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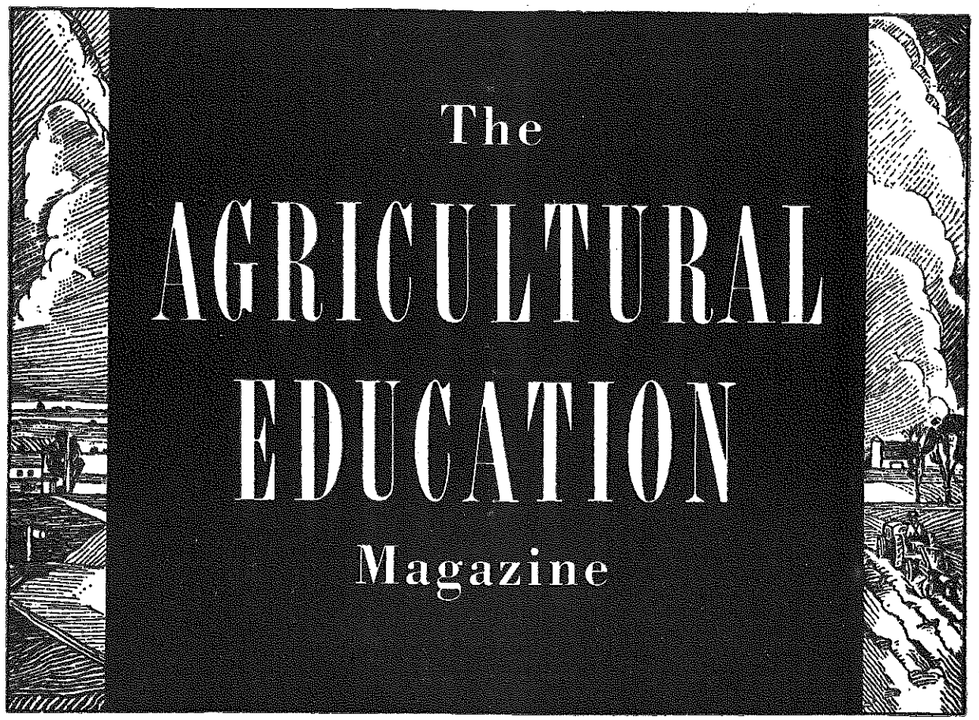

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The Agricultural Education Magazine

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Editorial Comment

Blueprints Based on Facts

Ray Fife

IN THE December issue of AGRICULTURAL EDUCATION MAGAZINE the writer was very much interested in the editorial entitled "Blueprints Wanted." I am inclined to think that teachers of vocational agriculture in the United States, if there be any who have time for professional reading, have an interest, at least, equal to the author of this editorial. The December issue itself suggested four new duties for teachers while seven articles suggested changes in the performance of duties many of which meant additional work for the teacher. If we may assume that the author of the December editorial is correct, and we are certainly justified in that assumption, then upon what basis is the blueprint to be made?

Is the teacher of agriculture to be a serviceman for the community? Certainly such type of program is not without the bounds of possibility. A program designed to meet a wartime emergency may easily carry over into peacetime and be regarded as a normal necessity. Let us not delude ourselves on this point. Some of the programs, which are educational as they are planned on paper, are very little more than service programs in actual practice. There may be areas in the United States where there is more need for service programs than in other areas, but certainly the need should be based upon carefully-selected data and seasoned judgment. Of course we should do our part in war services but every war service program from gathering milkweed pods to the construction of farm appliances and the conservation of food should have a measuring stick applied to it at the close of the war. It is our duty to fight the war on the home front while the war is in progress. There is no need to continue to fight it when hostilities have ceased.

Is the teacher of vocational agriculture to be the local chore boy for all other federal, state and local agencies and institutions which do not have local representatives? Of course this situation has been accentuated by the scarcity of trained help during the war period but much of it cannot be blamed upon the war. There is an increasing realization of the fact that in the teacher of vocational agriculture there is at least a key person in each of a large number of communities who can aid in putting over some particular program if permission can only be secured to use his services. Many of these programs are worthy in themselves but where is the supervisor to draw the line? Is the local program of vocational agriculture of so little value in itself that the teacher can afford to give a large portion of his time to other programs even tho they may be agricultural in nature? A second and in many cases a more serious problem is afforded by the investigator who can save the state or nation if teachers of vocational agriculture will collect the data necessary to a solution of his pet problem.

Of course there is a middle ground in this problem of help to others and neither teacher nor supervisor can afford to place himself in a position where he asks for co-operation and yet will not give it. This work for others is time-consuming and it deserves serious consideration when we are blueprinting the work of a local department.

The logical sequence to the doing of chores for other agencies is the consideration of the same problem within the school. Where does good co-operation stop and where do the duties of school chore boy begin? If the writer may venture an opinion, (and it is no more than that) it is our belief that in order to meet the charge that vocational agriculture is not sufficiently co-operative, teachers are carrying a constantly increasing, and in some cases an unreasonable load of general school duties.

The preceding questions are only a few among those which may be asked with reference to the formulation of a blueprint for a local department of vocational agriculture. Allow me to repeat a thought which is so well stated in the December issue: "The lazy or indifferent teacher is not affected but the conscientious hard-working teacher is bowed low by the very im-

tion in the stock language of a smart store clerk. "Don't you know there is a war on?"

How can we proceed in making a blueprint for a local department of vocational agriculture which takes into account the major needs of farm youth and adults and at the same time takes into account the interests of the teacher and his family?

1. There must be a careful, specific, up-to-date set of educational objectives for each local department of vocational agriculture. The general objectives for vocational agriculture may be the same. The specific objectives may be different for each department. State supervisors and teacher educators may aid in suggesting procedures but the objectives should be local. Objectives should be answers to the question: What contributions should vocational agriculture make to the agricultural education of this community? A teacher who has definite objectives has a basis for including or rejecting items in his program.

2. A natural sequence to specific objectives is a specific program. A teacher is protected against the demands of other agencies and individuals if he has a definite program and the school and community have been made familiar with it and have given it their approval.

3. The element of democratic planning is vital to both objectives and program. A teacher who takes advantage of the contribution which a carefully selected advisory committee makes has a community blueprint for his department rather than a teacher blueprint. In preparing for the task of program making a teacher should be prepared to furnish information on the nature of the activities and the amount of time which is necessary to conduct them. We do not believe that many communities will overload a teacher if they have knowledge of the time and effort required for the different phases of a local program.

4. Basic to program making on both state and local basis is a careful, sensible, accurate and reliable fact-finding program in which supervisors, teacher-educators, teacher school administrators, staff members in colleges of education and farmers participate in greater or less degree. The "spade work" in this fact-finding program will need to be performed in most cases by teacher-educators and with the dearth of students there should be time available. No reflection is intended on the men who are making postwar recommendations in the columns of the magazine, but how many of the authors, particularly those from state and national offices, have accurate complete knowledge of the facts necessary to program planning? For example, the writer thought he had sufficient information on young farmer problems in Ohio. During the past two months he has spent four weeks in the field interviewing school administrators, teachers who have had extensive experience in this area, young men on farms, young servicemen from farms and many others. In terms of my original ideas I imagine that I had about an equal number of rights and wrongs. Why not apply this procedure to other areas of work? If we were to make a teacher-load study in our agricultural departments, who has any basis for inclusion or rejection of items in the program? Because there were few facts available as a basis for program marking in 1918, must we have the same limitations now? Hasn't anyone in vocational agriculture ever learned subtraction and division along with addition and multiplication? If not, some emphasis is needed on mathematics in our graduate courses. This is the time of all times to secure actual facts as a basis for replanning our programs. We cannot justify changes in any other manner than to secure basic data upon which we can plan.

Determining objectives and planning programs is not new. Except in a few very worthy instances, we have simply not been giving sufficient attention to them. Much of the fact-finding program is new. It is easier to sit around a table and form conclusions based on personal opinion than to secure adequate basic data. All intensive studies have been condemned because a few impractical, unrealistic, educational crackpots have found a refuge in the field of making studies (sometimes called research).

5. The fifth factor in making a blueprint can be placed directly on the doorstep of supervisors and teacher-educators. The individual in these fields who doesn't have a hobby is a

S. S. SUTHERLAND

Professional

HENRY S. BRUNNER

How the School Serves Our Community

W. W. EVANS, School Clerk, Halfway, Oregon

UNTIL recent years, schools have been looked upon as institutions for the benefit of young folks only. The birth of the idea of making our schools serve the needs of both our youth and our adults was brought about by wartime necessity, and the results obtained in our community from adult classes has eliminated all prejudice. We have long since discovered that when we graduate from high school, our schooling really begins, and when we are too old to learn, we are old enough to die.

During the last 10 years, as clerk of the Pine Valley Union High School, I have had an opportunity to observe. The departments of agriculture and homemaking in our school have consistently maintained the center of interest. During the years past our students have won enough banners to cover a good share of the wall space in our assembly room. The winning of prizes is not the objective in vocational education, but it is a by-product which has had much to do with the successful operation of our school.

There is a rivalry and incentive for leadership in vocational education. The subject matter of textbooks has a tangible significance in individual projects. Many students accumulate considerable money while gaining an education, and learn the value of money by actual experience. Practical application of knowledge is a cornerstone of vocational education, and whether or not we intend to be farmers and housewives, this training is valuable in any walk of life. Bankers, lawyers, merchants and people in other vocations have to deal with farmers and problems of the home. We have long since learned that the better we understand the problems of our neighbors, the better we will be able to systematically conduct the affairs of our own lives. There was a time when it was not thought necessary to educate boys to be farmers, but we have found out that if any one in the world needs to be educated, it is farmers. The best interests of the masses demands that farmers be represented in the seats of the mighty. It is from these vocational classes that leaders are produced.

Instructors Have Many Duties

When we contemplate the successful operation of our vocational departments, our farm shop and our community cannery, we have to conclude that there is a reason. Our instructor in agriculture, Carl G. Floten, and our instructor in homemaking, Miss Margaret Mathis, have a broad view of education and their services are serving a community need. How Mr. Floten finds time to supervise our school cannery and farm shop and, at the same time, carry on the rest of his school and community responsibilities him the honors are due. Harry Alexander, one of the best all-round mechanics in the state, is responsible for the effective and most satisfactory standing of our shop in this community. He is an expert welder and during the war emergency has been available in this community for helping farmers in countless repair jobs, when in reality he had to neglect his own business to do it. The results of our shop program were so excellent that the supervisors in Salem made at least two trips to Halfway to see for themselves before accepting our reports as fact. On their first visit of inspection they found farmers busy in the shop mending all kinds of farm equipment. They stayed over until the next day to see what happened and were most agreeably surprised to see an entirely new group in another class in farm machinery repair. This Food Production War Training program has a place in the affections of our people that would be difficult to supplant and no one would think of giving it up.

Repair Equipment

If we should undertake to enumerate all the farm machinery, machinery parts, tools, and equipment repaired thru our farm shop since this program was instituted in our community, it would take a whole newspaper to hold it, but as we glance over the list, we notice several items which are common to all farms. For instance, five tractors, 56 mowing machines, 13 hayrakes, seven combines, 12 hay derricks, 33 hay bucks, and many other items of farm and household equipment too numerous to mention. Think what it means to our farmers during these strenuous times of labor shortage and new equipment restrictions. Without this Food-For-Freedom program in this community and the community shop equipped with just about every tool necessary to repair anything, our farmers would have been in a sorry plight. With this program in operation and with one of the best mechanics in the state as an instructor, we have repaired our tools and equipment, increased our production by reason of eliminating breakdowns, and in addition scores of farmers have learned how to do things. With 170 farmers completing 18 courses, we have received our money's worth with some to spare. When this program started we had one man who was an expert welder. Now we have 15 men who are competent to weld almost anything.

When our School Community Cannery was first proposed, some of us were "Doubting Thomases." We were so used to the old way of canning over a hot stove that we could not accept the new and better way until it had been tried. Our vision was impaired but we can see the light now. Modern methods eliminate wives can go to the pantry shelf and tak down a can of vegetables or fruit that would do credit to a fancy pack on the grocer's shelf, and above everything else, we have saved fruit and vegetables which otherwise might have gone to waste. Our people have learned and practiced the best methods in canning. As of the date this is written, 512 patrons have used our school canning facilities, and by the time the canning season ends, we will have canned in excess of 20,000 cans. The most we have canned in a single day was 1,050. The largest number of patrons in a single day was 34. And we have found out that we need larger quarters with greater capacity.

Continuous Program

Our program in vocational education has gone beyond the talking stage. It has not stopped until a plan of action has been developed whereby the youth and the adults in our community have done something about solving their problems. This action has required the school to provide facilities and opportunities different from those heretofore thought of by many people. We are glad of this opportunity to confess that we have been converted.

To the Youth of America:

Let me lay before you a serious problem we Americans must face; a problem only high-school students can solve. Our Nation, which has grown great by cultivating the abilities of its people, is now rolling up a colossal deficit in education. Our college classrooms have few men students. More than one million young people your age have dropped out of high school. Hundreds of millions of man-hours of learning are being lost forever.

You want this country to be powerful and prosperous after the war. But this country can do its duty in world leadership only if its citizens continue to have the "know how."

The best place for you to get ready for tomorrow is in high school. The Army and Navy want boys and girls to complete their high-school education before joining the services. The War Manpower Commission says schooling comes first.

To give up a job and return to school may mean a temporary sacrifice of income. It may seem to mean sacrificing work essential to the war. But your "battle station" is in school. Your Nation asks that you return to your post of duty in high school and stay by it until you have finished the job.

JOHN W. STUDEBAKER
U.S. Commissioner of Education

Responsibility of Vocational Education in the Postwar World*

DUDLEY M. CLEMENTS, Regional Agent, U. S. Office of Education

D. M. Clements

UNLESS we use the Golden Rule rather than the rule of gold as our standard, this war-torn world will be difficult to adjust and rehabilitate. Our nation is experiencing one of the greatest upheavals and dislocations of humanity the world has ever known. We find there are more than 10 million men and women who are directly participating in fighting the battles on the far-flung fronts of the world. There are 20 million more who are engaged in providing the weapons and facilities for the prosecution of the war. There are other millions who are engaged in producing the food required to supply the energy necessary to destroy the enemy, manufacture the equipment needed and assist the allied nations of the world in prosecuting the war. These people are all now living in a new world. Those of us who have not been so greatly disturbed are living a new and different experience.

As the war progressed the cry for manpower grew louder and louder. There was not enough skilled manpower in America to meet the demands of the war. Those of us in vocational education set up a program of training that finally took people from every walk of life and put them into industry. We even went into the homes and took the housewife and put her into the factory. Those of us in vocational agriculture also heeded the call and, thru training on a preliminary basis, finally drained the farms of their manpower to such an extent that the farm labor situation has almost reached such a serious crisis that the food supply of the nonproducers who are essential to the war effort may be jeopardized. In the beginning we knew there was a surplus of manpower on the farms and that some of this surplus represented "wasted manpower." Hammer and Brick, in the April 1942 issue of the *Land Policy Review*, classed farmers who produce less than $1,000 gross income per year as underemployed and for that reason they represent wasted manpower. To our surprise 2,716,797 of all the real farmers of the country come in this class, and 1,829,763 are in the southern states. Some of these underemployed farmers were trained to go into industry; some went into the armed forces; some were rehabilitated thru training to the point where they no longer represented wasted manpower, and some we still have with us.

There are millions of men and women who have been uprooted from the communities where they lived and have gone to the uttermost parts of the earth. Most of these men and women will return to America when the war is over, to find a place for themselves and once again become members of society. They will not be the same men and women they were when they went to war. Their ideas and ideals will be different. Some will be disillusioned, others will become cynical, and still others will have made good use of their uprooting. What will all this mean to the home and family life of our nation? Will the woman who has been a riveter, a welder, a WAC or a WAVE be the same woman when she returns? Will she have a desire for home and a family? How about the thousands of women and girls who were called out of the small rural communities to work in stores, offices, and factories? Will they want to go back or is the pull to the city too great? What about the men who once earned a dollar a day and now earn a dollar an hour? How are they going to react? How about the man who once had to tighten his belt because his income made it impossible for him to buy the necessities of life? Now he takes his belt off and there is no limit to the satisfaction of his desires. What will be his attitude toward society? What will the farmer do when the produce from his farm does not have the ready market it now commands? Will all these things happen or are we going to be able to find a way to make the proper adjustments?

Principles for Postwar Programs

I would like to give you some general statements that I have taken from Leaflet No. 12 of the U. S. Office of Education. These were written by our Assistant Commissioner for Vocational Education and represent principles for the establishment of postwar training programs in vocational education.

1. We must think of vocational education not as a school program of classes and teachers and students, but as a production program which is to be carried out wherever it can be done effectively.
2. There is no reason why a course in the regular vocational program should not be geared to employment just as carefully as war production training courses are now geared to pay roll jobs.
3. Our whole conception of education in general and of vocational education in particular needs revision and enlargement.
4. Emphasis needs to be shifted to in-service training of teachers.
5. We need a balanced program which can be quickly adjusted.
6. The program must always be kept in step with the needs of the area it serves.
7. We must not adjust production downward, but find ways and means of distributing our maximum production to our people.
8. One objective in agriculture should be to divert our labor, our capital, our machinery, and the fertility of our land to production of the commodities most needed.
9. Local school patrons will demand the continued full use of all facilities.
10. The re-establishment of home and family life will be an important problem.
11. The program of vocational education in home economics will have larger participation that immediately for annual employment of teachers.
12. The emergency has revealed the glaring weakness of office and clerical training.
13. When the war is over vocational education will be swamped with readjustment demands.

Part or all of these statements of principles may apply to the particular service you represent. Your job and mine is to formulate an educational program that will meet the demands of the people after the war is over.

May I give you a conception of what we may be able to do to meet the needs of the people of a rural community? Very soon after the war is over the log jam of humanity will begin to pile up again in rural areas unless there is an employment outlet in urban centers to break it. The various services in vocational education must work together better so that those of us teaching vocational agriculture and home economics in the rural areas will be able to keep those of you in trades and industry, business education, and occupational guidance and information in urban areas, informed as to our supply of available workers who desire to move to urban areas. At the same time, you should keep us informed as to the demand in these areas. We should make an effort to determine the number of young men and women who do not care to remain in rural communities.

Interests Are Basic

If we are able to find out what their interests are, you then can tell us what we should do for them in the way of training before they come to you for further training, thus helping them avoid many pitfalls and heartaches. We hear a great deal about the country boy or girl who has made good in the city, but very little is said about the numbers who were driven into "blind alleys" which ended in slums, poverty, and degredation in a great industrial city that may be as cold as the steel from which its machines are made. We have as much responsibility to distribute good manpower into the channels of trade as we have to distribute our agricultural commodities. Both should command a good price. If we make no better job of distributing the human crop in the future than we have of distributing our farm crops in the past, thousands of human beings will be doomed to failure.

We must plan our program for rural areas so that our young men and women may be trained and placed for employment in their own or nearby communities if there are no employment opportunities in urban areas. This may mean bringing industry to the centers of raw products and manpower rather than bringing manpower and raw products to the centers of industry.

The South is a great source of raw products and surplus manpower. For almost 100 years the products of our forests, mines and fields have been stripped from our land and shipped to industrial centers outside our region along with our manpower. Both have been sold at raw material prices and, as each load of products and each man left our land, we became poorer and other sections became richer. Our industry in the South, as well as our agriculture, must be two-armed. By that I mean that the raw products we have must be processed for consumer use

*Address before the luncheon meeting, East Tennessee

Methods of Teaching

G. P. DEYOE

Our Job—Teaching and Supervising

G. S. DOWELL, Teacher, Munday, Texas

IN ADDITION to the regular duties of his vocational program, the teacher of vocational agriculture is responsible for the teaching and the supervising of the Food Production War Training courses. But what will he teach and how will he supervise? In the case of the courses in farm machinery he must secure a good instructor who knows how to teach, and who, as well, is a skilled mechanic who knows how to build equipment and repair farm machinery. Most of the mechanics who can be employed for such courses are sufficiently skilled but they need more knowledge of how to proceed. The best way to get such an instructor to teach as well as to do the necessary work is to do some teaching yourself. "Wisdom is knowing what to do, skill is knowing how to do it, virtue is doing it." Good teachers and supervisors should be virtuous, as well as wise and skillful.

Skill in Teaching Is Important

It is surprising what the average man can do with a piece of iron if you can get him to stand up to a forge, heat it, and begin shaping it on the anvil. But he must be encouraged to do that, told some of the fundamentals of forge work, and shown how to proceed. As an example, I drove out to one of the communities where I was supervising a farm machinery course and saw a man standing around, not working. Seeing that the forge was not in use, I picked up a piece of iron, put it in the fire, and asked him to heat it for me while I took a broken bolt out of the side of a tractor with an "E Z" out. Then I went back and began to shape it into a trailer hitch and soon asked him to continue it while I went to the car for some supplies that I had brought.

Then when I came back I had him get the electric drill, showed him how to operate it and, after boring one hole, asked him to bore the others. Then I picked up some old bolts and asked him to rethread them for me. He said he did not know how, so I did one and then got him to do the rest. Then I gave him a hand shield and asked him to watch me weld one piece on with the electric welder. As soon as I had stuck the pieces together I asked him to put on the hood and try it himself. I took hold of his hand and helped him strike an arc and weld one side and then told him to weld the other side. The electrode stuck and scared him. He would have dropped it had I not put my arm around him and caught his hand. The next week I went to visit the class and found him at the forge with a piece of scrap iron he had brought from home. During the hour and a half that I was there he made a trailer hitch, put it on his pickup truck, and completed the job.

can't simply drive up, look around five or 10 minutes, get in your car and leave, and do any real supervision. That kind of work may approach inspection but it isn't supervision. Incidentally, the experience mentioned happened two years ago and the farmer is still using the trailer hitch he made that night. The instructor followed me to the car and said: "I am sure glad you came. I can do those things myself, but I don't know much about how to teach these other fellows to do it. I believe I see now how to proceed." I try to foresee the supplies most likely needed and keep them in my storeroom here at Munday. When I visit a course I take along some of the supplies such as solder, new files, good hack saw blades, welding rods, emery cloth, rags and paper towels. I talk to the men about each job that is under way and usually try to do a little on it myself. The man I started that night two years ago and some of the others who were in the class are better mechanics than I am today, but they like to see me come and they show me their work with a lot of pride. Some of them have left their implements at the shop several days in order to show them to me before taking them home. That is why I am teaching and supervising farm machinery courses.

Good Supervision Is Needed

In the case of the production, conservation, and processing of foods, the procedure seems to depend more on the kind of country in which the courses are operated. At Lockney, Texas, where there are 400 irrigation wells within a radius of 10 miles, where the country is rather thickly populated and large quantities of vegetables are produced, it is possible to have one large center where 70,000 or 80,000 cans of food are processed each year. However, under the present regulation of one-fourth of the total time being spent on planning and production, it is difficult to put in enough time on that part of the course to support the large number of hours necessary for such a large center. In centers like Munday, which serves well over 1,000 square miles of rather sparsely populated, semi-arid country with no irrigation, the fruit and vegetable crops are limited to a few varieties such as plums, corn, and field peas, which means a short season in which to process these foods. In such communities that are long distances apart, seasons of from 15 to 30 days during which from 2,000 to 5,000 cans are processed seem to fit the conditions better.

We have nine centers in such communities, the one most remote being 42 miles from Munday. Eight of these communities have Home Demonstration Clubs and the other has a Woman's month and each agreed to sponsor a center and spend at least part of its time during March, April, May, and June on planning and production of food, then open a processing center that would operate two or three days a week during the canning season. The home demonstration agent meets with them and conducts the lesson once a month and either the homemaking teacher here in Munday or I meet with them and conduct the lessons once a month for four months. This, in addition to evening schools and other meetings on production, provided the necessary work on the planning and production part of the courses.

One-Day Training School

I selected instructors from among the club women who had already had some training and were leaders in their communities. In order to be sure that they were up-to-date on the extension methods of processing foods, I conducted a one-day training school where the district supervisor presented the administration of such courses to make sure that everyone connected with the program understood the operation of such centers. Then the county home demonstration agent or the homemaking teacher carefully taught the best processing methods and actually processed various kinds of foods such as meat, vegetables, and fruit. My part as a teacher of agriculture consisted of teaching, and getting others to help me teach, the planning and production part of the course, selecting instructors and providing the training school for them, and taking equipment to the different communities and setting it up. In supervising processing centers, I visit each center once every two weeks. I usually carry a small kit of tools, such as wrenches, a hand grinder, oilstone, and steel, in my car in order to be able to adjust equipment, sharpen knives, and set things right in general. Then I carry supplies, such as soap, paper towels, scouring powder, fly spray, and fly swatters, in order that I may provide what is needed in each place. About 9:00 p.m. I try to quit for the day and go home. Then I may write a news article, even at 3 o'clock in the morning as I am now doing.

All days are not crammed full and part of the time I have nothing to do in the field. How can a teacher of vocational agriculture continue his regular program and take on extra work? I can't tell you how in every case because conditions vary greatly. I do know, however, that if a man has a community program and works at the job, each part fits into the general scheme of things and he gets a lot done. In my case the FPWT courses have taken me into many communities where I would not have become acquainted otherwise and have widened my field of work considerably. You may have a better way and you may do it very differently, but this is my idea of teaching and supervising FPWT courses while you

Teaching Farming Program Elections

ELWOOD M. JUERGENSON, Teacher, Linden, California

OF LATE years a great deal of emphasis has been placed on concentrating teaching time in developing farming programs with seniors and out-of-school youth.

However a great many teachers of agriculture feel that largest dividends are paid for efforts expanded on freshmen students in agriculture. Naturally graduates of vocational agriculture should not be neglected, but the history of successful farming programs has usually been the right boy with the right start as a freshman.

It is usually harder to stop the right kind of farming programs from growing than it is to keep the wrong kind of program from stopping.

Good farming programs depend on the type of community, the type of farms, and the individual boys. We can do very little to alter these as we find them. Therefore, our hope is to co-ordinate them to the advantage of all.

One benefit from vocational agriculture is to keep farm boys on the farm. After a farmer has farmed his land a lifetime, he very often has just about the kind of farming that should be practiced on that particular farm. With these two thoughts in mind maybe the best farming program is to fit the boy to what is already on his home ranch or even a partnership arrangement, and not necessarily begin a different enterprise or have a compact unit merely because he can call it all his own from the start.

When this is practiced the transition from student to farmer is a natural one, and in a surprisingly short time father retires and most of the farm becomes a future farm project.

Here is one method, no doubt practiced by many teachers now, of starting freshmen boys in agriculture.

Briefly, it can be divided into three steps:

1. Survey of community farming
2. Survey of how former Future Farmers, now farming, started in agriculture
3. Planning farming programs for freshmen

Field trips with the entire class are extensively employed, but may serve to eliminate after-school supervisory visits for the time being.

Step One

Survey of Community Farming, Especially Successful Farms

By means of discussion and the ingenuity of the teacher of agriculture, the following questions and answers are placed on the board before the freshmen class:

Q. Why are you taking vocational agriculture in high school?

Ans. In order to become farmers.

Q. Why do you wish to become farmers?

Ans. In order to earn a living and lead a happy life.

Q. As a farmer, how can you manage to earn a good living?

Ans. By having or running a prosperous farm.

The above questions might be given as an overnight assignment or thought day in class. At any rate we can set up before the class that our problem is:

What is a successful farm?

Then by class discussion bring out many factors which go to make a successful farm such as: proper size, good management, practice of rotation, etc., and concluding with the fact that most good farms fit the agriculture of the community.

The following day the first field trip is taken to an obviously successful farm. Before leaving each student is handed a mimeographed sheet similar to this:

Date.....
Student Name.....
Ranch visited.....
Type of surrounding country.....
Type of surrounding agriculture.....
Size of farm.....Acres divided:....Hill
.....River bottom
Enterprise on farm in order of importance:
.....
Is rotation practiced?.....
Is it well balanced?.....
Is it properly managed?.....
What equipment is available?.....
.....
How and where is it kept?.....
.....
Is cover cropping and fertilization practiced?.....
Does this farm fit the community?.....
Is it successful?.....

Students will immediately recognize this as a product of their own thinking and take pride in its purpose.

Point out that they are going to visit a farm. As the owner shows them his place, each member independently should fill in his sheet to the best of his ability.

At the end of the field trip or during the following class period, the class should tabulate their results and with the instructor's guidance arrive at the conclusion that not only does a successful farm fit the agriculture of the community but it also follows many of the other practices they listed.

While one ranch may bring out this point, it would not be out of line to visit several farms in the district, particularly if each produces a different kind of commodity.

Step Two

Survey of How Former Future Farmers, Now Farming, Started in Agriculture

The following series of field trips are now embarked on in rather quick succession. Visit the farms and farming programs of:

1. A Future Farmer out of school several years—especially a Young Farmer, State Farmer, etc.
2. A Future Farmer who graduated last year
3. A junior or senior agricultural student now in school
4. A sophomore or a last year's freshman student in school

Obtain the co-operation of the young man whose farm is being inspected and get him to do the following three things:

1. Show the students his present farming program
2. Tell them what he started with in vocational agriculture, and how he has
3. Tell them something of his future plans in farming

The mimeographed forms may be used on the first or the second field trip but need not be used while visiting the programs of the boys who are in school.

By this time the new students will begin to see what a good farming program is and how they grow from small beginnings. Now we come to our goal.

Step Three

Planning Farming Programs for the Freshmen

Summarize briefly the preceding study before the class and explain that each member's home farm will be visited by the entire class in an effort to assist each other in his election of his farming program.

(Naturally the instructor will contact beforehand the parents of each student whose farm is to be visited and even contact individually the particular student in question so he can prepare himself.)

Begin with the best prospect and have him give the answers in class to Part I of the following mimeographed form:

Farm Program Selection

Part I *Home Farm* Date....
Name of farm.....
Check: own, rent, lease, share, partnership.
Size of farm....acres. Water supply....
What are the enterprises.....
Occupation of parent.....
Full or part time.....
Equipment available.....
Shop facilities.....
Comments:.....

Member's Farming Program

Part II
Name.....Year.....
1. What does he now have.....
2. What do his parents wish him to do
.....
3. What facilities are available to him
.....
Part III
Write down your recommendations for a farming program for this member:.....
.....
Signed.....
Student Adviser
Part IV
What does he actually plan to do.....
Out on the farm the student shows and points out to the class:
1. His home farm and its facilities
2. What he has already started for his own farming program (if any).

From this information the class should fill out Part II of the outline during the tour.

Then, under the shade of a tree or in the barn, let the class have five or 10 minutes to complete Part III and put down their recommendations based on Parts I and II and give their own thinking and judgment.

The lesson can be concluded then, but it is generally more satisfactory to retire to the classroom where a blackboard is available to summarize the recommendations of the class.

Part IV should not be divulged until a reasonable set of recommendations is agreed upon by the class with the exception of the student in question.

Then let the individual being con-

Farming Programs

C. L. ANGERER

Agricultural Education on a Doing Basis

ELVIN DOWNS, Supervisor, Ephraim, Utah

THE challenge has been issued: "Agricultural colleges train farm boys to leave the farm." In many rural sections youth has left the farm after securing a college education; so too, have thousands of farm boys who never enrolled in college work. It seems that the latter group is the larger; it should cause greatest concern. In one rural farming community in Utah it would be difficult to locate a single youthful farmer. The land is owned and, in many cases, poorly operated by elderly farmers. Farming methods are antiquated. There is a definite need for new blood, youthful blood, with its improved farm practices and knowledge of farm skills.

Has Supervised Farming Failed?

One of the objectives in passing the Vocational Education Act of 1917 was to enable pupils *to learn to do by doing*. Learning to farm by actual experience in a farming situation was, and is, the goal of every leader in agricultural education.

In vocational agriculture in high school, the productive project has, in too many cases, been the only form of supervised farming. Not too uncommonly the student of vocational agriculture selects a project which is not challenging, nor does it offer opportunity for financial reward. Perhaps I'm not wrong in saying that projects are sometimes taken to please the teacher or to satisfy requirements for the course in vocational agriculture. It can be charged that some teachers supervise projects rather than farming programs. If youth is to farm, he must become established in farming, he must have a place to farm, and have equipment and money. When a boy enters vocational agriculture for the first time, it is time then for that boy, his father and his teacher to begin to outline plans for the establishment of that boy in a farming program. If such a plan has been outlined and developed under competent supervision, the odds are well in favor of the boy remaining on the farm whether or not he graduates from college.

Snow College Department of Vocational Agriculture

The Snow College in Ephraim, Utah, located in the heart of farming and ranching sections of the state, has outoutlined a curriculum in vocational agriculture rich with opportunities for learning the best methods in farming and ranching. It is a two-year post-high-school program for Future Farmer graduates or other boys who want to learn the art of farming by actually doing the job. The Snow Vocational Farm of 70 irrigated acres and its herds of registered dairy cattle, sheep, swine, beef cattle, on a "learning to do by doing" basis. The State purchased the land and provided funds for the necessary farm buildings. Plans are being made for a dwelling for the farm supervisor and a dormitory for the students enrolled in the agricultural program.

Nonprofit Corporation Formed

For efficiency in the execution of business, a nonprofit corporation known as the SNOW VOCATIONAL AGRICULTURAL DEPARTMENT was formed under the laws of the State of Utah. The objectives for which the corporation was formed are:

1. To carry on the business of buying, leasing, owning, breeding, raising, and selling livestock and poultry, and for receiving gifts.
2. To exhibit at livestock and poultry shows and fairs.
3. To prepare, illustrate, and place advertising matter in periodicals, books, and pamphlets.
4. To provide facilities for boys enrolled in the department of vocational agriculture of Snow College so that each enrollee may have part or full ownership of the short-term projects he works on in the department, or may work on a department project. The profits accruing from the breeding and livestock projects are to be worked out on a prorated basis with the enrollees. Part of the profit is to go to the boys as payment for their work, and the remaining profit to go to the Department for the purpose of building up its educational program.
5. To provide breeding stock and poultry. The enrollees may purchase feeding projects from the corporation and receive their share of the profits that accrue or the boys may bring their own animals to feed as projects. A reserve fund may be developed by the corporation, its function being to serve as insurance against those projects which may not yield a profit.
6. To borrow money from local banks or individuals to finance any and all of its projects and to secure the loans so made. The corporation may mortgage any and all of its property. It may make, execute, negotiate and deliver all forms of negotiable instruments.
7. To keep complete accounts and records of the operation of the business of the corporation. All such records and accounts shall be properly audited.
8. To foster practical experience in farming with the least delay in action, shall be the main purpose of the organization of this corporation. It will be to the interest of the corporation to co-operate with the State Board of Education and the State Director of Agricultural Education so that the purposes of the organization may be achieved with the

Farm Practice

Registration will be limited to those boys who want to become farmers. They will live at the dormitory on the farm under farm conditions and talk the farmer's language. During the two-year course each enrollee will be given participating experience in all farm enterprises on the farm. Boys will be encouraged to bring short-term feeder projects from home, but if such arrangements are impossible, projects will be provided by the Department and assigned to individuals for management under supervision. The enrollees will share in the profits made by productive projects which they manage. The primary objective in all the farm practice work will be to make money and to train boys thru participating experience in making money from farming enterprises. Experimental work will not be in order, but application of the best-known, tested practices for making profits will be.

Instruction

One-half day is to be spent in farming activities on the farm, and one-half day in college courses that will improve the enrollee's citizenship and cultural standing. The instructors of vocational agriculture will spend their time instructing in vocational agriculture and in supervision of farming activities on the farm. The instruction will be based on problems that grow out of the farming enterprises.

Placement

Every attempt will be made to place the enrollees back in their respective communities as farmers when they have completed two years of instruction. Statewide surveys will be analyzed and council given the enrollees in the selection, rental, and permanent ownership of the land.

Conclusions

This project is another forward step in an attempt *to meet the needs of farm youth*. It is a means of providing that boy who has an interest in farming, all the experiences, joys, comforts, hardships, and daily situations that he will probably meet when he enters farming. It is a further attempt to provide experiences which contribute to the development of abilities needed for proficiency in farming of the type in which the student is most apt to engage. And above all, this program of post-high-school vocational agriculture pledges *to place the enrollee back in the farming community where his influence can contribute to the welfare of those engaged in the most noble of occupations—farming.*

The Editor's comment: This project appears to have many of the features which are claimed for area schools, if they were devoted to agricultural education, as provided in the proposed bill for

Another Slant on an Old Story

RICHARD A. CHAUNCEY, Teacher, Fillmore, New York

HERE is one way to answer the popular problems of Dairy Herd Management Records in vocational agriculture classes. The problems are: enrolling a satisfactory number of those herds represented in the department; testing regularly; keeping accurate records that are up to date; and summarizing the records completely.

I feel that the supervised farming program is more important than the classroom work. In the supervised farming program, the records hold a prominent part, especially in a general or dairy farming area. My feeling in this matter may explain why I answer the questions as I do.

In attempting to enroll most of the boys who have five or more cows at home, the first step is to give a substantial amount of credit for the completion of the records. For the first- or second-year boy this may be 100 percent; for third- and fourth-year boys it could be as much as 50 percent of his entire supervised farming program. I am rather severe in the supervised farming requirements, holding that the boy must have a satisfactory program or leave the department. My conscience is clear, because I feel that even a village boy can have a satisfactory program if he wants to badly enough. When a boy knows that he will receive a large part of the credit required by keeping D.H. records, he usually will do so. It also helps for him to know that those not keeping D. H. records are working just as hard at supervised farming as he is.

To encourage regular monthly testing, I first require that the records be discontinued the first time a monthly test is missed. If the records are discontinued, that large space in the supervised farming program must be filled in some other way.

The boy is allowed to make the test during any agricultural class period and is allowed one helper from the class providing he can recruit one. These boys must make up the work missed in class. He also may test milk during any of his free periods. He must leave the equipment in perfect order or do the washing job over on his own time.

Having enough sample bottles so that each boy may have his own permanently marked bottles seems to create interest in the whole testing job.

There is a large amount of paper work connected with D. H. records. Boys dislike paper work more so than you and I. For this reason, I have attempted to reduce the work. My experience is as follows:

A plan used one year was to have the entire class spend one period each month working on the records of those, in the class, who kept records. This gave all boys some experience and divided the work. Some kept records simply because they "had to do the work anyway, so why not get credit for it." This practice has been discontinued simply because it was impossible to have records that were accurate in every way.

At the present time we have organized an informal club, consisting of those meets in the evening the last Monday of each month, and the members work on all records until all the work is done. This is followed by food which is always of interest to boys. At the present time the agricultural teacher is a food committee of one. The group includes two boys who graduated last year and who are keeping D. H. records for the current year. Meeting in the evening makes it possible for these two boys to attend and get help and encouragement on their records.

The use of the following tables and an adding machine also reduces the work required.

1. Monthly milk computation table.
2. Butterfat computation table.
3. Monthly feed weight computation table.
4. Monthly feed cost computation table.

The last two were prepared by this department. I find that if the records are kept regularly and accurately, there is little difficulty in convincing the boys and their dads of the value of the records. The toughest job I have yet seen, in this work, was trying to convince boys of the value of records, when the year previous to my acceptance of this position an attempt was made to build a complete 12 months' record on the basis of one test.

If the records are complete up to the time of summarization, I find that there is little difficulty in getting the boys to spend as much as three or four evenings in summarizing the monthly records for the year.

F.F.A. Service Flag Unveiled

One of the most impressive ceremonies of the 17th National F.F.A. Convention was the unveiling of a service flag honoring 138,548 former F.F.A. members who are now in the armed forces. The 4′ x 6′ service flag was of pure silk—only one other of equal quality is to be found in Washington, D. C., and that hangs in the Library of Congress. Following a splendid laudatory speech by 1st Vice-President O. Beverly Roller, Weyers Cave, Virginia, the national anthem was played and the flag was unveiled. The audience stood with bowed heads in silent tribute

The fitting speech of Beverly Roller, delivered without notes, follows:

"We now come to one of the most important ceremonies of our convention—one in which we pay tribute to those boys in the armed forces who have served so gallantly, and to the members on the home front who have served so willingly.

"Since the war began, Future Farmers of America have distinguished themselves on the battle fronts of the world. We know the story of those former Future Farmers who flew in the Jimmy Doolittle raid bombing Tokyo. A liberty ship last year was named after Edwin J. O'Hara for heroism aboard a Merchant Marine ship. The name of Homer Paul Anderson, Sgt. Bert Jordan, Wesley Sawyer, and other former members are familiar thruout the nation. Those are only a few of the many former members who have distinguished themselves on the battle fronts of the world. They are helping to write today's history with courage and valor.

where have placed major emphasis on activities that would help in winning the war. Members of the F.F.A. may be justly proud of the contributions they have made. Millions of dollars worth of food have been produced, tons of scrap materials have been collected, and eight million dollars worth of bonds have been purchased by members of the F.F.A.

"Many of the members here today will soon be entering the Armed Forces and will serve in all branches including the Army, the Navy, the Marines, the Air Corps, and the Coast Guard. Members of the Future Farmers stand ready to serve their country wherever needed—on the farm front and on the battle fronts of the world. We know that they will serve to the best of their ability and bring added honors to the F.F.A. They are striving to uphold the high ideals of our organization and our country.

"We have prepared a service flag to display at our convention. This service flag will be unveiled with the assistance of Private Chester Asay, former Future Farmer of the Lovel, Wyoming chapter, and Seaman Jim Hutchins, American

Book Review

History of Agricultural Education of Less Than College Grade in the United States. Vocational Division, U. S. Office of Education, Bulletin No. 217
648 pages, illustrated, 75 cents
Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

A. P. Davidson

THIS long-awaited publication is a record of the experience of 48 states, Hawaii and Puerto Rico with agricultural education of less than college grade. It is a condensation of approximately 5,500 typed pages from 170 contributors, all of whom speak from first-hand experience. Compiled by Dr. Rufus W. Stimson and Dr. F. W. Lathrop, this comprehensive history is not merely a matter of academic or personal interest, but a work that may well have an important bearing on the future development of vocational education in agriculture. In three parts and 12 chapters devoted to historical backgrounds and summaries, Federal Administration of Vocational Education Acts, and Growth and Trends in Vocational Agriculture.

Due to the war the edition of this important work will be limited. We suggest that you send in your order and remittance promptly to avoid disappointment.

Readers of *Agricultural Education* are directed to the recent October issue of the *Review of Educational Research*, Chapter V, pages 327–336, in which Dr. William A. Smith of Cornell University reviews most appropriately recent studies in the entire field of agricultural education and lists a bibliography of 72 studies recently completed. This is a summary of studies which no reader should overlook.

WATSON ARMSTRONG **Farmer Classes** W. H. MARTIN

Farmers Profit From Co-operation With Other Agencies

PAUL M. HODGSON, Supervisor, Dover, Delaware

Paul M. Hodgson

SECURING effective working relationship with other agencies and organizations in the field of agriculture is one of the most important steps in planning, developing, and carrying out a successful program with the adult farmers. It is only natural for every person to think that his program has the greatest opportunity for influencing the thinking and action of the people with whom it comes in contact. This is as it should be. Without complete belief in one's program, maximum effort will not be exerted. There are, however, in agriculture, so many groups working with and for the farmer that it is very easy for the farmer to become confused and to consider the work of one group as being the result of another. Each of these groups working with and for the farmer has a definite contribution to make to the welfare of agriculture. It is only thru an understanding of the activities, purposes, and plans of each that we can make use of any program and help the farmer become acquainted with all agencies so that he may make a wise selection of those things that may be of most value to him and his farming program.

An Outstanding Example

One of the outstanding examples of an effective working relationship developed by the agencies, organizations, and persons interested in agriculture in my own state serves to illustrate how maximum results may be obtained from complete understanding. It is in the time of greatest need that we all work together. Thus, it was in the fall of 1943 with a great shortage of feed, shortage of labor, and shortage of meat and animal products, that a committee of persons interested in definite phases of agriculture was called together to consider the development of a state livestock conservation program as a part of the national program. This committee represented persons from Vocational Education in Agriculture, The Agricultural Extension Service, Agricultural Experiment Station, State Board of Agriculture, USDA, War Boards, the State Board of Health, the producers, and the feed and livestock industries.

At the first meeting of the committee, the general purposes of the program were outlined and thoroly discussed, with a general plan of procedure devel- to "correlate the efforts of all agencies involved in agricultural activities in the state toward developing a program that will eliminate waste in livestock production by use of improved practices." It was decided that the conservation program in Delaware should be limited to work with dairy cattle, swine, and poultry. Following this meeting, committees were appointed to represent the definite phases of livestock conservation, and at the meetings of these committees, which were held later, definite programs were developed. For the committee on dairy production and conservation, a campaign was planned as follows: 1. A series of local meetings to be held thruout the state with a local dairyman to serve as chairman of each meeting. The places for meetings were to be selected by conferences of teachers of agriculture and the county agent in each of the counties. 2. Check sheets for improved practices prepared by the committee on dairying to be used as the guide at each of the meetings and to be checked by the individuals attending. The series of meetings were planned in different parts of the state to stimulate interest on the part of farmers in increasing production thru a more efficient use of feed and a better disease control program. A typical program follows:

What? Why? How?

The meeting was called to order by a farmer chairman. All meetings were held in a public school building—usually the classroom for vocational agriculture. The first speaker was the Associate Director of the Agricultural Extension Service, who gave a brief background of the livestock conservation program, stressing the purpose of the meeting and stating that the basis of our program would be "WHAT-to do immediately, WHY-it is necessary to do it, and HOW-producers can help and where they can get assistance." The people were informed that after each talk there would be a brief question and answer period. The first speaker discussed the topic "Herd Improvement and Management." Other topics were: "How Pastures, Hays, and Grains Can Help You Out of a Tight Feed Situation," "Adjustment in Dairy Cattle Feeding to Meet Shortage of Grain Feeds," "Control and Elimination of Bang's Disease," "Control and Elimination of Mastitis," a motion picture, "Soldiers of the Soil," was shown and finally, the Food Production War Training program presented by the State Adviser.

The speakers on the program represented the Agricultural Extension Service, the Agricultural Experiment Sta- State Board of Health, and the State Department of Vocational Education. At the end of the meeting each farmer was given a folder which contained the results of the thinking and efforts of the original committee, and also a copy of each of the talks which had been given.

The type of co-operation shown on this project and the results obtained from the united effort of all concerned make more effective the working relationship between all of the agencies and groups represented.

FPWT Points the Way

It may be of interest to our friends in agricultural education to know that the Food Production War Training program was presented last on the program in order to point out to the farmers that further work could be done along the line of their particular needs at other meetings in their immediate areas, thru the Food Production War Training program. Emphasis was placed on the importance of going beyond the hearing phase to the place where they might meet together in groups of 10 or more. Then, with an instructor-leader, work out the answers to their individual problems and put them into practice. They were told that the instruction would be based upon what they felt was most needed and that it would be handled in a practical manner. An opportunity was given for them to indicate on the recommended practice sheets their interest in Food Production War Training classes. This information was summarized and each of the teachers of vocational agriculture was sent a complete list of the names of the individuals who were present, their addresses, the size of their dairy herds, whether or not they indicated an interest in future follow-up instruction, and a list of farmers' questions which were asked at each of the meetings. As a result of this whole enterprise: (a) many more people were reached in a more effective manner than could have been done thru the individual efforts of any one agricultural group, (b) it served as an excellent means of giving farmers and the representatives of other agencies a better understanding of the work of each group, and (c) agency representatives were given a common interest as they traveled together, participated in the program, and discussed agriculture, farmer problems, personalities, etc.

At the Food Production War Training classes which followed, requests were made for some of the speakers to appear again for a whole evening's work on his particular specialty. With this type of working relationship between agricultural agencies and organizations, it appears that our work with the adult farmer should bring forth more effective results.

It is the writer's opinion that this procedure provides a pattern that might well be used by workers in agricultural education in other states. It is an intelligent procedure, it follows the pattern of the

Evening Schools in Jasper County, Illinois

PAUL WALKER, Teacher, Newton, Ill.

Paul Walker

FORTY-SEVEN adult evening schools for farm families have been successfully completed in Jasper County, Illinois during the past four years. The principal of the Newton Community High School and the teacher of vocational agriculture have directed the organization of these community schools, planned the programs of instruction, supervised the community units meeting in rural schoolhouses, and followed up the work on farms in an effort to improve farm practices and increase food production.

Farm-Folk Night Schools, as they have been known locally for the past four years, are permanent institutions in the rural communitites of this southeastern Illinois county.

Under the regular state aid plan for adult evening school organization, one evening class was conducted at the high school in 1940-41. This was the first evening school for farmers in this department of vocational agriculture in recent years. An average of 58 farmers and their wives attended the semimonthly meetings regularly.

Advisory Council Important

The following winter (1941-42), an Advisory Council made plans for a separate homemaker's section for the farm women. The men went along with the teacher of vocational agriculture in a regular adult evening school dealing with subjects selected by the men. Attendance increased in both groups. The National Defense program offered a course in elementary electricity and tractor repair and 27 young farmers attended these classes.

Newton Community High School has an average enrollment of 375 students. An area 20 miles wide and 22 miles long is served by the department of vocational agriculture. Seventy-two farm boys make up the membership of the F.F.A. Chapter. This county-wide area places an increased responsibility upon the department to serve many boys and adults in communitites at a considerable distance from Newton where the high school is located.

Advisory Councils, held over from schools of the previous winter, were considering the possibility of moving the adult evening schools out into rural communities at the time the RWPT program was launched in the summer of 1942. This plan fit nicely into the Federal program.

Publicity in local papers brought more requests for production-type courses from interested community groups than could be served. Finding competent instructors to teach the courses was the major problem. Eventually, from the ranks of country school teachers who were also part-time farmers, a farmer who was formerly a teacher of agricul- ers with pedagogical tendencies, and a couple of hatchery operators, we had an adult evening school faculty pioneering in a field offering broad opportunities both to the teacher and those to be taught. Twenty schools were organized and completed in poultry, dairy, beef, swine, food production and preservation, and two farm machinery repair schools. Personal calls, letters, party line telephone calls, post cards, solicitation by members of Advisory Councils and the instructor kept attendance high in every school.

Seven hundred thirty-nine Jasper County farm people completed these production schools in the early spring of 1943. They had attended the required number of hours of instruction. Diplomas were awarded by the principal and the high-school board at a special graduation night. Rural communities accepted the program as highly beneficial and our Advisory Councils began to plan for a similar program in 1943-44.

Jasper County is located on the rim of the St. Louis milkshed. It is also within competetive range of the source of supply for smaller cities in Indiana. Surveys and statistical information indicate that 30 percent of the farm income of the county was derived from dairy products.

A county-wide dairy production and improvement program was decided upon. Twelve adult evening school groups were organized in centers where dairying was most important. They met weekly in rural schoolhouses having electricity available. Suitable instructors were secured from the ranks of rural husbandry, six young dairy farmers who were former F. F. A. leaders in high school, one dairyman who was a Farm Bureau director, a community leader and former rural school teacher, the local Dairy Herd Improvement Association tester, a farm service fieldman from the local feed mill, the local cheese factory manager and a former teacher of agriculture who is now a dairy farmer. Every other Monday night this group of evening school instructors met at the high school in a special school for instructors, received supplies, discussed group and individual problems, arranged for field trips and demonstrations.

County-Wide Dairy Program

A county-wide program for increasing milk production this past winter and coming summer has evolved from these 12 communities under this type of instruction and leadership. A long-time planning program is being worked out that includes disease control, pasture improvement, co-operative marketing, better country roads, more rural electrification, and other phases of community planning for better living.

In addition to the 12 dairy schools, popular demand necessitated two poultry schools conducted by a local hatcheryman and poultry breeder, two food production and conservation schools conducted by a rural school teacher who will also supervise a canning project during the coming summer. Four farm machinery repair schools were held in three different shops overhauling dozens

could not possibly have been got into good condition due to the local man-power shortage.

Outstanding in immediate results in the development of co-operative effort is the owner—sampler—mail-order cow-testing plan in operation by the members of a special dairy class for the past three years. Thirty members now mail in barn sheets and individual samples from over 300 cows each month. F.F.A. boys run the samples, make the mathematical calculations and mail a monthly record to each dairyman. Improvement from this record keeping should, over a period of years, increase the dairy income of Jasper County enough to pay for the annual cost of operating the vocational department.

In four years Jasper County farmers have come to consider adult education a necessity!

Blueprints Based on Facts

(Continued from page 143)

rare human being. The teacher-trainer wants each teacher to spend a major portion of his time in lesson preparation. The F.F.A. adviser is sure that emphasis on his program will save the farm youth of America. The FPWT specialists are really the prize promoters of all. The record keeping and report specialists are always with us. Before the stones start in my direction, let me confess that I have my own vocational hobbies upon which I erupt on any and all occasions. If the joint staff is aggressive enough, and I have yet to see a group in vocational agriculture which is not, then the conference reaches a state of exhaustion and the group compromises by sending the whole grist to the mill of the local department. For fear any teacher may misunderstand this indictment, may I state that many of the ideas are good. They must be good to emerge from the ordeal of fire and brimstone of the usual staff meeting. Probably a majority of them should be recommended and included in a local blueprint if local personnel are available to conduct them. Without that personnel a referee with a generous supply of limestone in his spinal column is needed.

6. As many different interests as possible should be brought into the planning picture, with the caution that interests which may wish to exploit the program should not be included. Possibly we have been too provincial and too clannish in our program making. Probably we should have less chest thumping and more consultation with others. Ohio vocational education has been subject to severe criticism within the past year. I have been wondering if it has not been good for us; we have been forced to re-examine our blueprint. We have realized that some sections of our program do not have sufficient evidence behind them. In some cases our evidence was too far behind. In some instances we took it for granted that our program was accepted when it was not. In some situations, the critics received an education which was good for their souls.

Certainly the December editorial furnishes food for thought and action. Let's

Farm Mechanics

R. W. CLINE

Household Mechanical Devices

GLENN L. WEAVER, Supervisor, Salem, Oregon

A BETTER standard of farm family living that includes leisure time for recreation and self-development has always been a fundamental objective of rural workers in education.

We hear frequently about what farmers in our country have accomplished under the many handicaps of war. For instance, according to the U. S. Department of Agriculture, the total output of crop and animal products in the United States this year is expected to be one-third greater than the 1935-1939 average. And this is being accomplished with eight percent fewer people working on farms. Farm income has reached an all-time high. Much progress has been made toward converting increased earning capacity and income to better standards of living, but surely not enough. Too many hours each day are still spent on farm and household tasks.

War necessity has greatly stimulated the use of labor-saving devices in agricultural production. Pickup balers, bale loaders, power buck rakes, electric hay hoists, milking machines and self-feeders are only a few devices that farmers use to increase their output of products.

Along with these and stimulated by the same war necessity to save time and yet preserve larger amounts of food, have been developed two devices that have proved very popular with the farmer, his wife, and other members of his family. Can any of us forget the evenings spent tediously shelling peas or the "mess" created in the kitchen when tomato juice is made? The electric pea huller and the electric tomato juicer have changed all this in 14 Oregon communities.

These two pieces of equipment are a standard part of community canneries where families prepare and can their food. Why should hours be spent doing these jobs by hand when they can be done in minutes with a comparatively simple device?

After tomatoes have been heated just to the boiling point, it takes about 10 minutes to put a bushel thru the "juicer." The process is not only speedy but produces a delicious, pulpy product.

A bushel of peas can be hulled in from 15 to 30 minutes depending upon the skill of the person who feeds the pods into the rollers.

Juicer Is Adapted Meat Grinder

All school community canneries in Oregon are equipped with electric meat grinders. An attachment of a tomato juicer for these machines was developed by Supervisor Earl R. Cooley, following a meeting in Cincinnati, Ohio. While visiting the Lafayette community cannery in Kentucky, he observed that the instructor of agriculture and the supervisor of the cannery had fashioned an lar grinding auger. On this longer auger had been fitted a perforated screen. It was a homemade job but the idea worked. After Mr. Cooley had a pattern made, the augers were cast in bronze and No. 4 perforated metal conical screens were made. Forty-three thousand cans of tomato juice were made from 11 of these attachments the latter part of the 1943 season. This year 14 are being utilized. In addition, nearly 1,000 of these attachments have been purchased by school community canneries in the states of Washington, California, New Mexico, Colorado, Arizona, and Montana. The attachments, purchased from Reimann Sheet Metal Works, 1945 Fairgrounds Road, Salem, cost $13 f.o.b.

The accompanying picture shows the attachment in place and ready for operation. The short auger on the table is the one which came with the machine and is used for grinding meat. The longer one is exactly like the one pictured in the machine.

It is possible to juice raw tomatoes in these machines, but this procedure is not recommended. Also a No. 6 perforated metal is recommended for making applesauce.

Pea Huller Made From Wringer

The accompanying picture shows a double-unit pea huller built from two hard rubber wringers from a washing machine. The hulls after being blanched one-half to one minute, pass thru the wringers from both sides and fall into the same container, but the peas drop thru the small opening in front of the rolls and go into the container placed under each chute. The size and the elevation of this opening is of especial importance in the huller's construction. When viewing the huller from the side, the top edge of the chutes' end should be 3/8" lower than the top surface of the lower roller. Also this same top edge should be 1/16" from the edge of the lower roller when viewed from above. A one-quarter horsepower motor furnishes the power which may be transmitted to the rollers by pulleys as shown. A few units constructed have utilized an old car steering knuckle instead of pulleys to reduce the speed of the rollers. The rollers should make about one turn for each 10 revolutions of the motor.

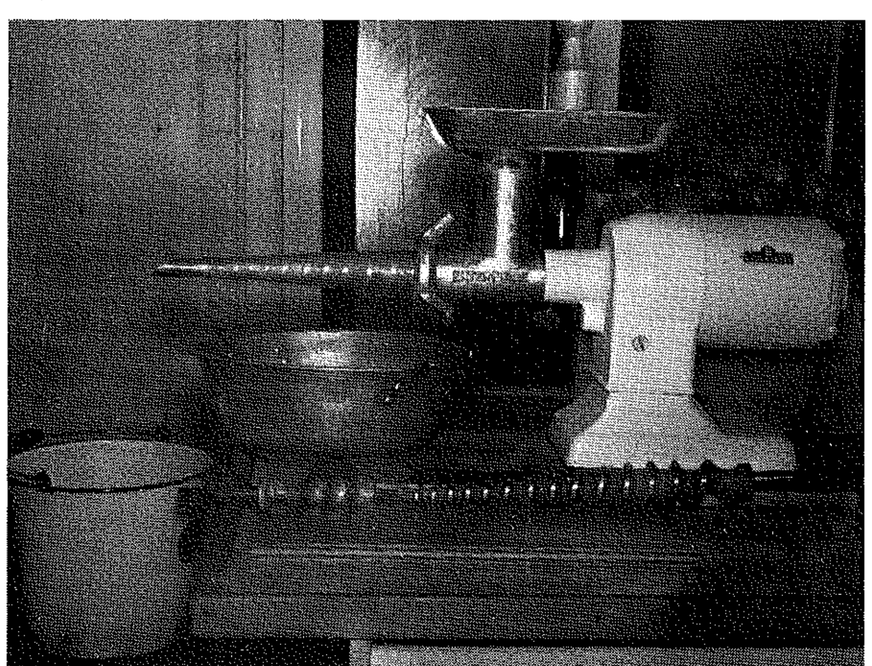
These units in use in Oregon are very similar in construction to the one built and in use at Holloways' Custom Cannery, Portland, Oregon.

Either single or double units may be made. The main advantage of the double unit is that only one motor is required for both sets of rolls. For speed in hulling some skill is required in "feeding" the pods lengthwise into the rollers.

The cost of a double unit including a motor is nearly $40. If built in a school shop and a motor is borrowed from school equipment for the pea season, the cost should not exceed $15.

In any event the cost is minor in comparison with the labor saved when extensive canning is to be done.

From meat grinder to tomato juicer is the transformation devised by Oregon leaders to increase the efficiency of workers in community canneries at tomato canning time. Glenn L. Weaver reports marked success in the use of this home-adapted device



Every Farmer a Teacher of Vocational Agriculture

A. J. PAULUS, Agricultural Education, University of Tennessee, Knoxville

A. J. Paulus

SINCE the passage of the Smith-Hughes Act in 1917 the scope of the agricultural teacher's job reflects many expansions within the original perimeter of preparing for and engaging in farming. Teachers of vocational agriculture have given progressive emphasis to problems in crop and livestock production of all-day boys, production and disposition problems of adult farmers, establishment problems of out-of-school farm boys and now to the whole problem of family living. Taking on new responsibilities has in no way canceled those which had been previously accepted. In other words, the job has gradually become larger in scope and therefore, larger in responsibility and opportunity for service.

Such a continuous and expanding program of organized instruction is bound to take root in many forms thruout the teacher's service area. Farmers who have become more successful thru the adoption of approved practices are not likely to give them up; rather, they will work toward further perfection. As a result, if the teacher has done his work well, a community which has experienced such a development will include among its members specialists in practically every farming undertaking of importance in that type of farming. Now come the questions: Isn't there some way to utilize these abilities to improve other farmers and farmers' sons in that area? How much is one member of a community interested in the welfare of another member of the same community? If he is interested, how can his abilities be made available to fellow members who are less able in his specialty?

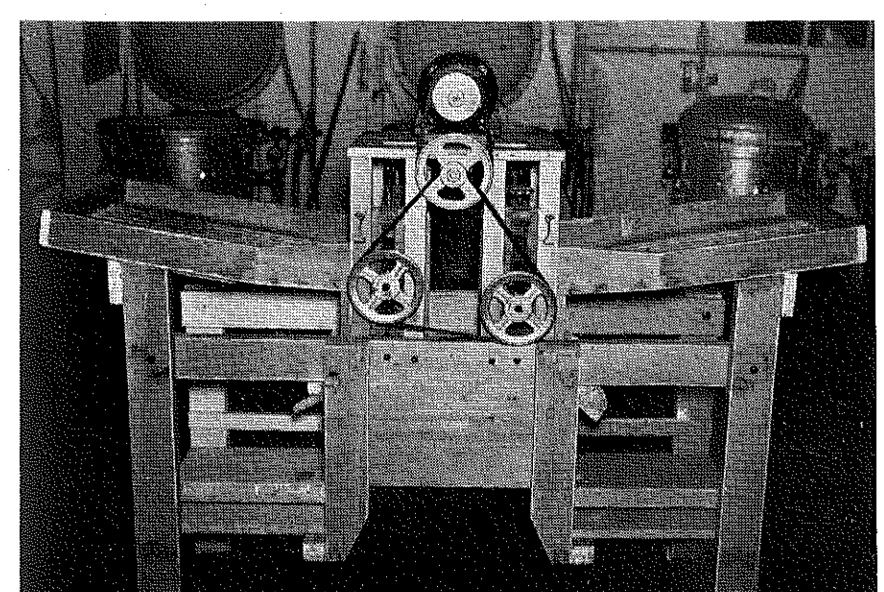
The farmers who have gone ahead of their neighbors in some certain line have done so thru study and practice. They usually have had far more practice than their teacher of agriculture can possibly get. Because the practice is a definite part of their business it will be continued every season, and much of it with hired help, regardless of either learning or teaching. Here is a real opportunity for a teacher to serve his students beyond his own abilities and the time which he has available. His job will merely be to get the farmer-teacher and learner together. The idea seems most simple and sensible. It is just another trade within a common calling thru which each gets what he wants and, if carried out with ordinary farmer judgment, without jeopardy to future dealings.

Let us consider briefly what such a program would mean to the teacher of agriculture. He would of course have to know his program and have the confidence of his people. He would need to have a list of the farmers who are willing to participate in the program along with the abilities which they are prepared to teach. The regular teacher could then plan on these reserve teachers to teach certain practices which are outside his regular program or preparation, and to raise the performance level of certain students above the normal outcome of the regular course. The teacher would need to get the learners and the farmer-teacher together but leave the final arrangements to them. Most of such instruction would probably take place during the regular season when satisfactory help is frequently scarce and hard to find. This help at a critical time plus proper publicity thru local papers and official reports of the teacher of agriculture would in most cases compensate the farmer for his time and the chances which he will take with his equipment.

Once this application of the philosophy of mutual helpfulness is understood and

(Continued on page 155)

A pea huller made from washing machine wringers eliminates a tiresome household task and speeds up the pea canning process in Oregon community canneries. Earl R. Cooley, State Supervisor



Dr. Cyrus Vance Williams

Dr. Cyrus Vance Williams, 65, in charge of teacher-training in agricultural education at Kansas State College for 22 years, died at a hospital in Manhattan, Kansas, November 16, 1944. He had undergone a minor operation, was apparently making a satisfactory recovery, and expected to go home within a few days. The immediate cause of his death was pulmonary embolism.

Dr. Williams was a native of Nebraska. He graduated from the Nebraska Teachers College in 1908 and received three degrees from the University of Nebraska —M. A. in 1910; B. S. in Agr., 1919; and the Ph.D. degree in 1919. His wife is Mary Lansing Williams; their daughter, Joanne.

He spent his entire life in the field of education. He served as principal of schools, a school superintendent, a college professor of botany, and from 1913 to 1918, he was superintendent of the Nebraska School of Agriculture. From 1918 to 1920 he was special agent in agricultural education for the Federal Board for Vocational Education and was Director of Vocational Education in Kansas from 1920 to 1922. In 1922 Doctor Williams took charge of teacher-training in agricultural education at Kansas State College.

Doctor Williams belonged to many honorary and professional organizations among which were the American Vocational Association and the Kansas Vocational Association.

Under his skillful leadership the program in agricultural education in Kansas developed along sound lines. He made an important contribution to the cause of vocational education in the nation thru his sound counsel in shaping policies during the formative years of the Smith-Hughes program. Author of educational books and contributions, he was also a popular institute lecturer in both the elementary and the secondary fields of education. Thru his personality, his writings, and his teaching, his contributions to vocational education will continue to be reflected not only by his own achievements but by those of his students and associates. A true friend and a great teacher has been lost, but his philosophy and ideals will continue to live.—A.P.D.

Studies and Investigations

E. B. KNIGHT

Postwar Training Desired by Prospective Teachers and Teachers of Vocational Agriculture

S. S. SUTHERLAND, Agricultural Education, College of Agriculture, Davis, Cal.

S. S. Sutherland

IN JANUARY 1944, a letter of inquiry was sent to approximately 55 men who were in military service at that time. These men were all teachers of vocational agriculture before entering the military service or were in some stage of their training leading to this type of work. The letter was sent to obtain the opinions of these men as to the type of training wanted upon return from military service. To this end, eight questions were asked among which were the following:

1. Do you think now that you want to teach vocational agriculture when you return?
2. Do you want short refresher courses or a longer period of training—six, nine, or 12 months?
3. Do you want agricultural courses, professional methods courses, or both?
4. If we set up courses in agriculture, do you want them to be practical skills courses or courses in the technical scientific field?
5. Do you want these courses organized so as to give you credit towards an advanced (Master's) degree?

General Characteristics of Respondents

Of the 35 men who responded, 22 majored in agricultural education as undergraduates. They graduated during the period 1935–1943 and represent a fair cross-section of this period. One graduated in 1935; two in 1936; three in 1937; two in 1938; five in 1939; two in 1940; 12 in 1941; and eight in 1942 and 1943.

Classified as to professional training and teaching experience, they were grouped as follows:

Graduated but with no professional training 9
Completed all or part of their fifth year 7
One year or less of teaching experience 8
Two or more years of teaching experience 11

As to their status in military service, they were almost equally divided between the Army and Navy—17 in the former and 18 in the latter branch. Of the 35, 28, or 80 percent, are commissioned officers and of the remaining seven, two are in Officers Candidate

Summary and Conclusions

1. By far the greater number of these men intend to teach or to continue teaching vocational agriculture upon returning from military service. For the entire group, 23 answered with an unqualified affirmative and seven more with some qualifications. Thus, for the group as a whole, 30 of the 35, or 86 percent, intend now to follow teaching as a profession. In the group with some teaching experience, the percentage is even higher with 18 out of 19, or almost 95 percent, stating that they plan to return to teaching.

2. All want refresher courses of some kind and duration. There is little general agreement as to the exact length of the retraining period, but with the exception of those who had completed only their undergraduate work, there seems to be an indication that the period of retraining should be from nine months to a year's duration.

3. All groups desire both professional and agricultural training in these refresher courses with agriculture obviously a first choice.

4. These men want the agricultural courses given during the retraining period to be practical in nature and to provide skills training rather than technical and scientific instruction. Of the 29 who answered the question, 21, or over 70 percent, want practical courses only and the remaining 30 percent want a combination of practical and scientific instruction. A higher percentage of the teachers with experience on the job express a desire for a combination of the practical and scientific instruction than those with less experience or none.

5. If possible, they want the courses given in the retraining period to carry credit towards an advanced degree. Of the 26 answering this question, 21, or approximately 80 percent, indicate their wish for graduate credit. Their comments in answering this question, however, indicate that to their minds, the training is primary and the advanced degree of secondary importance.

6. Teachers who have had experience in full-time positions before entering military service do not feel that additional apprentice teaching in a high-school training center would be necessary. Of the 19 in this group, 11 express the opinion that additional apprentice training would not be needed. They feel, however, that a combination of practice and organized instruction would be desirable as long as it did not imply a definite period of time spent in apprentice teaching under supervision.

7. The men from whom answers were their respective groups. The 19 experienced teachers replying represent exactly 50 percent of the teachers now in military service who were trained in California since 1931 and who were teaching vocational agriculture when inducted or otherwise entered military service.

Data and Analyses

For the purpose of tabulating and analyzing the answers submitted, these men have been divided into two groups; (1) Those who entered military service at some stage in their training and who must complete additional training before certification, and (2) Those who have have completed the training required for certification, and who have had some experience as teachers of vocational agriculture.

These groups are comparable in size. There are 16 in the first group, seven of whom have completed part of the cadet or fifth year while nine have had only their undergraduate preparation. In the second group, totaling 19, eight have had less than a year's experience in teaching and 11 have taught from one to five years.

Question I. Do you think now that you want to teach vocational agriculture when you return?

Answers	Trainees No.	Trainees %	Teachers No.	Teachers %	Both Groups No.	Both Groups %
Yes (unqualified)	9	56	14	73	23	65
Yes (with qualifications)	3	18	4	21	7	20
Undecided	1	6	1	5	2	6
Doubtful	2	12	0	0	2	6
No answer	1	6	0	0	1	3
	16		19		35	

It is of interest that of the "trainee" group 74 percent and of the "teacher" group 94 percent expect to teach vocational agriculture when they return. Typical answers from those who qualified their affirmative answers were: "Yes, until I get money enough to farm"; "Yes, or farm"; "Yes, depending upon my father's health"; "Yes, if I can't farm." Six of the seven who qualified their answers gave farming as the alternative for teaching upon their return.

Question II. Do you want short refresher courses, or a longer period of training—six, nine, 12 months?

Answers	Trainees No.	Trainees %	Teachers No.	Teachers %	Both Groups No.	Both Groups %
Short courses, length unspecified	7	44	5	26	12	34
Six months or less	2	12	0	0	2	6
Nine to 12 months	5	31	9	47	14	40
More than a year	2	12	0	0	2	6

Of necessity the period of training for the "trainee" group will be longer than that for experienced teachers. Since only 26 percent of the teacher group felt that the retraining period should be six months or less, it is assumed that the retraining period should be about two semesters, extending over a period of approximately 10 months. Apparently not afford to spend more than a year in making adjustments to their jobs and obtaining the requisite training.

Question III. Do you want agricultural courses, professional methods courses, or both?

Answers	Trainees No.	Trainees %	Teachers No.	Teachers %	Both Groups No.	Both Groups %
Agricultural course	6	36	5	26	11	31
Methods courses	0	0	2	10	2	6
Both	8	48	10	52	18	51
No answer	2	12	2	10	4	12

It is apparent that a combination of agricultural and professional training is desired by both groups, and that agricultural courses will be more in demand than instruction in professional methods. In this connection, more than 80 percent of this group are commissioned officers and have had teaching responsibilities in military service. Many comments were made to the effect that their major need is to be "brought up to date" in agriculture rather than in teaching methods.

Question IV. Do you want the agricultural courses to be practical skills courses or scientific and technical?

Answers	Trainees No.	Trainees %	Teachers No.	Teachers %	Both Groups No.	Both Groups %
Practical	11	68	10	52	21	60
Technical	0	0	0	0	0	0
Both	2	12	6	31	8	23
No answer	3	18	3	16	6	17

It is evident that practical courses, stressing the development of skills, are desired. Of those answering, none expressed a need for further technical or scientific instruction alone, but for practical training or a combination of the practical and scientific.

Question V. Do you want these courses organized so as to give you credit toward an advanced (master's) degree?

Answers	Trainees No.	Trainees %	Teachers No.	Teachers %	Both Groups No.	Both Groups %
Yes	9	56	11	58	20	57
No	1	6	3	16	4	12
Immaterial	1	6	1	5	1	3
No answer	5	31	4	21	9	26

While it is evident from the above tabulation that the majority of both groups desire graduate credit for courses involved in the retraining program, typical comments qualifying affirmative answers were: "Yes, if practical training isn't sacrificed"; "Yes, if possible"; etc.

Every Farmer a Teacher of Vocational Agriculture

(Continued from page 153)

accepted by the people in a community it would find application in ways almost limitless. It might even make it possible to successfully teach farming to urban boys who have the right intention but lack the necessary facilities. The regular teacher, thru his contacts with technical and professional matter, would be of material help to those who co-operate with him. He would have the satisfaction of rendering a wider service largely thru that most basically sound principle of self help.

Every time one man puts a new idea across he finds 10 men who thought of it before he did. But they only thought of

Influence of War on Summer Activities of Teachers

E. B. KNIGHT, Teacher Education, University of Tennessee

WAR conditions bring about decided changes in the peacetime activities of a nation. The emergencies that arise, the demands made by the armed forces, and the need for redirection of energies all contribute to a marked change in what is viewed as the normal course of human affairs. Such circumstances leave few occupational areas untouched, certainly at least not those of agriculture and education.

Due to their association with the fundamental pursuits of farming and education, American teachers of vocational agriculture would presumably have their activities affected by war conditions. Therefore, it was decided to repeat the 1939 study of the summer activities of teachers of agriculture in Tennessee. This research was again sponsored by the Office of the State Supervisor and the Department of Agricultural Education at the University of Tennessee. Twenty-two teachers kept records of their professional activities for a period of four weeks in the recent study as compared with 27 men co-operating for three months in the summer of 1939. Fourteen teachers participated in both projects and the geographical distribution varied little. Uniform report forms were furnished and all records were tabulated and summarized at the University.

Weekly Activity Averages

The table reports the average number of hours and miles devoted weekly by the Tennessee teachers of vocational agriculture who supplied data regarding their professional activities in summer. It will be noted that the figures include both the prewar and the wartime studies.

The wartime group of teachers worked 53.3 hours per week as they performed their summer professional duties while the men reporting in 1939 had devoted 45.4 hours to like pursuits. A breakdown of the time spent on specific activities shows that 42 percent more time was currently being given than in 1939 to farmer courses (evening school, production, etc.,) and 82 percent more to office work including reports. Noticeable decreases were evident in the hours spent on part-time classes (86 percent), Future Farmer affairs (84 percent) and conferences (88 percent).

The men assisting also were asked to indicate the miles they had driven in connection with various phases of their work. Rather expectedly, the professional mileage average of 1939 (130.7) had been reduced by 17 percent in the wartime study to 108.4 miles per week. The largest decreases were in connection with F.F.A. trips and travel to meetings and conferences. Increases were registered in miles driven for farm program supervision, adult classes and sundry community items. It is possibly a coincidence that the percentage of decrease in total mileage is essentially the same as that for the total time increase (17.1 percent and 17.3 percent).

Supervisory Visits, Services Rendered

In 1939 the average number of supervisory visits during each summer week was 11.3 while that for the later study was 9.4 visits. Statistically, the wartime visits were 0.26 hours longer and the mileage per visit 1.46 miles greater. A 50 percent reduction in the number of other individuals served professionally was the outcome of war conditions, the average being 10.8 as compared to 21 in 1939.

Equally as important as the record of activities of the teacher is their thinking about their summer work. Do they set up worthy goals? Do they plan their procedures? Do they work efficiently in attaining these goals? If so, good records will follow naturally.

Summer Activity Averages in Miles and Hours Per Week

ACTIVITY	War-Year Study Hours	War-Year Study Miles	Prewar Study Hours	Prewar Study Miles
1. Supervising student farm programs	15.06	58.19	15.19	55.52
2. Community activities				
Fairs, exhibits	.....	.....	.26	.98
Clubs, meetings	.66	.75	.65	.92
War program	2.03	3.87	*	*
Other items	1.36	4.63	1.50	1.79
3. Promotional, publicity	1.05	.38	.96	3.45
4. Course, program planning	2.80	.31	2.47	.22
5. Out-of-school program				
Evening school classes	4.17	13.98	2.94	10.77
Part-time classes	.11	.54	.77	2.00
Defense training classes	3.80	7.55	*	*
Miscellaneous groups	.77	1.23	.....	.....
6. Office work, reports, records	4.36	.88	2.39	.11
7. Future Farmer affairs, trips	.57	1.51	2.73	22.73
8. Professional improvement				
Conferences	.31	.44	2.57	20.13
Research	.20	.....	.76	.18
Reading	3.91	.....	*	*
Other items	.43	1.71	3.55	7.03
9. Farm, community surveys	1.97	3.72	.74	1.87
10. Other professional items	5.34	8.70	4.90	4.98
11. Vacation	4.36	.....	3.02	.....
Totals	53.26	108.39	45.40	130.68

Future Farmers of America

A. W. TENNEY

New Jobs and New Ways and Means in Texas Association of F.F.A. for 1944-45

J. B. RUTLAND, State Adviser, Austin, Texas

J. B. Rutland

THE members of the Texas Association of Future Farmers of America realize one of the greatest advantages of being an American is our right to choose our own occupation and to obtain free vocational education to fit us for it. We know that our generation is one of trained men with trained minds and trained hands. To succeed, we must also be trained.

The F.F.A. programs of work are set up to provide vital experiences for our members, and we should help one another to extract from these experiences the maximum of educational value.

We who have been in F.F.A. one or more years must assume responsibility in helping and teaching those who are becoming members for the first time, the F.F.A. manual and how to work in F.F.A. activities, in a way which will enable them to advance in the F.F.A.

What Boys Want to Do

In working with one another let us keep in mind that boys want to:

(1) Do something worth while.
(2) Excel in their work and play.
(3) Know how to do one thing well.
(4) Be appreciated.
(5) Have social recognition.
(6) Be in a responsible position.
(7) Have an education.
(8) Learn how to help themselves.
(9) Have an opportunity to participate in F.F.A. activities.
(10) Obtain recognition thru outstanding service and achievements.

Among the more important types of activities to be included in our 1944-45 F.F.A. programs of work to accomplish the aims and purposes of the F.F.A. are those:

(1) Which will enable the boy to develop initiative and a feeling of responsibility.

(2) Which will give satisfying group activities.

(3) Which provide for family living and farming on higher levels.

(4) Which provide opportunity for improving personal appearance and use of the English language.

(5) Which will enable them to see the problems from the points of view of a youth, a member of the family, a member of a boys' organization, and from the point of view of adult needs in the business of farming and life in the home, and in the community.

(6) Which provide for co-operative effort among individuals, among groups within the F.F.A., and among organizations—such as F.H.T.'s and F.F.A.'s, and promote the use of a wise division of labor among the members.

(7) Which will provide training for leadership in F.F.A. organization, in school, church, farming, and community activities.

(8) Which will promote health and growth in both mind and body of the participant.

(9) Which will train them how to adapt themselves to new situations.

(10) Which will provide abundance of wholesome recreation in F.F.A. chapter, home, school, and in the community.

All our activities must furnish abundant opportunity for the individual's personality and usefulness, and give him generally broader and higher opportunities for self-expression. We should lead our membership to understand that the strong boy who serves his chapter, home, school, and community will grow stronger, wiser, and more powerful than if he serves himself alone. An individual culture is the end we seek, but economic co-operation is essential to that end.

Make It a Boys' Organization

F.F.A. is a boys' organization. Let us make it so by co-operating with our local adviser and assuming greater responsibility in helping him plan, carry out, and report the work of the local department of vocational agriculture in general and specifically with the following forms:

(1) V. A. 3—Report of productive enterprise projects and other supervised practice.

(2) V. A. 4—Final report on productive enterprise projects and other supervised practice.

(3) Form 7—Local chapter program of work for 1944-45. Along with this form send a complete list of members of your F.F.A. chapter.

(4) Form 8—Annual report of accomplishments for your local F.F.A. chapter.

(5) Form 9-a—Supervised practice record of vocational agriculture student—one for each member of the V. A. department in your local school.

(6) Form 9-b—Report on occupations of former students of vocational agriculture of your local school department.

Plans for carrying out the above type program should be worked out at an early date by the local F.F.A. chapter officers and adviser. Adequate organization should be set up providing for co-operative effort and a wise division of

F.F.A. Officers Training School

Lovington, Illinois, September 13, 1944

Opening Ceremony—Members of Lovington Chapter

Possibilities of Broadening F.F.A. Publicity—Mr. A. J. Andrews, Asst. Sup. of Voc. Agr., Springfield

Activities of Various Chapters in Section 16—One member from each Chapter gives a three-minute report on one of his Chapter's activities

Inter-Chapter Activities—Mr. H. J. Rucker, Agr. Edu. Dept. University of Illinois. (Vote to decide whether the group is in favor of Inter-Chapter Activities)

The Local Chapter and members part in the 1944-45 State F.F.A. Program—Mr. J. B. Adams—State Ex. F.F.A. Sec., Springfield

Intermission

Group Meetings to Plan Program of Work. What can we do in 1944-1945?—Each Chapter present will select one of its officers or members present to meet with each one of the following groups. This means every Chapter will have a representative in each group. Each boy should know the group he is going to attend before coming to the meeting.

Leadership and Conduct of Meetings—East side of Auditorium Chmn. Earl Sorrells of Raymond-Glen Diamond, J. W. Meredith, H. J. Rucker

Supervised Practice—Agr. Room—Chmn. Robert Hart of Assumption; R. E. Dagner, A. W. Schmidt, Ed. Dunphy, F. W. Orland

Recreation—Cafeteria—Chmn. Bill Burnett of Shelbyville—B. Battershell, J. L. Hensey, Agr. Teacher, Nokomis

Publicity and Scholarship—West side of Auditorium—Chmn. George Wooters of Moweaqua—Carl Swanson, L. Martz, L. E. Hunsley, A. J. Andrews

Community Service and Co-operation—Drawing Room—Chmn. Lee Freeland of Bethany—M. O. Bohlen, C. A. Brock, J. B. Adams

Lunch—Christian Church—60c—Address by Dr. A. W. Nolan

Tour of Demonstration Plots and Fireplace

F.F.A. Quiz

Section 16 F.F.A. Meeting—George Wooters, Section 16 Vice-President, Each school have two delegates

Group Meetings of Officers. How can we do a better job?

President and Vice-President—Mr. J. B. Adams, Secretary—Mr. H. J. Rucker, Treasurer—Mr. A. J. Andrews, Reporters—Mr. Paul Krows, Moultrie County Farm Adviser

Parliamentary Procedure Demonstration

Closing Ceremony

An exhibit of F.F.A. materials will be on display. Each chapter having programs, newsletters, banquet programs, pictures, scrapbooks, etc. is asked to

F.F.A. Leadership

T. E. MABERLY, Teacher, Rupert, Idaho

SEVERAL weeks ago S. F. 2/c Kirk Rush, an old student in my department, now in the Navy, who was also our chapter president and state vice-president some years ago and, before he went into the service, teacher of vocational agriculture at Idaho Falls, came home on a leave and I had the pleasure of a good visit with him.

Among other things he said, "If I get back into teaching vocational agriculture again, I'll spend considerably more time helping the boys with their Future Farmer activities. I have had the opportunity to observe young fellows who have gone into the service, and you can pick out unfailingly those who have had the leadership training that the Future Farmer organization provides, because they know where they are going and how to get there, while the other boys are willing to follow along, sometimes guided by the wrong leadership."

The Text: Develop Leadership

That is the text I wish to use in these few words to you Future Farmers of Idaho.

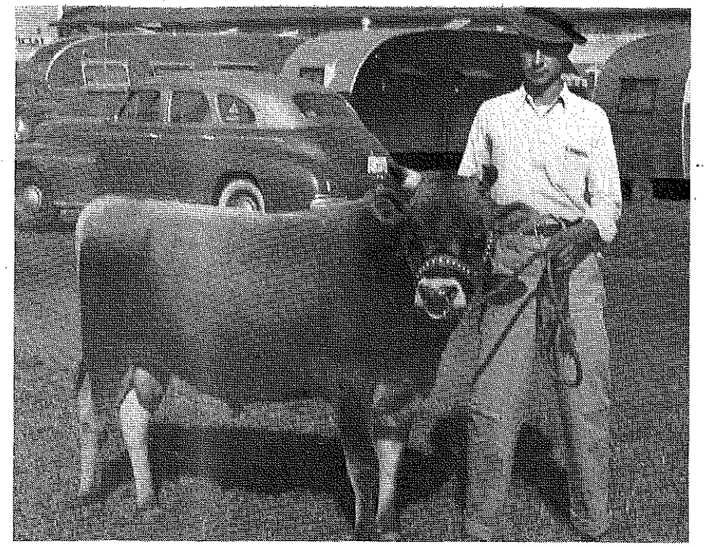
Avail yourselves of every opportunity your chapter and the district and state Future Farmer organizations afford in the development of your ability to be of service to your companions as leaders. The world is crying aloud everywhere these days for fellows who know where they are going and are willing to help others in the right direction. There are times when boys in the service have a great deal of leisure time on their hands. Those who have not been trained to know how to spend this time profitably usually squander it in harmful associations. Learn to utilize your time in such a way that you won't have to look back with regret on time wastefully spent.

Your Future Farmer organization helps you in planning. Plan your time in such a way that each hour of the day will be profitably spent. I do not mean there should be no relaxation or recreation, but you will find that the recreation you plan carefully will afford much more pleasure than the kind you pick up thru unprofitable associations.

Another thing Future Farmers of America participation helps to develop is initiative—the ability to go ahead and do things without having to be told every move in detail by somebody else. Develop this initiative both of thoughts and of actions. It will repay you many times over, when the going gets tough.

There are times when it is hard for a fellow to keep his mind on his own small sphere when there are so many vital events taking place all over the world, but, until we are called upon to go out and become a part of those history-making events, let's make the most of our opportunities at home, and so train ourselves in our own chapter and in our own school, that we can take our place when the time comes in helping to lead other less fortunate comrades "out of the darkness into the glorious sunlight of brotherhood and co-operation."

True dignity is never gained by place, and never lost when honors are with-



F.F.A. members, Preston and Raymond Kindell of Checotah, Oklahoma, are owners of the young bull pictured above with Raymond holding the animal. Preston is now serving with the Marines on Saipan island

Think

The job of the teacher of vocational agriculture, the job of all teachers, is to teach youth to think—nor *what* to think but *how* to think. Of course, facts must be made available in understandable form if the thinking is to be intelligent. There is no place in our educational scheme for the teacher who thinks his job is to tell students what to think. Such teaching makes for narrowness, doubt, lack of initiative, lack of resourcefulness, instability, demogoguery, radicalism, and blind obedience to questionable dogma.

There is abundant proof in the world today of the disastrous results of people being told what to think. Most regrettable is the fact that not all such demagoguery is found in foreign countries. It behooves every teacher from the elementary school to the highest college and university to caution pupils against the professional egotists who know the answers to all debatable questions. Some of them are in the teaching profession itself. They are a menace to our future welfare.

L. B. Pollom, State Adviser, Kansas

— —F.F.A.— —

In 1940 the national F.F.A. organization made a change in the system of recognizing national chapter contest and state association contest winners, using gold emblem, silver emblem, bronze emblem and honorable mention as classifications for awards.

The Winner!! Smith Center Chapter of Kansas

The Smith Center, Kansas, Chapter won the wastepaper drive by collecting 96 tons of wastepaper which they sold for $1,900. The receipts will be used as loans to members in purchasing purebred livestock and certified seed, for tools and equipment for the farm shop, and in purchasing War Bonds. "Every boy served as a committee of one with the idea of giving all his spare time to the drive until our goal was reached," was the comment of the instructor, Charles Mantz. Smith Center holds the record—until a better one is submitted

Postwar Education

(Continued from page 145)

by labor that has been trained so it will be able to command the wage of a skilled worker rather than be classed as an unskilled laborer. To do this we must train our own manpower. With our own capital we must establish our own industries and operate them with the unlimited electric power at our command. With our own farm people we must produce the best that our land can grow, and with trained manpower we must process our goods into products for human consumption. Such products will command a market all over the nation and bring a price that will make possible a high standard of living for all our people.

Guidance Is Vital

Unless plans are made, programs developed, and goals set, very little progress can be made. I think the school should make it its business to help young people decide what they are best fitted to do. If this is to be done, young people should have an opportunity to learn the nature of the various occupations from an unbiased point of view. They should be given an outlook on the opportunities in the community in which they live. It is unfortunate that training opportunities are more or less limited in small rural communities to the vocations of agriculture and homemaking. Those of us in vocational agriculture and home economics are anxious to have our outstanding boys and girls choose these two vocations. If they do not we would like to see opportunities provided for training in those vocations available in the community in which there is a good chance to succeed. We have realized for a long time that there are not enough occupational opportunities for all people in these rural sections, but we have had a tendency to let the leadership drift away from us because no effort has been made to point out to our best young men and women the possibilities in or near their own communities.

Thru the years there has been a tendency to overlook the young men and women who are out of school. These people have educational handicaps in that most of them have dropped out of school before completing high school. In fact, most studies show that they have dropped out of school before completing the eighth grade. This should not prevent the school from making an effort to find their inclinations and abilities and provide the training that will meet their needs.

A complete educational program cuts across all ages and levels of all people. No program is complete without providing a training program to meet the needs of adults. I do not believe it is possible to deal with training for those who have entered upon the work of the farm without taking into consideration the problems of the farm family. Farming is a real partnership in which it is most important that the farmer has a knowledge of the problems which have to be dealt with by his wife and his wife has an appreciation and knowledge of the problems of the farm outside the farm home. This requires the co-operative effort of the teachers of vocational agriculture and of home economics in providing training for farm family living. This will involve the vocational agriculture teacher; systematic instruction to the farmer's wife by the teacher of home economics; occasional instruction to the farmers by the teacher of home economics and to their wives by the teacher of vocational agriculture.

There may be times when the farm families need to be instructed by both teachers working together on problems that concern both the farmer and his wife. The instruction is broader than feeding pigs or cooking food. It involves the importance of a knowledge on the part of all concerned about such things as good health, a plan for earning money and spending what is earned, providing food needs for the family and feed needs for the livestock, a program of soil, water, and woodland conservation, plans for the development of conveniences in the home and on the farm, and a plan for the personal and civic development of every member of the family. If farm families working with teachers of vocational agriculture and of home economics could be made conscious of these needs, other developments would take place.

Co-operation Will Pay

It should not be difficult for all farmers working together to decide what types of farming are best suited to a community; the commodities that are best suited to the soil; the breeds of livestock and poultry that show the greatest possibilities; the market demand for the various products of the farm; the seasonal labor demands and how they can be met by exchange of labor and equipment; ways and means of conserving and processing food and feed grown for home use and market. To illustrate—not so very far from here in another state there is a community that has had cotton as its major enterprise for years and should have for years to come. Prior to the time the farmers got together in evening classes, each farmer planted whatever variety of cotton suited his fancy and applied fertilizer more by brand name than analysis. He ginned it when and where he could and sold it to a merchant or buyer on the basis of a sample that had been slashed out of the side of the bale. Ten years later, thru an educational program, most of the farmers now grow one variety. The farmers own the gin that gins the cotton. It is graded from samples of lint taken before it is baled. The cotton and the seed are sold co-operatively. They have a contract with the oil mill for the return of their meal which is used in feeding livestock. The same thing can be done with sweet potatoes, canned food for home use, baby chicks, and many other services for which farmers need to be trained.

Farm families have problems that may be solved within the family, problems that may be solved thru co-operative effort in the community, problems that are of state and national import which may demand legislation for a solution, and problems of world-wide importance which require relationships among diplomatic representatives of the nations concerned. During the past few months the farmers of this country have responded to an emergency call and produced the greatest amount of pork in the history of our nation. This production set up a national problem that affected the miller of mixed feeds, the railroads and truck processors, the merchants and the consumers. There has never before been a time when the flow of live hogs to market caused the overtaxing of the facilities to put hogs into the various forms of pork. This could have been averted if there could have been set up in this country an orderly plan of breeding and feeding. If the farmers who produce hogs for market had formulated a staggered plan for breeding sows, an even flow of live hogs to market could have been maintained; the packers and processors in industry could have maintained an even volume which would have provided more steady employment and the price of pork and its products would have remained at a level more nearly normal for the consumer.

I therefore would urge that we develop a better appreciation and a greater knowledge and understanding of the inter-relationships and interdependence of the vocations we represent; that there be incorporated into our instructional program for "those who are preparing to enter" these vocations a program of study that will at least give to our boys and girls the facts that will make them know that no farmer can stand alone, no industrialist can stand alone, no banker can stand alone, and no nation can stand alone if the public welfare is in the hearts of our people.

BANQUET BANTER

Toastmaster: We are always pleased to have members of our faculty as guests at our banquet. However, we boys realize what risk we would run if we were to ask each member to make remarks. Judging from talking they do in classes their terminal facilities definitely are not good. However, we want to hear from them and have decided it would be appropriate to ask our superintendent of schools to speak. You all know Superintendent Jackson is interested in P.T.A. and was instrumental in having state convention held here in town last summer. In fact, it was held in our school auditorium. It was therefore only natural that Superintendent Jackson should be asked to give address of welcome. He did fairly well for superintendent until he got near close when, I an told, he made this unfortunate remark: "P.T.A. members, I am sure this town will be a better place after you leave." May we hear from Superintendent Jackson?

Speaker: Ladies and gentlemen, our toastmaster is "right on the beam" as usual. Unfortunately in my case he is altogether too close to truth. However, that seems to have been characteristic of him all thru high school and perhaps even before. Am told that when he was in lower grades his teacher asked him in examination one day to name five animals of the Arctic Circle. John very intelligently wrote down, "Three polar bears and two walrus." In his freshman year in science, I recall we were discussing minute organisms of one kind and another—germs, bacteria, and so forth—and I asked class if they had any way of distinguishing these various terms. And, again, John was equal to the occasion. He said, "If I were in Paris I would call them parasites; in Germany, I would call them germs; and if I were

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t—Melvin Henderson, Urbana
t—J. N. Weiss, Urbana
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s—Harry F. Ainsworth, Indianapolis
t—B. C. Lawson, Lafayette
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it—K. W. Kiltz, Lafayette
it—H. W. Leonard, Lafayette
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s—H. T. Hall, Des Moines
t—Barton Morgan, Ames
t—John B. McClelland, Ames
t—J. A. Starrak, Ames
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s—L. B. Pollom, Topeka
t—A. P. Davidson, Manhattan
it—L. F. Hall, Manhattan

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s—E. P. Hilton, Frankfort
t—Carsie Hammonds, Lexington
it—Watson Armstrong, Lexington
it—W. R. Tabb, Lexington
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s—S. M. Jackson, Baton Rouge
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ct—J. A. Oliver, Princess Anne

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d—George H. Fern, Lansing
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d—H. E. Mauldin, Jr., Jackson
s—A. P. Fatherree, Jackson
ds—R. H. Fisackerly, Jackson
ds—E. E. Gross, Hattiesburg
ds—V. P. Winstead, State College
t—V. G. Martin, State College
t—N. E. Wilson, State College
t—E. P. Rawson, State College
t—D. W. Skelton, State College
sms—A. E. Strain, State College
it—V. P. Winstead, State College
ct—A. D. Fobbs, Alcorn
ct—Robert Ross, Alcorn

MISSOURI
d—Roy Scantlin, Jefferson City
s—J. H. Ford, Jefferson City
ds—Joe Duck, Springfield
ds—C. V. Roderick, Jefferson City
ds—Lester Maddox, Jefferson City
t—Sherman Dickinson, Columbia
t—G. J. Dippold, Columbia

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d—Ralph Kenck, Bozeman
s—A. W. Johnson, Bozeman
s—H. E. Rodeberg, Bozeman

NEBRASKA
d—G. F. Liebendorfer, Lincoln
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s—W. J. Weaver, Albany
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ds—Byrl Killian, Stillwater
ds—Roy Craig, Stillwater
t—C. L. Angerer, Stillwater
t—Don M. Orr, Stillwater
t—Chris White, Stillwater
ct—D. C. Jones, Langston

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d—O. I. Paulson, Salem
s—Earl R. Cooley, Salem
s—Ralph L. Morgan, Salem
ds—M. C. Buchanan, Salem
as—Glen L. Weaver, Salem
t—H. H. Gibson, Corvallis

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d—Paul L. Cressman, Harrisburg
s—H. C. Fetterolf, Harrisburg
s—V. A. Martin, Harrisburg
t—Henry S. Brunner, State College
t—William A. Broyles, State College
t—William E. Hall, State College

PUERTO RICO
d—Lloyd A. LeZotte, San Juan
s—Nicholas Mendez, San Juan
as—Samuel Molinury, San Juan
as—Ernesto Vasquez Torres, Mayaguez
ds—Fredericko A. Rodriquez, San Juan
ds—Juan Acosta Henriquez, Arecibo
ds—Juan Robles, Cayey
ds—Andres Ramirez, Mayaguez
t—Lorenzo G. Hernandez, Mayaguez

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t—Everett L. Austin, Kingston

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t—T. E. Duncan, Clemson
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s—H. E. Urton, Pierre
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as—J. W. Brimm, Nashville
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ds—L. A. Carpenter, Knoxville
ds—Ben Douglas, Jackson
t—N. E. Fitzgerald, Knoxville
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rt—A. J. Paulus, Knoxville
rt—E. B. Knight, Knoxville
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s—J. B. Rutland, Austin
s—R. Lano Barron, Austin
t—E. R. Alexander, College Station
t—Henry Ross, College Station
t—J. L. Moses, Huntsville
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t—Ray L. Chappelle, Lubbock
sms—W. R. Sherrill, College Station
it—G. H. Morrison, Huntsville
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ct—W. D. Thompson, Prairie View

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t—E. Y. Noblin, Blacksburg
t—C. E. Richards, Blacksburg
ct—A. J. Miller, Ettrick
ct—G. W. Owens, Ettrick
ct—J. R. Thomas, Ettrick

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t-s—E. M. Webb, Pullman
t-s—Bert L. Brown, Pullman

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s—John M. Lowe, Charleston
s—H. N. Hansucker, Charleston
t—D. W. Parsons, Morgantown
t—M. C. Gaar, Morgantown
it—A. D. Longhouse, Morgantown

WISCONSIN
d—C. L. Greiber, Madison
s—Louis M. Sasman, Madison
t—J. A. James, Madison
it—Ivan Fay, Madison
it—Clarence Bonsack, Madison
it—V. E. Nylin, Platteville
it—J. M. May, River Falls

WYOMING
d—Sam Hitchcock, Cheyenne