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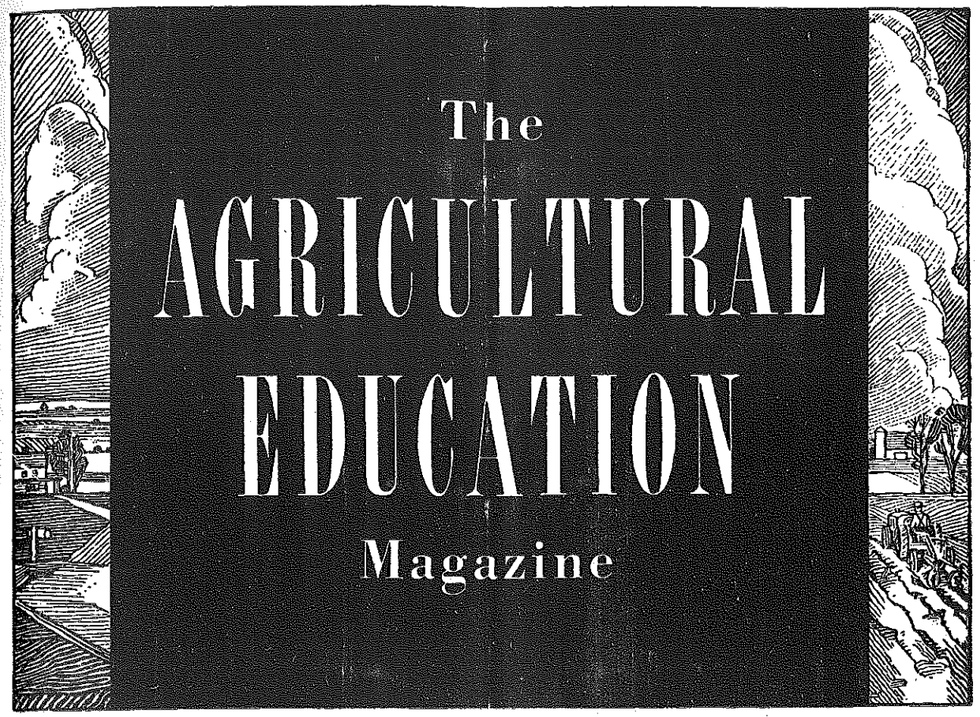


**We want to know why**

When pupils understand this, it makes an appropriate incentive to frame and display on the classroom wall.

# The Agricultural Education Magazine

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# Editorial Comment

## The Outlook for Adult Education in Agriculture

Barton Morgan

THE outlook for adult education in agriculture is a subject that would take a real prophet to discuss with great certainty. I assure you that I have few of the qualities of the prophets of old—I am more like the modern meteorologist who predicts the weather and is somctimes right. Coming events, however, cast their shadows before them, and I believe that from these shadows I can tell something about the magnitude and nature of the adult education in agriculture that is to be.

Adult education in agriculture is closely related to adult education in general, and the two will rise and fall together. Let us, therefore, examine first the whole adult education idea.

Adult education appears to be one of those great movements in educational history, like the rise of the universities in the Middle Ages, like the development of elementary education following the Reformation, or like the development of free public education in America in the 19th Century. Adult education will expand in scope and amount in the years ahead because it is absolutely essential to our welfare, and vocational teachers have pointed the way.

Adult education is essential to our democratic way of life. Macaulay once said that a government like ours must inevitably lead to anarchy. I believe that the answer to this threat is adult education. Many of our most crucial political and social problems are clearly on the adult level and must be solved by adults.

Adult education, including education in agriculture, is necessary to maintain a civilization that is as complex as ours has grown to be. Edward Carpenter in his book, "Civilization—Its Cause and Cure," wrote: "Civilization is a disease from which no nation has ever yet been able to recover." The elementary school and the secondary school alone cannot prepare future citizens and workers to solve all of the new problems and all of the complex old problems that they will meet. Adults can learn and many of them want to learn. In this fact lies much hope for the future.

Adult education, including education in agriculture, is necessary to protect us from the dangerous instruments which we ourselves have created in the past and will create in the future. Among these instruments are atomic bombs, radar, rocket airplanes, trade cartels, pressure groups, malicious propaganda, and machines for rapid communication and transportation. Emerson once wrote, "Don't trust children with edge tools! Don't trust man, Great God, with more power than he has, until he has learned to use that little better." Most, if not all, of the dangerous instruments which we create might be put to good use if we learn how to use them properly. Adult education will help us use edge tools safely.

The future program of adult education in agriculture will likely be shaped to fit the following pattern: 1. Larger areas will be served and more people will be reached. 2. More than one evening school, or young farmer class, will be held in each department every year. 3. Less emphasis will be placed on methods of production and more on farm management. 4. A determined effort will be made to teach those things that will make the farm pay, and make farming a happier way of life. 5. Work will be given that will help preserve the family-type farm in competition with corporation farming. 6. Stress will be placed upon the conservation of our natural resources, especially the soil. 7. An effort will be made to train young men and adults to be agricultural statesman as well as farm technicians.

Adult education in agriculture is our great hope for a happier and more prosperous rural life. It is fortunate that teachers of vocational agriculture everywhere are doing such outstanding work in this phase of their work. If farm people did not place a high value on trained intelligence, both they and our nation would be doomed.

## Which Way America?

Geo. D. Springer

THE glad news is here. Peace reigns on earth and we have the opportunity of establishing "good will" among all men. Will we do it?

The United States of America has become the greatest nation on earth during the past years because of her will to freedom, her zeal for education, and her devotion to Deity. These, coupled with vast natural resources, have made us the richest nation on earth. As America leads so will go the world. Are we ready to lead the world into an era of "Plenty, Peace, and Prosperity"?

We may be—but to be sure we must clarify some of our thinking. This past week I had the privilege of visiting with Mary Olive. She was born in China in August, 1938. Her whole life has been spent in war-torn China—she had never experienced the bombing of a city but she is a casualty of war. She is frail, nervous, doesn't know how to smile, has little feeling of belonging nor sense of security. For years she had the opportunity of living neither in a normal home nor with her own parents who cherish her. There is no doubt in my mind but that she will develop into a beautiful flower of womanhood, for now, the first time in her life, she has the privilege of being a normal child in a normal home.

Several years ago Walter H. Judd, a returned missionary from China, made his plea that America withhold her war materials and supplies from Japan. The humanity of the appeal challenged my thinking. A few Sundays later I was teaching our men's Bible class, and I asked these questions—"Doesn't the Bible say, 'Thou shalt not kill'?" "Doesn't that apply to nations?" And when the answer came back in the affirmative, I asked, "Then why are we sending all of these war materials to Japan?" The answer came back from those representative Americans, "Yes, George, but that gives us jobs."

Yes, we needed jobs. How we still needed them in the late thirties! We have all experienced in our own lives, and in those about us, the thrill that comes from being recognized as an essential part in a worth-while undertaking. It gives spring to our step, and confidence in our own being. Yes, we needed jobs.

We also needed homes. (We still need them.) And why were we not building the homes we needed? Very probably if we had been busy building and equipping the homes we needed in America at the time of the outbreak of the Japanese-Chinese war, we would have been so profitably busy that the war traffic with Japan would not have been so alluring. And it seems to me that what applies to home building applies with equal force to other phases of our economic system.

Which way America? Are we as a nation ready to dedicate our great resources and industrial empire to the edification of man; first, that every worthy and needy person can have a job that will give him or her that feeling of being a contributor to a worthy cause which is so essentially necessary in the building of character; secondly, that from these jobs we can acquire the leisure that is the result of a highly-mechanized age; and thirdly, from these jobs can we receive adequate wages to keep our vast mass productive industry busily engaged?

The Creator has given us a natural law of wages. This law is as inexorable as is the law of gravitation, which performs such miracles for man when he harnesses its forces constructively, and which will as quickly crush man when not handled properly. This "Law of Wages" can bring "Plenty, Peace and Prosperity" to America if intelligently employed. The survival of our free economic system, which has been the miracle of the ages, may even depend upon man's understanding and constructive use of this law. Will America use this law to the service of man, all men, in our own country and thus by example show the world how to use it? Or will America continue to have a powerful section of our economy use this law to their seeming advantage? The indications are coming from both philosophies that a struggle is on. Which will win? Which way America?

—Buda, Illinois

S. S. SUTHERLAND

# Professional

HENRY S. BRUNNER

## Safeguards in the Use of Advisory Councils

H. M. HAMLIN, Professor of Agricultural Education, University of Illinois, Urbana

IN THE October, 1944, issue of the *School Board Journal*, Superintendent Earl H. Hanson of Rock Island, Illinois, has warned us, quite properly, against certain misuses of advisory councils in school administration. The article may leave the reader with the impression that there is no place for these councils in the American educational structure. This conclusion would be quite wrong. On the contrary, the ends which Mr. Hanson seeks can be furthered thru their use. Advisory councils can be set up and used without encountering the difficulties he mentions.

H. M. Hamlin

Advisory councils have long been used in vocational education as an alternative to separate boards for vocational education, which Wisconsin has provided but which other states have avoided. Out of a generation of experience with these councils, we have evolved arrangements which work very well indeed.

A desirable advisory council in agricultural education, for instance, consists of about nine persons. The members are nominated by the school administration and the teacher of agriculture, and they are appointed by the board of education. The members of the council understand that the council is a creature of the board of education, that the board can abolish it at any time, that the board can eject council members, that the council has only such functions as are delegated to it by the board, and that these functions are *advisory* functions. A member of the board of education is designated to sit with the council. Joint meetings of the board and the council are held from time to time. The school's administrative officer meets regularly with the council.

### Make-up of Councils

Those chosen to be council members are representative of the people of the community who have agricultural interests. Most of the members are farmers, but representation from the town or city is also included. Membership is distributed geographically. Persons of various ages, from high-school boys to retired farmers are included. No one is chosen to represent any organized group, but members are selected who have contacts with all elements in the community, organized and unorganized.

Each member serves for a three-year term. Three members retire from the council each year. No retiring member can be immediately renamed to the council.

The more effective councils meet once each month. They assist in determining the agricultural situation in the community, in stating needs, in formulating objectives, in evaluating outcomes, in working out the relationships between the school's program of agricultural education and other programs operating in the community. In general, they recommend the policies to be followed in managing a community program of agricultural education.

Some of the most capable people in a community serve on such a council. Some of them are already agricultural leaders; others are developing as leaders. Because they know the plans and purposes of the various groups in the community, these plans and purposes are reconciled with those of the school. Incidentally, these groups come to understand each other better.

General councils of this sort, with subsidiary neighborhood councils, have been found to be essential in initiating and conducting adult programs of agricultural education. One of the principal functions of a council is the encouragement and planning of adult classes.

### Some Returns From Councils

Some of the other advantages which have accrued from the use of councils are the following:

1. In setting up and using an advisory council of the type described, those in charge of a school say in effect to the community, "The agriculture department of the school is yours. We want it to be used for the achievement of purposes you value. We want it to serve the community as a whole and without discrimination." There is a quick response from the people of the community. Minorities who have long been slighted by the school now find that they are represented. They respond by attending adult classes and by sending their children to the high school. They take a different attitude toward spending money for school support. In a number of cases the people in areas not previously included in the high-school district have petitioned for inclusion when they have discovered that those in charge of school affairs really respect their wishes and want to serve them.

2. More comprehensive and better financed programs of agricultural education have resulted. These councils usually consider first of all the extent to which the agriculture department is already serving the community. Under the traditional school arrangement, only 10 to 15 percent of the people who might be served are being reached. Councils have been quick to recognize that a public school should serve all impartially, regardless of age, sex, or status, and have wholeheartedly agreed to extending the school's service.

3. More practical programs of agricultural education have resulted. A teacher of agriculture needs the guidance of practical men and women who are familiar with the community situation. He becomes a better teacher as he works with people engaged in the practice of agriculture.

4. Council members have assisted materially in acquainting the people of the community with the purposes and the program of the agriculture department. They have also assisted by bringing to the school authorities the criticisms they hear in the community, so that defects in the program may be corrected before they affect seriously the standing of the department in the community.

5. The council helps in providing a stable and continuous program of agricultural education. Tho the local tenures of teachers of agriculture are longer than the tenures of teachers generally, some of the greatest wastes in agricultural education result from relatively frequent changes in teachers. A council helps to keep certain policies operating over a period of years regardless of changes in teachers. It has been found, too, that with a council and a worth-while long-time program approved by the council and the board of education, teachers can be retained longer in their communities.

6. A council helps to correct the "blind spots" of the teacher and the administrator. It curbs their pet enthusiasms and develops in them new interests in important phases of the life of the community.

7. The teacher and the administrator do not have to "go it alone." They have someone with whom to share responsibility. Because of the backing of a council they often dare to do things and can do things they would not otherwise undertake.

8. Council members are able to give more time and attention to the affairs of the department than school-board members can possibly give.

### Public Relations Helped

Of all the advantages of advisory councils, school administrators stress most their value in promoting desirable public relations.

No cases of friction between school boards and advisory councils have developed under the plan for using councils described. In a few cases boards of education have refused to allow the establishment of councils, but once established there has been no important dissatisfaction with them.

Of course, it is not entirely satisfactory for only one department of a school to have a council. That department has an important advantage which other departments lack. Tho other departments have seemed reluctant to take up the device, the writer sees no reason why there should not be advisory councils for each of the major sections of a school system. He believes that the schools would profit tremendously from such an arrangement.

The conception of an advisory council which has been outlined is exactly opposed to the type of voluntary, non-elected "advisory groups" (actually pressure groups), which Superintendent Hanson deplores. This type of council is tied in with the regular machinery of the school. It is under the control of the elected members of the board of education. It does not try to secure a monopoly of education for the school. The council is used to integrate the efforts of the school with those of community groups. There is no abdication by the board to pressure groups.

"The American Dream" depends for its realization upon the development of schools which are responsive to and which serve all of the people. A system of advisory councils which is a part of our traditional machinery for operating the schools seems to be the best device we have discovered for linking school and community and for developing and maintaining a wholesome interest in the schools on the part of the people generally. The alternatives to such a system of councils are not very attractive. They are:

1. Public apathy toward the schools
2. Periodic development of pressure groups to secure particular reforms when conditions become intolerable
3. Persistent operation, year after year, of minority pressure groups which often oppose each other and the school.

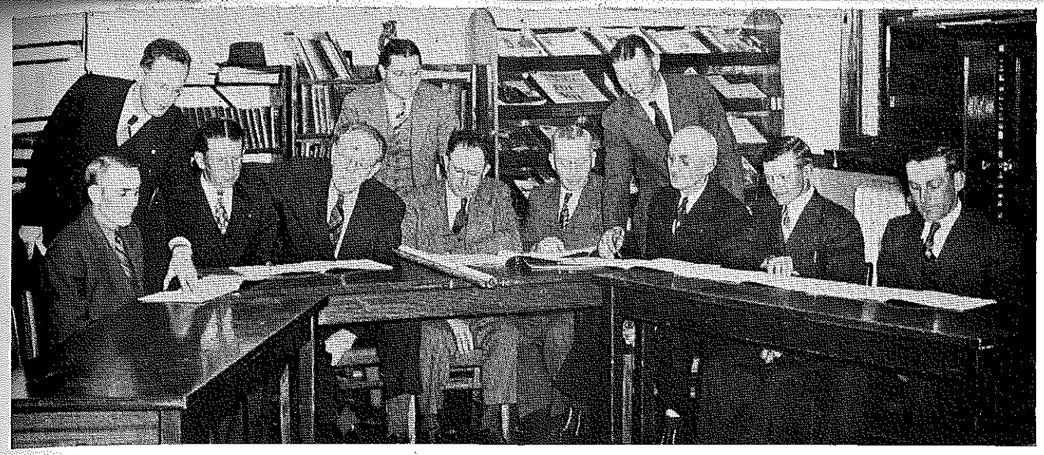
Interest in the schools on the part of laymen is normal and can be highly desirable. The growth and success of our American public schools traces in large part to this interest. We should not try to suppress it or to confine it to the members of elected boards of education. It is my belief that we can channel it thru advisory councils in such a way that the undesirable minority's pressures to which Superintendent Hanson rightly objects can be largely eliminated.

*Reprinted from the May, 1945, issue of *The American School Board Journal*.

## The Editor's Comment

Advisory councils have been required by state plan in New York since the early years of vocational education; other states have urged or suggested their use. More recently interest has led to action in several states. In this article the writer gives a clear statement of a procedure with the attending benefits.





**The Agricultural Advisory Council at Fisher, Illinois, has been instrumental in developing school and community interests in general and in improving and broadening the services of the department of vocational agriculture. The Council consists of 12 members with Principal Foreman (standing, center) and vocational teacher Marshall J. Scott (standing, left) as consultants. The Council holds monthly meetings. A report of its accomplishments may be secured from the Council or from Dr. H. M. Hamlin of the University of Illinois**

## Local Action Print

FARMING is a lot of things, and so is farmer teaching. Teaching farmers, young and old, takes something on which no blueprint can be told; takes many lines and planes of action, not to mention heart and mind to put those plans in motion. And, I ask you, is it your notion that a fellow's spirit and ideals can be put to paper, like an airplane's wheels? No, not ours! 'Tis our duty to check and weigh those tasks to which we give life's hours, in such a way that when the setting sun goes down some needed farmer training is finished or begun. And for this no blueprint needs be drawn to tell us ag-men, what and where, and when.

Yes, farmer teaching is a lot of things, and to be good it should be understood that it must be built block by block by someone pretty close to things. Take you and me, and we may see that farmer schools and the F.F.A. need our attention without delay. To find the time for those today just can't be done according to the blueprint plan, yet in the home town we can't say, "put it off till blueprint day." The reason this is so, I guess, must be because the people know that the man upon the job sees their problems of farm life and takes the pains to check with them to see that they are true. Ways of dealing with those problems, too, are matters which he thinks 'tis fair that local folk be left to share in the how, and when, and where.

So, farmer teaching is a lot of things wound up like complex springs, built on needs of local action which seldom are perceived in any widespread blueprint pattern.—W. Howard Martin

## Old Years and New

Old years and new years all blended into one,
The best of what there is to be, the best of what is gone—
Let's bury all the failures in the dim and dusty past
And keep the smiles of friendship and laughter to the last.

Old years and new years, life's in the making still;
We haven't come to glory yet, but there's the hope we will;
The dead old year was twelve months long, but now from it we're free,
And what's one year of good or bad to all the years to be?

Old years and new years, we need them one and all
To reach the dome of character and build its sheltering wall;
Past failures tried the souls of us, but if their tests we stood,
The sum of what we are to be may yet be counted good.

Old years and new years, with all their pain and strife,
Are but the bricks and steel and stone with which we fashion life;
So put the sin and shame away, and keep the fine and true,
And on the glory of the past let's build the better new.

—Edgar A. Guest.

We need to give our people a training not only in the skill for the hand and the eye but some understanding of the background of their skills and the changes thru which the industry is passing. Vocational education which is uninformed by these changes may, in fact, add to the volume of unemployment.—Matthew Woll, American Federation of Labor.

He who is not able in his thinking to rise above the dictations of self-interest will more likely complicate and confuse a situation than clarify and assist in its improvement.—John E. Edgerton.

# Supervision

LANO BARRON

## Greener Pastures

ELMER ZIEGENHAGEN, University of Minnesota, Minneapolis, Minnesota

WHEN an individual gives up a certain type of work in favor of some other, it is often found that the change is made because "other pastures look greener." On first thought that would not seem to require any further explanation but actually there might be some point in analyzing, as it were, the point of view of persons leaving a profession such as that of teaching vocational agriculture. There are two reasons why I make this statement. First of all, there are those who leave the profession because of certain dissatisfactions about the work. If it is true that the men who leave the profession because they are dissatisfied agree to any considerable extent as to the source of these dissatisfactions, it suggests that possibly there are things which might be improved, and that such improvements would bring about considerable benefits to the whole program.

One does not become dissatisfied about his work just "overnight." It is generally a cumulative type of thing which finally builds up to the point where it prompts some action. There can be no question that a person going thru such a process of metamorphosis is handicapped in his work and his program suffers accordingly. I am not thinking so much about the fellow who becomes dissatisfied and soon leaves the profession and gets into some other field that is perhaps more to his liking. The bigger problem, as I see it, is that many of the men who stay in the profession for years are perhaps bothered by the same factors which eventually contribute to many another man choosing a different type of work. The "old-timer" may be less susceptible to these irritations, but, just the same, they do not contribute anything to his welfare or the quality of work he is doing. The point that I am trying to make here is that we might do well to try to discover what some of these "burs under the tail" are, rather than take a passive attitude toward the situation.

Stability within a profession will contribute not only to the welfare of the profession itself, but also to each person who is engaged in the profession. I would suggest that more might be done in an effort to discover the reasons why teachers leave the profession. The results of such studies should be applied with the idea of making changes wherever possible so as to make the profession more attractive and thus contribute toward increased stability and pave the way to greater progress.

The second main reason why teachers voluntarily leave the profession is not that they are particularly dissatisfied with their work in vocational agriculture but rather that they see better opportunities elsewhere. It should go without saying that this is a healthy situation and certainly is to be encouraged. It would

This article by Mr. Ziegenhagen was presented, as an address, before the teachers of vocational agriculture of Minnesota at their annual conference while he was a member of the teacher-training staff. At present Mr. Ziegenhagen is employed in nutritional research by Archer-Daniels-Midland Company in Minneapolis.

indeed be a sad situation if the caliber of teachers of vocational agriculture in general were such that they were never sought by other fields. If you talk to the good teachers of agriculture who have been on the job for many years, you will find that they have all had a number of offers to go into other lines but have chosen to stay with their first love—teaching agriculture. Show me a man who is doing a real job of teaching agriculture, and I will show you a man who would do equally as good a job in most any other related field. Thus, even tho top-notch men leaving the profession is in itself a weakening process, I believe that it is to the benefit of the profession to have a program which develops men who are good enough to find even better opportunities in other fields. Everything that can possibly be done should be done to encourage this.

### Vocational Students As Teachers

I would like to enumerate some of the factors which are or might be contributing toward the development and improvement of teachers of agriculture to the extent that they are able to do a really effective job in teaching and also which contribute toward the opening up of other opportunities for what we will call advancement in other lines. This will also touch on those things which make for contentment and satisfaction of those who continue in the profession.

The problem must inevitably go back to the selection of high-school graduates who are encouraged to go on in the field of agricultureal education. I believe that generally the best teachers come up from the ranks as former students of vocational agriculture and F.F.A. members. That kind of experience is just as valuable for a prospective teacher as regular farm experience is for a boy who is going into farming. It follows, then, that if we are going to have a continuous supply of men to join the profession and will be worthy additions, it is largely up to the present teachers to see that some of their best students, who have the prerequisite characteristics and abilities, get headed into the University training program in preparation for teaching agriculture. You cannot get around the necessity of having good teacher material continually coming into the program.

The next step is to provide a good training program which will make available a constant supply of teachers that know what the job consists of and who will have the necessary abilities and experiences to be able to go out and do a good job without floundering around for several years in an effort to get their feet on the ground and find out what it is all about. There is no need for us to hesitate in saying that many of our training programs have by no means been perfect in the past. It is encouraging to see that efforts are continually being made to improve the training program. Most teacher-training institutions recognize the importance of making adjustments in college courses to better meet the needs of prospective teachers of vocational agriculture. If you, individually or as an organization, can contribute anything to the studies which are undertaken by your training institutions in an attempt to discover the strong points and deficiences of existing training programs with the thought of being ready to make such adjustments as might be necessary, I am sure that you will be making a contribution which is very worth while.

### Student Teaching Important

Having had several years' experience with a practice teaching center, I might also add this comment that, in my opinion, one of the greatest deficiencies in the program in the past has been the fact that the supervised teaching experience program has generally been quite inadequate. That is no reflection on anyone in particular because it is no small job to set up a student teaching experience program that will tie in with the whole University curriculum and which will not interfere with the program in other divisions. Such changes come about rather slowly. I hope, however, that we are about at the stage where conditions are ripe for a change which will allow more time for this very important phase of the training program. In my opinion suggestions of a fifth year, which would be largely apprenticeship work, are not carrying the idea too far by any means. I feel confident that many good men have left the profession after one or two years of teaching simply because of the discouragements which resulted from lack of adequate preparation for the job, and which was caused by too short an apprenticeship teaching program while in college.

Another point which I think adds immensely to the possibilities for growth and development of the individual and which keeps the door open to possibilities for advancement is following up on professional improvement work. Of course that is difficult in these times but in normal times I am convinced that the profession would benefit and so would also each individual if more teachers followed a systematic and well-planned program of graduate work. Not necessarily that the credits in themselves would mean so much but rather that a systematic program of study is definitely necessary to stimulate professional growth and to keep a person from going stale on the job.



### Problems of Our Organization

The points which I have touched on thus far all deal more or less with problems which concern the individual teacher. I would like to mention a few problems which pertain to you as an organization. I cannot visualize much progress being made as a profession if each individual teacher is left to feel that all that matters to him is what goes on in his own little sphere. The psychological effect of feeling that one belongs to a strong organization which is "going places" is of inestimable value. When you add to this the actual benefits which an organization can bring to its individual members, it appears to me to be one of the most effective forces in bringing about a sense of satisfaction about the work and of generating enthusiasm and promoting real progress.

Perhaps it is unfortunate that we have to depend on organizations to act more or less as pressure groups at times to bring about needed changes and adjustments. Fundamentally, tho, I see no harm in pressure groups if they are rightly used. After all, they are a form of democracy in action. As such, I see the continued need for as strong an organization in this as in any other profession. If we keep an organization on sound principles and if we stay within the territory defined by our program, I do not think we need to be afraid of criticism.

The fact remains that you know your job better than anyone else. You must be strong enough individually, and as a group, to exert some influence in formulating policies in a truly democratic manner. I hope I am not misunderstood in that. My only plea is for you as an organization to "keep your ear to the ground" at all times and listen for rumblings which might, thru misguided judgment on the part of some individual or some other group, lead to the relegating of your program to some backseat position which is not commensurate with its importance. By being alert to such matters and by giving evidence that you do have a well-formulated concept of what your program should be and where it should be heading, you will be demanding strong leadership. There can be no substitute for strong leadership. The blind cannot lead the blind. Neither can the blind lead those who have vision. All this, I insist, is possible thru purely democratic processes which can function thru the medium of a strong, sound organization in which every member has a part to play.

In closing may I very briefly summarize the points I have tried to make. There are two main reasons why teachers voluntarily leave the profession; one is that they are dissatisfied with the work, and the other is that they see greater opportunities elsewhere. As to the first of these, I have suggested that insofar as stability within the profession is to be desired, it would be well to attempt to discover the major sources of dissatisfaction and study the possibilities of eliminating their causes. It is a healthy thing to have teachers advancing to better opportunities in other fields. It is desirable to encourage improvement and progress which might eventually lead to advancements even tho they be in another field. However, in order to keep the profession strong it is necessary to continually recruit some of the best material available as a source of supply of good teachers. Training programs need to be improved, and I might add here that more in-service training and assistance would seem also to be highly desirable. Continuous professional improvement work is necessary to bring about maximum progress. And finally, strong organization and loyalty of those engaged in the profession is indispensable.

## A Summary of Sow-Testing Data in Illinois

J. N. WEISS, Teacher-Trainer,
University of Illinois, Urbana, Illinois

PORK production per litter has been measured by keeping weight records of pigs at 56 days of age. The procedures used vary greatly over the state, but primarily these records point out the results of improved methods of production as well as the weakness in production, which directly affect the earnings from the enterprise.

Increased interest has developed among teachers of vocational agriculture in this project during the past year, as indicated by a survey which was made recently.

Thirty schools widely distributed over the state returned the pork production data requested. This study was made to determine:

1. Number of litter records being kept
2. Number of pigs farrowed per litter
3. Number of pigs weaned per litter
4. Litter weight of pigs at 56 days of age
5. Average weight per pig in litter at 56 days of age
6. Heaviest pig per litter
7. Lightest pig per litter

This was the first attempt in agricultural education to accumulate 56-day records on litters for an area larger than a local community. The summaries may not reveal a true picture of pork production in Illinois due to: (1) limited number of litters (2) tendency to report the best or outstanding litters (3) no distinction being made between litters farrowed by gilts and those by mature sows (4) records which were from boys who kept records on only one or two sows used in connection with project work (5) reports which did not include all litters produced on the farm of individual reporting.

However, the purpose of this survey was to point out the variations in production resulting from certain practices and the need for careful analysis of the problem rather than to present an accurate picture of pork production in the state.

It is quite evident from this survey that there is much room for improvement when the litter weight of the first quartile, or lower 25 percent, is almost 60 pounds under the average or median litter; and likewise the third quartile, or the upper 25 percent of the litters are only 54.8 pounds heavier than the average. Furthermore, the 459.4 pound average for 10 heaviest litters is 2.3 times as much pork as was produced by the average sow in this study.

What methods and techniques can best be used to bring about greater efficiency of production? Is it care at farrowing time? Larger litters? Is it gain-rate per pig? Is it the ability of the sow to farrow large litters? Is it the ability of the sow to raise a larger percent of pigs farrowed? Or is it a combination of factors? These are some considerations which could be the basis for an educational program in pork production.

How do the production records in the local community compare with the average for 30 communities included in this study? Cumulated production records for the local community from year to year will be a sound basis upon which to build an educational program for the future. Production goals may be established for the local community. Ways and means for accomplishing these goals would follow. Measure progress toward these goals by systematic evaluation of the records each year.

**The quartile distributions according to the criteria used are given in the following table:**

| Criteria | Range | First Quartile | Median | Third Quartile |
|---|---|---|---|---|
| Number of pigs per litter farrowed (295 litters) | 1–18 | 7.05 | 8.9 | 11.3 |
| Number of pigs per litter at 56 days (295 litters) | 0–15 | 5.37 | 7.1 | 8.63 |
| Litter weight in lbs. at 56 days (295 litters) | 23–555 | 138.4 | 198.8 | 253.6 |
| Heaviest pig per litter in lbs. at 56 days (295 litters) | 16–80 | 28.44 | 36.5 | 41.24 |
| Average weight per pig per litter at 56 days (229 litters) | 10–72 | 26.36 | 30.9 | 35.7 |
| Lightest pig per litter at 56 days (219 litters) | 6–46 | 18.8 | 25.7 | 31.4 |

1. Thirty schools reported 501 litters farrowed a total of 3,862 pigs—an average of 7.7 pigs per litter.
2. From 501 litters 2,916 pigs were weaned—average 5.8 pigs per litter.
3. Average loss of 1.9 pigs per litter before weaning time—24.7 percent mortality.
4. Weights of 295 litters were recorded at 56 days of age.
5. Ten heaviest litters ranged from 15 pigs to eight pigs per litter. These total litter weights ranged from 555 pounds to 360 pounds at 56 days of age.
6. Ten heaviest litters averaged 10.8 pigs per litter, with an average weight of 459.4 pounds per litter at 56 days.

# Methods of Teaching

GEORGE P. DEYOE

## A Plan of Organizing Instruction

S. L. CHESNUTT, Teacher-Trainer, Alabama Polytechnic Institute, Auburn, Alabama

OUT of the medley of opinions in reference to teaching vocational agriculture, during the past 25 years of its existence, have come a few crystalized facts. Some of them are so generally accepted that they may be axioms.

S. L. Chesnutt

Three of these axioms stated below will serve as a basis of and a reason for undertaking this article.

1. The core of vocational agriculture is the student's farming program.
2. The instruction in vocational agriculture should be based upon the students' farming programs.
3. The principal job of the teacher of vocational agriculture consists of instruction on, including supervision of, the students' farming programs.

Since these statements are generally accepted as axioms, it will not be necessary to undertake to defend them or even discuss them further. They stand as well-established facts, indisputable and universally accepted.

With these three apparently simple statements dealing with instruction in vocational agriculture, it looks as if the teaching of the subject might be reduced to a rather simple procedure. A procedure that most states of the Union would accept as being correct and satisfactory. But do the various states, while accepting the three statements as axiomatic, accept a unified method of accomplishing these statements in terms of teaching? Most assuredly they do not. Do all the teachers in any one state follow a more or less common procedure in teaching vocational agriculture? They do not. Do all the graduates from any one teacher-training institution follow any one general procedure in handling their classes? No, indeed, they do not.

A volume might be written as to why they do not, but that would be futile. The fact remains, however, they do not. Is there any way in which teachers of vocational agriculture might be led to accept a more uniform, more rational and more effective way of teaching their subject? I believe so.

We have been fumbling around with this problem for 25 years. Supervisors, teacher-trainers, government agents, vocational staffs, school officials, and school patrons have all pondered over the problem of, "Why can't we achieve more uniform results in vocational agriculture; why is there such a difference in teachers of agriculture?" Probably the answer to this is that in the training of teachers, we have not crystallized our ideas sufficiently first, on what the job of the teacher is; and second, on what training is required to do this job. Assuming that we have rather generally agreed on what the job is—as expressed in the three axioms above—then we have only to worry over the second part of the answer, i.e., "What training is required to do this job?"

Here is the problem on which the educators in vocational agriculture disagree, and have disagreed for these 25 years. By "educators" we mean directors, supervisors, teacher-trainers, district supervisors, government officials, and teachers of vocational agriculture themselves. It also includes those who write books on the subject, from Kary C. Davis in 1921 to Deyoe in 1942.

### Have We a Good System?

Yes, we are making some progress, and, incidentally, we stop rather frequently to pat ouselves on the back and say yes, we are making some progress. All of which leads us to ask if we have formulated any very definite system of organizing the instruction by means of which we are to put over the job of teaching vocational agriculture. We shall have to answer no to that question, too. But we *are* making progress. This is evidenced by Deyoe's book "Supervised Farming in Vocational Agriculture," and by a recent bulletin by the Washington office, "Directing Vocational Agriculture Day-School Students in Developing Their Farming Programs."

These two publications are driving at the heart of the problem of organizing the farming programs. Many states have been striking at the same thing for several years, including the organization of the course of study. But no very definite, clear-cut plan has yet been publicized and accepted to the extent that vocational teachers are making general use of it.

For several years Alabama has, along with a lot of other states no doubt, been working toward some plan which will answer for Alabama that question—the question of "how shall I organize my instruction on the farming programs of my students." Four years ago at the three-weeks conference of all Alabama teachers a rather definite scheme was worked out. Twelve teachers were assigned to try it out and report results at the next yearly conference. This was done. The reports were satisfactory. The plan was worked over and ironed out in places and a majority of the group accepted it as a satisfactory means of organizing their instructional program. Some of them are following it; some still don't have time to organize their work; some just don't see the need of taking the trouble to organize; possibly some just can't organize; and some are just natural born "aginers" for anything different. (Incidentally, this helps explain why such wide differences are found among teachers of vocational agriculture.)

We feel that this plan represents the best thinking of teachers and staff and that it will come to be generally accepted and followed in this state.

### The Alabama Plan

General outline of the plan:

I. Before school opens (say in July)
1. The teacher makes a list of prospective students who will be in his first-year class.
2. Makes his accustomed visit to these students verifying his list.
3. Gets some idea of the farming program each boy will follow for the first year.
4. Makes a list of the enterprises embraced in the first-year's work.
5. Breaks these enterprises down into jobs to be taught.
6. Determines the year each of these jobs should be taught.
7. Estimates the number of lessons he will need to teach each job and places the number behind each job.
8. Takes nine sheets of paper, heading each with one of the nine school months (September to May inclusive).
9. Places the jobs to be taught each month on the sheet for that month, together with the number of lessons he will devote to that job.

These nine steps are preliminary to making a teacher outline which is to cover a period of three to five weeks. The time required for the teacher to do these nine steps will depend upon the length of time the teacher has been in the community.

For an old teacher, two or three days will be sufficient. For a new teacher several weeks. After the above data are secured, the teacher should formulate a teaching calendar which will result in getting the following things done:

1. Tentative farming programs of the boys of the class set up.
2. The course calendars of these students made out.

### After School Opens

II. After school opens.

To work out the contents of this teaching outline with the students after school opens will require from three to five weeks of time with first-year boys, and from one to three weeks with second- and third-year boys. This may appear to be giving a good deal of time to the program of organization, but the students are getting their farming programs set up, their course calendars made, and incidentally absorbing a lot of farm management problems at the same time. It is simply a process of concentrating time on some problems which have to be worked out anyway and which can be more effectively done if the attention of the class is centered on them at the opening of school and kept on them until the job is finished. Another reason for taking them up with the class and finishing them at the very beginning of school is that if the instruction is to be based on the farming programs of the class, these programs have to be made first.



### Elect Farm Programs Early

Those who advocate that the farming programs should grow out of the class study are encouraging the delay of building the programs and in the meantime doing a lot of unmeaningful and generalized teaching of scientific agriculture and missing an opportunity of teaching vocational agriculture.

Suggestions on contents of the preliminary course calendar for the first-year class to be taught at the beginning of school:

1. Organization of the class.
2. Discussion of the farm program.
   a. What it is—make out an example on the blackboard.
   b. Have an older student tell of his program and its results.
3. a. Make a list of common farm enterprises in the community and place on board.
   b. Add any new enterprises with sound prospects of profits.
   Ask students to talk over with their home folks the possibility of working out a program which the student might carry out, and to be ready to discuss this tomorrow (the teacher has already talked over this matter with the parents).
4. Making out a feasible farm program for the community.
   a. Have an alert, interested boy go to the board and make out such a program as he thinks he could carry out.
   b. Discuss in connection with this the fundamentals of program building such as possible profits, ability to carry out, suitableness, etc.
5. Having the class make out tentative farm programs.
   a. Review briefly the characteristics of a good farm program.
   b. Ask each boy to make out on a sheet of paper a program which he could carry out at his own home; one at least which he thinks he would like to undertake. The idea is to get the boy started on building his program. It may be greatly modified or changed as time goes on, but he can probably formulate some pretty fair notions of what he can do and wants to do.
6. a. This might be a good time to take up a discussion of the difference between productive and improvement projects and add some of the latter to the programs.
   b. A discussion of improved practices should be delayed until a later date.
   c. The teacher should explain next the analysis of the enterprises into jobs, breaking down one or two enterprises common to the community.
7. The students should spend one day in the breaking down of enterprises more or less common in the boys' programs.
8. a. The next day each student should break down the enterprises in his own program not heretofore broken down. This could be done individually or in groups having similar enterprises in common.

NOTE: This consumes some two and one-half days, and, if moved along rapidly, should be enough time for this job instead of spending two weeks or more on it as some teachers do.

9. When the enterprises are broken down into jobs, the teacher should explain that these jobs should be taken up for study at or before the time they are performed on the farm (seasonal sequence). Guided by the teacher, referring to his monthly sheets, each student marks the month each of the jobs on his list should be studied. Each student now makes a monthly sheet of his jobs, which will of course be similar to the monthly sheets prepared in advance by the teacher.

   The teacher next calls out the number of lessons which will probably be devoted to each job. Or he may call the month and the number of lessons at the same time.
10. These monthly sheets are the student course calendars. To them must be added the shop jobs. Some of these jobs will be purely instructive in character as the use and care of tools, instructional phases in repair and construction work, etc. These jobs should be listed on the monthly calendar sheets of the teacher and read out by him and placed on the calendar sheets of the boys.

### Farm-Shop Programs, Too

11. This will be a very good lead to the development of a shop program. Each student is asked to think of the shop jobs which go with each of his enterprises. The teacher will take a common animal enterprise and a common field crop program and put on the board a list of needed shop jobs in these enterprises. The students are asked to look around their homes and try to determine what shop jobs are needed, to talk over the matter with their parents and have them suggest some jobs needed about the home—either repair or construction.
12. Making the shop program.

    A day can be spent profitably in having the students make up a considerable part of their shop programs. It will not necessarily be completed. The repair and construction jobs each boy lists should be added to his monthly calendar sheets. The distribution being so made as to not overcrowd any one month and the shop work being delegated to the months and the time given by the teacher for shop work.

This completes the farming programs of the boys and their course calendars for the year. Some directions for setting up the boy's notebook and placing his notes in order should be given along about the fourth or fifth day when the boy sees he is going to need a notebook.

A minimum amount of notebook work should be required of each student; tho all should be encouraged to go as far as they like in making a set of practical notes which will help them in carrying out a profitable farming program. And remember to hold eternally before the boys the possibility of making a profit on any enterprise which they learn to conduct efficiently. Few boys are going to learn farming for the sake of classical agricultural knowledge. The dollars in it are their only motivation. If there are no dollars in it, your class might as well go over to the sophomoric lass who is teaching social studies and take a textbook course in scientific or general agriculture. In both cases the student comes out at the selfsame place.

Now back to the outline carrying these lessons. It will take from three to five weeks to put them over in the classroom. We have a practice teaching center where the instructor regularly puts over this work in three weeks. But he is the busiest man in the class. His teaching calendar for these three weeks is meticulously prepared before school opens.

After school opens he begins visiting the boys rapidly at their homes talking farm programs and shop programs to the boys and parents.

### Home Visits Included

At night he is busy looking over the boys' programs, fitting the study of them into his (the teacher's) monthly calendar sheets, determining the amount of time he will devote to the different jobs, putting his instructional shop jobs into his teaching calendar. Later on he distributes the construction and repair jobs on his calendar sheets. The last thing he does is to realize that he has more jobs to teach than the class has periods to meet during the year—maybe twice or three times as many. And so he will have to resort to individualized instruction to get him over the dilemma. Now, he has one more calculation to make, i.e., determine how many and which jobs should be taken care of by class discussion and how many and which can as well be taken care of by individual study of the student.

In case he has not learned the knack of conducting individualized instruction in a manner satisfactory to himself, he will simply have to eliminate some of the jobs or maybe even some of the enterprises of his boys' farming programs. He will either have to do this or else he will have to half-teach a great many of the lessons he has on his calendar. Frequently he chooses the last of these expedients, which means he has to do a lot of poor teaching. This is one reason, and a big one, for there being such a difference among vocational teachers.

By the end of this organization period, the teacher will have his course calendar for the year made out. The class will be organized with farm programs set up and course calendars made. As a result, the probabilities are that a year of profitable *vocational* agriculture will be both taught and accomplished.

## Wanted, Good Pictures

Pictures add to the attractiveness of the magazine, all will agree. Yet several numbers of the magazine have been subject to criticism for not having more cuts. This your editor regrets, too. Perhaps some contributors have not realized the desirability, as well as the necessity, of their furnishing the pictures if our magazine is to receive the benefit. So we do want pictures, good pictures, action pictures, in good light and focus. If you are writing an article soon, better start now to get the pictures ready.

Trouble knocked at the door, but, hearing a laugh within, hurried away.

WATSON ARMSTRONG

# Farmer Classes

W. HOWARD MARTIN

## Training Program for Returning Veterans

L. R. HUMPHERYS, Professor of Agricultural Education,
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THERE are four factors of major significance to veterans seeking to become established in farming. (1) the number of farmers required to produce a given amount of food is decreasing, (2) the need and the opportunity to farm additional acres is limited, (3) the inflated value of farm lands will discourage the veteran and the would-be farmer from the purchase of land and becoming established farmers, and (4) the number of problems of the farmer in the post-war period will increase. All of these conditions emphasize the need for a very thoro analysis of the opportunities for veterans to become established in the business of farming. It is not too much to say that in planning a training program for veterans in any given area, the question of opportunities for farming is the first and foremost problem.

L. R. Humpherys

### Who Will Want to Farm?

No definite estimate can be given as to the number of men in the armed forces who will farm. On a basis of samplings that have been made *one* man in *ten* or from 900,000 to 1,000,000 expect to farm. A majority of these men have had one or more years in full-time or part-time farming before going into the army. Over half of these men who plan to farm have in mind a particular farm they expect to operate or work. About one-sixth of this group own farms. About *one* in *five* will work on the family farm. About *three* in *ten* will have to look for farms or farm jobs. Many of these men have expressed a desire to attend school and in fact can profit by school. Many servicemen will be delayed in getting into school.

With the high land prices a substantial number of those interested in farming will be delayed in securing farms and for their best interests should rent or work for wages.

### Variation the Chief Characteristic

The chief characteristic of the returning veterans and war workers is variation. However, veterans are all anxious to get back to a normal life with peace and quiet. Some men will have fatigue and will be slow to get into training. Some servicemen are very pronounced in their plans for farming. Others are indifferent and have done little planning for the future. All will not go into farming at one time. Some have saved their money for the purpose of purchasing a farm. Others have spent up to the last payroll check. Some will seek employment and use their earnings for the purchase of land or to defray the expense of study. Some will have a rich educational background. Others will have little high-school training. Most of the men seeking agricultural training will not desire to be singled out for special favors. Some men will make short-cuts and will desire an accelerated training program. Others will be slow to make adjustment. Some will own or have a part interest in a farm. Others have in mind the purchase of a particular farm. Some men will be married and have children. Many single men will want to marry.

Any program designed for training returning servicemen will not reach large numbers in the beginning months. An efficient program in this new effort will be a real contribution to society.

### Requirements for a Training Program

A number of important factors and requirements will enter into any plan which has for its purpose the training of veterans and war workers for the business of farming. Every agency in the community is interested in the returning veteran. Few have a real contribution to make. These agencies for the most part are not cooperating effectively. In the field of agriculture the agricultural teacher has a real challenge and an opportunity to cooperate with public and private agencies in an agricultural training program.

The major requirements for a farmer training program may be enumerated as follows:

1. It is essential in every area to know the magnitude of the job of training those interested in farming. A survey of prospective enrollees from the ranks of servicemen and dislocated war workers in local districts is the answer to this question.
2. An effort should be made to co-ordinate the work of the many agencies which by authorization or interest are concerned with the counseling and training of returning veterans and war workers.
3. A memorandum of understanding should be worked out between the state veterans organization and the state board of education for the training and rehabilitation of veterans.
4. The training program should be regarded as a cooperative enterprise between the local school district, the state department of education and the teacher-training institution.
5. A local advisory committee should be appointed by the local school superintendent to cooperate with the teacher of vocational agriculture and other agencies.
6. Counseling services for returning servicemen should be made available in all communities. Such service should attempt to identify the problems no matter what form they take. The teacher of vocational agriculture should become interested and able in the ability of counseling concerning the opportunities in agriculture.
7. The school should assist in providing a placement service for all men receiving training who desire to become established in farming. Every teacher of vocational agriculture should make a meaningful survey of specific occupational opportunities in agriculture in his local area. Such surveys should show the physical disabilities that could be tolerated for particular jobs. Other agricultural agencies should be used to assist in the survey for placement opportunities.
8. The training program should be made continuously available. Assurance should be given that needed training will be available over a period of years. The training of the veteran should begin where he is and move in the direction he should go.
9. The training program must be flexible enough to meet the veterans' interests, needs, and abilities. The veteran must have a share in determining the program. The regular G.I.'s eligible or ineligible for training under government expense, the war worker, and the out-of-school farm youth will have some common problems.

   The Federal Government will spare no means to perform its part in an effort to rehabilitate men designated for training. Plans for training soldiers, therefore, should not be made wholly on a basis of the present legislation. If World War I is any criterion to use, Congress will liberalize its appropriations for both the veteran and the G.I.'s.
10. A farm training program to be satisfactory must have the following minimum essentials:
    a. The teacher of agriculture must enjoy the confidence of the local farmers and establish desirable working relations with cooperating farmers.
    b. Major emphasis in the program of instruction should be given to the problems of local agriculture, farm management, and the business aspects of farming.
    c. The trainees must have access to all farm records and an opportunity to share in making decisions in the management of the farm.
    d. The veteran must receive special individual instruction and supervision from the teacher of agriculture and help from farmers.
    e. The trainee in his training program must have participating farm experience under supervision on his farm or some other farm with an opportunity to develop managerial abilities to meet the needs of the type of farming to be followed.

### Training Programs for Veterans and War Workers

In terms of the requirements for a training program in farming for returning servicemen and war workers as set up in the foregoing paragraphs little has been done on a state or national basis. Considerable wishful thinking has been done but not enough constructive planning and preparation has been made to meet an unprecedented problem. On a state basis there are some exceptions to this statement.

The development of the programs for training veterans for rehabilitation is much more in the public eye than the training of other servicemen. The National Veterans Administration has been slow to formulate its policy and hesitant to make suggestions and give approval. The whole training program is very much in contrast with the preparations being made by industry for the resumption of business following the close of the war.

Fundamentally the principles governing a farmer-training program for servicemen and war workers are the same for all parts of the country. Necessarily any program, national or state in character, must provide much flexibility for individual differences and variation in local farming conditions. Let it be repeated, the chief characteristic of the servicemen is variation. These principles therefore should be formulated into a policy or pattern for the country as a whole. The individual states in turn should formulate a plan to cover the conditions within its boundaries and the local districts should be encouraged to go to work in the performance of a job of the first magnitude.



## A Night School Farm Shop at a Technical Institute

EDWARD H. HAMILTON, Head, Division of Agriculture, Morrisville, New York

THE New York State Technical Institute at Morrisville, New York, has been carrying night sessions in the farm shop since the fall of 1941. The night sessions started as the result of a demand on the part of the farmers. The farmers of the community had been coming to the shop for several years during the daytime to carry on repair work. As time went on, hired men left the farms and local mechanics would not promise when a repair job would be done. The farmers turned to the Institute and requested that they have the privilege of working nights in the shop.

Monday and Thursday nights were selected. On these nights the auto mechanics shops of the Industrial Division were open and giving night courses. The farm shop and the auto mechanics shops cooperated in loaning tools, using power equipment in doing special work.

### Expansion of Service Needed

During the first two years the shop instructor carried on the work. Funds were provided from the regular Institute budget for supplies. No new equipment was needed at that time because of the nature of the work. The shop was well-equipped because farm shop is a required course for agricultural students.

In the fall of 1943, the demand for night sessions had increased to such an extent it was decided to affiliate with the FPWT program and Course No. 5. The work had become more than one instructor could handle. The problem of hiring an instructor was not difficult. One man seemed better qualified than anyone else in the community. There were many points in his favor. He was a lifelong resident of the community, a graduate mechanical engineer and had been an implement dealer for several years. His policy was that a job had to be right before it left the shop and the farmers knew it.

Two of the regular full-time instructors volunteered their services. Here it would be interesting to note that the Institute instructors received no compensation for service as assistants or as supervisors of the course. Their time was given as a contribution to the war effort.

Some group instruction and demonstrations were given when a farmer started a new job. As each farmer started a similar job, he was advised and assisted. Once a job was started each person was encouraged to go as far as he could before calling for help. This policy developed initiative and saved time that the instructors could use with someone else. A few mistakes were made but not serious ones. All of the experiences were valuable.

### A Varied Program Offered

Several special features were introduced the last two years such as moving pictures and demonstrations. Farm tires, tractors, implements, and building materials were discussed by representatives in the trades. Some nights it would be announced that a specialist would attend and no formal program would be planned. In such instances the men could discuss their own farm problems.

The small loss of tools and breakage over the four-year period has been amazing. Every man's honesty was assumed and proper instruction in the use of tools reduced breakage. In practically all instances the farmers would volunteer to replace broken articles. This made the instructors feel that farmers in general appreciated the privileges extended to them.

A partial list of the jobs completed each year is as follows: tractor overhaul including valve grinding, magneto servicing; overhaul of corn planters, grain drills, lime sowers, mowing machines, manure spreaders, wagons, trailers; construction of farm wagons, wagon boxes, hayracks, trailers; washing, oiling, and stitching harness; saw fitting—hand, crosscut, and circular; and repairing electrical appliances and many things used around the farm and home.

The shop itself has a floor area of 99′ by 33′ with an annex 18′ by 22′. It is lighted with fluorescent lights and heated by unit heaters. The floor space seems large but has been proved inadequate for the size of classes.

The shop is equipped with the following: two bench grinders, one pedestal grinder, one 10″ circular saw, one 6″ jointer, one engine lathe, one wood lathe, one jig saw, one air compressor, two portable drill presses, and one stationary drill press.

Welding equipment includes: three complete oxyacetylene outfits and one 250 ampere D.C. welder.

There are two complete forge outfits. Hand tools are in sufficient quantity so that there is no competition or waiting for their use.

### Costs Low—Values High

Every farmer has had instruction and experience in the use of all tools. A constant check has been made to see that everything is used properly and then returned to its original position.

The following tables indicate the relative cost and service for the past two years.

| | 1943–44 | 1944–45 |
|---|---|---|
| Nights per week | 2 | 2 |
| Hours per night | 3 | 3 |
| Number of weeks | 21 | 27 |
| Number enrolled | 49 | 63 |
| Greatest distance of travel for enrollee | 21 mi. | 21 mi. |
| Average distance of travel | 4 mi. | 5 mi. |
| Average attendance | 15 | 29 |

The following table shows actual expense paid from federal funds:

| | 1943–44 | 1944–45 |
|---|---|---|
| Instructor | $252 | $294 |
| Janitor | 42 | 49 |
| Communication | 10 | 10 |
| Supplies | 126 | 147 |
| Repair and maintenance (equipment) | 38 | 10 |
| Liability insurance | | 35 |
| New equipment..... | 400 | |
| Total cost | $868 | $545 |

Greater service was given in 1944–45 at less cost than in 1943–44. No new equipment was purchased and the budget was reduced.

Many implications could be made in comparing one year with the other. More figures would be tiring so the writer will assume the reader will make any other comparisons that may seem advisable.

The success of this work was due largely to the following:

1. Mailing notice of course well in advance.
2. Making personal visit to home of prospective enrollee.
3. Mailing monthly news letter and announcements.
4. Hiring a competent instructor.
5. Keeping a work sheet on each job to show hours of work, materials or parts used, and cost to farmer as compared with repairman's price.
6. Having good tools kept in order and in good condition.
7. Providing a warm well-lighted shop.
8. Providing a friendly but business-like atmosphere.

In conclusion, it may be stated that this work was started as a wartime emergency, but it must be continued in peacetime as a community service. It is hoped that boards of education and state and vocational authorities will see fit to offer financial aid to carry on this service.

# Farm Mechanics

R. W. CLINE

## Farm-Shop Activities of a Teacher of Vocational Agriculture*

HALVER SKINNER, Teacher, Garland, Utah

A BRIEF description of our school may be of interest as background for this discussion. The Bear River High School has an enrollment of 750 all-day students who come from some 20 rural communities ranging in population from 50 to 2,000, with a substantial number of occupations other than farming. The high-school department of agriculture has three teachers, one full-time and two who give five-sixths of their time to agriculture during the school term and full-time during the summer. This department serves about 125 students.

Our farm-mechanics program for high-school boys in the past year has been somewhat regimented. The instruction has been planned for the group as a whole. In some cases we have had all boys repairing a mower, whether they had mowers or not. The interest and motivation under such conditions does not always reach the highest point.

Our philosophy in agriculture as it pertains to farm mechanics has changed considerably as a result of our experience. We believe more emphasis should be given to skills in the earlier years of the all-day program. Application of these skills should be made so far as possible in terms of projects in the home and on the farm. Some consideration must be given to sequence of arrangement of farm-mechanics enterprises determined by difficulty of skill, time of season, interest of the boy, and need on the farm, determined by a survey and observations of the instructor from time to time. The emphasis on work done on the farm should be increased year by year with the final objective of "a farm shop on every farm."

### All-Day Course

This year we are changing our whole course of study to conform to a change in our philosophy. We are taking the position that the course of study should be determined quite largely from a survey of individual farms. Our procedure for working out surveys is as follows: The teacher takes a "survey form" to the individual farm and with the help of the boy, the mother, and the dad, important information is secured about the farm and the home. With this information and after careful consultation with all concerned, the boy makes his first decisions on his farming program including production projects, improvement projects and improved practices. He revises this program from time to time as he studies the units of instruction.

From survey data and the specific plans of the boys, the teacher works out a course of study for each class as a whole. The class instruction is confined for the most part to the problems which are common to all the boys. The class may be divided into a number of smaller groups for individual instruction based on needs. The farm-shop program of each boy is planned in terms of the skills he needs and the things he wants to do.

Interpreted in terms of a class of 30 boys, this means possibly 10 boys are all concerned with the repair of a mower. It does not necessarily mean, however, that those same boys will have common problems for the whole year. It will be necessary to regroup the students in the shop in order to satisfy the individual needs of boys, and at the same time preserve some degree of continuity in instruction. It is understood that the school shop is only one part of the shop work of the boy. We make an effort to get a substantial part of the shop work done on the home farm. To encourage work at home, cooperative projects are conducted by the group. For example; each year we buy 400 to 600 gallons of paint cooperatively for use on farmstead buildings. The use of the power paint sprayer has been a great help on this program.

This procedure for organizing the instruction places more emphasis on the actual work on the farm instead of adapting the farm-mechanics instruction to a "hand-me-down" program. As a result of our experience over a period of years we are convinced that this procedure is a step in the right direction for our farm boys.

### Young-Farmer Program

It is becoming more difficult year by year for the young boy to get established in farming. Machinery and equipment will play a more important part in farming as time passes. The average all-day boy graduating from high school is not equipped with acquired skills or experience to do all the mechanical work on the average farm. A post-high-school instruction program must be continued on a year-round basis even tho the boys meet less frequently.

A live and wide-awake teacher of agriculture should know by the time a boy graduates from the high school whether he expects to follow farming as an occupation. It is our theory at Bear River that the first essential of successful farm work is the cooperative work of the group itself. Farm boys must learn early in the game that they must help themselves. Organization is the only answer to this problem. The Young Farmers Association, properly interpreted, should be the means of securing this organization. As we proceed from the first year in high school to the adult instruction, we feel that increased emphasis should be given to organization and cooperative effort. In order to organize the out-of-school group into a Young Farmer chapter, the teacher should know what farm boys in the community need this work. This calls for continued contact with farm boys in the community who are interested in farming. The boys should be organized with the understanding that it is their organization and that, thru cooperation, they can better themselves socially and economically. One factor is not without the other. Our experience teaches us that organization is the first essential to cooperation, and cooperation is the first step in an efficient farming program. The following is an example of a cooperative project by the Young Farmer group in my community.

### Cooperative Project of Y.F.A.

In the beginning of a Young Farmer course, a number of problems were listed which were common to the group. One of the major projects was the construction of a community potato storage pit. Labor, lumber and other materials were needed. The Young Farmer group went into the forest, purchased a timber permit for lumber, cut the necessary logs, had them sawed for the construction of the potato structure which would house 50 carloads of potatoes. A special committee was appointed to inspect the best pits in Idaho. A plan was adopted with provision for 50 bins, each bin to have a capacity of one freight car. All labor was provided by the Young Farmer group. The potato pit was constructed according to plans and put into use.

Last fall, the saving on potatoes alone justified the building of this storage pit. After harvesting the potatoes it was found that some of them were frozen during an early frost, so the boys constructed a very fine potato grader and washer which saved time and potatoes. Twelve carloads of potatoes were salvaged and saved as a result of this cooperative effort.

I have described this one project to show what can be done thru an organized instruction program. This is but one of many examples which might be given in the accomplishments of a Young Farmer program.

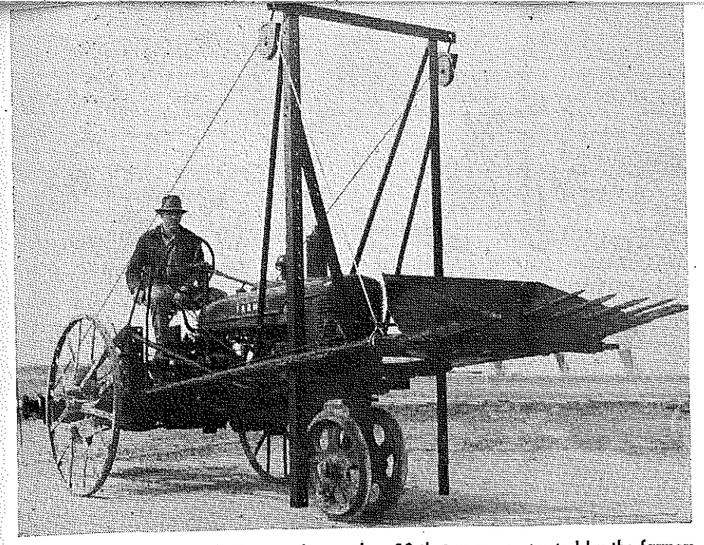
### Adult Program

Without question the biggest challenge that has come to our department has been the Food Production War Training program. The adult farmer in our locality has not been in the habit of looking to the school shop as a place for help and a solution to many of his problems. But, in my judgment, the adult porgram is here to stay. We have started a program in adult farm mechanics which cannot stop.

The following summary will indicate the reaction of farmers in our service area to this type of instruction:

*Excerpts from a paper presented at the Pacific Regional Conference on Agricultural Education, Boise, Idaho, August 15, 1945.





**This "victory" manure loader is one of more than 30 that were constructed by the farmers and young farmers of the short courses conducted by the teachers of agriculture of Garland, Utah High School, H. M. Skinner in charge. It is this type of shop course instruction that will retain its popularity and demand following the incentives of the war period**

| Summary of Accomplishments | |
|---|---|
| Number of courses conducted | 42 |
| Number of special instructors | 15 |
| Number enrolled in all classes | 889 |
| Number repeated | 564 |
| Total number of different individuals enrolled | 325 |
| Number of kinds of machinery and equipment constructed | 36 |
| Number of types of machines repaired | 15 |
| Amount of increase in value | $34,072.95 |
| Cost of materials | 12,850.44 |
| Net increase of value to farmer | $21,222.51 |

With this type of program, the teacher of agriculture becomes not only a teacher but a trainer of community leaders and a supervisor. He can no longer do all the work if he directs the program for Future Farmers, young farmers, and adult farmers.

We will never reach the point where the farmer has solved all his problems. This holds true for the mechanical as well as other aspects of farm life. The high school should offer organized instruction to groups of farmers in the local community. The guiding principle should be to help the farmer to help himself.

A school shop catering to the service needs of the individual farmer and a teacher of agriculture doing the work of the community blacksmith have no place in our program. We have followed the practice of using an advisory committee of five farmers. We consult with these men concerning all our major problems. They are a great help to the program. The teacher of agriculture is foolish to attempt to stand alone in mapping out his program. He needs the help of public-spirited, successful farmers in deciding what shall be taught and be given proper direction to the development of the various agricultural enterprises in the district.

Finally, let me say that we must have balance in our program. Time and attention must be given to all groups—the Future Farmers, the young farmers, and the adult farmers.

Education is guided growth. In spite of diplomas and degrees, the best-educated individual is the one who keeps growing and makes wholesome adjustments to worthy life situations.

Youth has the forward look—old age the backward look. How old are you?

## Opportunity Record for Veterans

W. HOWARD MARTIN,
State Supervisor, Burlington, Vt.

PROVIDING educational services to veterans who seek to become established in farming is a recent addition to the program of work in many departments of vocational agriculture. Basically, the services needed differ little from those which *should* be provided for any young farmer group.

Locating and evaluating opportunities to farm is generally accepted as one of the most common and vital problems. Teachers having long periods of service in a community may be familiar with opportunities to farm and most teachers have had some training in evaluating farming opportunities. However, in the majority of instances there is a great need for additional information on farming opportunties.

No generally satisfactory scheme for securing, recording and organizing such data has been evolved. A record card for this purpose is now being tried in selected departments in Vermont and is reproduced herewith.

Some of the data—Items 1, 2, 4, 8, and 10 (in large part)—have been secured from the A.A.A. office of the county and will be supplemented by the teacher of agriculture from other sources. It is planned to build up the complete record for each farm in the area over a period of years which will be co-ordinated with maps of the area, especially those of the Soil Conservation Service.

States that are using other records should report their results.

**OPPORTUNITY RECORD**
**FARM FAMILY ESTABLISHMENT**

1. Owner ____ 2. Address ____ 3. Code No. ____
4. Located ____ miles (direction) ____ of (town) ____ on (name) ____ road.
5. Soil Type ____ 6. Land Class ____ 7. Type Road ____
8. Acreage: Total ____, Cropland ____, Open Pasture ____, Wood Lot ____
Apple Orchard ____, Other ____ 9. Number of buckets hung ____
10. Livestock: (1) (Date of Record) ____ (2) (Date of Record) ____

| Kind | Head | Total Production | Head | Total Production |
|---|---|---|---|---|
| (a) Dairy cows | | | | |
| (b) Dairy heifers | | | | |
| (c) Dairy bulls | | | | |
| (d) Horses | | | | |
| (e) Sheep | | | | |
| (f) Swine | | | | |
| (g) Chickens | | | | |
| (h) Hens | | | | |
| (i) Other | | | | |

**VALUES, SERVICES, AND FACILITIES FOR FARMING AND FARM FAMILY LIVING**

11. Services: R. F. D. ____ Phone ____ Electricity ____ School Bus ____
12. Farm Home has: Furnace ____, bath ____, running water ____ Rooms ____
13. Farm Barn has: Electricity ____, cement stable ____, running water ____
14. General Condition and Appearance is, Above ____ Equal ____ Below average ____
15. Assessed Valuation: Real Estate ____ Personal ____
16. Other ____
17. CURRENT STATUS ____

| Date | Sale Price | Rental Terms | Placement record — remarks Record of current ownership |
|---|---|---|---|
| (1) | | | |
| (2) | | | |
| (3) | | | |
| (4) | | | |
| (5) | | | |

# Studies and Investigations

E. B. KNIGHT

## Farm and Home Accidents Are Costly

WILLIAM F. HALL, Teacher Education, Pennsylvania State College, State College, Pennsylvania

FARM and home accidents in an area covering approximately a fourth of Lancaster County, Pennsylvania, resulted in 10 deaths between March 1, 1944 and February 28, 1945, a cooperative survey made by F.F.A. chapters and 4-H Clubs, has disclosed.

Wm. F. Hall

The survey committee consisted of W. B. Rentschler, adviser to the Garden Spot Chapter F.F.A., chairman, assistant county agent M. M. Smith, representing agricultural extension, and Amos Miller, representing rural youth. Reports of accidents were made by the members of five F.F.A. chapters and the 4-H Clubs in the area surveyed. The form for recording accidents provided for 19 items of data. The major items will be suggested by the summarization below.

At least three factors stimulated the committee to make the survey. First, agriculture in Lancaster County employs about 16 out of every 100 persons 14 years of age or over who are gainfully employed, according to the Federal Census of 1940. Secondly, safety regulations are not applied to agricultural operations as they are to the manufacturing industry. Thirdly, increasing emphasis is being given to the application of safety-first measures to agricultural operations.

These factors suggest that the committee had as an ultimate objective of the survey something more far-reaching than the what, when, how, and why of accidents, the more immediate objective. The data gathered are being used to focus attention on the serious consequences of farm accidents in an effort to promote farm- and home-safety programs more effectively.

### Nature and Extent of Accidents

The data covering 171 accidents for the year are thought-provoking indeed. Their causes, their cost in terms of hours lost, and money spent for medical care, and their outcome are all indicated in the accompanying table.

The 10 lives lost are, of course, the greatest cost of these 171 accidents for the year covered. It is idle to speculate, however, just how serious this loss in lives is to agriculture or to society in general. The cost for medical care, $4,013 for the 171 accidents, is significant also. This was at a rate of more than $23 per accident. The total work hours lost on account of the accidents are, however, much greater in their significance than the costs for medical care. The 19,880 work hours lost equal 1988 10-hour days, or the every-day-of-the-year employment of one man for about five and one-half years.

If the cost in time for the 171 accidents is transmuted to the requirements of specific agricultural enterprises in the county, as shown by actual farm accounts records the costs become even more striking. For example, 1,129,600 pounds of milk might have been produced in the 19,880 work hours lost. For, if one cow requires 141 man hours per year, the production of 141 8,000-pound cows was sacrificed for want of available labor. Again, the records show that 153 man hours are required yearly for every 100 laying hens producing 120 eggs per hen. Thus, if the 171 accidents had somehow been prevented, the 19,880 man hours saved could have been used to produce 130,000 dozen of eggs. In terms of their effects on general farming enterprises, the accidents were also very costly. In Lancaster County 6,624 man hours of labor per year are required to operate one 61-acre farm with 24 animal units. Three farms totaling 183 acres and 72 animal units could, therefore, have been operated with the man hours lost thru the accidents.

These are data which may not be ignored nor even dismissed lightly. Their implications are serious wherever the place and whatever the time. They are doubly so for an area so rich in agriculture as Lancaster County, Pennsylvania, at a time when maximum agricultural production was never more imperative. But other similar studies in other areas thruout the nation will be necessary in order that a full realization by people everywhere of the costly nature of farm accidents may lead to action resulting in their reduction to a marked degree.*

The survey form follows.

TABLE I—Nature and Extent of Accidents

| Causes | No. of Accidents | Percent | Hours of Work Lost | Cost of Medical Care | Death and Permanent Injury |
|---|---|---|---|---|---|
| Tractors | 36 | 21.0 | 7,680 | $1,021.00 | 1—Starting tractor in gear. |
| Farm Machinery | 24 | 14.5 | 3,696 | 449.50 | 1—Corn picker; and 1 arm lost. |
| Falls | 35 | 20.5 | 4,345 | 1,165.50 | 2—Tobacco shed. |
| Animals | 13 | 8.0 | 335 | 611.00 | 3—Horses, 2; Bull, 1; and 1 permanent injury. |
| Tools | 18 | 10.0 | 976 | 143.50 | none |
| Falling Objects | 17 | 10.0 | 2,021 | 224.00 | none |
| Stepping on Objects | 5 | 3.0 | 27 | 13.00 | 1—Lockjaw |
| Miscellaneous | 23 | 13.0 | 800 | 386.00 | 2—Gas burned, 1; truck accident, 1. |
| Totals | 171 | 100 | 19,880 | $4,013.50 | 10 deaths; 1 arm lost; 1 permanent injury. |

### Farm and Home Accident Report

Name of farm or homeowner.....
.....
Address.....Township.....
Name of person injured.....
Part of body injured.....
Nature of injury.....
Date of accident.....Time of day....
Was first aid given.....
By whom.....
Do you have a first aid kit.....
What was the cause of the accident....
.....
.....
How much time was lost as a result of the accident.....
.....Work clock hours.
What was the cost of medical service (if any) $.....
Could this accident have been prevented
.....
Explain how you would prevent a similar accident.....
.....
Name of person reporting accident.....
.....
What farm organization do you represent.....

Think! Be careful today and you will be here tomorrow. Safety first!

* The Farm Division of the National Safety Council, 20 North Wacker Drive, Chicago, Illinois, has recently made a valuable contribution to the promotion of programs for farm safety. At the suggestion of leaders in agricultural education and F.F.A. chapter advisers, the Council has published "F.F.A. Chapter Farm Safety Suggestions," obtainable on request from the address above.



## Non-High-School Youth

G. F. EKSTROM, Teacher Education, University of Minnesota, Minneapolis, Minnesota

A STUDY of farm boys and girls, recently made at the University of Minnesota, includes some information of interest to workers in agricultural education. This study was prompted by an analysis of the population census which showed the rank of the state in the percentage of white farm children in school, 16 and 17 years of age, to be 47th for the boys and 31st for the girls. Data were obtained on the farm graduates from the eighth grade, 1941-44 inclusive, in the two counties which had the lowest percentages of 16- and 17-year-olds in school in 1940.

G. F. Ekstrom

The two counties present differing situations in many respects. In the one, Sibley, the population is largely of German descent, and in the other, Morrison, German and Polish backgrounds are equally prominent. In the former there are eight elementary parochial schools sponsored by the Luthern church, and in the latter the Catholic church operates elementary schools in three rural areas and two in the city of Little Falls. In both counties the families are large with an average for those surveyed of 5.3 and 6.5 children.

### The Graduates

In Sibley County the percentage of farm graduates from the eighth grade, during the four years, who subsequently entered high school or other secondary schools was 69.3 and in Morrison County the percentage was 59.8.

Nearly all of the graduates from public elementary schools located in towns and cities entered high school, whereas only 57 percent of the graduates from rural schools proceeded beyond the eighth grade. The percentage of graduates from parochial schools who continued was 67.1 percent.

It was impossible, at the time data for this study were collected, to trace all of the drop-outs which will have been recorded for the pupils who graduated from the eighth grade during the four previous years and afterwards entered high school. Even so the percentages of graduates who were in high school as of that time had been reduced to 59.6 percent in Sibley County and 45.8 percent in Morrison County. Aside from the proportions of the graduates who failed to enter or to remain in school there was a number of pupils in each county who failed permanently the eighth-grade examinations or for other reasons did not graduate from the elementary school.

Data tabulated for the pupils who passed the State Board examinations in 1941 and who logically would be seniors in high school in 1944-45, show that the persons who subsequently entered and remained in high school made higher scores, as a group, than those who did not enter or those who entered and later withdrew from high school.

The failure to attend high school follows the educational pattern of older brothers and sisters. Of 736 older children in the families 115 did not complete the eighth grade and only 138 proceeded beyond the eighth grade.

The majority of the boys and girls have not made a definte occupational choice. In fact, the youngsters as yet have but little preference as to occupations except that a number of the boys expect to be farmers.

Only a small proportion of the graduates have plans for additional schooling of a formal nature. On the other hand many of them (45 boys and 28 girls from 41 percent of the graduates in Morrison County) are interested in the possibility of attending short courses covering a variety of subjects. The interests of the boys tend toward mechanics and agriculture and those of the girls toward homemaking and commercial subjects.

### Reasons for Not Entering High School

The principal reasons given by the eighth-grade graduates for not entering high school were: 1. They were needed at home. 2. They did not care for school. 3. Transportation was not accessible.

The superintendents are inclined to feel that the children and their parents use the point of being needed at home as an excuse rather than as a reason for not going to high school. The administrators are inclined also to believe that the lack of parental encouragement is more of a factor than is implied by the reactions of the children.

The factor of distance from high school as related to registration is shown in the Little Falls district, which has the largest area of any high school in the two counties. During the four-year period 70 percent of the graduates located within a radius of five miles entered high school while only 38.1 percent in the 5-20 mile zone proceeded beyond the eighth grade. Again, in this area, 71.1 percent termination at the eighth grade was noted for graduates in townships not served by busses as contrasted to 35.8 percent termination where busses operated.

### Drop-Outs From High School, Morrison County

Of 391 farm boys and girls who completed the eighth grade in 1941, 264 entered high school. By January, 1945, 121 or 37.3 percent of the registrants had withdrawn. This was during the senior year for those remaining in school. A majority of the drop-outs left high school in the ninth grade, and about two-thirds of the drop-outs in this grade failed to finish the year.

A distribution for the drop-outs, made by the superintendents or principals and based on grade marks where such were available, included approximately one-half of both sexes in the third quartile. Little relationship between the intelligence quotients and the quartiles in which the drop-outs were placed as their achievement in school.

Two reasons for the withdrawals from high school, as given by the pupils when leaving or as assigned by the administrators, stand out—lack of interest and lack of parental encouragement. The proportion of boys finding it necessary to leave school to do outside work was larger than that for the girls.

In the matter of personal characteristics a lack of social adjustability was observed in more than one-half of those who withdrew. A majority of the pupils were considered to be moderately industrious, and poor study habits were placed before this trait as a reason for unsatisfactory work.

The cultural influences of the homes from which the drop-outs came tend to be poor. Likewise the parental attitude toward continued education was not one of strong encouragement.

### Suggestions Made by Superintendents

The suggestions made by school superintendents for increasing registrations in high school were essentially those listed.

1. Extension of transportation
2. Acquainting the public with the objectives and work of the secondary school
3. A program of orientation beginning in the elementary upper grades.
4. Additional state aids including those for transporting pupils
5. Diversified offerings
6. Expansion of plant facilities, where needed
7. Service to closed rural districts

Some of the suggestions made by the superintendents for reducing drop-outs from high school are similar to those advocated for encouraging registration, viz: (1) more appreciation for the value of a high-school education, (2) extension of bus routes, (3) mandatory payment of transportation costs by local districts and (4) more diversified offerings. Other suggestions were:

1. Improvement of pupil preparation in the elementary school
2. More freedom in choice of subjects, particularly in the ninth grade
3. More functional course content
4. Extension of compulsory attendance age
5. Guidance

### Implications for Agricultural Education

1. Teachers of vocational agriculture have closer contacts with farm families than school administrators and other teachers. They are in a strategic position to help raise the prestige of education in the community to the point where graduation from high school is upheld as a minimum standard.
2. A program of functional guidance is essential in helping pupils make adjustments and decisions.
3. The offerings of the high school should be sufficiently broad to meet the educational needs of the farm boys and girls included in the total enrollment.
4. The instruction in vocational agriculture must be sufficiently strong to attract pupils and to hold them in school.
5. The public high school has an obligation to provide an extended program of part-time instruction for children who cannot be motivated to register as full-time students. The setting up of such an educational program constitutes a responsibility on the part of the administrator and other members of the staff in addition to the teachers of agriculture and home economics.

Study Made With Financial Assistance From Research Funds of the Graduate School at the University of Minnesota.

# Future Farmers of America

A. W. TENNEY

## Georgia F.F.A. Sponsors Pasture Improvement

THE Georgia Association of Future Farmers launched last fall a three-year pasture improvement contest and the results of the first year reveal that 1,770 acres of pasture have been built by F.F.A. members who used standard recommended practices.

The purpose of the state-wide contest is to develop an interest on the part of F.F.A. members in the importance of providing good permanent pastures, and to demonstrate the possibilities of a year-round grazing program in Georgia for livestock. During the first year of the contest, F.F.A. members have realized that, if livestock development is to have a full measure of success in improving Georgia agriculture, pasture development must come first in our consideration in order for young farmers and others to compete with producers of livestock in other sections of the country.

Eighty-five chapters entered the contest the first year. Prizes are to be awarded each consecutive year to high ranking individuals in each chapter, and a district prize to those four teachers of vocational agriculture who completed the best pasture program with F.F.A. members.

The rules of the contest stated that at least four participants in each chapter must enter and carry out a pasture project with recommended practices of not less than one acre before the chapter members would be eligible for prizes; must keep a certified record and make a detailed report of work done; select land suitable for permanent pasture; and use standard recommended practices as approved by AAA and experiment stations, such as fertilization, seeding practices, and land preparations.

The practices followed by a majority of the participants were to clear land of all growth of weeds, briars, and bushes. Many, however, cleared off large trees. Fertilizer, consisting of approximately 1,000 lbs. of lime and 400 lbs. of superphosphate, was applied. A number of members used 1,000 lbs. of basic slag, 200 and 300 lbs. of complete fertilizer, and top-dressed with 100 lbs. of nitrate soda. A complete seed mixture was sown. In north Georgia the mixture generally consisted of lespedeza, Dallas grass, and white Dutch. In the extreme northern part of the state, orchard, bluegrass, and Heard grass seed were added. Bermuda grass was sodded on several projects. F.F.A. members in south Georgia seeded mixtures of lespedeza, Dallas grass, white Dutch, and carpet grass. A total of 38,768 kudzu crowns were planted by F.F.A. members for temporary grazing.

The following teachers of agriculture in Georgia won top honors and each received a cash prize of $75: Southwest Georgia—E. B. West, Sumner High School; Southeast Georgia—E. W. Graham, Millen High School; Northeast Georgia—J. L. McMullan, Martin Institute, Jefferson; and Northwest Georgia—W. R. Moseley, Mary Persons High School, Forsyth.

Prizes for individual members of each chapter were: first, $7.50 and second, $5. Prizes were donated by a commercial concern interested in the development of good pastures.—T. G. Walters

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The first issue of the F.F.A. Manual, thru an error, carried the National Farm Boy Creed instead of the Future Farmer Creed as written by E. M. Tiffany, and adopted at the Third National Convention of the F.F.A.

F.F.A.

The National F.F.A. House of Delegates in their Third Convention session adopted a ruling that no Future Farmer could be raised to the degree of State Farmer and to the degree of American Farmer in the same school year.

## Coventry Chapter Activities Contest

SEVERAL years ago the Coventry Chapter of Future Farmers of America felt that there was a real need for some type of activity which would bring about the development of higher standards in farming programs. To motivate this, small awards were given for the three outstanding projects each year.

However, this was not felt to be adequate, so two years ago there was developed around the chapter program of work a contest that would more fully meet the needs of the pupil and build a stronger F.F.A. It was further desired that the contest would be educational and interesting, and would create the desire within the student to be continually searching for higher ambitions.

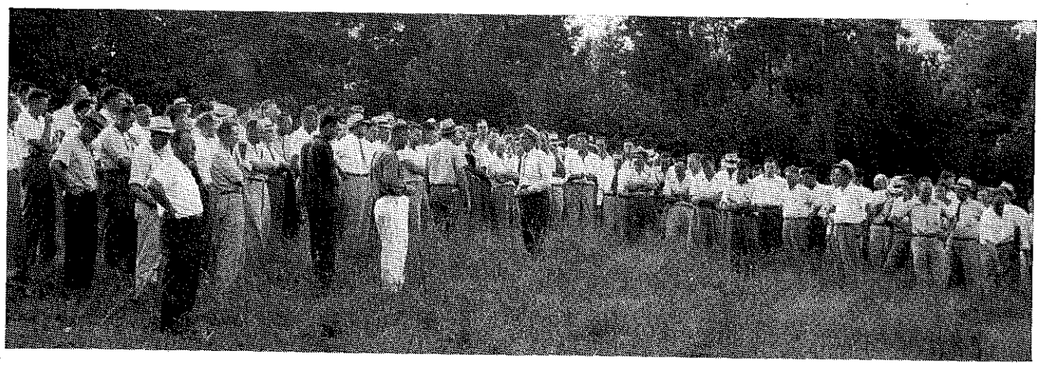
To accomplish this objective, we developed the contest around the following points: 1. Farming programs, 2. Cooperative activities, 3. Community service, 4. Leadership, 5. Earnings and savings, 6. Conduct of meeting, 7. Scholarship, and 8. Recreational activities.

In the operation of the contest the student as well as the adviser keeps an account of his activities. When regular project visits are made, any questions concerning the activities are discussed and completed jobs are entered on the individual's score card.

In my 12 years of teaching experience I have never found anything that has aroused the interest and enthusiasm of the students as this contest has done.

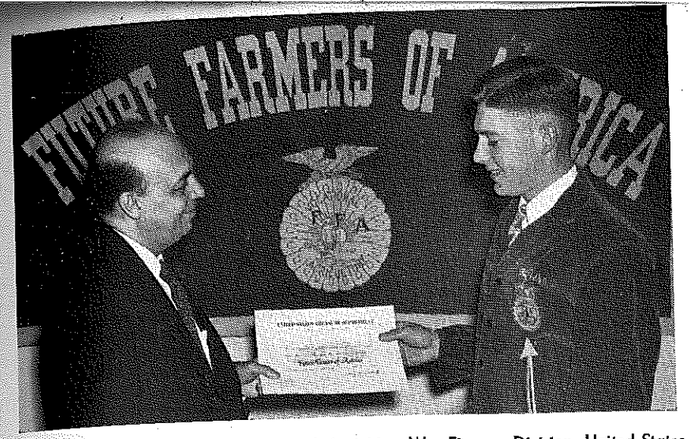
Participation in this has helped not only to educate the individual but also to put into operation those farming practices which should be encouraged on the farm thru the supplementary farm practices. It is a sincere hope that each student will be more worthy and better able to take his place in the community.

The writer failed to name the state in which Coventry is located—W.F.S.



Another state-wide project sponsored by Georgia teachers of vocational agriculture is in pasture improvement. Several thousand acres of permanent pastures will be built each year by the vocational boys and their teachers. At the state conference last summer the teachers visited the pasture projects at Jefferson, Georgia, J. L. McMullen, Instructor. Senator Russell made the tour with the teachers. Senator Russell stands center before the group and Mr. McMullen at his left






Mr. Howard Tooley, Director of Special Activities, War Finance Division, United States Treasury Department, presents to George C. Fry, National F.F.A. Student Secretary, a citation for distinguished services rendered by the Future Farmers of America in behalf of the war finance program. In food production, in war services, and in financial investments, the total contribution of all the Future Farmers reaches such proportion as to win the admiration of their friends and to bring forth a feeling of pride and satisfaction on the part of the boys themselves

## Future Farmers Receive Citation From U. S. Treasury

MEMBERS of the Future Farmers of American have been honored by a citation from the United States Treasury Department. The citation was presented "For distinguished services rendered in behalf of the War Finance Program."

Buying War Bonds and Stamps has been one of the outstanding achievements of the F.F.A. organization during the war. Chapters and members have purchased more than $8,000,000 worth of War Bonds. Money for these Bonds was earned from the farming programs conducted by these active farm boys. Forty-thousand dollars worth of War Bonds have been purchased by the national F.F.A. organization. When it is realized that funds in the national F.F.A. treasury were obtained from dues of 10c per member this transaction tells a story of work, thrift, and patriotism. In cooperation with the U. S. Treasury Department, members have sold more than $8,000,000 worth of War Bonds in rural America.

The citation received from the Treasury Department is the second special recognition that has been given to the Future Farmers of America. The War Production Board previously gave a certificate to the organization "In acknowledgment of meritorious services rendered in behalf of the National Scrap Harvest."

F.F.A. members have been serving effectively in a number of different ways during the war. Over 150,000 are in the armed forces of our country. Members of the organization on the home front have been active in other ways; such as repairing of farm machinery, construction of needed equipment, and production of food for freedom. Future Farmers and their friends thruout the United States take justifiable pride in their wartime achievements.

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Old Gold and National Blue were adopted as official F.F.A. colors at the Second National Convention, 1939.

The plow donated by John Deere to the national organization of F.F.A. to be used by the national officers in their official meetings is of solid silver.

— —F.F.A.— —

The J. A. Linke award, a cherry plaque made by Past National Adviser Linke, made its first appearance in 1942. This award goes to the local F.F.A. chapter which furnishes the Star Farmer of America.

— —F.F.A.— —

The 1938 F.F.A. Convention went on record favoring a national F.F.A. camp and set aside $6,000 for this purpose. Accordingly 22 acres of land for a camp site were purchased in 1939, and an additional six acres of adjoining land was purchased in 1940. The camp is located 2½ miles from Mt. Vernon in Virginia, and about 14 miles from Washington, D. C. on Number 1 Highway. Thru a special act of the Virginia Legislature in 1940 it was made possible for the national organization of F.F.A. to lease George Washington's old grist mill which adjoins the camp site, thereby making the camp more valuable by including an appropriate and interesting shrine. Virginia spent the sum of $60,000 in restoring the old mill in 1932. The mill was open to the public June 15, 1941, under the auspices of the national organization of F.F.A. An admission charge of 10 cents was made, except to F.F.A. members staying at the national F.F.A. camp that year, and they were admitted free. The mill was kept open during the summer. Both the F.F.A. camp and the old grist mill are closed for the duration. The national organization of F.F.A. has spent on the national F.F.A. camp from June 9, 1939 to September 15, 1943, for capital outlay—land, buildings, permanent improvements, a total of $27,728.80.

— —F.F.A.— —

The F.F.A. Fundamentals Banner was designed by W. A. Ross and adopted in 1935. The fundamentals set forth on the banner are: Leadership, Co-operation, Character, Scholarship, Sportsmanship, Recreation, Service, Thrift, Patriotism, Citizenship, and Improved Agriculture.

## New Farmers Can Food for Europe

S. B. SIMMONS, Teacher-Trainer, Greensboro, North Carolina

EARLY in July, Dr. W. T. Spanton, Chief of the Agricultural Education Service, wrote all state advisers of New Farmers of America, asking the various state associations to sponsor a canned-food program for the destitute families in Europe. This opportunity for altruistic service was presented to a group of about 50 teachers and New Farmers who were at the college of agriculture in July to take part in a sectional contest for New Farmers. The goal set by this group was 10,000 cans to be delivered here at the college when the men came to the first Junior Dairy Cattle Show on September 20. By September 21 the chapters had sent in over 19,000 cans with more to be shipped. W. J. Fisher, adviser of the Graham chapter, which led with a total of 1,232 cans, says that his boys had a goal of 1,500 cans and that they are not going to stop until they reach the goal and possibly reach 2,000 cans.

Of our 93 chapters, 16 were unable to deliver their shipments on time due to flooded highways. When all reports are in it is expected that the total will approach 25,000 cans.

In promoting the project after it was planned, chapters announced their plans in the community papers and appeals were made for help from various local groups. Some civic clubs paid for as many as 1,500 cans; some churches and parent-teacher groups purchased cans; likewise many individuals and business concerns. In a number of communities one day per week was set aside for community canning and the war relief program. In many departments New Farmers and New Homemakers brought in the food and canned it under the direction of their vocational teachers.

The youth really enjoyed rendering this service to their unknown European allies, and they appreciated the support given their project by the superintendents of schools, the principals, the teachers, and others.

A number of chapters in the state have no canneries. However, this limitation did not prevent them from taking part. In several cases the classes presented the cause to the people of the community and as a result several hundred cans of commercial canned food were purchased and donated.

The Collegiate chapter also had a part in the program. They secured from the merchants here in Greensboro boxes in which about 10,000 cans will be packed and shipped by truck to Keyport, New Jersey. The canned food was brought to the college at the time of our cattle show which was attended by a large number of educators, farmers, and businessmen. Among these was Lieutenant-Governor L. Y. Ballentine, who commented to our Supervisor Roy H. Thomas, "This splendid effort not only evidences the program of community canneries thruout the state but proves that our citizens are always ready to cooperate in all patriotic enterprises."

A letter high in praise of the attainment of the several chapters and departments was received from Dan A. West, executive director of the project.

## Book Review

*Shopwork on the Farm*, by Mack M. Jones, pp. 486, profusely illustrated, published by McGraw-Hill Book Company, Inc., New York. List price $2.24. Deals simply and directly with tools and materials, operation, and processes, rather than with jobs or projects.

A. P. Davidson

Emphasis is placed upon correct methods together with the underlying reasons; for only by understanding the why can a student master a subject or use acquired knowledge in the solution of his own problems. Generous use of illustrations shows the proper methods of using tools and performing the basic shop operations. The text also includes many summarized lists of practical points on various topics, and each chapter closes with a list of suggested jobs and projects. The book is intended primarily for the use of students of vocational agriculture and other farm youth, and for college students taking their first course in shopwork. Teachers of vocational agriculture will find this text of value in carrying on their instructional work in farm mechanics.

## Rural Youth of America

AT THE annual conference of the Youth Section, American Country Life Association, held at Jackson's Mill, West Virginia, last October, nearly 300 young people were in attendance as delegates from 57 youth groups in 19 states. The program included workshops in eight different areas in which those participating might receive benefit, and huddles arranged for groups of about 15 in which, under selected leadership, each group discussed, on one day, "My Club and My Community" and, another day, "My Community and the World." The huddles were preceded by open discussion and followed by reports and questions directed to the discussion leader. Special speakers, vespers, campfires, candlelight service, and business sessions rounded out the conference. Most significant in the business session was the action by the conference to sever relationships with the American Country Life Association and operate under a new constitution. An advisory committee will be selected with one representative from each of several organizations interested in the activities and services of rural youth.

Dr. E. L. Kirkpatrick was continued as secretary to the executive committee. The next conference will probably be held at the University of Wisconsin.

Not a single Young Farmers Association was represented by a delegate. Many Future Farmers and former members were there as delegates—mostly of Rural Youth groups. This is a conference that should be attended by young farmers. State supervisors should plan to assure representation next year.

Your editor was a special delegate representing the American Vocational Association.

## What a Record!

THE seven sons of Mr. and Mrs. Henry Giacomini of Humboldt. Calif., have just achieved, in Future Farmers of America honors, a record which has never been equaled in the 17-year history of the national organization of students of high-school vocational agriculture.

Future Farmer awards are based on success in farming, rural leadership, school and community service, thrift, scholarship, and other requirements. The highest state honor, known as the "State Farmer" degree, goes to about 1 percent of the 8,000 members in California; the highest national honor called the "American Farmer" degree to less than one applicant for each 1,000 members among the quarter-million in the United States.

Today, every one of the seven Giacomini boys holds the State Farmer degree, the youngest two having been awarded the honor at the state F.F.A. convention here late in October; and four of the seven have reached the American Farmer honor, the last of the four getting his award at the national F.F.A. convention at Kansas City earlier in the month.

This "grand slam" tops the record of any previous family and is unique in that every one of the boys developed and maintained an outstanding Future Farmer dairy program, their herds being kept, even for the two of them in the naval air service. The seven boys and the father own about 300 head of high-quality dairy stock, many of them purebred, registered cattle.

There are three well-kept farms, one owned and operated by the older son John, and the other two in father-sons partnerships. But each son has his own stock and receives the cream check and increase for his individual investment. This businesslike arrangement started when each boy, as a freshman in high-school vocational agriculture, began to develop his Future Farmer dairy enterprise which has grown into the present large-scale operations.

Six of the seven boys were presidents of their Future Farmer chapters at Fortuna or Ferndale high schools—the other was a vice-president. Several were presidents of the North Coast Future Farmer region. One was a state F.F.A. president and national vice-president, another a state vice-president, still another was a talented public speaker.

None of the Giacomini boys has gone to college, each one having a full-time and profitable occupation of his own development and choosing, ready upon graduation from high school. Four of the boys are married. Those out of school are now leaders in Humboldt County dairy associations, the Grange, and the Young Farmer organization. The oldest boy is 27 years of age and the youngest 17. There are also four girls.

—George P. Couper.

## Copy, Copy, COPY!!

IT'S low tide in the copy department of the editor's office. With 10 conscientious special editors writing here and there for copy, good copy, for the magazine, and then, failing, submitting their own articles occasionally as a last resort, the nearly 6,000 teachers, teacher-trainers, and supervisors are not responding with even a minimum of copy for the magazine; hence this appeal and "filler."

I expressed myself frankly in the business meeting at Philadelphia and covered the same thoughts in my report appearing on the editorial page of the March issue. I suggest you turn to your files and read again that report.

What is the explanation of this shortage? How do you account for it? As a group, workers in agricultural education are rated professionally and, in their classroom preformance, both teachers and teacher-trainers are often given high praise. Why, then, do they not realize the value of exchanging ideas thru the columns of our magazine—ideas which they have found to be effective or theories which they believe to be sound? If any one is waiting to be invited to write, let him continue to wait. This magazine does not consider taking such action necessary to its purposes and service. Six thousand subscribers, and yet a scarcity of copy for the few columns which make up the magazine! Such things ought not to be. What are you going to do about it?

## BANQUET BANTER

Toastmaster: I suppose I should take a vote now and ask you whether or not you want to enjoy yourself a little longer or hear a few remarks from "Prof." I am afraid the vote might not be favorable, so I think I'll call on him to make sure he gets a chance to sound off. I must tell you about Prof's marriage, or more particularly, what Mrs. Brown's friends thought of her choice. You know, she had been teaching school some distance from home and naturally had a lot of good friends among the other teachers and in the town, and she invited some of them to the wedding. She really thought she had made quite a catch when she married Prof—I mean she thought that before they were married—and she was very much interested in what her schoolteacher friends would think. They came to the wedding and saw what we boys have to look at everyday. Of course, they could have been frank at the reception and maybe they were; but anyhow, so I am told, Prof and Mrs. Brown went on their honeymoon and almost the next day a package was received addressed to Mrs. Brown—very definitely Mrs. Brown. Prof was all eyes while his wife opened the package. He got a rough idea of the schoolmarms' appraisal of him when Mrs. Brown opened the package and it contained—a tin cup, some penny lead pencils, and some smoked glasses. Prof, they must have thought you were no prizewinner then either. How about it?

Speaker: If Jim's musical ability were equal to his imagination he sure would be a one-man brass band. I suppose I could make up some stories, too, and tell them on Jim, but I don't believe I need to. Just the other day Jim's history teacher asked him who Anne Boleyn was, and Jim replied, "She was a flatiron." "What on earth do you mean?" asked the teacher. Jim answered, "Well, it says here in the history book, 'Henry, having disposed of Catherine, pressed his suit with Anne Boleyn'."