are also acceptable. Plastic inks of various colors are also available for these pens from most drawing supply stores.

In using India ink or plastic inks, obtain a 15" clipboard and square off the end. Then using a small plastic try square and triangles, most any type of drawings, graphs or charts can be drawn directly on the plastic. The plastic inks can be used to prevent ink leaks by using a small strip of cardboard on the underside.

The use of simple guides under your plastic also assists production. A 15" sheet of lined paper on a clipboard can be fastened to the back of paper to get a uniform spacing, lettering and standard lines. Graph paper assists in making graphs and charts. Several such simple guides are available in most any office and school supply store.
J. F. Junczuk
(Continued from page 142)

Young Farmer Committee Advises on Purchase of Farms

JOHN F. JUNCUZUK, agricultural agent, Winona, Minnesota.

What are the opportunities for young men who wish to become established in farming in your area? Boys in high school and recent graduates face a major decision whether to become established in farming or a related occupation.

Prospective young farmers need to know the number of farms that will be available. These individuals also need guidance, remuneration, and advice from reliable sources to help them obtain a suitable start.

Housing is not the only factor to secure credit to finance an economically sound farm.

Minnesota has taken the initiative in starting an organized program to help young men to start farming. A pilot project involving six communities in northwestern Minnesota in 1961 got the project started.

Winona's Agricultural Advisory council decided to learn more about the program and invited a rural area development specialist, who works as part-time state coordinator for the program, to speak to our group.

The Winona Agricultural Advisory council decided that they would take the responsibility of getting the program started and would act as the local Winona Young Farmer Committee.

The local committee decided to survey the local farming area to determine the availability of farms and also needs and opportunities for the community.

The council decided to establish a committee in each local community. Young men who have a sincere desire to farm can contact their local Young Farmer Committee for information and assistance.

Local credit personnel are very happy to see a young man show them his actual farm production and determine what needs and opportunities are present.

Local credit personnel feel that local farms can be purchased. Young men who have reliable farm managers and are familiar with farm management can buy and operate a farm.

For example, a farm manager can operate a farm for a young man for a certain period, perhaps two years, to give the young man an opportunity to learn farm management.

The committee will continue to work with young men during this period, helping them make the transition from high school to farming.

The committee will provide guidance and advice to young men during this transitional period. Young men can contact the committee for assistance and guidance.

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Stories in Pictures

Gilbert S. Guller
Ohio State University

Skills in electrical wiring are taught in the agriculture shop under the supervision of the teacher. (Photo by Paul Kemp)

The best of living conditions are provided for sows and litters by vocational agricultural students in Illinois. Hot water, heated concrete floor, infra-red lamp and guard rails provide protection to newborn pigs.

Robert Peterson and Brian R. Frederickson, seniors at Minneapolis Roosevelt High School, readying instructions for use of landscape equipment, recently purchased for use in the horticulture work experience program initiated by the Minneapolis schools this year. In the background is a part of the greenhouse that serves as a laboratory facility for instruction in the horticulture program conducted by Mr. Luke.

Featuring

Work Experience Programs

Gay Grimm, Route 1, Marysville, is pictured with his rotary lawnmower. The mower has a special feature that he made. The mower on the side of the road is the "Safety Reflector Bumper" required on all farm equipment when being transported on the highway at night.