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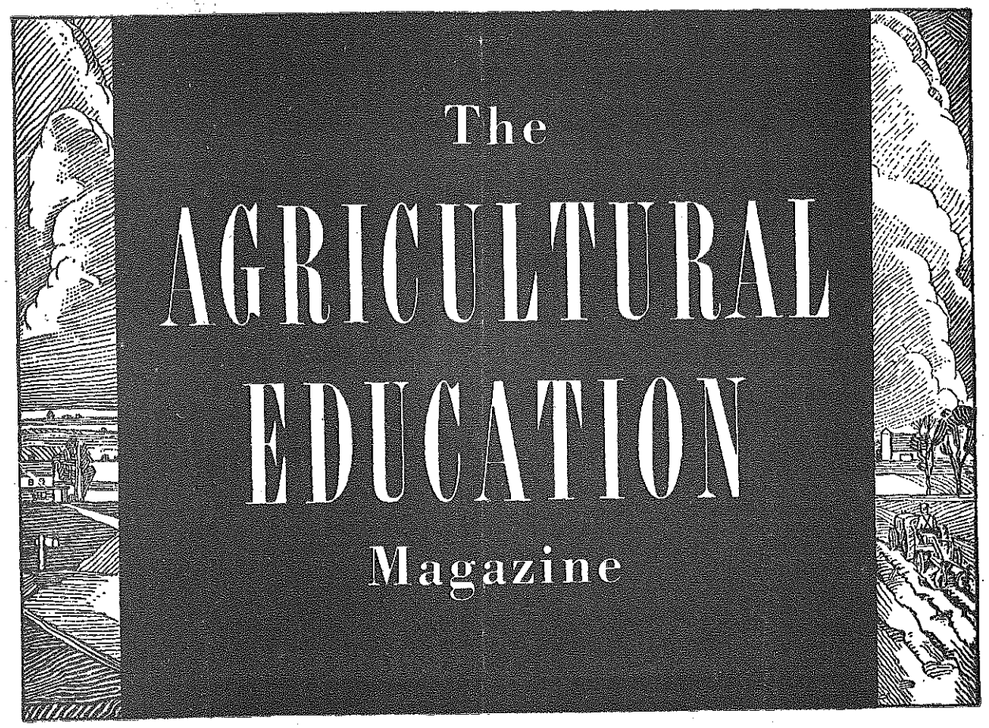

Peace is everybody's business.

—*Edward R. Stettinius*

VOCATIONAL AGRICULTURE
For
TEACHERS
Teacher-Educators
And Supervisors
OFFICIAL PUBLICATION

The Agricultural Education Magazine

A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Successful Farming at Des Moines, Iowa.

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Editorial Comment

Editorial Plans

THIS issue of *The Agricultural Education Magazine* marks the beginning of Volume 19. Your editor recalls the need expressed for a professional magazine and the search which was made for a sponsor prior to the appearance of the first issue in January, 1929. (The volumes were since adjusted to the fiscal year basis.) At that time the editing-managing board expressed the hope that the policies of the magazine would be established by the readers, and the editor invited teachers to use the magazine as a medium for the exchange of experiences and ideas.

One of the obvious weaknesses of our magazine is that the teachers, who comprise the major group of subscribers, are not proportionately represented as contributors of copy. An effort will be made to direct more of the content to teachers and to activities with which teachers are directly concerned.

This does not mean that contributions from supervisors and teacher-trainers will be discouraged. It does mean, however, that more contributions from teachers are desired. The articles need not be long but should be well written and preferably accompanied by pictures.

An attempt will be made to feature certain phases of the program of agricultural education in at least some of the issues. None of the existing sections of the magazine will be eliminated, tho they may be used in rotation. Special features planned for forthcoming issues will deal with such subjects as facilities, methods, and materials, the F.F.A., organizations of workers, and veterans' education.

The editorial staff believes that the magazine has made a definite contribution to the development of agricultural education and that there is a continued need for a professional journal. This need can best be realized if the subscribers will exercise the prerogatives of submitting contributions and offering suggestions for improvements.

W. F. Stewart Retires As Editor

WITH this issue of *The Agricultural Education Magazine*, Dr. W. F. Stewart becomes associate editor and secretary of the editing-managing board.

Doctor Stewart served as editor of the magazine for 27 months and was responsible for several innovations which made the magazine increasingly useful during a critical period in the history of vocational education in agriculture. He worked closely with the staff of special editors, and his monthly reports to them were challenging and humorous.

We are indeed grateful to Doctor Stewart for his professional services to the magazine and shall expect further contributions from him in his new capacity.

J. N. Weiss, Special Editor

J. N. WEISS, who is a member of the staff in agricultural education at the University of Illinois, is replacing Dr. Watson Armstrong as an editor of the Farmer Classes section of the magazine. The latter asked to be released of his responsibility after his appointment as state director of vocational education in Kentucky.

Mr. Weiss is well qualified for his assignment, having taught adult classes in the Illinois department of vocational agriculture for several years and having worked closely with the program of emergency classes in agriculture during the war.

The section of the magazine for which Mr. Weiss will share responsibility with W. Howard Martin is acquiring added significance with the developments in the education of veterans. Mr. Weiss will solicit contributions from the North Central and the Southern regions.

Editor Accepts New Position

THE new editor, Dr. G. F. Ekstrom, has accepted a position as professor of agricultural education at the University of Missouri, Columbia, and requests that copy and communications be directed to the new address.

Cuts and Reprints Available

THE publisher holds all cuts used in our magazine for two months following the issuance of the number in which they were used. During this interval the cuts may be purchased thru the business manager at one-half their original cost. Information as to the cost of a specific cut may be obtained from the business manager.

Reprints of the two series of articles which were reproduced in booklet form, following their use in the magazine a few years ago, are still available and can be obtained from the business manager at 10 cents per copy. The first series contains 10 articles pertaining to the contributions of leading Americans to agriculture; the second, 11 articles entitled "Whither Agricultural Education."

How Much of the "Then Some"?

TEACHERS of vocational agriculture, as well as other teachers, I suppose, are blessed with many activities outside their own field and yet are duty bound because they are servants of the community. They are asked to lead the Boy Scouts, teach Sunday school, hold offices in the Chamber of Commerce, serve on various boards and work in special drives. In the school a teacher is expected to take tickets for football games, sponsor a class, assist with plays, attend all high-school activities such as musical festivals, debate contests, Junior and Senior banquets, carnivals, teachers' parties, and school parties.

I suppose there are some ag teachers who would like to use all of the regular duties connected with teaching vocational agriculture as an excuse to refuse the outside activities, and I suppose there are those ag teachers who are out for all of the *Dough* Ra Me they can get and have no desire to do more than they have to do.

Recently I noticed a little quip on the front of the *Agricultural Education Magazine* which read, "Do what you are supposed to do, and *then some*." It is the "and-then-some" that gets you the "raise."

Just how much of the "then-some" should we do along with all our regular work? I believe a teacher should take part in some outside activities. There are those who do so much they can't do a good job of anything, and then there are those that don't do a good job, period.

How much extra the teacher can and should do is up to him. I believe that he should consider not only the time he spends in actual classroom and project supervision but also remember he should have time to read his professional literature and prepare his lessons for the classroom. When a teacher has fulfilled these duties, then perhaps he is ready for the "then some."

Perhaps he could find some outside activities in which he is interested. These would help him to relax, and a teacher must relax if he expects to do his job well. I believe he should try to keep his activities outside of his regular job to a minimum. After all, a person can do just so much and no more.

One or two outstanding activities outside the field of teaching agriculture perhaps would be all right. Superintendents and principals should be aware of the fact that a teacher of vocational agriculture has a big enough load with night classes, F.F.A. activities, and project supervision. The teacher should try not to burden himself with outside activities unless he is doing all he can for his own classes. It might be well to remember, however, that "all work and no play makes Jack a dull teacher."

We all can't be outstanding teachers. But we can do our job well and put our hearts into it.—R. D. Brent, Fairview, Kansas.

S. S. SUTHERLAND

Professional

HENRY S. BRUNNER

Mediums for Public Relations

GEORGE P. COUPER, Subject Matter Specialist, San Luis Obispo, California

George P. Couper

George Couper of California is one of the few men in the United States whose job deals primarily with publicizing the program of vocational agriculture. A request was made of him for an illustrated article pertaining to the preparation of publicity materials. He chose instead to issue a challenge as to the means by which publicity is obtained. Are there reactions to his proposals?

WHEN you ask an individual who has spent a lifetime in newspaper, magazine, and public-relations work about the value of such a service to vocational agriculture, it appears to him in about the same relative proportion as asking a deep-sea diver about the value of an air hose.

The fact that vocational agriculture expanded to its prewar position may be attributed to these factors: The high schools were getting reimbursements from federal-state sources, the program was sound and met a real need, and a good many local vocational teachers did a good to excellent job of public relations. The promotion thru planned public relations done by the federal and state offices was negligible, and still is.

It is estimated that there is a peace-time aggregate of around 10,000 high-school departments of vocational agriculture with perhaps 15,000 regular teachers. There are other special teachers, and these with individuals in the various state offices and the federal office make up a group of perhaps 20,000 persons directly and vitally concerned with vocational agricultural education.

Out of this considerable army of professional talent, there are not a half-dozen persons basically trained in, and devoting a substantial proportion of their time to, the preparation and dissemination of articles, news releases, pictures, radio programs, and other materials relative to the public-relations field.

Telling Ourselves

At this point, let me emphasize that telling *ourselves* about *ourselves* is *not* public relations. There are some excellent Future Farmer magazines published, and a lot of time and thought goes into the *Agricultural Education Magazine*. But the F.F.A. magazines and newsletters go right back to the vo-ag students, and *Agricultural Education Magazine* to vo-ag teachers. Neither are public relations mediums, except as they may be sent to and read by farmers, bankers, legislators, and taxpayers.

There seems to be a horror and repugnance against any suggestion that one purpose of public relations is to influence legislation in favor of funds for vocational education. This attitude is silly and dangerous. No congressman or senator in his right mind is going to vote funds for something he has barely heard of. Unless the state or national legislator is convinced that an appropriation is for something that is pretty popular and successful, that a vote for it will enhance his prestige and a vote against it arouse protest, he isn't going to be very concerned. The good legislator reads newspapers and agricultural magazines from his district and state with deep interest.

General Circulation

The mediums in which to place public-relations material, therefore, are those of general circulation—those your legislators are likely to read, or those to which people who do not know too much about vocational agriculture but have votes and influence, are most likely to subscribe.

No doubt by this time, many state supervisors will be inclined to point with some asperity to the columns in their farm magazines, the testimonial from the Governor, the wire stories emanating from their state fairs and livestock shows, the big clipping book in the state office. And I will repeat that 99 percent of this may be credited to a good job of public relations being done by the local teacher of vocational agriculture. Also, let's not be carried away by coverage on competitive events—the reading public loves 'em. A state marble-shooting contest will get more lineage than a Future Farmer winning a grand championship at the state fair, and two lowbrows beating each other's ears off with 10-ounce gloves will top both.

There is another fallacy which I would like to attack at this time, since I've taken my own coat off and am swinging with both arms. That fallacy is that you can take a man who is basically a sound teacher of vocational agriculture (because he has all the arbitrary perquisites of professional standing) and make a public-relations man of him. This is a questionable assumption. When a big steel corporation wants to hire a public-relations man, they don't give a hang whether he knows anything about the steel business. They want to know how much copy he can place in trade magazines, how many contacts he can make with feature writers who might do a favorable article on the business acumen and brilliant research of the Blowhard Steel Company. He'll learn the steel business fast enough.

We have often been asked to write something which would tell "how to write for publication." If it was as simple as that, all the schools of journalism might well fold up. Writing is a profession—honorable or otherwise. The cardinal points of newspaper and feature writing are few—the development of skill, speed, and sense of news value are not readily accumulated. And, public relations goes far beyond that, to that indefinite realm of personal contact and friendship with those who place newspaper material and magazine articles. A considerable share of the time of a good public-relations man is spent in writing letters to editors complimenting them on something out of the ordinary, giving them tips on story sources which may not concern vocational agriculture at all—in short, creating that relationship which leads to letters in return starting out "Dear Bill," not "Dear Doctor Smith"; or even better, just a penciled note on copy paper starting, "Bill!"

There is no solution to the public-relations problem in vocational agriculture except the employment of more public-relations men. Our federal office desperately needs at least two—one to handle spot news and wire stories, and working most of the time directly thru Washington, D. C., outlets, the other to handle feature work among the many states and with agricultural editors and writers thruout the country. Such assistance has repeatedly been suggested at national vo-ag gatherings.

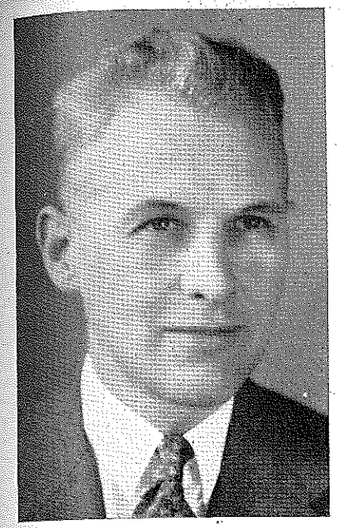
Arouse No Criticism

Every state with more than 60 or 70 departments of vocational agriculture should have a full-time, qualified, public-relations man. The right man will arouse no criticism. He is not only performing a distinct service, but he is actually performing the basic purpose of the Smith-Hughes law. I sometimes wonder if those who oppose the employment of public-relations men have ever read the Smith-Hughes law, which begins: "An act to provide for the *promotion* of vocational education; to provide for cooperation with the states in the *promotion* of such education . . ."

My subject was to have been the value of publicity in agricultural education. I believe the value is recognized and has been for years. I am more concerned with the means. To ask an already overburdened state supervisor to expand his public-relations output, especially when he may have had neither training nor aptitude, is not the solution. Why not get personnel that can and will do the job?

Americans are even yet a rural people if they only knew it; the teacher of a country school who dislikes country folk, country ways and country institutions, but uses the country school as a means of earning money to purchase her trousseau, is a national enemy.

Gregory Appointed



R. W. Gregory

APPOINTMENT of Raymond W. Gregory as assistant commissioner for vocational education in the U. S. Office of Education, upon the retirement of Dr. J. C. Wright on June 30, has been announced by Federal Security Administrator Watson B. Miller.

Doctor Gregory has been a member of the staff of the Agricultural Education Service in the Vocational Division of the United States Office of Education since 1936. During the recent war he had immediate charge of the administration of the Food Production War Training program. Under this program 200,000 training courses, enrolling approximately four and a half million persons, were organized and conducted by local public-school systems operating under state boards for vocational education with emergency appropriations made available thru the United States Office of Education. This Food Production War Training program, conducted in approximately 15,000 rural communities, did much to help the farmers of the nation break all records for agricultural production, despite manpower shortages. More recently Doctor Gregory has been serving as deputy director of the Division of Surplus Property Utilization of the office, in charge of program planning.

Practical Farmer

Born at Mooresville, Indiana, September 6, 1893, Doctor Gregory has been a practical farmer and educator most of his life. As a student in college, he continued in partnership with his father in the operation of the family farm in central Indiana. He has since acquired and brought into production a 30-acre apple orchard which he still operates along with his 200-acre farm.

Following his graduation from Purdue University in 1918, Doctor Gregory served as a teacher of vocational agriculture and later as assistant state supervisor of agricultural education in Indiana. He received advanced degrees from Cornell University in 1924 and 1937, specializing in rural education, with particular emphasis on public-school administration and secondary education. He has served as assistant in rural education at Cornell University; associate professor of agricultural education at Purdue University; assistant state supervisor of agricultural education, Indiana; and as specialist in agricultural education, United States Office of Education.

Doctor Gregory has had considerable experience in writing and editing text and reference books in agriculture. He was editor of the original *American Vocational Association Journal* from 1928 to 1932, and was a member of the editorial board for *The Agricultural Education Magazine* from 1929 to 1944.

Retirements

Doctor Dickinson

ALTHO short of the retirement age, Dr. Sherman Dickinson has asked to be released from his responsibilities as professor and head of the department of agricultural education at the University of Missouri, a position which he has held since 1924.

Doctor Dickinson was born in Iowa in 1891 and was graduated from Iowa State College in 1913. He received his master's degree at the University of Minnesota in 1920 and his advanced degree there in 1925. He did graduate work in adult education at Teachers' College, Columbia University, in 1933.

Under the state-aided program at Grand Rapids, Minnesota, Doctor Dickinson taught vocational agriculture in 1914–15, following which he became director of agriculture in the Minneapolis public schools. Before going to the University of Missouri he was with the department of agricultural education at the University of Minnesota for five years and was professor of agricultural education and principal of the School of Practical Agriculture at the University of Idaho for a year. His experience also includes visiting professorships at the University of Hawaii and the Colorado Agricultural College.

Doctor Dickinson is a collaborating author of four books: *Livestock Enterprises, Poultry Enterprises, Farm Projects and Problems,* and *Job Operations in Farm Mechanics.* He was the second editor of *The Agricultural Education Magazine* and for several years was agricultural editor of *The American Vocational Journal.*

At the University of Missouri, Doctor Dickinson introduced the enterprise-job-problems form of course organization and the problem method of teaching into the state program of agricultural education. He also organized the first short all-graduate summer session for teachers of agriculture.

Doctor Dickinson was more or less the perennial secretary of the agricultural section of the A.V.A. and was many times chairman of the program committee.

His many friends regret severing their professional relationships with him, but look forward to continued personal contacts.

R. M. Stewart

PROFESSOR Stewart, who retires on June 30, 1946, was born in Illinois and received his early education there. He pursued his college education and graduate work at the State University of Iowa where he was awarded his doctor's degree in 1912. Before joining the staff of the rural education department at Cornell University at Ithaca, New York, in 1918, Doctor Stewart taught in the Iowa rural schools and was president of Graceland College in Iowa.

At Cornell, in addition to his regular work of training teachers of vocational agriculture, he served as director of the summer school for seven years and edited the Cornell Rural School Leaflet at one time. He advanced to the headship of the rural education department and at present is acting director of the School of Education.

His services have been national in scope. He has taught summer schools in three states; is co-author of *Teaching Agricultural Vocations;* has been an outstanding leader in the development of the research section of the American Vocational Association, as well as chairman and editor of *Summaries of Studies in Agricultural Education;* has done national committee work and numerous surveys; and is a member of many professional organizations.

Doctor Stewart has contributed much in bringing our growing program of vocational agriculture to its present high standard.—Roy A. Olney.

Franklin E. Heald

FRANKLIN E. Heald retired March 1, 1946, after serving as supervisor of teacher-training in the vocational division, Massachusetts Department of Education, since 1918.

Born of farm parents at Brattleboro, Vermont, he received his early training in that state. Prior to his graduation from Dartmouth College in 1897, he taught in rural schools for 3 years. Later he served for 17 years as a teacher and principal in secondary schools. In 1908 he received the M.A. degree at Dartmouth.

From 1914 to 1918 Mr. Heald was specialist in agricultural education in the United States Department of Agriculture. During this time several of his manuscripts were published by the United States Department of Education. As supervisor of teacher-training he issued a monthly staff letter which was very useful to teachers of agricultural education in Massachusetts and to persons in other states.

Mr. Heald has been an inspiring guide to teachers for more than a quarter of a century. His thoro preparation of teachers and his constructive supervision of their work mark him as a teacher of teachers.

Soils Workshops for In-Service Training of Teachers of Vocational Agriculture

RAYMOND M. CLARK, Supervisor, Lansing, Michigan
GEORGE P. DEYOE, Teacher-Trainer, Michigan State College

EIGHT workshops in soils for teachers of vocational agriculture were held in Michigan during 1944 and 1945. These were organized to aid teachers in service to improve themselves in technical background and teaching procedures in soils. Each workshop was organized on an activity or "learning-by-doing" basis with a group of 10 to 25 teachers meeting in an area in which the soil problems are similar to those in their own communities.

The staff for each workshop consisted of a teacher-trainer and a supervisor in agricultural education, an extension specialist in soils, state and district conservationists from the soil conservation service, and in some cases an extension specialist in farm management.

Developing a Balanced Soil Program for a Farm

Most of the activities of each two-day workshop were focused upon the development of a balanced soil program for a specific farm which was designated as a "guinea-pig" farm. This farm was selected ahead of the time the workshop was held. A farm quite typical of the region was selected, and one for which the owner was interested in having a plan developed.

In order to save time, some data for this farm were obtained prior to the date of the workshop. These data included a drawing of the farm showing the present field arrangement, acreage of each field, and the cropping history and fertilization program for each field for the past few years. In some cases, the farm chosen was one on which the farmer had already indicated a desire to cooperate with the soil conservation service.

Developing Workshop Plans

Before any workshops were held, considerable time was spent by the members of the staff in developing outlines and plans. In the initial stages, a suggested outline was developed for conducting adult-farmer classes in soil and water conservation and use. In making plans for these courses, it became evident that in-service training was needed by teachers of vocational agriculture and special instructors. Hence the workshop idea was evolved.

Before any workshops were held, the staff members decided that they needed to prepare themselves for conducting these meetings with teachers. For this purpose, a series of meetings was set up and carried out in a manner similar to those which would be conducted with teachers. This step was especially valuable in co-ordinating the efforts of the individual staff members and for perfecting the procedures for the workshops as they would be conducted with teachers.

Conducting the Workshops

Prior to holding a workshop in an area, the supervisor made arrangements with a local superintendent of schools for use of the agricultural room in the high school as a central meeting place. Accommodations for meals and rooms were also arranged by the supervisor in cooperation with the local teacher of vocational agriculture. A "guinea-pig" farm was selected in the community, as previously explained.

The day prior to the opening of the workshop, the farm selected was visited by the workshop staff so they might become familiar with it and make plans for using it most effectively.

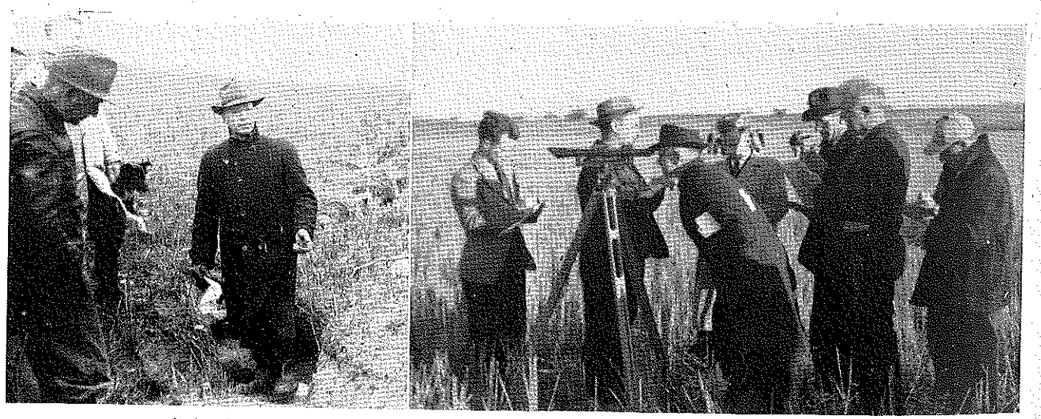
The activities of the two-day workshop were co-ordinated by the teacher-trainer and supervisor, with technical specialists taking charge or acting as resource persons at appropriate places. When the group assembled, there was a brief orientation and a discussion on the relation of soils to efficient crop production and farm incomes. Plans were then made for an extended field trip to the "guinea-pig" farm during the first afternoon.

At the farm, the owner joined the group and was available at all times for questioning and providing information regarding the livestock program, machinery and labor available, present yields, present practices, and his objectives. The farm was analyzed from the standpoints of fertility, organic matter, erosion, topography, drainage, and other problems and conditions affecting the development of a soil program. Samples of soil were taken for testing for important elements and lime requirements. During the field trip, time was spent in teaching the use of the level for determining drainage lines in some area on the farm needing drainage. In some cases, during the afternoon nearby farms were studied on which soil conservation and soil-improvement programs were already in operation.

Thruout the remainder of the two-day workshop, the major emphasis was focused on developing a complete soil program suited to the farm under consideration. Special technical information and skills were taught as needed for moving ahead with plans for the farm. For example, attention was given to making and interpreting soil tests and to detecting plant-nutrient deficiencies. Approved practices were discussed for increasing organic matter, controlling erosion, using commercial fertilizers and lime, conserving moisture, using barnyard manure, providing drainage, and tilling the soil, with special applications for the farm studied. Liberal use was made of visual aids and objective materials of various kinds. Thruout, good teaching procedures were emphasized and used.

In moving ahead on the plan for the farm, attention was given to methods of determining land-use capabilities, developing cropping plans which conform to good land use, balancing crops with livestock, computing the soil-productivity balance, utilizing labor and other resources, and maintaining maximum income. The farm owner was available and frequently contributed to the discussion while the planning was being done.

During the final half-day, under the direction of the soil-extension specialist, the complete plan for the farm was pulled together as it should eventually be carried out, with steps to take in carrying it into operation. A desirable rotation and field arrangement were planned. Various supporting practices were outlined, such as gully control, cross-slope cultivation, drainage, and use of cover crops, green-manure crops, and commercial fertilizers. These plans were developed thru the use of the conference procedure, with the specialists serving as resource persons.



Left—Gullying and other evidences of erosion were studied on the "guinea-pig" farm
Right—Using the level in running drainage lines was one of the skills developed

In the workshop the physical characteristics of the soil and other features which affect planning were studied

Follow-Up of Workshops

The real test of the value of these workshops is the way in which they affect the teaching practices of those who participate. One of the results, to date, is an increased number of adult-farmer and young-farmer classes in soils, many of which were organized on an activity basis with a prominent place given to the development of soil programs by individual farmers and to the use of other techniques from the workshops. Some teachers have also reported marked changes in their approach to teaching soils to all-day students. An encouraging outcome of these workshops was that the value of the activity-workshop approach for the improvement of teachers in service was recognized by the teachers, teacher-trainers, and supervisors.

Plans are now being developed for additional workshops in soils. Some of these will probably be organized to make it possible for teachers to study farms on which improved soil programs are being put into practice, with special emphasis on developing skills and abilities needed in getting such a program under way. Workshops in canning and farm mechanics have also been conducted in Michigan, with teachers of vocational agriculture and others. The number of shops in these and other fields will probably be increased because of the effectiveness of this approach.

Adjusting Agricultural Education to the Times

Report of Panel Discussion*
Agricultural Section—American Vocational Association
Buffalo, N. Y.—February 9, 1946
EVERETT L. AUSTIN, Secretary

Panel Participants

R. W. Gregory, Assistant United States Commissioner of Education, Washington, D. C., Chairman; G. P. Deyoe, Agricultural Education, Michigan; L. R. Humpherys, Agricultural Education, Utah; E. J. Johnson, Regional Agent, Pacific Area, Washington, D. C.; William Kerr, State Director, Vocational Education, Idaho; J. M. Lowe, State Director, Vocational Education, West Virginia; J. A. Mack, Teacher, Vocational Agriculture, Ithaca, N. Y.; H. E. Rogers, Teacher, Vocational Agriculture, Chippewa Falls, Wisconsin; S. S. Sutherland, Agricultural Education, California.

E. L. Austin

In opening the discussion Doctor Gregory related his experience in selecting a tenant for his 200-acre farm in central Indiana about six years ago. After many interviews and much deliberation he selected a young man who had completed only the elementary grades in school, who was married and had a family of two children, and had limited financial resources. In this community there had been in existence a department of vocational agriculture for several years and the question was raised as to what had been its opportunity and responsibility for rendering a service both to the landowner in his quest for a desirable tenant and to the young farmer who was very much interested in finding a farming opportunity of some merit.

With this as a background, the discussion developed along four general lines: (1) the expanding concept of agricultural education; (2) the teacher's job; (3)administrative problems which bear upon the agricultural program; and (4) teacher education. Naturally, all these areas merge into the theme, "Adjusting Agricultural Education to the Times," but for purposes of this report, they are treated separately.

1. *The Expanding Concept of Agricultural Education*

During the 29 years since the Smith-Hughes Act was passed, the general concept underlying the purpose or function of education in vocational agriculture has changed from the "project" phase to the "complete program" phase. This growth and change in the point of emphasis is natural. We have learned as we have worked with the program.

Several factors resist change. In the beginning, and necessarily so because of the law, the emphasis was placed upon all-day classes in the schools. Reimbursement was made upon enrollment in all-day classes. "Teachers teach the way they were taught," and since in the beginning teachers were recruited from other fields, they were dominated by the classroom concept. The project idea was new. Its successor, supervised practice, tho a robust youth, took time to grow up. Progressive establishment in farming seems to be the current edition. With this development, instructional and supervisory activities no longer center wholly in the classroom. They must follow the learner out to wherever he lives and works. Present and future needs and problems, rather than past experience, must play a more dominant role in policy-making and planning.

A change in the point of view as to who shall be the recipient of the vocational program has also come about. Originally, the youth of secondary-school age was the focus of attention. As these boys became young men and adults, many of them continued to rely upon departments of vocational agriculture for help and advice. The Future Farmers organization and out-of-school youth came into the picture. The fathers began learning *with* the sons in organized, systematic, instructional programs. Part-time and evening classes became a natural product of the all-day classes as years passed by.

Public opinion has been slow to recognize this change. School, to many of them, is still carried on at the schoolhouse. One of the big problems of vocational agriculture is to change this point of view.

As the progressive teacher attempted to carry on the usual extra-curricular activities at the school, plus the added community activities associated with his part-time and evening classes, plus his patriotic and civic duties as a local citizen in wartime, he was obliged "to do a thousand things an inch deep." This confused him. He wanted to do a good job in everything he undertook. When he received assistance from farmers and mechanics in his wartime activities he became a co-ordinator rather than a teacher. He lost firsthand, personal contacts with the learners. He had received no training in supervision and so his confusion thickened. With industries allied to agriculture and other governmental agencies beckoning for his services, often at increased salaries, he is now sorely tempted to jump the fence to what appears to be greener pastures. One state reported a loss of 190 teachers, only 90 of whom went into military service.

One comment indicated that the former program based largely upon the all-day class concept has got us "only to first base in this ball game." The public

* This report is a summary of the discussion as recorded by Burdette Graham, president of Illinois Association of Teachers of Vocational Agriculture; S. T. Stanton, teacher of agriculture, Mexico, N. Y.; and E. L. Austin, teacher-trainer, State Department of Education, Providence, R. I., chairman of the secretaries.

wants some "runs."

Likening the agricultural program to a cargo vessel or an airplane in distress, someone suggested that it is about time we "threw something overboard." We have been adding, adding, adding responsibilities to the teacher of agriculture—the F.F.A., part-time and evening classes, and now, the veterans' retraining program, to mention only a few. It was pointed out that the veterans' retraining program alone was more than a one-man job for the teacher if he did nothing else.

Because of changing economic conditions and mechanized agriculture along with general population trends and movements, it seems clear that many farm boys must seek employment elsewhere than on the farm. This means more attention to a sound guidance program with related training for those boys who are to remain on the farm, and a modified training program for those boys who must leave the farm for employment elsewhere. Another trend seems to be toward fewer farm owners and operators and more farm laborers. This trend has training implications.

Programs preceding the panel at the Buffalo meeting had suggested possibilities in the solution of the expanding concept in agricultural education. The returning veteran and his opportunities, farmer-training classes in Ohio, standardization based upon 400 evaluations in Utah, education for out-of-school rural groups, a wider use of the community in building programs, a project in program planning and evaluation, and, finally, a masterful presentation of farmer problems in years ahead by Dean Myers of Cornell—all these and their attendant discussions made it crystal clear that there is an expanding concept in agricultural education, and that it must be clarified, implemented, and "sold" to the public if a complete and educationally sound program is to be developed and maintained in the years ahead.

2. *The Teacher's Job*

From the above discussion on the changing concept in agricultural education it is self-evident that the teacher's job has changed greatly from the 1917 pattern and perhaps will have to change even more in the years ahead.

To be sure, he must continue to teach all-day classes, but he must do much more than that. Fundamentally, the teacher's job is to prepare men and adults for happy, satisfactory living on farms. The modern, successful farmer must have highly technical training as a mechanic; he must be a biologist, a businessman, a student of current affairs, and a citizen. The teacher meets the prospective farmer when he is still a boy, in many cases, in a school situation in which he is studying English, mathematics, and history along with agriculture. This is pre-service training and has very definite functions as well as limitations.

If the teacher follows this young man on thru F.F.A., young-farmer and adult classes, he must engage in practical in-service training. The normal young farmer gets married and sets himself up in the business of farming. For the teacher this means a continuous process thru several years. If the teacher remains in the same location over a period of years, the mere accumulation of numbers becomes an acute problem. The problems of numbers is aggravated in those schools where the school administrator insists that vocational education involves tryout experiences and training. In many communities the number of boys eligible for agricultural training greatly exceeds the capacity of the one-teacher department. An administrative problem arises which goes beyond the function of the teacher. When the job grows into a department of more than one teacher (in some cases as many as six) there must be a head teacher or co-ordinator. His job is much more complex than that of the regular teacher. A program of guidance and evaluation is seriously needed at this point.

The teacher of agriculture works in a school system with teachers of other subjects—science, English, mathematics, and so on. He must maintain his professional rapport with them as well as with the principal, the superintendent, and the board of education. In becoming a good citizen the student will find many areas related to agriculture. The teacher of agriculture must recognize these and use them.

Administrative practice including reimbursement has resulted in a more or less standardized pattern for part-time and evening classes, a set number of hours or meetings. It would seem more desirable to build the length of these courses around the individual jobs to be done, let it be 5 or 50, as the job at hand requires.

The teacher is advised to use the resources and facilities of the community. Carefully chosen advisory councils have served with outstanding success in some states. They are selected by and are responsible to the board of education, but they are chosen primarily to assist and advise the teacher of agriculture. The teacher, being the directing or supervisory leader, must process or attain a tactful, patient, cooperative relationship with his council, as well as with the school officials. This is a large order, particularly for the young or beginning teacher. It has definite teacher-training implications.

One state reports that 35 percent of its schools use some land for demonstrational and operative purposes. This is a very old problem and involves a fundamental in the philosophy of vocational agriculture. Nevertheless, wherever it is used, it adds another angle to the teacher's job.

It is apparent, then, that the teacher's job varies with the expanding concept of vocational agriculture, with the development toward a complete program and with the community and state in which he lives and works.

3. *Administrative Practices*

In the panel, reference was made to a recent exhaustive study of why teachers of agriculture change positions or leave for other types of work. Three causes were prominent: (a) not enough salary; (b) asked to do too many things; and (c) relationship with school administrators.

From the discussion of teachers and supervisors, it was evident that there are still school administrators who do not understand what vocational agriculture is attempting to do; others who do not believe in the program because it does not fit well into the routine of the traditional school; and still others who are sensitive because a vocational program often attracts more public favor than the academic program. It is obvious that, if a teacher of agriculture is to conduct part-time and evening classes, work with advisory committees, and supervise farm-practice programs thruout the patronage area, he will be less available for supervision of extra-class activities of the school pupils, such as taking up tickets at the games, supervising the loading of school busses, or policing the hall and cafeterias during lunch periods. The other teachers do it, why shouldn't the teacher of agriculture? So says the narrow-gauge school administrator. And the matter of salaries worries this same individual. Why should the teacher of agriculture get more salary than the Latin teacher?

It was the consensus that the fundamental difficulty is that many school administrators do not understand the nature and purpose of vocational agriculture. As a means of improving this relationship, several suggestions were made.

Some states have conducted short courses for school administrators in which the function and operation of the vocational program were clearly worked out. Some communities insist that the principal or the superintendent become a member of the advisory council for vocational agriculture. Some communities recommend that the school administrators attend regional and national conferences on vocational agriculture. There can be no doubt that the supervisor and teacher of agriculture still have much work to do in strengthening relationships with local school administrators.

If the newer, improved concept of vocational agriculture is to prevail, two other administrative problems must be solved. They are more personnel and better salaries. The time has passed when the teacher of agriculture can be expected to conduct a full-time program of day classes and, in addition, organize and conduct a satisfactory program of young-farmer and adult classes. Working hours, evenings at home, and holidays should mean as much to the teacher of agriculture as they do to workers in other fields.

Personnel may be recruited from at least two sources. Technicians can be called in for short, intensive courses or units. They will need guidance in methods and administrative relationships. Returning veterans and war workers may account for some increase in numbers. Teacher-training institutions may even recruit trainees beyond those who would enroll under normal conditions.

Another administrative situation may be improved by de-emphasizing numbers enrolled. Smaller classes of genuinely interested students should be preferred over large enrollments for reimbursement purposes or for lowering the per capita cost of instruction. A continuous program of educational and vocational guidance would not only simplify administrative problems but make the program more genuinely functional.

4. *Teacher-Training*

Again, "teachers teach as they were taught." From the preceding paragraphs it is apparent that the job of the teacher of agriculture is changing constantly. The veterans' training program is a good example. The added emphasis on visual and auditory aids, stimulated by their use in the armed forces' training program, is a case in point.

It is becoming increasingly apparent that the teacher of agriculture cannot learn everything which he needs in the time usually given to teacher training. Already he is trying to learn too much in too little time. The lack of training in farm mechanics and in how to conduct advisory councils is preventing expan-

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Supervision

LANO BARRON

Look Ahead for Vocational Agriculture in the Southern Region*

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

D. M. Clements

WHEN my good friend and your capable regional agent invited me to come to your conference to tell you my hopes for agricultural education in the Southern Region, I was greatly pleased. You are representatives of the great Midwest which is rightly called "The Breadbasket of the Nation." You live in an area of fertile soils that produce grain and meat for your own use, for the non-producers of your section, and an abundance for the nations of the world.

You doubtless think of the South as the "Land of Cotton" and many people. We produce about two and a half times as many people as it takes to maintain our population. Most of these come from our farms. They are not afraid of work or of long hours. They believe in an honest day's work for an honest day's pay. We send some of them to our southern cities where they renew the dying lifeblood as is the case in the cities of the North, the East, and the West. These urban centers do not keep their birth rate above their death rate. This is beginning to be true in some of the rural sections of our nation.

Some of our young men and women will make their homes in the Midwest. We would like them to come to you as proficient as you are. We do our best, but our wealth is not as great as yours. We have behind the education of our children about one-third of all the money we have, but that probably would not amount to one-sixth of your wealth. We have about one-half of the farm population of the nation, about one-half the departments of vocational agriculture in the nation, and about one-half of the F.F.A. membership of the nation.

Live on Small Farms

We live on small farms—about seven acres of tillable land per person. We diversify our crops. We are increasing our livestock. We are making use of improved methods and improved machinery. Our Negroes are leaving the farms and going to industrial centers. This is forcing us into practices that we should have had in operation years ago. Our social and economic picture is changing for the better. We are not wasting manpower. We are using laborsaving machinery. We are incorporating more livestock and good pastures into our farming programs and less row crops and soil erosion. The tractor, the pickup haybaler, the mechanical cotton-picker, the milking machine, and rural electrification are giving us a new outlook on life. We are ceasing to produce raw materials for the profits of other sections. We are going to process all we can into the form used by the consumer and make it attractive for industries to come to the source of our raw materials where labor may be plentiful but not cheap and freight rates are able to compete with rates in any part of our country.

It is my hope that there will be available, within the next few years, teachers of vocational agriculture in sufficient numbers to provide opportunities in agricultural education for every farm boy, for every out-of-school young farmer, and for every adult farmer in the 12 southern states and Puerto Rico. It will require about 8,000 departments with 10,000 teachers to meet this need. I believe the only justification for establishing a department of vocational agriculture and employing one or more teachers is to be able to meet the instructional needs of farmers and their sons. Teachers of vocational agriculture should not be employed for any other purpose. We are not quite to that point in the South. A few of the "old-timers" serve as principals and teach vocational agriculture; a few teachers are assigned one or two science classes; and a very few coach athletics and keep the home room. The department of vocational agriculture has served its sentence in the basement. It is beginning to move into a home of its own. Departments of vocational agriculture deserve homes of their own.

Opportunity for Instruction

Thru the years, teachers of vocational agriculture have made a place for themselves in the hearts of the farm families of the nation. Now these same farm families are going to see to it, as taxpayers, that the buildings, facilities, and equipment are provided so that their sons who are in high school and their sons who are out of school may have an opportunity to receive the instruction they need to aid them in becoming established in farming. These same farm taxpayers have learned that no teacher of vocational agriculture is able to meet the needs of farm families by assuming the responsibilities of the school principal or by coaching athletics, teaching other subjects, or keeping the home room. They also know that too many in-school classes in agriculture will make it impossible for the teacher to meet the instructional needs of the out-of-school farm folk. No teacher of vocational agriculture can ever do justice to a complete program in agricultural education when he is confined to the four walls of the classroom.

Now that I have dealt with generalities, I want to be quite specific as to my hopes for the Southern Region. I would like to see every southern state have a staff that is composed of a head state supervisor who represents the State Board for Vocational Education, a district supervisor for every 50 teachers, a head resident teacher-trainer, one associate teacher-trainer who is available for itinerant service, one subject-matter specialist, one research specialist, and one representative of the critic teachers.

There are five fundamental divisions in agricultural education which I hope will be included in every agricultural education program in the Southern Region. They are: the teachers, the teaching facilities, the general nature of the instruction, the pupils, and the training of teachers.

Teachers

I hope for a fully qualified teacher for each 75 persons in organized instruction. When the number of persons enrolled exceeds 75, another teacher should be employed. Also, in addition to fully qualified teachers, there should be employed an occupationally competent special teacher for each type of rural service occupation for which there is need for instruction.

Facilities

I hope I may see the day when every department of vocational agriculture has a home which consists of a separate building in which there will be a large classroom, a farm-mechanics shop, an office for the teacher, adequate storage room for the local chapter of the Future Farmers of America. This building should be considered the instructional home for farm boys, young farmers, and adult farmers. There should be another building large enough to house a five-family-unit canning plant; a 50-bushel dehydrator; and a freezer-locker plant with cooling and curing rooms. Nearby there should be a slaughterhouse and a smokehouse. Other facilities, such as incubator rooms and brooder houses, should be provided as the need develops. The department should provide all facilities that are needed in the progress and achievement of farm-family living.

Instruction

To my way of thinking, a community program of agricultural education is not a program unless it is complete. To be complete, instruction must be provided to those farm boys who think they would like to farm and who are able to secure the facilities necessary to put in operation an outstanding program of supervised farming that will assist them in becoming established in farming. This same group of farm boys should be active members of the Future Farmers of America. The young farmers of the community who are endeavoring to become established in farming should have the opportunity of

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* Presented before the Central Regional Conference held in Chicago, Illinois, April 1–5, 1946, for Directors, Supervisors, and Teacher-Trainers in Agricultural Education.

Methods and Materials

G. P. DEYOE

Why Not Teach Farm Safety?

MARVIN J. NICOL, Agriculturalist, National Safety Council

M. J. Nicol

A YEAR ago last fall a 16-year-old student of vocational agriculture in Illinois lost his right hand in a mechanical corn-picker. His hand was drawn into the rollers when he attempted to unclog the picker without shutting off the power. Because his father was near the scene of the accident, the young man was saved from further injury or possible death.

This was just one of the 1,500,000 tragedies caused by accidents involving farm people in 1944.

In Oklahoma, about the same time as the cornpicker accident, an F.F.A. boy was drowned in two feet of water. He had operated his tractor too close to an open ditch bank which gave way, overturning the tractor and pinning him underneath.

This fatality was included among approximately 4,500 other farm-work accident victims who died during the year.

Not long ago a farm-residing teacher of vocational agriculture reported that he lost three weeks from work as the result of an injury from falling while doing his farm chores. After his recovery he indicated that he spent five minutes' time and 30 cents worth of lumber repairing the broken step in the hayloft stairway which he had been stepping over for eight years. The accident cost him $300 in medical expense and time lost from work.

These are typical of the needless accidents which are occurring daily across our nation—accidents which are costing the life, limbs, and happiness of our farm people. And while you have been reading about these three cases, three more farm tragedies will have taken place—if this was an average minute.

Fatal Accident Causes

Records of the Kansas State Board of Health, based on special investigations of deaths from agricultural accidents, show that during the 10 years 1935–1944, accidents involving machinery caused 30 percent of the farm-work deaths, excluding motor-vehicle fatalities. Livestock accidents were second with 24 percent; falls were third with 12 percent.

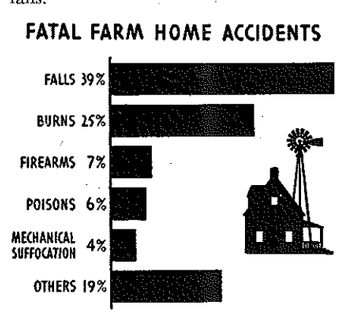
Newspaper reports collected during 1939–40 by the Illinois Agricultural Association, probably not entirely complete, show machinery and livestock each causing 18 percent of the farm and farm-home-work fatalities. Falls accounted for 14 percent, burns and explosions 13 percent, while deaths from firearms were 9 percent of the total farm fatalities.

A similar study of newspaper reports of Wisconsin farm-accident deaths in 1944, made by the Farm Safety office of the University of Wisconsin, indicated that machinery accidents caused 20 percent of the deaths, burns 19 percent, livestock and falls 14 percent each, and firearms 6 percent.

Nonfatal Injuries

During 1944, farm-home accidents resulted in about 900,000 nonfatal injuries, motor-vehicle accidents in 150,000, farm-work accidents in 225,000, and public non-motor-vehicle accidents in 125,000—a total, omitting duplications, of nearly 1,500,000.

The Illinois Agricultural Association's study of newspaper clippings showed machinery involved in 31 percent of the home and farm-work injuries, livestock in 22 percent, and falls in 21 percent. The University of Wisconsin's study showed 34 percent for machinery accidents, 25 percent for livestock, and 18 percent for falls.



Attractive charts such as this one indicate frequent sources of accidents in farm homes

A survey of accidents in 1939 made by the Farm Security Administration, Region III, showed that 388 persons (out of 12,500 farm households) received injuries causing lost time or medical expense. Other indicated results: 66 percent were farm-work accidents, 21 percent occurred in the home, and 13 percent were nonfarm accidents.

Teachers' Safety Responsibilities

Farm-accident prevention is a vital job for all people interested in the welfare of rural America. If appreciable reductions are made in the tremendous toll taken by accidents and fire, it will be necessary to reach a majority of the 26,000,000 people who reside on 6,000,000 farms.

The 7,000 teachers of vocational agriculture scattered thruout the rural communities of our nation are in a logical position to assume leadership in an educational program for farm safety. These teachers have direct and almost daily contacts with the day-school students as well as less frequent contacts with adult-farmer and young-farmer groups.

All-day students in vocational agriculture offer a fertile field for education in farm safety. This group, numbering approximately a quarter million, is made up of individuals who have fewer unsafe working habits and practices to "unlearn." They are more susceptible to education than older groups. Many of the practices they learn have a direct influence upon their parents.

Safe practices may be taught more effectively when included as a part of each specific job than when set aside as a special-course unit labeled "Farm Safety." Good instruction in farm mechanics, for example, includes the development of safety attitudes and habits for the job as well as training in the manipulative skills.

Vitalized Instruction in Farm Safety

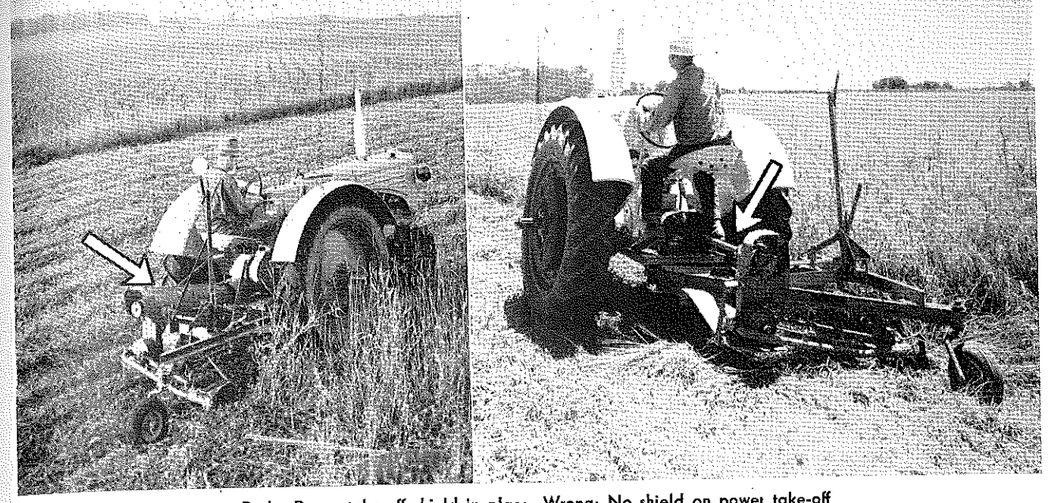
Students must be stimulated to participate in safety experiences on the home farm in order to make safety education effective. They must (1) learn to recognize home-farm hazards, (2) remove all existing hazards possible, and (3) learn to work safely with those hazards which cannot be removed.

This participation may be secured thru a systematic check for hazards on the students' home farms, using a suitable check list as a basis. Preliminary classroom instruction and directions and a subsequent follow-up with discussions tend to increase the effectiveness of the results.

To be vital, the instruction in a farm-accident-prevention program must be based on the local situation. For instance, what specific operations of farm machines in the community are most dangerous? Which farm animals are involved in the most farm accidents? Under what common working conditions do accidents occur? What unsafe acts contributed to accidents? These are questions which must be answered to vitalize the instruction in farm safety.

Students can collect these data regarding farm accidents in their respective school districts on their own and neighboring farms. An accident report form of a simple type can be used by the students and rather detailed community surveys can be made at periods not less than twice during the school year. As these data are collected, classified, compiled, and interpreted, they serve as a vital basis for a functional program. This stock of information increases in value over a period of time.

The complexion of the farm-accident situation will take a slight change during the postwar period. We are now approaching a more highly mechanized farming era. Progressive teachers of vocational agriculture might well consider



Right: Power take-off shield in place. Wrong: No shield on power take-off

the importance of this aspect in the course of instruction for the current period. Farm-machinery units might well include instruction on the safe operation.

Postwar building plans call for the repair, remodeling, and construction of thousands of homes, barns, and other farm buildings. Farm structures, of which there are nearly 38,000,000, incorporate many accident-producing situations. Inclusion of safety features in these farm buildings can materially reduce farm accidents. A streamlined course in vocational agriculture will include instruction on these safety features.

F.F.A. Possibilities

The F.F.A. program places the adviser in an effective position to promote safety activities. Twenty-six state associations of F.F.A. included safety in their program of work in 1944, with several states added last year. Increased safety activities were noted in the programs of Gold Emblem chapters in 1945.

Check lists have proved to be a popular means of securing results in the removal of hazards from the home farms of chapter members. The effectiveness of check lists is increased when used in connection with an intensive campaign to remove hazards. A check list is available from the National Safety Council, altho advisers have indicated that good results have been obtained with check lists prepared by their own chapter members.*

A farm-accident survey conducted by F.F.A. chapters, independently, or in conjunction with other agencies, has been used as the basis for planning chapter-safety programs. The purpose of the survey is to secure, compile, and record statistics which are essential in planning an effective local program.

Survey forms should be brief and suitable for chapter members to use. The National Safety Council has a form available which can be adapted.*

* A list of "Available Materials for F.F.A. Chapter Safety Activities" may be secured by addressing a request to: Farm Division, National Safety Council, 20 North Wacker Drive, Chicago 6, Illinois.

A worthwhile objective in the F.F.A. safety program should be at least one chapter program devoted to farm safety. Some suggestions for such a chapter meeting include:

Roll call—members respond with safety slogan, hazards eliminated at home, etc.

Safety talk—presenting facts about farm accidents.

Suggestions for chapter safety activities.

Safety demonstration.

Safety quiz contest—chapter member acting as quiz master and directing alternate questions to two groups with running score.

Farm safety discussion—based on questions handed out in advance of meeting.

Farm safety topics have recently gained in popularity as subjects for F.F.A. oration contests. There is a strong human appeal in a well organized and capably presented safety oration. A forceful speaker can create safety consciousness in his listening audience.

During the week of July 21–27, rural America will be observing National Farm Safety Week. Altho farm safety is a year-round problem, there is much to be gained in focusing attention on farm-accident prevention during this campaign. Last year a number of chapters cooperated with state and local safety councils and agricultural organizations in the campaign. Among the activities were participation in special meetings on farm safety with other groups, special safety demonstrations and exhibits, distribution of safety materials, radio programs, and sponsorship of safety films.

The most suitable plan for over-all conduct of F.F.A. chapter activities appears to be an F.F.A. Safety Club, subsidiary to the chapter. The executive committee consisting of the officers of the club automatically assumes the responsibility of all chapter safety activities.

On such a basis the achievements of the various members can be scored and suitable awards made for accomplishment. Co-ordination of safety activities with other organziations is carried out thru the executive committee.

Other activities which offer possibilities of stimulating interest in safety are:

A functioning committee responsible for surveying the agriculture department, locating and removing accidents as they occur.

Presentation of safety demonstrations, stunts, playlets, movies, and other types of programs before Farm Bureau, Grange, P.T.A., and school assemblies.

Competing in safety contests.

Presenting radio programs in safety.

Establishing and maintaining a "live" bulletin board on farm safety in the classroom.

Publishing newspaper and magazine articles on accident prevention and safety activities.

Assembling library on accident-prevention literature.

Setting up display booths and exhibits at sectional events, county and state fairs, and county institutes.

Whoever acquires knowledge but does not cultivate it is as one who plows but does not sow.—An Unknown Philosopher.

The man who keeps trying to stuff things into his mind without using what he learns becomes a mental incompetent. —Harold A. Wooster.

Friendship improves happiness and abates misery by doubling our joy and dividing our grief.—Addison.

Vocational education is that form of education that helps a man to get a job, hold a job, or get a better job.—Charles R. Allen.

The best way to learn anything which has to be done after it is learned is always to be a-doing it while we are learning.—Aristotle.

There is nothing new under the sun, but there are new ways of doing the same things—doing them better, more artistically and more forcibly.

W. HOWARD MARTIN

Farmer Classes

J. N. WEISS

Farmers Keep Score on Pork Production

J. N. WEISS, Teacher Education, University of Illinois

A GAME such as basketball is enjoyed to the greatest degree when one is seated where he can see the scoreboard. Likewise a tally or accurate account of production expenditures and cash receipts adds zest to a commercial project. Obviously, the interest is increased if this record shows a profit.

Profit in pork production depends upon efficient production and management of the herd. The pork producer can give his business the characteristics of a competitive game if he knows the score of each sow in the herd, as well as the total score for the whole herd.

We will start with the assumption that the primary purpose of pork production is to increase the net income of the farm business. In order to know whether this is being accomplished, an accurate record must be kept.

Various methods and devices have been used to motivate interest in pork-production records. The ton-litter project was popular several years ago. It will be recalled that farmers earmarked the pigs of a litter at birth and attempted to make the litter weigh a ton or more at 180 days of age, which is normally the marketing time. The labor and inconvenience involved in weighing and recording weights of the litters have caused most farmers to discontinue these records. Some pork producers kept a record of the feed consumed by hogs marketed and determined the efficiency of their production on the basis of pounds of pork produced per 100 pounds of feed consumed. This project necessitated the weighing of feed at regular intervals—an inconvenience because farm scales were often not available.

Improved practices in pork production have been recommended by agricultural experiment stations thru experiment-station bulletins, news releases in the press, and on the radio for many years, but farmers still persist in using methods that are inefficient. Why? Years of experience in working directly with farmers leads to this conclusion: A farmer ordinarily does not interpret the experimental data in terms of their application to the herd on his home farm, and therefore does little or nothing toward improvement.

Adult Evening Schools Help

Pork production based on problems brought out in adult evening schools in Illinois during the past three years has thrown new light on methods which may be used to develop and maintain interest over a period of years. Farmers welcome an opportunity to discuss their production problems with others in the local community, under the competent leadership of the teacher of vocational agriculture. A pork-production survey of the members' herds reveals such wide variations in production from farm to farm that one immediately raises the question, "Why is there such a difference?" The survey includes such data as the following:

1. Pounds of pork marketed per sow during the year.
2. Number of pigs farrowed per litter.
3. Number of pigs weaned per litter.
4. Number of pigs reared to 6 months of age per litter.
5. Average weight of pigs at 6 months of age or marketing time.
6. Average age of pigs marketed.
7. Percentage of pigs lost between farrowing and weaning.
8. Percentage of pigs lost between weaning and 6 months of age.

An analysis of these data collected from members of the evening-school class presents a number of problems with which each member is vitally concerned. Some of the problems suggested were as follows:

1. How efficient are we as pork producers?
2. What are our chief difficulties?
3. How can we increase the number of pigs farrowed and raised per sow?
4. How can we select brood sows and boars that will produce more pork per sow?
5. Where can we get foundation breeding stock with production records?
6. What records should we keep on our herds?
7. Why not keep pork-production records on sows similar to the milk and butterfat records dairymen keep on the dairy herd?
8. How can we get sow-production records that will be reliable, but require less time, labor, and inconvenience than keeping 180-day litter weights?

As a result of this type of evening-school came the realization that:

1. Accurate records of production are needed.
2. Profit in pork production can be increased by raising more pigs per sow.
3. Labor involved in weighing pigs at weaning time or 56 days of age is negligible. Pigs are handled only once, when they are vaccinated against hog cholera and weighed.
4. 56-day litter weights constitute a dependable criterion for the selection of gilts and boars for breeding purposes.

Planning for the follow-up and supervised practice is usually done late in the course of instruction. At that time members agree to keep the necessary records on their own herds based upon the following practices:

1. Earmark all pigs of each litter with same earmark.
2. Record number of pigs farrowed in each litter.
3. Record the number of pigs weighed at 56 days of age or weaning time. (Use conversion chart from 46–66 days.)
4. Rank litters in herd according to pounds of pork produced by each sow.
5. Select gilts from highest production litters for breeding the next season.
6. Compare production of individual sows and herd average with other members of the evening school.
7. Breed selected gilts to boars from higher-production litters not related.

This program is followed by farmers who produce grade and crossbred hogs as well as farmers who specialize in production of purebreds. Friendly rivalry develops between these two groups, which fact helps to motivate interest in the project.

One county in Illinois tested 134 litters consisting of all breeds. The average of 134 litters revealed: 6.2 pigs per litter at 56 days of age and 175 pounds average litter weight.

In contrast to the average for all litters in this study the 21 best litters averaged nine pigs per litter at 56 days of age and 297 pounds average litter weight. It is evident that the best litters in this test produced 70 percent more pork per litter at 56 days of age than the average of all sows, or, in other words, 10 good sows produced as much pork as 17 average sows.

Development Center Project in Pork Production

The department of agricultural education in cooperation with the division of swine husbandry at the University of Illinois set up plans for developing an educational program in pork production for 12 communities in the state. The teachers of vocational agriculture in these communities had previously indicated an interest in making a systematic study of the ways and means which could be used to increase the efficiency of pork production locally. Two teachers had done some work on sow testing in their local communities in 1941 as a part of their program planning and development project in cooperation with Dr. H. M. Hamlin. Their experience proved to be helpful in the establishment of the development center project which was started in the fall season of 1942. The pork-production project was to be continued for a period of three years. The information which follows is largely based on records and observations made on this project since it was started.

Reasons for Program

1. Pork producers wanted to measure the productiveness of each sow in the swine herd by use of production records somewhat as the dairyman has from his dairy herd.
2. It was decided that the weighing of pigs in each litter at 56 days or weaning time could be done much more easily than at 180 days or market time.
3. Furthermore, litter weights at 56 days had a positive correlation with 180-day litter weights.
4. Size of litter and ability of pigs to gain rapidly in weight is influenced by heredity. Therefore, the litter weight at weaning time can be used as one criterion in selection of breeding animals to improve the herd.
5. Swine-record associations have recognized the value of litter weights at early ages, varying from 35 days to 60 days of age for "Record of merit," "Registry of merit," "Production Registry," etc.

Sow-Testing Program Creates Interest

Observations made by the writer during the past three years in the Pork Production Development Center Project, in cooperation with 12 departments of vocational agriculture, indicates that sow testing not only creates but maintains interest in greater efficiency of pork production. Interest in this project increased when comparisons were made between records of swine herds on farms of the local community and with other herds in the state. The greatest value, however, came to the individual when he compared his own production records with those of the previous years. Thus, he established a new herd-production goal for himself each year.

Improved Practices Result

Some of the improved swine-production practices which have been noted in connection with this program are:

1. Culling low and inefficient-production sows from the herd.
2. Keeping high-producing sows for two and three years in preference to using gilts each year.
3. Providing improved pastures for swine.
4. Adopting swine-sanitation measures.
5. Improving housing and farrowing facilities.
6. Using balanced rations for sows before and after farrowing.
7. Preventing losses from diseases and parasites.
8. Establishing production goals on basis of pounds of pork per sow for the entire herd.

Program Made More Attractive

Farmers that produce pork for market and those that maintain a purebred herd primarily for the sale of breeding stock have placed their stamp of approval on the sow-testing project. However, the organization and management of the program indicated clearly that several things were necessary before large-scale testing and recording could be done. Some suggestions that came out of this educational program are as follows:

1. Weigh individual pigs on a dependable scale. (Bathroom scale was first used, then a 60-pound milk scale hung from a tripod or bracket on the side of a truck.)
2. Avoid labor of handling pigs more than necessary. (Weights were taken when pigs were caught for vaccination against hog cholera by stepping on the bathroom scale with a pig; the pig weight was the difference between the weight of man and their combined weight.)
3. Use the record book to record weights of each pig in the litter as well as total litter weight for at least two years. (A record book for this purpose has been prepared by M. O. Bohlen and J. N. Weiss and will be published by Interstate Publishing Company, Danville, Ill.)
4. Identify litters by a simple earmarking system. (University of Illinois System is included in Pork Production Record book referred to in item No. 3.)
5. Use a herd-production summary. The herd-production summary includes weights of all litters in the herd, converted to 56-day weight, thus making possible the ranking of sows in the herd based on pounds of pork produced per litter as well as the average production for all sows in the herd.
6. Organize a swine-improvement association with an employed secretary to weigh pigs at weaning time and make a report to the individual members. (Some farmers prefer to have an association keep the records on their herds rather than do the work themselves.) F.F.A. chapters have organized a swine-improvement association which provides sow-testing service and records to the farmers of the community as a part of their chapter program of work or as a subsidiary organization within the chapter.
7. Give individual pupils enrolled in vocational agriculture responsibility for earmarking litters, weighing all pigs from litters produced on their home farm, and keeping accurate records of the entire swine herd on home farm as an improvement project in connection with their farming programs.

Summary

Since pork production is one of the most important phases of farm income in Illinois and the sow-testing program provides one of the easy methods for improving the individual herd, we need to act now. Vocational agriculture thru adult evening schools, young-farmer schools, high-school pupils, and the veterans' education program in agriculture should point the way to greater net returns from the swine enterprise by use of the following suggestions:

1. Make pork production a real game on each farm by knowing the score of production of each sow in the herd.
2. Select foundation breeding animals for the swine herd from litters that have desirable records of production as well as type.
3. Sell breeding animals that fail to meet a desirable production standard. This is to be determined by the individual breeder each year. Most farmers would not keep animals for breeding purposes whose litter weight was less than 250 pounds pork at 56 days of age.
4. Cut the cost of pork production by selecting breeding animals on the basis of records of production and type rather than on the general appearance of the individual. If 10 good sows produce as much pork as 17 average sows, we can save the cost of feeding, housing, and management of 7 additional sows in the breeding herd.

In this game of pork production the farmer is the coach and manager of the herd. He selects his participants on the basis of their ability to produce, then applies the most effective principles of good management and technique to create a championship herd each year. Farmers who have kept their eyes on the scoreboard of improved pork production have made it one of the most profitable enterprises on the farm.

Book Reviews

A. P. Davidson

U.S.D.A. Manager of American Agriculture, by Ferdie Deering, pp. 213, illustrated, published by The University of Oklahoma Press, Norman, Oklahoma, 1945. List price $2.50. An interesting and comprehensive report upon the development and work of the U.S.-D.A., in which the author gives an objective appraisal of a much-maligned department. The author presents what he considers to be faults of the organization and administration of the U.S.D.A. and reveals the value of many of its basic policies. He urges a complete reorganization of the U.S.D.A. that will streamline it for the efficiency that has long been thought desirable. Agricultural educators, farmers, and city workers will find this book helpful in understanding the organization and function of a department of our government that plays an important part in our lives. APD.

American Farming, Volume IV, by Andrew Boss, H. K. Wilson, W. E. Peterson, and A. M. Field, 367 pp., illustrated, published by Webb Book Publishing Company, St. Paul. List price $4. This book deals with the more advanced phases of farm management and the legal and financial aspects of farm ownership: capital and credit, share plans, leases, deeds, and mortgages; with marketing; planned production programs; and with plant breeding and improvement and livestock breeding. Volume IV is the concluding volume of a comprehensive survey of American agriculture and agricultural practice as it applies to farm management, soils, crops, and livestock, presented, not in isolated subject-units, but in cross-section. Vocational teachers who use the cross-sectional method of organizing and presenting subject matter will find this series especially helpful. Volume IV with its emphasis on farm ownership, production programs, breeding, and improvement should have wide acceptance in the field of agricultural education as well as among the farmers themselves. APD.

Farms and Farmers, The Story of American Agriculture, by William H. Clark, pp. 346, illustrated, published by L. C. Page & Co., Inc., Boston, Mass. List price $3.75. The book deals with the history of the American farmer and contains a complete, colorful story of the land-hungry immigrants who, despite poverty, hardship, and peril, transformed the American wilderness into homesteads, plantations, and ranches during the past 300 years. Thirty million citizens are already established on farms. The problem of establishing the returning veteran is given high rank as one of the pressing problems facing our nation. The author does not attempt to answer the major questions facing American agriculture, but these questions can be solved more quickly if Americans familiarize themselves with our agricultural past and the conditions which brought about the complicated problems that characterize farming today. APD.

Farm Mechanics

R. W. CLINE

Preparing Teachers for the Agricultural Engineering Phases of Teaching Vocational Agriculture

A. P. DAVIDSON, Teacher-Trainer, Kansas State College

A. P. Davidson

WHILE there is no common agreement among agricultural educators as to the relative emphasis that should be placed upon the agricultural engineering phases of vocational agriculture, there is common agreement as to the need of giving adequate teacher preparation for whatever program is to be offered in this area.

Faced with the necessity of revising the curriculum in agricultural education in order to bring it more nearly abreast of the postwar needs, President M. S. Eisenhower of Kansas State College appointed a faculty committee to study the problem of preparing teachers for the agricultural engineering phases of teaching vocational agriculture, and to make recommendations.

The committee framed a questionnaire and mailed it to a select list of 100 teachers of vocational agriculture in the state. They were asked to do three things:

(1) Rank on the basis of importance in their teaching the seven undergraduate courses, totaling 17 semester credit hours, required for certification to teach vocational agriculture in Kansas.

(2) Indicate, from a list of agricultural engineering phases of instruction which were grouped in five areas (a) his opinion as to whether the skill should be acquired in pre-service preparation, or whether the skill should be taught after the teacher had entered the teaching field; and (b) the importance of the skill in the field of teaching vocational agriculture on a scale of 1, 2, 3, 4, 0—1 signifying most important; 0, of little or no value.

(3) Offer suggestions as how to best improve the teacher preparation in the field of farm shop and agricultural engineering.

That the teachers of vocational agriculture in Kansas were vitally interested in this problem was evinced by the fact that a total of 87 out of 100 questionnaires were returned. However, only 57 questionnaires were returned in time to be included in the report.

The figures presented here represent an evaluation by the teachers of the agricultural engineering phases of vocational agriculture from the standpoint of pre-service training needs, in-service training needs, and relative importance of the abilities listed. The teachers rated the importance of each ability on a scale of 1, excellent; 2, good; 3, average; 4, below average; 0, no value.

It is obvious that the teacher-training program in Kansas must give increased emphasis to both pre-service training and in-service training of teachers of vocational agriculture if the farm-mechanics work is to keep pace with the demands placed on our teachers of vocational agriculture.

In an attempt to meet the needs of the pre-service preparation of Kansas teachers in the agricultural engineering phases of vocational agriculture, a revision was made of the 17 semester hours of undergraduate work required in this area. The following courses in agricultural engineering and farm shop are now required of all students at Kansas State College who qualify to teach vocational agriculture in Kansas.

Course	Credit Hours
Farm Blacksmithing	(1 semester hour)
Welding	(1 semester hour)
Farm Mechanics	(2 semester hours)
Farm Power	(3 semester hours)
Farm-Machinery Repair	(2 semester hours)
Agricultural Engineering Applications	(2 semester hours)
Farm Building Construction	(3 semester hours)
Farm Mechanics Methods	(3 semester hours)

To date no definite plans have been formulated at Kansas State College for taking care of the in-service training needs of teachers in the agricultural engineering phases of vocational agriculture. This need is recognized by the college authorities, but at present we are extremely busy trying to find ways and means of providing for the pre-service training needs of students who are preparing to teach vocational agriculture.

Evaluation of Abilities

Ability	Pre-service training	In-service training	Rank 1	2	3	4	0
A. Shopwork							
1. Sharpen and repair common farm-shop tools	56		49	2	1		
2. Use common shop tools properly	56		49	2	1		
3. Solder and work sheet metal	52	4	38	11	2	2	
4. Do electric arc and oxyacetylene welding	50	6	40	11		1	
5. Do pipe work and make simple plumbing repairs	42	14	21	15	13	2	
6. Sew leather and repair harness	31	15	4	12	13	10	5
7. Supervise and assist with arranging and equipping a home farm shop	28	24	21	18	11		
8. Supervise and assist with construction and maintenance of smaller farm buildings and project appliances and equipment	36	15	31	12	5		
9. Recognize and protect against dangers and hazards	54	2	41	7	2		
10. Operate a lathe in metal work	25	29	14	21	10	5	
B. Farm Power and Machinery							
1. Select power units and machines best suited to a given farm or given conditions	18	33	17	20	8	2	1
2. Determine the cost of use of power units and machines	25	27	13	16	13	5	
3. Service, operate, and adjust common power units and machines	42	15	31	17	1	2	
4. Locate and remedy common operating troubles	37	18	37	10	1	2	
5. Maintenance of farm engines, tractors, trucks, and machines	43	12	36	8	5		1
6. Do such repair work on machinery as can be done economically by the farmer	48	8	42	6	1	1	
7. Recognize need for general overhauls, or major repairs involving the use of specialized tools and equipment	36	18	26	16	4	1	
8. Advise and assist students in building homemade machines	26	28	24	15	10		1
9. Recognize and protect against practices which are dangerous to life and limb	42	11	39	5	2	1	
C. Farm buildings and other structures							
1. Lay out a farmstead; plan long-time farmstead improvement programs for typical farms	33	21	26	17	11	1	
2. Read and interpret building plans and make simple scale drawings and sketches	50	3	34	16	4		
3. Select the most suitable building materials that may be available for specific uses	39	15	28	19	7		
4. Select lumber, supplies, and building hardware; calculate bills of material	50	4	37	16	1	1	
5. Recognize good and poor practices in building construction	47	8	25	19	2	2	
6. Do concrete work, and simple carpentry with various materials	48	8	27	16	4	1	1
7. Plan a building maintenance program	27	25	20	18	8	2	
8. Select laborsaving equipment	19	33	17	16	8	4	
D. Soil and water management							
1. Make simple surveys and run levels and contours	53	3	38	10	4		
2. Plan terracing and simple farm-drainage systems	43	11	33	13	4	1	
3. Maintain terracing and drainage systems	41	14	32	12	3	1	1
4. Integrate methods of erosion control and related farming practices	39	14	35	12	1		1
5. Construct terraces with available farm equipment	31	23	33	11	4	2	
6. Plan irrigation systems for use in your locality	8	38	12	9	15	8	2
E. Rural electrification							
1. Advise farmers on problems of wiring the farmstead and buildings	24	30	15	20	8	7	
2. Select lighting equipment for yards, lots, and buildings	24	27	13	18	10	5	2
3. Select common electric appliances and equipment	23	28	16	17	8	3	2
4. Evaluate the use of electricity in productive farm enterprises, in improvement of farm living conditions, and in saving labor	28	26	17	17	12	1	1
5. Make suitable application of motors to various jobs, including selection of suitable types and size	29	25	17	18	6	2	2
6. Read meters, interpret rate schedules, and compute monthly bills	35	19	19	14	10	3	2
7. Repair and maintain electrical equipment.	47	8	28	13	6	1	
8. Recognize and warn of the hazards in the use of electricity	45	7	37	7	3	1	1

Adjusting Agricultural Education

(Continued from page 8)

sion in these desirable lines in most schools.

In-service training may help, but the busy, full-time teacher has limited time and energy for in-service training. Summer schools cost money and take valuable time. Most of the men who are teaching now had their formal teacher-training before the war. A 1946 job cannot be done with 1906 tools. The teacher-training institutions have an exceedingly grave responsibility going clear back to the changing concept, to a re-evaluation of the teacher's job, including all of the modern administrative complications. Much of the future success or failure lies squarely in their hands.

Doctor Gregory closed the panel with a little citation worth recording. His small sons had made a marvelous sand-table model of an ancient castle with all the roads and bridges and moats and trees—everything complete. The following night Indiana had one of its famous downpours of rain—a gully-washer, a root-soaker, a duck-drowner. The next morning, after reviewing the remains of the sand table, one of the boys rushed in with this report: "Dad, the bridges are all out; the roads are all gone; the trees are all down; but the castle still stands."

He who seeks only for applause from without has all his happiness in another's keeping.—Goldsmith.

Books fulfill their noblest function when the little black characters minister to the need not for entertainment, not for knowledge, but for the nourishment of the human spirit.—Monroe E. Deutsch.

In the broad sense of the word, a plan is a statement showing how something is to be done. Thus, any plan involves two fundamental ideas: (1) The setting up of an objective, and (2) the formulation of some idea of how the objective is to be attained. Such a statement may range all the way from an extremely general statement to a very specific statement, according to the amount of detail required.—Wright and Allen.

Future Farmers of America

A. W. TENNEY

Camps in North Carolina

R. J. PEELER, State Executive Secretary

R. J. Peeler

THE North Carolina Future Farmers of America are extremely fortunate—and they know it. For with the golden, warm days of spring and summer approaching, a young boy's first thoughts turn to the great outdoors with the many sports it has to offer, such as swimming, fishing, camping, or playing baseball, volleyball, and tennis. And here in this state, the F.F.A. boys have at their disposal two very lovely summer camps—the perfect answer to their dreams of healthy, summertime living.

These camps are state-operated, free from debt, and valued at over $100,000. They were acquired thru careful planning and hard work on the part of the F.F.A. boys, local chapter advisers, and staff members for a period of over 17 years. During this time more than 50,000 F.F.A. members have spent an exciting week at one or both of these camps.

Ideal Location

The ideal location of the camps is enough incentive in itself to make any young fellow look forward with eager anticipation to his week's stay at one or the other. On one side of the state, in the level lands of the eastern part about 75 miles from the ocean, is located the White Lake F.F.A. Camp. And over in the west, in the center of Vacation Land in the beautiful Land of the Sky, is the Tom Browne F.F.A. Camp. The former has as its main attraction beautiful White Lake with its crystal clear water, the white sandy bottom, and many other features which help make it an ideal spot for summer vacations and camping programs. And there's always a plentiful supply of fish for lovers of the rod and reel! The latter, named for T. E. Browne, state director of vocational education in North Carolina, is within easy driving distance of the many spots which attract annually more than 300,000 visitors, such as the National Forest areas, the Great Smoky Mountains National Park, the Cherokee Indian Reservation, Chimney Rock, and the Lake Lure regions. The Skyland Drive, connecting the Shenandoah Valley with the Great Smokies, runs within sight of the camp.

In 1929, after the Future Farmers of America had become well established in North Carolina, several farsighted leaders recognized the need of a camping program for the benefit and enjoyment of the boys. So they began to search for a suitable site. A real-estate development company—Pharr and Adkerson—was interested in the F.F.A. and generously offered to lease them a camp site indefinitely. In addition to this, they loaned them enough money to build six cottages for boys, one dining hall, one teachers' cottage, and to make necessary permanent improvements, the total amounting to $7,395. This money was to be paid back from camp receipts. The boys and teachers were charged $4 each and food quota for each week period of camp, $2 to be used for camp expenses and the other $2 to be paid on the camp debt. Several donations were made including $10 each from 80 teachers and district supervisors. Ten years later all loans had been paid, and the F.F.A. boasted complete ownership.

It was at this time, in 1938, that it was realized that changing the location of the camp would be beneficial. Until then, the camp had been about 400 yards from the lake, but now steps were taken to move it nearer the lake front so that swimming, fishing, and other camping activities could be conducted more conveniently. Consequently, a 600-foot lake frontage was purchased for a new camp site, a pier was built, the cost of the two being $3,550. During that summer and the following one, the new location was cleared, filled in, and new buildings were erected. Labor was secured for the most part thru the W.P.A. Camp attendance during these 10 years had increased from 891 in 1928 to 2,144 in 1938.

With only meager resources to start with, the F.F.A. undertook to build up this project, and the records show that the present value of the new site, buildings, and other equipment of White Lake Camp amounts to a total of $37,456. This includes the following: 20 cottages for boys, each one accommodating 24 boys; one recreational hall, 60 x 80; one dining hall, 40 x 80, with a 30 x 30 kitchen, pantry, cold storage and office; one 18-room teachers' cottage; one four-room staff cottage; one five-room manager's cottage; three conveniently located bathhouses, pump house, board walks, pier, slide, and diving platform. All buildings are equipped with electric lights, and running water is installed in all but the boys' cottages. The new site also has a baseball field, two volleyball courts, and one tennis court.

By 1938 the state association had increased to a membership of over 12,000, and the supervisory staff at White Lake began to realize the need of further camping facilities in order to accommodate all the boys. Since White Lake was located in the level lands of the east, it was felt that another camp, if established, should go up among the high peaks in the west so that Future Farmers might have a broad firsthand knowledge of the widely contrasting areas of their state.

So the search was begun. By sheer luck, a site almost made to order was found. Located in Buncombe County, 22 miles northeast of Asheville in a wide valley at the foot of the mountain's range were 18½ acres of level land. On it were 16 usable buildings, a recreation hall, dining hall, cottages suitable for guests or camp administrative personnel, a well-developed athletic field, tennis courts, and other facilities for outdoor recreation. The Civilian Conservation Corps had been using it up to that time, but their work was completed in 1938, and they were moving out.

Thru the efforts of F.F.A. officials, the United States Forestry Service was persuaded to turn over its interest in the camp buildings and other equipment. However, the camp site was located on private land. After contacting the owner, it was agreed that the F.F.A. would lease the land at an annual rate of $100, and would take an option to purchase land to be exercised on or before October 1, 1940. The name of the camp was to be "Tom Browne."

Option Taken Up

For three seasons the camp was operated under this agreement, and on the first of October, 1940, the option was purchased, the title to the entire property cleared, and the F.F.A became complete owners. This was made possible by gifts from various chapters on the basis of 50 cents per member, by loans made to the association by teachers and members of the vocational education staff, and by the use of a small surplus from regular F.F.A. funds.

Immediately after the deed to the camp was turned over, steps were taken to provide an improvement project with the assistance of funds from W.P.A. The project was approved and included the following: a standard-size concrete and native stone swimming pool complete with modern appliances, modern bathroom facilities in a new building, the relaying and repair of approximately two miles of water lines, the building of a three-yard rock retaining wall along the east bank of Dillingham Creek to protect the camp property against any future overflow, general repair to all buildings, and landscaping the grounds.

The total cost of the project amounted to about $20,000, $11,000 of which was provided by the W.P.A., while the Association provided the rest. However, since the Association's total cash outlay amounted to only about $4,000, the balance was made up of their contributions of stone, lumber, and other materials which they already had. The essential improvements were made by the opening of the camp for the first season, altho the landscaping and other features were not completed until after about eight months.

The Tom Browne F.F.A. Camp is now complete and offers varied and interesting opportunities for an enjoyable week of camp.

The supervision of the two camps is done by the same group, called the Camp Policy Committee. This committee is made up of the state supervisor, the state executive secretary, the state president of F.F.A., the district supervisor, and one outstanding teacher from each district. Their duties and responsibilities include the following: the formulation of general policies relating to the operation of a state-wide camping program, the employment of camp managers from applicants recommended by the executive secretary, and the keeping of all camp activities in line with the high ideals and purposes of F.F.A. The committee meets at the time of the annual conference of teachers of vocational agriculture, altho other meetings may be called upon request of the executive secretary or a majority of the members.

The administration of the two camps falls on the shoulders of the executive secretary. He employs all personnel, with the exception of the camp manager, and he is placed under bond, along with his assistant and the two camp managers, sufficient to guarantee the protection of all funds. His other duties include the designation of banks or depositories for all camp funds, the paying of all major operating expenses, and the setting up of a system of accounts to be audited annually by a competent person. A financial report shall be given during the state F.F.A. convention, a copy of which is mailed to each F.F.A. chapter.

The two camp managers are employed by the Camp Policy Committee, and it is their duty to see that the food is wholesome, the sleeping facilities are comfortable, all quarters are kept sanitary, and the activity program meets the needs of the group. They also employ all additional help, subject to the approval of the executive secretary, as well as discharge any employee of the camp. It is their responsibility to see that the camp is operated in line with the policies approved by the Camp Policy Committee. All camp employees are responsible to the managers.

Regular sports and other activities are carried on during the camping season. Approximately 20 chapters attend for each week period, arriving on Monday morning and leaving on Saturday, which provides a sufficient number of boys to carry on a well-founded program. The sports program, which is competitive on a chapter basis, includes swimming, water ball, baseball, softball, volleyball, horseshoe, shuffleboard, and stunts. A devotional program is conducted each morning followed by roll call, and 10 to 15 minutes of strenuous calisthenics. During the day, classes are offered in first aid and lifesaving, while entertainment programs are offered at night, including motion pictures, music, games, leadership training, and square dancing.

The cost of the week of fun to the Future Farmers is comparatively little. During the 1945 season, each boy furnished one pound of ham, one-half pound of sugar, one dozen eggs, one fryer, and in addition paid $7 which covered the cost of operation and other expenses.

These two camps—White Lake and Tom Browne—have the many requisites necessary for a well-balanced program. They provide the setting and atmosphere that a young fellow longs for when he thinks of glorious summer days. They furnish the sports, the food, and the work that build and give exercise to young, healthy bodies. They supply the diversions, the fellowship, and the training which are so beneficial to growing boys, not only for their health's sake but for the wholesome molding of mind and spirit.

The F.F.A. association is proud of their record in North Carolina, and they hope that every member in the state may have the opportunity of spending at least a week at one or both of their camps.

Campers Enjoy a Period of Relaxation at the Tom Browne F.F.A. Camp

Look Ahead

(Continued from page 9)

receiving instruction on problems that directly concern them. They, too, should organize and operate a young farmers' association. The adult farmer must be given the opportunity to attend the type of class of his choice in order to improve his farming operations. He should be encouraged to affiliate with the adult farmers' organizations of his choice. The entire farm family needs to be provided with opportunities for instruction in problems on farm-family living.

Pupils

The kinds of pupils I hope to see are: the boys who plan to farm, the young farmers who are eager to learn what it takes to become established in farming, and the adult farmers who feel that a study of their problems together will benefit them individually and as a group.

Training Teachers

My final hope is that the young men who are to be teachers of vocational agriculture will be taught thru participation so that when they are employed they will have enough confidence in themselves to undertake their full responsibilities without being afraid. In fairness to the program, teachers in service should help recruit young men who they think will make good teachers of vocational agriculture. The teacher-trainers should be careful in the final selection of young men to be recommended to the state supervisor for placement. These young men should be provided the technical and professional training to fit them for the work required of a teacher of vocational agriculture. They should be required to spend at least three months in a directed teaching center in which there are critic teachers to watch over them and see that they have an opportunity to participate on their own responsibility in all phases of a complete program. While in the practice centers, these trainees should be followed up by the teacher-trainers and by the technical professors. After these young men get on the job and the district supervisors take over, the teacher-trainers should follow them for at least a year to see if their experience reveals the need for changes in the instructional program for training teachers.

Farm Forestry

F. W. LATHROP,
U. S. Office of Education

F. W. Lathrop

IN MANY states the farm wood lot represents a source of income for farmers which they have often overlooked. Schools and even departments of vocational agriculture have been remiss in introducing forestry into the course of study.

States such as Mississippi, Florida, Alabama, Ohio, West Virginia, Utah, and Wisconsin have recently promoted the teaching of forestry in the schools, some thru the publication of textbooks, others thru legislation.

In the South especially, F.F.A. chapters have conducted group projects and sometimes call them community forests. The farm wood lot makes an excellent supervised-farming project for individual vocational students.

The Division of Forestry of the United States Department of Agriculture has prepared a special "teaching kit" for teachers of vocational agriculture. This kit is adapted to each of the four regions, as the following list shows.

Teaching Kit for All Regions

Arbor Day. U. S. Department of Agriculture, Farmers Bulletin No. 1492, 1940.

The Work of the U. S. Forest Service, U. S. Department of Agriculture, Misc. Publication No. 290, 1945.

Forestry for 4-H Clubs. U. S. Department of Agriculture. Misc. Publication No. 395, 1941.

Living and Forest Lands. U. S. Department of Agriculture. Misc. Publication No. 388, 1940.

Building With Logs. Forest Service, U. S. Department of Agriculture, Misc. Publication No. 579, 1945.

Community Forests for Rural People. U. S. Department of Agriculture Leaflet No. 244, 1945.

Cooking Over the Camp-Fire. Multigraphed. Forest Service, U. S. Department of Agriculture, 1945.

Material of Interest to Teachers. Multigraphed. Forest Service, U. S. Department of Agriculture.

Let's Talk About Timber Supplies. Printed leaflet. Forest Service, U. S. Department of Agriculture. DS-26, 1945.

Don't Kill the Forest Goose. Printed leaflet. Forest Service, U. S. Department of Agriculture. AIS 13, 1945.

Some Plain Facts About the Forests. Forest Service, U. S. Department of Agriculture, Misc. Publication No. 543, 1945.

A Forest Conservation Program. Printed leaflet. Forest Service, U.S. Department of Agriculture, 1945.

Community Forests. Printed bulletin. Forest Service, U.S. Department of Agriculture, 1939.

Great Forest Fires of America. Printed bulletin. Forest Service, U. S. Department of Agriculture.

ment of Agriculture:

How a Tree Grows.
Need Marketing Advice?
Cut Low Stumps.
Know Your Timber.
Proper Harvesting Pays.
Cut Wolf Trees for Fuel.
Thin Your Crowded Trees.
What We Get From Trees.

Supplementary Publications in Kits

Southern Region

Pruning Southern Pines. U.S. Department of Agriculture. Farmers Bulletin, No. 1892, 1942.

Preventing Destructive Fires on Southern Woodlands. U.S. Department of Agriculture. Farmers Bulletin No. 1926, 1943.

Farm Buildings From Home Grown Timber in the South. U.S. Department of Agriculture. Farmers Bulletin No. 1975, 1945.

Dual Purpose Pines. Forest Service, U.S. Department of Agriculture. Leaflet No. 168, 1939.

Protect Hardwood Stands From Grazing. U.S. Department of Agriculture. Leaflet No. 86, 1941.

North Atlantic Region

Protect Hardwood Stands From Grazing. U.S. Department of Agriculture. Leaflet No. 86, 1941.

Planting Black Walnut. U.S. Department of Agriculture. Leaflet No. 84, 1932.

Central Region

Protect Hardwood Stands From Grazing. U. S. Department of Agriculture. Leaflet No. 86, 1941.

Western Region

None.

The publication entitled *Material of Interest to Teachers* lists other available forestry publications and includes an order blank.

Teachers who wish to secure one of the teaching kits should address the Publications Unit, U.S. Forest Service, Washington, D.C.

Personal Notes

JESSE H. TAFT has replaced Franklin E. Heald as supervisor of teacher-training in agricultural education in Massachusetts.

Charles F. Oliver, Jr., has been appointed to the position of professor of agricultural education at Massachusetts State College. He succeeds Professor Winthrop S. Welles, who retired on September 1, 1945.

Stanley Sundet has accepted a position as assistant professor of agricultural education at South Dakota State College. Prior to spending five years as an officer in the army, Mr. Sundet taught vocational agriculture at Geddes, South Dakota.

Stanley Wall has been brought into the Kentucky Department of Agricultural Education. He previously taught for seven and a half years in Garrard and Jefferson counties.

Dr. C. S. Anderson has resumed his duties in the department of agricultural after 14 months with U.N.R.R.A.

David R. McClay became a member of the staff of the department of agricultural education at the Pennsylvania State College on March 1. His appointment brings the staff to normal size, following the retirement of Dr. W. A. Broyles last fall.

G. C. Cook recently returned to Michigan State College, after having been employed as a special supervisor in the war-training program in the United States Office of Education for five years. H. P. Sweany, on appointment during Mr. Cook's absence, has accepted a position at Western Kentucky Teacher's College, Bowling Green.

W. A. Ross has been appointed consultant in public-service occupations, Vocational Education Division, United States Office of Education. He had served in an acting capacity since 1943. Mr. Ross was executive secretary of the Future Farmers of America for a number of years.

W. Lyle Moulds, state supervisor of agricultural education in Delaware, returned to his position March 1, after being on leave for army duty. P. M. Hodgson, who had served as acting supervisor, has accepted a position with the State Board of Agriculture in Delaware.

H. E. Wood has been appointed acting state supervisor of vocational agriculture in Florida.

H. C. Fetterolf, Vice-President, A.V.A.

H. C. Fetterolf

H. C. FETTEROLF, state supervisor of agricultural education in Pennsylvania, is the new representative for agriculture on the executive committee of the American Vocational Association. His appointment follows the term served by the late J. A. Guitteau of Washington and Julian McPhee of California.

For 31 years Mr. Fetterolf has been chief of agricultural education in Pennsylvania. In addition to the many positions of responsibility held in his own state, he served for 12 years as a member of the national committee on judging contests for the American Vocational Association, and as a member of the National Advisory Council of Future Farmers of America for three years.

Mr. Fetterolf was reared on a Pennsylvania farm. He has found time to manage his 160-acre farm during the period he has served as state supervisor.

The daily doing of needful things with regularity and efficiency is half of a liberal education.—Eugene Davenport.

Interest is the attitude of mind that makes an individual do his best on the job. Satisfaction, on the other hand, is the attitude of mind that keeps him from leaving his job. Morale is a product of interest and satisfaction.

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