agricultural education

MAGAZINE

These officers form the executive committee of the young peoples club at Canal Winchester, Ohio. Seated with them are Ralph Bender and Ruth Knowlton, teachers of Agriculture and Home Economics. The chairman (standing) is the author of the article on page 85

NOVEMBER, 1946

VOL. 19

NUMBER 5

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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Subscription price, $1 per year, payable at the office of the Meredith Publishing Company, Des Moines 3, Iowa. Foreign subscriptions, $1.25. Single copies, 10 cents. In submitting subscriptions, designate by appropriate symbols new subscribers, renewals, and changes in address. Contributions should be sent to the Special Editors or to the Editor. No advertising is accepted.

Entered as second-class matter January 21, 1929, under Act of Congress, March 3, 1879, at the post office, Des Moines, Iowa.

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Editorial Comment

Expanding and Improving Programs of Instruction for Young Farmers

R. E. Naugher

DURING the war period, the impression was prevalent among workers in agricultural education that war conditions, both military and industrial, had stripped the farming areas of out-of-school young men who were concerned with problems of farming and who might, as a consequence, need systematic instruction. This point of view was not altogether correct, as many teachers of vocational agriculture continued their classes of systematic instruction with young farmers. The enrollments in some of these classes were not as large as they were in the prewar years, but keen interest in problems closely related to the farm was maintained at a high level.

In addition to the above group who remained on farms during the war years, thousands of farm youth, well on the road to establishment in farming thru accumulations built up during in-school years thru supervised farming programs, liquidated their holdings of livestock and other farming interests to enter the armed services or to work in war industries. Thousands of these young men have been released from the armed forces, and many are returning to farms. The returned veteran or industrial worker may want and may be able to return to the home farm. He may, on the other hand, wish or be forced to locate on another farm as a tenant, manager, or partner, or possibly he may be able to purchase a farm.

According to the 1940 census there were 6,096,799 farm operators on farms in the United States. Assuming the average farmer is actively engaged in his vocation 35 years, it would require 174,194 new farm operators each year to replace those leaving the occupation.

Each year an average of approximately 250,000 farm boys in the United States enroll in classes of agriculture in high schools. Of this number approximately one-third graduate or drop out of school. Assuming that 60 percent of the graduates and of those leaving school with training in vocational agriculture went into farming, the total, or approximately 50,000, represents roughly 30 percent of those needed to replace those leaving the occupation annually. In other words, 70 percent of the new farm operators entering the farming occupations each year in the United States have had no systematic instruction in vocational agriculture in high school. The only opportunity those engaged in agricultural education have for reaching and training this out-of-school group is by enrolling them in young-farmer classes. An opportunity should be provided for out-of-school young farmers to enroll in classes where such kinds of instruction are offered at such times and at such places and in such amounts as will aid these groups in the solution of problems that are common to their farms. In looking to the future development of the educational program for young farmers, and in order to make the program more efficient, every effort must be exerted to utilize the findings and services of the agricultural experiment stations, Soil Conservation Service, Rural Electrification Administration, Farm Credit Administration, and all other agencies that can contribute to the solution of farm problems. Much valuable information has been made available, which would aid in the solution of many of the big farm problems, but many teachers seem to lack the confidence or the teaching "know-how" needed in presenting this information to farm groups.

One teacher recently remarked that the young-farmer program for young men on farms is comparable to the Junior Chamber of Commerce program for young men in business as far as social, leadership, and cooperative activities are concerned. In addition to this, the young-farmer program has educational features which deal with training in skills, abilities, and understanding pertaining to farm operators and management. This program, therefore, furnishes an educational offering which should aid each young farmer in terms of his individual needs and background.

In talking with a teacher regarding his plans for conducting a young-farmer class, the problems he planned to discuss with the group were reviewed. According to his statement, many of the young men wanted to rent a good farm, and a few wanted to buy farms. However, no time was to be given in the group discussion to selecting and appraising a farm nor to rental agreements. The teacher volunteered the information that he knew nothing about either of these subjects, and consequently he thought it would be foolish for him to try to discuss this with the group. The solution to these two problems probably will have a greater effect on the successful establishment of these young men in farming than any other problems that could be discussed at this time. Much valuable information is available to the teacher on both subjects; many successful farmers in the community would be glad to help with the discussion, but because the teacher knew nothing about these subjects, he is letting the opportunity pass. This incident could be repeated in hundreds of other communities.

Too little attention is being given in organized group instruction to many of the really big farm problems that so vitally affect the future welfare of successful farm-family living and the welfare of the nation. Such problems as soil and water conservation, land capabilities and utilization, conservation of forest resources, human nutrition, housing, cooperative activities, rural electrification, and many others are seldom discussed. Most of our attention has been given to the efficient production of crops and livestock. Emphasis will need to be continued along these lines; however, those engaged in promoting and developing programs in agricultural education have the responsibility of bringing to the young farmers the best available information to aid them in becoming established in farming and in the solution of all their big farm problems.—R. E. Naugher, U. S. Office of Education

Young-Farmer Groups

SOME emphasis is being given in this issue to the program for persons becoming established in farming, including former servicemen enrolled in the program of veterans' education. As pointed out by R. E. Naugher in the accompanying editorial, the enrollment in young-farmer classes was not large prior to the war, and during the war this phase of the work in vocational agriculture, as such, practically disappeared. During the emergency, however, many young men on farms participated actively in the agricultural phases of the war-training program.

Another of our contributors this month, D. N. McDowell of Waukesha, Wisconsin, suggests that the most-effective work in agricultural education is to be realized from the instruction of young operating farmers. Certainly, the program of veterans' education in agriculture presents a teaching opportunity not extant heretofore. The farming problems of this group are immediate. The large majority of the individuals are extending their equity in farming and are concerned immediately with matters of agricultural credit. Many of them are finding farming opportunities by entering into partnerships or by acquiring farms in their own right. All of them are interested in managerial problems and with the acquiring of information and skills. Beyond their vocational interests, these veterans as a group are concerned also with the establishment of homes and in becoming a part of the rural society in which they find themselves.

The program of veterans' education in agriculture is not devoid of problems. There needs to be careful screening in the selection of candidates for instruction. Special teachers must be found who have had practical experience in farming and technical training in agriculture, and who can get along with people. The work should utilize the program of other agricultural agencies. Furthermore, the work must be closely tied in with the general objectives and the total program of agricultural education.

The contributors pertaining to the programs of young-farmer groups were solicited by W. Howard Martin and J. N. Weiss, special editors of the Farmer Classes section.

Young Farmers and Homemakers Cooperate

HELEN LeBARON, Supervisor Homemaking Education, Burlington, Vermont
W. H. MARTIN, Supervisor Agricultural Education, Montpelier, Vermont

THE vocational teachers of Middlebury High School (Vermont) recognize that the future of that rural community depends in large part upon the successful establishment of its enterprising young adults in farming. It was their conviction that prompted them to initiate an educational program to help with this particular problem. Some 40 young farm people from the five towns in the school's patronage area now constitute the "Young Farmers and Homemakers Group" which meets twice each month, to study problems of farm-family living. To these young people, becoming established in farming is a joint problem for the farmer and his wife, and, therefore, one to be studied together.

In January of 1945, two farm couples, both of whom were just starting on farms of their own, met with Mr. Richmond Young and Miss Kathleen Easton, teachers of agriculture and of homemaking at Middlebury High School, to discuss the possibility of organizing a class for young adult farm folk. To this small nucleus, additional young couples were attracted. After a few meetings the class members became so enthusiastic they decided to organize an association in order to provide for a program that would be continuous. In June of that year, 26 farm people—11 husbands and their wives, and 4 single men—completed the course entitled "Farm Family Living, Series I."

According to members, this class provides the only opportunity open to them to plan and organize an educational program around their specific problems. They have common needs and common interests. Every member is living on a farm; most of them are high-school graduates, in their early 20's, and now in the process of becoming established on farms. All those who are married have small children.

In the past, attempts to include young farm women in adult evening classes in this locality have been unsuccessful. Hazardous winter driving thru snow and ice over country roads, and responsibility for the care of small children at home have been the major obstacles. Attendance at these meetings on farm-family living, however, has averaged 75 percent of the membership for both women and men. While transportation difficulties for women are lessened where they can accompany their husbands, the absence of both parents from the home makes the problem of the care of small children more acute. Interest in the meetings is so great that ways are found to surmount even this obstacle. Relatives, when available, are brought in for the evening; in other cases, children are taken to homes of friends to spend the night.

Committee Helps Plan Program

This group plans its own instructional program. The executive committee, made up of one member from each of the five towns represented in the Young Farmers and Homemakers Group, draws up a list of topics to be covered during the year. When outside speakers are desired, the committee recommends the individuals to be invited. The two teachers share the responsibility for planning and conducting the specific programs for each meeting and for leading the discussions. During the past year, speakers from the University of Vermont, Middlebury College, and the local community have participated. Whoever the speaker, one rule prevails—he must limit his formal presentation to 20 minutes. This regulation was adopted soon after the group was organized, as a means of reserving time for discussion and exchange of opinions. This is but another evidence that young people know what they want and value an opportunity to make full use of an educational experience. Most of the meetings have been planned to meet the common interests of the entire group. Subjects included represent a wide range of interests; family health, rural recreation, laborsaving for barn and home, psychology of children, landscaping the farm, farm and home accounts, and legal aspects of farm partnerships. One of the most popular meetings was devoted to a sudy of Soviet agriculture.

To add variety, the men and women occasionally meet separately for the instructional part of the program. The topics covered then become more specialized and include such problems as room arrangement and decorating for the women, while the men consider the pros and cons of pasture improvement.

Each meeting has ended with a period of recreation. Class members have often become so interested in sharing experiences as they enjoy refreshments provided by the committee that it has been difficult to terminate the meeting at a reasonable hour.

Meetings are usually held at the high school. When considering subjects that can better be studied in their actual setting, such as kitchen efficiency, home arrangements, and the like, the group gathers at the home of one of the members.

Teachers Visit Homes

The service of the teachers does not stop with the class meeting. Miss Easton and Mr. Young periodically visit the farm homes of the class members to give additional help in solving problems of farm-family living. Special conferences with the instructors are often sought before the meeting opens, or during the social hour which follows the class discussion.

The work at Middlebury has been followed with interest by local administrators and vocational teachers who consider it a possible guide toward the more effective service of rural high schools. From two years of experience with the program it is evident that it has filled a definite educational and social need for the heads of newly established farm families. It has enabled husbands and wives

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The agricultural teacher conducts a discussion on the use of submarginal land with the male members of the "Young Farmers and Homemakers Group" at a farm home

The women meet in a farm home for a discussion on ways of making the house attractive. An instructor from the college assists the homemaking teacher

We Have a Complete Young-Farmer Program

DONALD SWITZER, Class Member, Canal Winchester, Ohio

TO BECOME established as a successful farmer has been my goal for a number of years. I am gradually achieving that goal—starting with a sow-and-litter project, as a freshman in vocational agriculture in 1939, to farming 120 acres on the one-third share basis in 1946. This progress has been made possible thru a program of vocational agriculture, in the Canal Winchester, Ohio, school, which extends thru high school to a well-balanced young-farmer program. When I graduate from young-farmer work, I can then participate in the program for the adult farmers. I think this is the kind of program that every rural community should have, particularly where vocational agriculture is taught.

As a boy entering high school I needed help; when I graduated from high school I still needed assistance; and now, after being out of school for three years, and in the young-farmer work, I desire and need more of the same type of program. I say this because it has been interesting, suiting the needs that I had, and it has been a continuous program of improvement to me as a farmer and as a citizen.

A Continuous Program

Perhaps my situation has been a little different from most young men. Because of family difficultics, I have made my home with an uncle and aunt on a 120-acre farm. It was on this farm that, as a freshman, I began to become established as a farmer thru my sow-and-litter project. I can well remember Mr. Ralph E. Bender, who was and still is my instructor of vocational agriculture, who talked with my aunt and uncle and myself about the characteristics of a good farming program and what it should do. He pointed out that I should get started with an enterprise in which I had an interest, that would fit in well with the farm business, and would be profitable. He also said that the farming program should be developed in size and scope in keeping with my ability to grow into farming.

I took my vocational aim seriously and enlarged my farming program each year until, as a senior, I had a program consisting of 3 sows and litters, 1 dairy heifer, 300 chickens, poultry management, 12 acres of corn, and other supervised practices of dairy records, home beautification, soil testing, and engineering jobs. At the time I graduated from high school, I had an investment of approximately $750.

I remember another high-spot conference with Mr. Bender and my aunt and uncle which occurred on our farm a short time after I graduated. At that time we very carefully went over plans for setting up a partnership agreement on the entire farm business. After some study and planning, I started on a one-fifth and four-fifths share arrangement. We agreed to work that plan for a year, at which time it would be changed to a one-fourth and three-fourths share. In the meantime, we thought we could make a good addition to our business by purchasing 50 acres of land adjoining our farm. This allowed us to change the share arrangement from a one-fourth to a three-fourths share to a one-third and two-thirds basis.

The young-farmer program has been very helpful to me in thinking thru these problems, because we discuss that type of problem frequently. Our young-farmers' association sponsors a short course each year. This course consists of a series of 15 to 20 meetings, which for the most part, are held during the fall and winter months. Each week we have a meeting, at which time we discuss production and managment problems. What is to be included in our program is determined by Mr. Bender and the young-farmers' association group. Usually the executive committee works thru this planning first, and then presents it to the group for discussion and adoption. Some of the topics that we discussed at our meetings this past year were, "Agricultural Outlook for 1946," "Planning Our Cropping System," "Increasing Acreage of Legumes," "Use of Lime," and "Plowing Under Fertilizer." During the years, livestock-production problems have been discussed frequently.

Most of the discussions are lead by Mr. Bender, but there are times when we have a "specialist," and there are other occasions when one of our own group will be in charge. We also make use of film strips and movies. As a follow-up of some of the conservation work we have had, we are planning a 160-mile tour to two of the outstanding farms in Ohio. I mention this because our program is an annual program, rather than just the short-course discussion meetings to which I referred. Another point which I think is important is that we emphasize, at our meetings, good practices and how they can be adopted on our farms. I am sure that all of the 44 young men who were enrolled in our program the past year have done something, with the help of Mr. Bender, to better their farms.

Had Leadership Experience in F.F.A.

In high school, as an F.F.A. member, I was privileged to participate in many activities which helped my development a great deal. I was secretary and president of the chapter, winner of the state F.F.A. public-speaking contest, and a State and an American Farmer. I was wondering if I would have an opportunity to continue, beyond high school, in some activities which helped me so much while in school.

I was not disappointed. The young-farmer program at Canal Winchester was large and varied enough for all to participate. In addition to the instruction concerning farm problems, we had special meetings on such topics as farm safety, morals, veneral diseases, and other subjects. Recreation which consisted of basketball, volleyball, and bowling parties, along with refreshments once a month, helped to make the program even more interesting. These activities are all carried out thru committees of the young-farmers' association. I have been fortunate to be a member of the executive committee since it has provided some opportunities for personal development which I would not have had otherwise.

It has been said that men cannot get along without women. For nine years we have had a Canal Winchester Community Club composed at present of about 125 young men and women. We meet regularly once a month for some type of activity. During the fall and winter months, our regular meeting consists of a short business session and a discussion of some problem that is of mutual interest to young men and women. The discussion consists of such topics as, "Developing a Pleasing Personality," "Preparation for Marriage," "Furnishing a Home," and "How Can We Have a Lasting Peace?" These topics are led by our advisers, Mrs. Knowlton, our home-economics teacher, and Mr. Bender, or an outside speaker, or by a panel. Recreation at the end of these meetings consists chiefly of folk games and square dances.

Many other activities are sponsored by our Community Club. This past year we presented a three-act play, held three public square dances, and sponsored a Community Institute, a leadership training program on recreation for anyone in the community, and a banquet. In July we had a picnic and outing at a lake 60 miles from home. Our interesting activities undoubtedly account for the average attendance of 65 at these meetings. As president of the Community Club, I find it just as challenging and interesting as the F.F.A.

I am thankful for all of these opportunities. As I have said, they are helping me to become established in farming, teaching me how to produce more efficiently, and how to live happily with my fellow citizens. I wouldn't like to be without the Young-Farmer program.

Young Farmers Cooperate

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to discover and deal with their common problems. There is reason to believe it has contributed much to the successful establishment and adjustment of the young people.

The educational opportunity afforded to the group might indeed be characterized as providing a continuing life adjustment program. Certainly its scope goes far beyond that which ordinarily is considered as vocational education. True, the pivotal problem is establishment in farming—but rearing children, participating in civic life, understanding international problems, managing family finances, and the like are problems related to and co-extensive with that of successful establishment. As they planned a program for their particular needs, these young people have included a study of broad social and economic issues and problems as well as specific techniques of farm-family living.

The state F.F.A. camp in Missouri operated 11 weeks during the past summer with an enrollment of approximately 100 campers each week. An officer from a neighboring state was invited to the camp each week as a guest of the Missouri Association. The camp is located on the Lake of the Ozarks and was established in 1945.

Young Married Farmers Continue Vocational Education

PAUL WALKER, Teacher, Newton, Illinois

Paul Walker

ACCORDING to a survey conducted by the instructors of vocational agriculture and home economics at the local high school, it was revealed that out-of-school, young farmers, married and single, were found to be the most neglected group educationally and socially in the community served by Newton Community High School in Jasper County, Illinois. The attempt of these two vocational teachers to help these young farmers solve their problems is met with cooperative vision and intelligent planning by these same young men and women from the farms of this typical Midwestern rural community.

Familiar facilities previously used by most of these same students as undergraduates still exist in the high-school plant (see Chart No. 4); the desire for an opportunity to continue their schooling exists with a more determined viewpoint and willingness for more serious effort as young men and young women than when they were high-school boys and girls. Results are accomplished by vocational teachers cooperatively co-ordinating existing school and community facilities with . . . the young farmers of the community.

Young married farmers and out-of-school boys and girls living on Jasper County farms in southeastern Illinois attended a year-round adult evening school at the Newton Community High School. Last year 17 young married couples and 14 young farmers and farmerettes of that community attended these agricultural and homemaking classes. They met regularly every two weeks during the winter months. Monthly meetings were held during the busy spring and summer months. The average attendance was close to "there every night."

Enrollment in the school is open to any out-of-school young farm people of the community. However, the attendance seems to center about those who start in the fall and carry thru the 12-month program.

Joint Meeting Provided

The nightly program is divided into three separate sessions. For the first hour the young men meet with the instructor of vocational agriculture. The young matrons and prospective brides discuss homemaking problems in the home economics department under the supervision of the homemaking instructor. The second hour brings the two groups into a joint meeting. Common problems of the home, farm, community, state, and nation are organized into round-table-discussion subjects. Everyone is encouraged to participate by the informal manner in which the subjects are organized and directed by previously appointed leaders.

A supervised recreation program is planned for the last hour. The groups prefer active games and contests which during the year included volleyball, basketball, softball; folk dancing, and various kinds of contests arranged by the recreation committees. A special effort is made to have all recreational activities of such nature that both the young men and women participate.

Partnerships With Parents

During the past year, in the separate meetings for men and even into the joint-session discussions, the most interesting subject was father-and-son partnership agreements (see Chart No. 1). The men spent three evenings on the subject; the subject was brought up several times in the joint sessions, and the ladies were finally included in the fourth full evening of discussion. Plans are made now to bring a committee of fathers and mothers of these young farmers in next winter for a joint discussion with the "in-laws" on this all-important subject.

A University of Illinois soil experiment field is located within one mile of the high-school campus. Extensive soil fertility and cropping experiments have been carried on there continuously since 1912. Five evenings and one field trip were built around the lessons to be learned directly from the work of this field as a demonstration of practices for the community. Two nights were spent discussing new developments in livestock feeds and feeding. The outlook for farm prices of crops and livestock, land prices, land appraisal were common subjects in the joint meetings (see Chart No. 3). These young farm women were brought into the meetings when income tax reporting and farm accounting came up for consideration. It is apparent they are keeping the books on these farms (see Chart No. 2).

The young farm women in their separate sessions discussed subjects dealing with planning meals for two, household budgets, cooking demonstrations, remodeling old clothes, patching overalls, prenatal care, home nursing, feed-sack clothing, pressure-cooker operation, proper use of lipstick and powder, interior decorating, simple repairs on electric gadgets, proper wearing of hats and clothes, and other professionally feminine subjects.

The trend for program planning this year is for fewer subjects. This will provide opportunity for a more complete study and effective supervision of improved practices that may be developed by the individuals in the classes.

In June, the whole program was a joint meeting of the young men and women. Insurance was the subject planned by the committee. It included a panel discussion using three local insurance agents, a banker, and a rural minister. The first trio approached the subject from the standpoint of personal, family, business, and community protection. The banker emphasized the importance of the common courtesy of paying when due. Financial insurance was made to appear as a matter of courtesy and reputation as much as dollars-and-cents inventories. Spiritual insurance, as expressed by the rural minister, did not center in country church neglect or community pride.

Social and Recreational Activities

A joint picnic with a similarly organized group of young farmers from Bethany, Illinois, was held on a Sunday in July. These communities are about 50 miles apart. During the past year the groups exchanged visits in their regular evening-school meetings. Similar exchanges are planned for the coming winter months. A Sunday tour of a selected group of class members' homes and farms was made in August. A basket dinner on the school campus preceded the tour.

Recreational activities for winter meetings and summer picnics have included active games and contests with a special effort always made to include both the men and women in all contests. These have included volleyball, basketball, folk dancing, and active party games and contests supervised by a committee. Outdoor games have included softball and horseshoes.

A playroom and nursery is provided in the faculty ladies' lounge in the high school. The young parents are encouraged to bring their babies and small children to the meetings. Two senior girls in the day-school homemaking class care for the youngsters. The girls receive special project credit for assuming this responsibility and feel they are contributing to community service.

An advisory council of six members directs the program and represents the group in their planning. It is made up of two married men and two married women, each from separate couples, and one single boy and one single girl. One from each group is elected annually and members serve for a two-year period.

The young married farmers' group seems to be a highly desirable phase of the young-farmer educational program to feature at the present time. Obviously the program must be so organized that it will meet their special needs and help in solving their common problems. A teacher who is interested in serving the educational needs of his community effectively will not overlook this opportunity.

Farming and Occupational Status

Chart No. 1

Occupational Status	Married	Single	Total
A. Young Men			
Partners with Dad on the home-owned farm	9	6	15
Partners with Dad on the home-owned farm, and also rent additional land	1	1	2
Operator of own business on a rented farm	4	0	4
Operator of own farm	1	0	1
Owner and operator of own farm and also rents additional land	1	0	1
Rural schoolteacher owner and operator of a small acreage	1	0	1
B. Young Women			
Housewives on farms with husbands as above	16		16
Housewife on farm with husband above but also works as store clerk in town	1		1
High-school teachers living on home farms in community		3	3
Rural schoolteachers living on home farms in community		2	2
Homemakers on home farm in the community		1	1
Office worker in town living on home farm		1	1
TOTAL	34	14	48

Age Grouping

Chart No. 2

Groups	Average or Actual Ages 19	21	22	23	24	25	30	Total
Married Couples	2	1	2	2	2	6	2	17
Young Men	1	3	3	0	0	0	0	7
Young Women	2	2	1	0	2	0	0	7

Size of Operated Farms

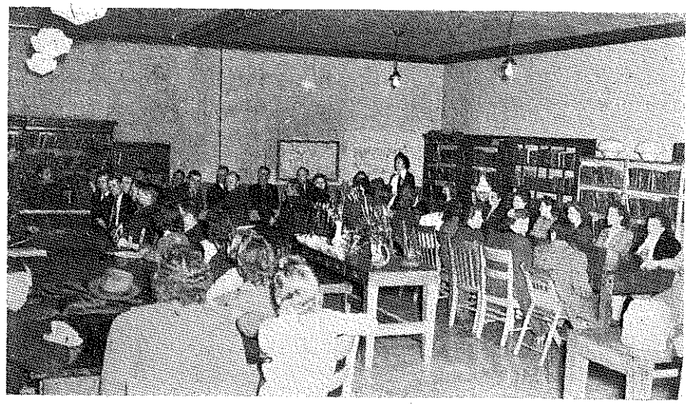
Chart No. 3

Groups	Less than 80A	80A to 159A	160A to 239A	240A to 399A	400A or over	Average acres per farm
Married Men	2	4	7	3	1	178
Single Men	0	0	1	4	2	298
TOTAL	2	4	8	7	3	210

Grades Reached in School

Chart No. 4

Groups	8th Grade Less.	Grad.	High School Inc.	Grad.	College 1 2 3 4	Total
Married Men	1		2	13	1	17
Married Women		1		11	2 1 1 1	17
Single Men		2	1	3	1	7
Single Women		1		2	2 2	7
TOTAL NUMBER	1	4	3	29	2 3 3 3	48



Joint meeting of two young-farmer classes located at schools 60 miles apart in Newton and Bethany, Illinois

Subject Matter on Establishment in Farming for Veterans

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

F. W. Lathrop

THE veterans enrolled in institutional on-farm classes are in the process of becoming established in farming. The purpose of this article is to suggest subject matter for veteran training classes which is available to all sections of the country. Several states have issued subject-matter publications, and each teacher should ascertain what there is available in his state. There are also some recent texts in farm management which should be considered.

Farm Management

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Better Farm Leases. By Marshall D. Morris, Max M. Tharp, and Howard A. Turner. Washington. Department of Agriculture. 1945. 42 pp. Farmers Bulletin No. 1969.

Farm Opportunities in the United States. Washington. Department of Agriculture. 1945. 129 pp. (Processed). Interbureau Committee on Postwar Agricultural Programs.

Farm Work Simplification. By L. M. Vaughan and L. S. Hardin. Washington. Department of Agriculture. 1944. 33 pp. Extension Farm Labor. Circular No. 21.

Getting Started in Farming. By Martin R. Cooper. Washington. Department of Agriculture. 1944. 33 pp. Farmers Bulletin No. 1961.

Planning the Farm for Profit and Stability. By Neil Johnson. Washington. Department of Agriculture. 1945. 30 pp. Farmers Bulletin 1965.

Father-and-Son Partnerships

Farm Business Agreements for Father and Son. By J. B. McNulty. University Farm, St. Paul, Minnesota. Extension Bulletin 248.

Father-and-Son Farm Partnerships. By Elton B. Hill, Michigan State College, East Lansing, Michigan. Special Bulletin 330.

Farm Financing

A List of Publications of the Farm Credit Administration. Washington. Farm Credit Administration. Department of Agriculture. 1942. 27 pages. Circular A-17.

About That Farm You're Going to Buy. Washington. Farm Credit Administration. Department of Agriculture. 1944. 12 pp Circular No. E-29.

Farm Credit Publications on Agricultural Financing. Washington. Department of Agriculture. 1940. Circular E-28.

Federal Land Bank and Land Bank Commissioner Loans. Washington. Farm Credit Administration. Department of Agriculture. 1945. Circular No. 1.

Financing the Farm Business. Baltimore, Maryland Farm Credit Administration. 1946.

A special publication for vocational teachers in Delaware, Maryland, Pennsylvania, Virginia, and West Virginia. A similar publication was published by the Federal Land Bank in

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The Veterans-Training Program at the Caruthers Union High School

JOHN R. ADAMS, Teacher, California

WHEN I first heard that a training program for the veterans of World War II, under the departments of vocational agriculture in the high schools was in the offing, I immediately became interested. I, having participated in World War I, was able to see the viewpoint of the veteran. I could see the value, from the standpoint of rehabilitation, of the "G.I. Bill of Rights." I felt that if, thru a training program, we could help a group of veterans who were not going on to college get established in farming, it would be a real service to the veterans themselves and to the country as a whole.

As soon as we had the authorization to go ahead on the program, we immediately took steps to get it under way in our high school. After talking it over with our high-school administrator and a representative of the Veterans Administration, the following plan was agreed upon and has been operating with some modifications up to this time:

1. That the classroom instruction should be divided equally between:
   a. Agricultural class instruction, taking up a study of managerial and operational problems in farming, to be conducted in the agricultural room, and
   b. Farm mechanics or farm-machinery construction and repair, to be conducted in the farm-mechanics shop.

I was to take care of the instruction in both classes until such time as the attendance should reach the point where additional instructors would be necessary.

2. That inasmuch as the veterans are all young farmers, we should tie the veteran group into our regular young-farmer organization, and let the young-farmer meeting of once per month count as classwork for the veterans. This was with the provision that we have a special speaker along some agricultural line or provide some topic for discussion so that there is specific educational value to the meeting. This plan has greatly increased the attendance at our young-farmer meetings and has helped to develop the organization to the point that today it is one of the strongest and most active farm organizations in our community, with 80 dues-paying members.

In setting up the teaching program, with the help of the group, I made up a list of all the topics and skills which they wanted to study. Then, from this master list I organized the teaching program. Regular assignments are made, reports are called for from the members of the group, and specialists are brought in from time to time to add interest to the program.

3. The school district was to furnish the necessary help to carry on the home supervision. I was to organize and help in the home supervision, but not to take on so much that it would interfere with my regular teaching and project supervision program, which, of course, is the "must" with the agricultural teacher.

Enrollees Carefully Selected

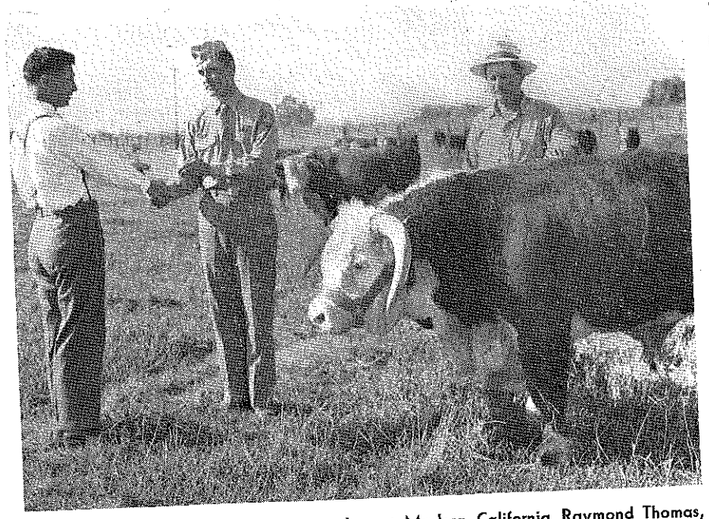
In our high school we have been exceptionally careful in the selection of the veterans who apply for the training program, to see that they are either bona fide farmers on ownership, lease, or a partnership basis, or they are doing general farm work on a farm-help basis with definite plans for getting into farming for themselves when conditions are such that they can do so economically. At the present time, we have more than 50 veterans in our training program. Most of them are alumni of our high school and of our agricultural department; they are a fine group of young men who are making an effort to get established in farming for themselves. There are, of course, a number of boys who are new in the section, most of whom were located near here during the war and have come here to locate permanently. They, too, are an excellent group of fellows who are desirous of getting into farming for themselves, and they are also in the training program for definite business reasons. The men are regular in attendance at classes, and are fine and cooperative in every respect. In talking with them, as I have gone around with the training officer from the Veterans Administration and on numerous other occasions, I find in every case they report that the training program is one of the finest things that has been done for the veterans, and that it is more than worth the effort they are having to put forth in qualify for the program. Many of them report that the contact with the school which helps them to keep abreast of new developments in this period of transition, is another fine aspect of the program.

Compensation Justifiable

The subsistence payments represent, in most cases, the difference between an educational program and no other training. They are enabling the men to stay on their farms, which are just being developed and from which there is little or no income. Otherwise, they would have to work part time off the farm, and the period of development would be that much longer delayed.

I, myself, feel that the training program under the G.I. Bill of Rights is one of the finest things that has ever been provided for the war veterans of our country. Those of us who were in World War I know what was not done for the veterans of that war. In my contacts with the veterans, I find that it is taking away some of the bitterness that many of them developed during the war when they saw fellows on occupational deferments who were going ahead with their good jobs, getting established in business for themselves, while they were sweating it out in the "foxholes" and on the fighting fronts. This program with the subsistence payments makes them feel that perhaps their services were, in a measure, appreciated.

In our high school we feel that the program has been well worth the efforts we have had to put into it. Now, under this revised program where we are having to put double the amount of time into the classroom instruction and in home supervision, we have just had to employ more help, but we still feel that the program is justified. Furthermore, we intend to continue with the program as long as there is a veteran who is interested in receiving the training.



Warren T. Smith, left, has in his veterans class at Madera, California, Raymond Thomas, an American Farmer of 1945. Raymond owns $20,000 worth of purebred Herefords which his father, right, cared for during the war

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W. Howard Martin, business manager of the Agricultural Education Magazine, has again changed positions. His new assignment is that of Associate Professor of Agricultural Education at the University of Connecticut, Storrs, Connecticut.

M. C. Garr, Professor in the Department of Rural Organization at the University of West Virginia, has accepted a position as Professor of Agricultural Education at Louisiana State University, University, Louisiana.

Objectives of Vocational Education in Agriculture for Veterans

B. C. LAWSON, Teacher Education, Purdue University, Lafayette, Indiana

IN ORDER for any educational program to be developed wisely and effectively, it is necessary that the objectives of the program be carefully defined. Consequently, it is important that some consideration be given to the objectives of the various programs of vocational education in agriculture for farmer-veterans which are being developed in all parts of the country.

B. C. Lawson

Vocational education in agriculture for veterans who are operating farms or who are employed on farms is concerned directly with helping the veterans develop abilities that are useful in farming. The objectives chosen for veterans should be formulated in the light of the conditions under which the veterans live and work.

Vocational education in agriculture is concerned with human development. The objectives should always be stated in terms of improved human ability instead of in terms of increased farm production even tho increased production, under some conditions, may be an indication of improved ability to farm on the part of the farm operator.

Objectives may be usefully classified into general objectives and specific objectives. General objectives are broad, conclusive, long-time objectives which can be achieved only after much time is available for extended effort on the part of the learner. Specific objectives are relatively narrow, short-time objectives which can be achieved in the immediate future.

General Objectives

The primary purpose of vocational education in agriculture for veterans on farms is to help the veteran to develop a high degree of proficiency as a farm operator. Consequently, the primary general objectives of instruction in vocational agriculture are to help the veteran to develop the following general abilities.*

(1) To become adequately established as a self-managing farm operator
   (a) to get started in farming
   (b) to advance toward the desired type of establishment in farming
(2) To produce plant and animal products efficiently
(3) To perform mechanical activities related to production
(4) To market farm products advantageously
(5) To conserve soil and other natural resources
(6) To manage the farm as a whole
   (a) to keep and interpret records and accounts
   (b) to plan yearly operations
   (c) to plan the long-time development of a farm business
(7) To cooperate in the development of local, state, national, and international agricultural policies and programs

The secondary purpose of vocational education in agriculture for veterans on farms is to help them develop increased proficiency in the establishment and/or maintenance of favorable farm working and living conditions. The interpretation of this secondary purpose into terms of general objectives, will vary to some extent with the conditions under which the veteran is living and working. However, these secondary general objectives will include such general abilities as the following:

(1) to provide farm-home conveniences
(2) to establish or maintain sanitation and other conditions conducive to good health
(3) to maintain desirable relations with other individuals and groups in the community

Specific Objectives

General objectives may serve as useful guides in developing a comprehensive and well-balanced program of instruction, but it is necessary to determine the related specific objectives in order to have useful guides for detailed job-units of instruction.

Truly specific objectives of vocational education in agriculture must always be formulated in terms of a particular person or group of persons with common needs. Consequently, the real specific objectives of instruction in vocational agriculture for veterans on farms can be formulated or selected only by each teacher and his student-veterans. It is true that general objectives can be analyzed into more and more specific elements. For example, the ability to produce plant and animal products efficiently can be analyzed into such elements as the ability to produce soybeans, the ability to select high-yielding varieties, and ability to select a suitable variety for County X of State Y. However, such objectives are not truly specific objectives of instruction. The real specific objectives cannot be chosen except in relationship to a particular veteran with a particular farming goal. Consequently, the purpose of this discussion is to explain and illustrate and not to list the specific objectives of vocational education in agriculture for veterans.

The Selection of Specific Objectives

The specific objectives of instruction in vocational agriculture (that is, the specific abilities to be acquired) may be wisely determined only after careful study of the factors involved. This careful study should include (1) an analysis of the activities involved in the types of farming in which the veterans are engaged or expect to engage, (2) a review of the best technical information which is available regarding these activities, and (3) the identification and analysis of the abilities which the veterans have already acquired thru previous study or farm experience.

On the basis of these considerations, the abilities necessary for the veterans to develop in order to engage in farming with success and satisfaction may be chosen according to the best judgment of the teacher and his student-veterans.

The chart provides illustrations of general and specific objectives and indicates the relationships between the objectives and related factors.

Specific Objectives As Guides to Methods

Specific objectives may be classified into types which will serve as useful guides to patterns of method which will be effective in helping the student-veterans acquire the various kinds of abilities which they need. For example, some of these specific objectives may be classified as managerial abilities—that is, abilities which will enable one to make wise decisions about what should be done regarding farm jobs which vary to a considerable extent from year to year or from farm to farm. Other specific objectives may be classified as operative abilities—that is, the abilities which will enable one to perform the identification and manipulation skills necessary in order to put managerial decisions into practice or to perform jobs according to one relatively fixed procedure.

If the specific objective to be achieved

(Continued on page 93)

*A similar statement of general objectives has already appeared in "Educational Objectives in Vocational Agriculture." Vocational Division Monograph No. 21, U. S. Office of Education, Washington, D. C., 1940, 14pp.

Illustrations of Relationships Among Objectives and Related Factors

The chart provides illustrations of general and specific objectives and indicates the relationships between the objectives and related factors.

Chart I.

I. An example of a *general objective* derived from an overview of farming	II. *Factors* determining the interpretation of general objectives into specific objectives	III. Illustrations of *specific objectives* to be derived in light of I and II
Ability to produce plant and animal products efficiently	A. Type of farming chosen—cash grain farming B. Related technical information C. Present abilities of veteran	A. Ability to plan a rotation for a productive cash grain farm in Benton County B. Ability to select a suitable variety of soybeans for a cash grain farm in Benton County C. Ability to identify hunger signs in crops

Our Instructional Program for Young Farmers

D. N. McDOWELL, Teacher, Waukesha, Wisconsin

THE future of agriculture in county, state, and nation is largely dependent upon the young men who are today choosing farming as their life's work. We feel in our high school at Waukesha that the work of the department of vocational agriculture should be centered around the young people. Our all-day classes can be regarded as preparing boys who *think* they will take up farming, while our young farmers *know* they are destined to be masters of the land. The *true vocational agriculture* can be done with this young out-of-school group. We know that the work with them is of far more value toward improving agriculture than that done with any other group.

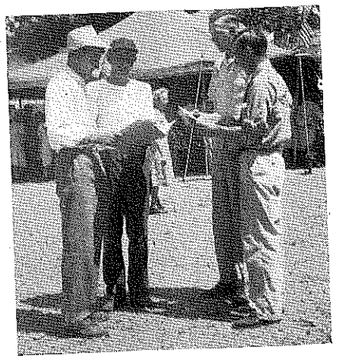
Our classes for young farmers are set up for a two-hour class one evening per week, running nearly the entire school year. The agricultural department is the usual meeting place. Occasional meetings are held at various other points, such as milk plants or equipment factories and office buildings, when the phase within the course of study requires the change.

Enrollment in our course is secured mainly by three methods:

1. Personal contact, which means a call at the home or a mere chat at some county event with a prospective member.
2. Letters sent out to all old members and to all others of the community whose addresses are known. (I usually have each all-day student make a list of the hired men and all young fellows on the farms in his locality. I also secure prospective names from key persons within communities not represented by all-day students.)
3. News items, local dailies, and weekly papers have cooperated very nicely by running notices.

Really the best publicity for any course is the conducting of the course in such a worthwhile and interesting manner that your first enrollees will automatically recruit new members. Our problem here has been that of having classes over 50, which are too large for the best results. A class of 25–40 members is more productive of results than larger or smaller classes.

With expanded interest in veterans' training, we are organizing a new plan for 1946–47. Beginning in September and continuing until next spring we will hold one young-farmer class each week at the local school on Monday evening and a two-hour afternoon session in each of two other communities on Wednesday and Thursday afternoons. In addition, we will conduct a few evening schools for adults in outlying rural schools. (Please remember we have two full-time teachers which enables us to plan such a schedule.)



Members of the Young Farmers Class at Waukesha assume responsibilities for the county Junior Fair

Course of Study Organization

The old adage, "If the learner hasn't learned, the teacher hasn't taught," still holds true. To maintain an interested enrollment, we find that a practical and rapidly moving course is necessary. Some of our recent courses have been on Dairy Management, Swine Improvement, Farm Records, Advertising, and Rural Living. All our night sessions will be made up of one hour of Feeding of Dairy Cattle and another hour on shop skills, such as rope splicing, halter making, belt lacing, soldering, glazing, and painting. We find charts to be our best teaching aid. Slides and sound films are fine if they have a definite tie-in with the immediate subject. A word of caution—don't let visual aids carry you away from your specific subject! I firmly believe in teaching from notes to keep on the subject and to make certain of covering all related materials. We have also found that open discussion after the class sessions has a valuable place if not allowed to go too far. In other words, if there is a desire for specific knowledge, teach it.

Here at Waukesha we are very proud of an organization which is the outgrowth of our courses. This is an organization known as the "Country Life Club," which has as its general purposes: the promotion of better living on Waukesha County farms, better rural-urban relationships, complete harmony with all existing rural organizations, development of competent and aggressive agricultural leadership, sponsoring of activities designed to better home life and to improve the attractiveness of the home grounds, and to furnish a little wholesome recreation.

This membership consists of young men and women over 17 years of age with agricultural interests. There is no maximum age limit since that is determined by the prospective member and his or her interest in the activities of the organization. We have a very large number of young married couples who are quite active. The monthly meetings include combined business and educational presentations, plus recreation or entertainment. This club is only a few months old; yet it has a membership well over 100. This truly is a worthwhile young-farmer activity.

May I say that one of the biggest assets we have found in developing our young-farmer program is the splendid cooperation we have with existing agencies within the area. The county agent and the teachers of vocational agriculture co-ordinate their programs to avoid duplication of effort.

Veterans

(Continued from page 87)

Omaha, Nebraska, for the teachers of Iowa, Nebraska, South Dakota, Wyoming. Existing departments in Louisiana, Alabama, and Mississippi have a similar publication issued some years ago by the Federal Land Bank, New Orleans, Louisiana.

Loans by Production Credit Association. Washington. Farm Credit Administration, Department of Agriculture. 12 pp.

Paying for a Farm. Washington. Farm Credit Administration, Department of Agriculture. 1946. 19 pp. Circular E-30.

Short Term Credit a Good Farm Tool. Washington. Farm Credit Administration, Department of Agriculture. 1942. 21 pp. Circular No. 21.

The Credit Road to Farm Ownership. Washington. Farm Credit Administration, Department of Agriculture. 1941. 17 pp. Circular No. 18.

The Profitable Use of Farm Credit. Washington. Farm Credit Administration, Department of Agriculture. 1939. 50 pp. Circular No. E-4.

Using Credit Instruments. Washington. Farm Credit Administration, Department of Agriculture. 1939. 31 pp. Circular No. 16.

When We Appraise Your Farm. Washington. Farm Credit Administration, Department of Agriculture. 1945. 10 pp. Circular 13.

Marketing

The following series of bulletins is published by the Farm Credit Administration, Department of Agriculture, Washington, D. C:

Using Your Co-op Creamery. By Paul E. Quintus.

Using Your Livestock Co-op. By L. B. Mann.

Using Your Co-op Elevator. By Harold Hedges.

Using Your Co-op Cotton Gin. By Otis T. Weaver.

Using Your Wool Co-op. By James M. Coon.

Using Your Purchasing Association. By Joseph G. Knapp.

Using Your Fruit and Vegetable Co-op. By A. W. McKay.

Using Your Poultry and Egg Co-op. By John J. Scanlan.

Using Your Fluid Milk Co-op. By Harry C. Trelogan.

Insuring Thru Your Farmers' Mutual. By V. N. Valgren.

Using Your Production Credit Association. By C. R. Arnold.

Sizing Up Your Cooperative. By S. E. Wells, Jr.

Forming Farmers' Cooperatives. By Tom G. Stitts.

Financing Farmers' Cooperatives. By E. A. Stokdyk.

Managing Farmers' Cooperatives. By Kelsey B. Gardner.

Merchandising by Farmers' Cooperatives. By Harry C. Hensley.

The Story of Farmers' Cooperatives. By R. H. Elsworth.

Using a Local Cooperative as Source Material for Teaching. By J. L. Robinson.

Miscellaneous

Farm Opportunities in the United States. Washington. Department of Agriculture. 1945. 129 pp. (Processed). Interbureau Committee on Postwar Agricultural Programs.

Life Insurance for Farmers. By Herrell F. DeGraff. Ithaca, New York. Cornell Extension Bulletin 549. 1941.

Part-time Farming. By Earl H. Bell and Orlen J. Scoville. Washington. Department

(Continued on page 91)

Methods and Materials

G. P. DEYOE

The Use of Information in Teaching Vocational Agriculture

D. W. SKELTON, Co-ordinator Research Information, Mississippi State College, State College, Mississippi

SECURING the best teaching information and using it to secure most satisfactory results are ever-present problems with the teacher of vocational agriculture. Yet it is most important, in fact necessary, for the teacher to have good usable teaching information at hand in order to secure desirable results.

Every year, the teacher has a large number and variety of jobs to be taught and is constantly confronted with information problems. These problems might be enumerated as follows: (1) Providing the best information available, (2) Organizing and presenting information, and (3) Using information most efficiently. All these problems challenge a teacher's initiative if he tries to solve them in such a way that the student, as a result, makes the best and most practical decisions under the conditions with which he is confronted. Every teacher is conscious of these problems. Yet, it is well from time to time to review and study them, especially the use of teaching information, in order to secure the best practices with students.

Providing the Information

With the first problem, "Providing the best information available," it is the teacher's responsibility to make available to himself and to his students all the kinds of information that are usable on the jobs to be studied. Official experimental information is usually regarded as the principal authoritative basis for making practice decisions. This is probably right. However, it should never be the sole basis for making such decisions, because the home conditions of very few students are exactly the same as those under which the experiment in question was conducted. Therefore, such information should always be evaluated in the light of the student's home conditions as well as his limitations and ability.

Then, too, even tho experimental data are available on the job studied, it is very important that the local field be canvassed to determine what experience, if any, the student or other local farm people have had with the job. Many times, these local experiences and observations are conclusive enough that the practice decision made will be different, and should be, than if it were based entirely on the experimental data. Then, there are many jobs taught on which no experimental information is available. With these jobs, local information, experience, and observation may be the sole basis for making decisions. In such cases, it is probably necessary for the teacher to satisfy himself as to the answer and decision that should be made before the job is taught. However, he may change his decision or answer as he discusses and analyzes the job with the students wherein he gets additional experiences and viewpoints. Nevertheless, the teacher should make an exhaustive study and analysis of the practices and experiences in the local community or area and possibly other similar areas and try to determine the probable answer before attempting to teach the job.

Of course, there are other kinds of information such as recommendations of specialists in the various fields of agriculture, all of which should be evaluated and considered before practice decisions are made on a job. No attempt is made here to minimize the value of experimental information. On the other hand, it is emphasized that the students should adapt such information to their home conditions and make sure they have not overlooked experiences and observations in the local community. Research in agriculture is constantly underway, and farmers are also having new experiences and making additional observations from day to day. Therefore, it is necessary that the teacher be on guard at all times in order to determine the results of research and local experiences and make them available to his students or direct them to the sources of this information. Thus, the job of providing the most-recent results and best teaching information is never finished. A teacher cannot gather all the information available on jobs to be taught at any given time and make no further efforts in this direction.

Organizing the Information

The second problem, "Organizing and presenting information," is also important. However, it may not be as necessary to study and make new plans as often as in the case of the first problem discussed. It is necessary, however, that information be so organized that, in the case of in-school students, they can find the information on the subject to be studied. In the case of out-of-school students, it is necessary to condense, organize, and reproduce the information in such form that adults can be directed to study it thru briefly and understand the results shown.

The use of posters and charts, especially in food-processing plants, is a very effective means of presenting information. Picture films and slides are also good teaching aids. Observation of demonstrations and actual specimens make very good impressions on the learner.

Any method of presenting information whereby the learner can see actual results with the eye has proved to be more effective than reading information. Therefore, visual aids, demonstrations, and specimens should not be overlooked when it is possible to use them. Of course, organizing information for different-type students presents different-type problems, but in all cases it is necessary that the teacher give special study and effort to this before attempting to teach the job.

Using the Information

In the final analysis, the third problem, "Using information most efficiently," is probably most important. This is true because no matter how much or how many kinds of information a student has in hand, he may not make the right decision unless the information is used properly. Too many times, students are allowed to read and/or study information, write down the results shown, and then make a practice decision, all in a perfunctory manner. Many times the information read and recorded has no relation to or influence on the decision made.

It seems that a student, regardless of type, should thoroly analyze all the information at his command on the job being studied. This should certainly include local experiences, and, more specifically, those experiences on his home farm. Then all this information should be evaluated and adapted to his situation in the light of his conditions, previous practices, financial and other limitations, and his ability to put the practice into operation. In other words, students should not be allowed to go thru formal procedures of just studying some references and making decisions based on such information alone. On the other hand, they should not make decisions based altogether on their present knowledge and past experience.

Results Justify Effort

Summarizing, good information properly used should result in good practice decisions. Such decisions, if carried out, mean that the best results should be accomplished. A teacher, like everyone else, is judged by the results of his teaching and efforts. Good results with students indicate that the jobs were well taught and done. Thus, it might well be said that teaching information is a very important factor to the success or failure of a teacher of vocational agriculture.

Subject Matter for Veterans

(Continued from page 90)

of Agriculture. 1945. 17 pp. Farmers' Bulletin No. 1966.

Shall I Be a Farmer. By Paul V. Maris. Washington. Department of Agriculture. 1946. 31 pp. AWI 105.

For Teachers of Veteran Classes

The following publication will be of interest to teachers:

Organization and Management of Classes for Farmer Veterans. University of Illinois, Urbana, Illinois. 1946. University of Illinois Bulletin, Vol. 43, No. 58.

Farm Mechanics

R. W. CLINE

Workshops for In-Service Training for Teachers of Farm Mechanics

GLEN C. COOK, Teacher-Education, Michigan State College, East Lansing
JOHN W. HALL, Supervisor, Lansing, Michigan

ONE of the desirable outcomes of World War II was the use of workshops in training of teachers on the job. Teachers need and desire to be kept up to date on technical information in agriculture and new methods of teaching and to have the opportunity to develop needed farm skills including activities in farm mechanics. It is recognized that the development of skills is best accomplished by continuing the instruction thru the *doing* level.

There have been many new developments in farm mechanics during the past five years, and a new emphasis has been placed on some of the units previously included in farm mechanics. Many of the present teachers of farm mechanics have not been trained in some of these newer types of activities. This is especially true in arc welding, welding by the oxy-acetylene process, farm-machinery maintenance, and in some areas of rural electrification such as refrigeration. In order to meet these needs a series of workshops in farm mechanics was held for teachers in Michigan last spring.

Workshop for Teacher-Trainers and Supervisors

It is recognized that teacher-trainers and state supervisors of agricultural education must be trained in the areas in which the teachers need training in order to do their most effective job of teacher training and supervision. For this reason a workshop in farm mechanics was held for teacher-trainers and state supervisors of agricultural education at the college before the workshops for teachers were conducted. The activities covered in the training program included arc welding, welding with oxyacetylene, metal lathe work, and farm-machinery maintenance including grain drills, mowers, cultivators, and plows. This provided desirable training for the teacher-trainers and supervisors and gave the sponsors an opportunity to try out certain methods and techniques of organization and teaching before conducting the workshops for teachers.

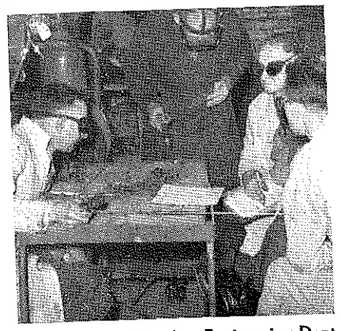
Editorial Comment

This is the third of three articles pertaining to the program of in-service training in Michigan. In the July issue, Raymond Clark and G. P. Deyoe reported upon a series of soils workshops. In October H. M. Byram discussed procedures for keeping teachers up to date on subject matter. These articles, together with the one presented herewith by Glen Cook and John P. Hall, are commended as examples of possibilities for in-service training.

Workshops for Teachers

A series of three workshops was conducted, during the period February 15 to March 2, 1946, for teachers, including the same areas of instruction as those covered in the workshop for teacher-trainers and supervisors. Each workshop was held on Friday from 8:30 a.m. to 9 p.m. and on Saturday from 8:30 a.m. to 12 noon. They were conducted by a teacher-trainer and a state supervisor of agricultural education with the cooperation of two staff members from the agricultural engineering department of the college.

Teachers visit a farm to survey needs for training in farm machinery maintenance and other farm mechanics activities



M. L. Bailey of the Ag. Engineering Dept. demonstrating oxy-acetylene welding. Arc welding was also demonstrated and each teacher was given practice following the demonstrations

The training program in each workshop is indicated in the following outline of the instruction.

OBJECTIVES:

1. To develop ability in planning an effective course in farm mechanics for all-day, young-farmer, and adult-farmer classes
2. To develop ability to plan a layout for a functional farm-mechanics shop
3. To develop ability to demonstrate skills necessary in farm-machinery repair and maintenance
4. To develop ability in teaching

FRIDAY

8:30 a.m. Plans for conference
8:45 a.m. Discussion:
1. How the instructor of farm mechanics uses home visits and field trips in developing a functional farm-mechanics program
2. What to look for on a field trip to a farm

9:00 a.m. Field trip to a farm of all-day student, young farmer, and adult farmer:
1. Look for maintenance, construction, and repair projects that will improve entire farming program with special emphasis on farm machinery and the students' farming programs
2. Demonstrate teacher getting cooperation of parents
3. Discuss method of getting projects to shop
4. Select projects to be repaired on the home farm
5. Select projects to be constructed or repaired in the school farm-mechanics shop (all-day, young-farmer, and adult program)

11:45 a.m. LUNCH
12:45 p.m. Develop a farm-machinery maintenance and repair program for the farm visited (including all-day, young-farmer, and adult-farmer classes)
1:30 p.m. Discussion of farm-machinery instructional program developed for the farm visited
2:00 p.m. Organization of class members into work groups permitting each trainee to choose four areas of instruction. Developing teaching techniques and shop skills in farm machinery maintenance and repair using such farm machinery and equipment as:
1. Grain drill
2. Grain drill
3. Plow
4. Cultivator
5. Oxyacetylene welder
6. Arc welder
7. Metal lathe

4:00 p.m. Developing teaching techniques and skills (continued) *Groups change*
6:00 p.m. DINNER
7:00 p.m. Developing teaching techniques and skills (continued) *Groups change*
9:00 p.m. Adjourn

SATURDAY

8:30 a.m. Developing teaching techniques and skills (continued) *Groups change*
10:30 a.m. Discussion: New buildings and rooms for farm mechanics
11:00 a.m. Discussion: Objectives, organization, and layout of a farm-mechanics shop
11:30 a.m. Review of conference
12:00 Adjourn

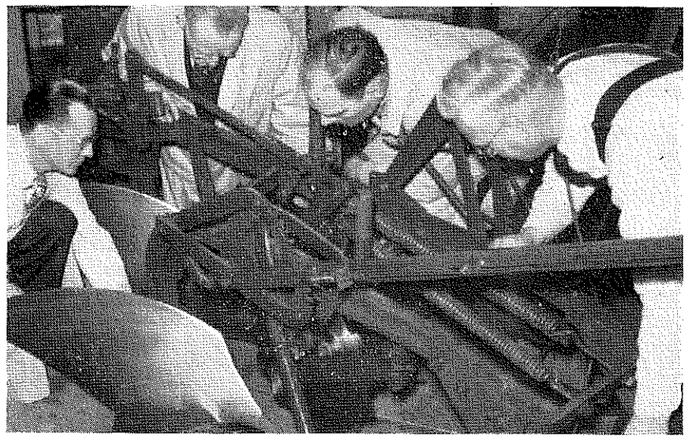
Sound films and film slides were shown on the mower, grain drill, plow, and cultivator prior to the development of skills in farm-machinery maintenance.

Evaluation of Instruction

The teachers all seemed well pleased with the instruction and expressed a desire for other workshops in the future. Some of the abilities developed in the training program were:

1. Techniques and procedures to use in field trips
2. Evaluating student and farm-family needs in farm mechanics
3. Techniques and procedures to use in building a course in farm mechanics
4. The use of teaching aids such as movie films and slide films, charts, blackboard, demonstrations, and field trips.
5. The use of desirable methods of teaching
6. The development of skills in four areas of instruction
7. The essential features to include in the plans for a farm-mechanics shop
8. The arrangement and organization of a farm-mechanics shop

The real test of the training program in these workshops will be the amount of the instruction which the teachers will use in their training of all-day, young-farmer, and adult-farmer students. The programs of the teachers who participated in the workshops will be evaluated thru a follow-up program by teacher-trainers and supervisors. They will be interested in finding the answers to such questions as the following: *Can the teachers put into practice what they have learned? Are they doing it? Was the training program effective? How can it be improved? Should additional workshops be held in the future?*



Teachers determining the line of draft for a two-bottom plow

Objectives for Veterans Education

(Continued from page 89)

is a managerial ability, the teacher should help the student-veteran to (1) identify and analyze the related managerial problem, (2) secure relevant and reliable technical and farm information and (3) draw definite conclusions in the light of conditions on his own farm.

If the specific objective to be achieved is an operative ability, the teacher should help the student-veteran to (1) identify and analyze the related operative job, (2) comprehend the steps of procedure involved in the performance of the job and (3) practice the steps of procedure according to established standards.

From the point of view of vocational education, participation in farming activities may be one important means of achieving worthwhile educational objectives. Farm work may become the source of highly educative problems which can be solved by a careful consideration of the best technical information available, or farm work may become an important opportunity to try out and put into practice skills or decisions developed thru systematic study and careful reasoning.

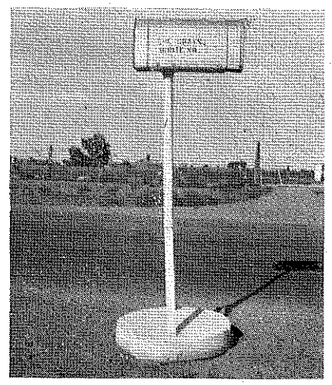
However, farm work alone does not necessarily or automatically make important contributions to the achievement of significant educational objectives. Farm work may become largely a process of unthinking imitation or repetitive labor with little educative value. Consequently, if participation in farming activities is to be used as one phase of a balanced program of vocational education in agriculture for farmer-veterans, this participation should not only be supervised but should also be analyzed and evaluated carefully in order to determine whether it is making an adequate contribution to the achievement of desirable educational objectives.

Streamlined Mailboxes

TOM W. BEEDE, Teacher,
Las Animas, Colorado

THE Las Animas community, like others thruout the country, has many mailboxes and mounts that are in poor condition and lack adequate labels.

Last year the Bent F.F.A. chapter planned a project to do something about this. First the boys made a few mailbox stands such as the one shown in the picture and displayed them in local store windows. The farmers liked the looks of them and bought a few. After using the mounts, the owners have commended them highly. The boys are planning to step up production of the stands during the coming year to take care of the increasing demands for this service to farmers of the community.



Stand made by Bent F.F.A. members. The condition and appearance of rural mailboxes is an index of the condition of other farm and home equipment in a community

Construction

The stand can be made from used pipe. The reinforcing bar is welded solid at right angles to the end of the pipe. The pipe flange is fastened to the mailbox by screws to a 1" oak board.

The concrete stand is about 18 inches in diameter and is made of a one-two-three mixture of cement, sand, and gravel. A strip of sheet metal is used as a form while the cement is setting. The band is held in shape by wrapping a couple of wire loops around it while the concrete is set, then the band can be taken off for use again.

The mailbox stand has two distinct advantages. It can be moved off the road when the road is graded; or in case a mudhole develops where it stands, it can be rolled to a new location in a minute or so. In the range country, where cattle rub off mailboxes and tear up the post, this stand solves the problem, for the cattle cannot tear it up, as it is compact and strong, yet it is not stable enough for them to rub against and they cannot knock it down.

After a period of extended service as an officer in the army, Leo Knuti has returned to his former position as state supervisor in Minnesota.

Blueprints for the Instructor in Agriculture

L. M. SASMAN, Supervisor, Madison, Wisconsin

L. M. Sasman

IN THESE days of community canning, veteran training, and other activities, instructors in agriculture are again called upon to decide what their program really is. Neither state supervisors nor teacher-trainers are in any position to tell the instructor just what he shall do. They are able to make some suggestions as to where emphasis should be placed.

The following program of work for vocational agriculture in Wisconsin was set up by the state supervisor in cooperation with other members of the staff and was adopted at the summer conference with two additions as the program of work of the Wisconsin Association of Vocational Agricultural Instructors:

A Suggested Program of Work for Vocational Agriculture in Wisconsin 1946—1947

1. Each instructor using a cross-section plan of instruction designed to develop the closest possible correlation between the classwork and the farming programs of the farms represented.
2. Each person enrolled in high school or young-farmer classes in vocational agriculture carrying a farming program giving the maximum possible experience in farming in—
   a. Productive enterprises
   b. Improvement enterprises
   c. Farm skills
3. Each department using the Wisconsin Record Book for farming programs.
4. The curriculum of every department stressing—
   Soil conservation
   Dairy sanitation
   Dairy herd improvement
   Farm safety
   Rural electrification
   Farm home and community improvement
   Training in farm mechanics activities
5. Each instructor having a definite written program of activities for the year.
6. Each instructor making a monthly report of his travel and activities to the school board.
7. Each high-school department maintaining an active chapter of Future Farmers of America with at least 70 percent of those enrolled in vocational agriculture as members.
8. Each high-school department offering at least one young-farmer and one adult-farmer class.
9. All young-farmer classes conducted for at least 20 lessons with instruction definitely directed toward establishment in farming.
10. Each department sponsoring an organization of young farmers of the community, meeting at least monthly. (This organization should be separate, altho it might support, any county-wide organization.)
11. Each department supporting 4-H Club work in the community but no instructor acting as a 4-H Club leader.

In addition to a state program of work, however, most instructors are anxious to have some guidance in determining what the state supervisor's office or the teacher-training department considers a proper program of activities.

While there are many activities that are desirable, the first requirement of an instructor in agriculture is that he shall maintain a strong program of vocational agriculture. The various services that departments of vocational agriculture may provide are dependent upon the maintenance of strong departments.

With the thought in mind of furnishing some guidance to instructors, the following type program for an instructor in vocational agriculture was presented to the annual summer conference of the Wisconsin instructors:

A Type Program for an Instructor in Vocational Agriculture

1. Have at least .....farm boys enrolled in the high-school department of vocational agriculture.
2. Have every boy learn how to keep and use dairy production records including—
   a. Proper methods of selecting samples and testing milk.
   b. Using records in dairy-cattle culling.
   c. Making dam-and-daughter comparisons.
   d. Selecting a herd sire.
3. Maintain a membership in the Wisconsin Dairymen's Association and cooperate in the program of that organization.
4. Have at least half the farms represented in the department carrying on programs of dairy-herd record keeping.
5. Carry on a program of dairy sanitation and clean milk production thru the F.F.A. chapter with every dairy farm member participating.
6. Have at least.....pupils enrolled in the swine improvement program.
7. Have.....pupils carrying on a definite program of soil improvement including—
   a. Erosion control.
   b. Woodlot replanting.
   c. Windbreak planting.
8. Stress stream and wildlife conservation thru the F.F.A. chapter and young-farmers organization.
9. Have at least.....boys with pure-bred livestock enterprises.
10. Conduct at least.....young-farmer and.....adult class with an enrollment of at least.....in each.
11. Have at least.....boys active members of the F.F.A. chapter.
12. Maintain a young-farmer organization with a membership of at least .....

Fundamentals Versus Window Dressing

I. L. BRAKENSIEK, Teacher, Quincy, Illinois

AS AGRICULTURAL educators we need to examine our objectives constantly. Do we stress pigs per litter, weight at 56 days, pounds of butterfat per cow, or bushels of corn per acre, and forget those with whom we are working? Do we emphasize blue ribbons at fairs and contests and forget the participants in the contests?

We must constantly remind ourselves that we are dealing with people, and that we should be concerned with their development above everything else. If we will but key all our efforts to the development of skills, abilities, and attitudes in our students we will see the measures enumerated above in the correct perspective.

The weight of a litter of pigs at 56 days of age is important only as a measure of ability to produce pigs. If a student's pigs are light we can encourage him to analyze his activities and devise methods of improvement. In other words, the weight of the pigs becomes important only as a means of educating the student and developing his skill as a farmer. The same could be said for any of the quantitive measures of efficiency ordinarily used in a student's farming program. These measures are means to an end and not the end in themselves.

Place of Competition

Winning at a fair or a contest is unimportant in itself. If a student wins in a fair because he has developed superior skill as a farmer and has carried out his work on an economically sound basis, the winning becomes a measure of his farming ability. If he wins because he is a superior showman or beacuse his teacher, dad, or some other adult has spent hours getting his exhibit ready, or because he spends an excessive sum of money in the process, then the fair results do not measure his progress as a farmer, and they are actually a detriment to his development. The boy who wins an award in a judging contest should be judged on the same basis. If he wins because he has developed superior ability

(Continued on page 97)

Alamo, Tennessee

W. A. FLOWERS, Teacher-Education, Agricultural and Industrial State College, Nashville

W. A. Flowers

AT THE suggestion of G. E. Freeman, state director of vocational education in Tennessee, a community survey was conducted by E. D. Brown, a Negro teacher of vocational agriculture for Crockett County. This survey included Negro housing conditions and seven other major problems that should be considered in furthering the progress of the county thru the program of vocational training.

This young Negro teacher was sincerely disturbed by the low living standards in which his people were existing, and he resolved to do all in his power to help them improve these conditions. With the help of his supervisors, his plans were drawn, problem by problem, to include the use of county, state, and governmental agencies.

Housing Problem Attacked

First the problem of housing was attacked. In analyzing the situation in the community, the following facts were established:

1. The area was sufficiently fertile to support a good program
2. Twenty percent of the population was Negro
3. Good community spirit existed among all groups
4. The county included several small towns
5. The area was served by a network of good highways
6. Two railway systems crossed the area
7. Gradual change had been made from a one-crop system to diversified farming
8. Vocational agriculture and home economics had been established in the local school program
9. Banking facilities were available
10. Good lumberyards were established in each town
11. Homeownership was encouraged from all sources
12. Negroes were living in crowded situations
13. The high school for Negroes was centrally located in county

The great task was to arrange a sound plan of financing, which the Negro people were willing to accept as the first step in home improvement. Mr. Brown secured excellent cooperation from everyone he contacted. The county superintendent of schools stressed to all the teachers the need for home improvement and better sanitation. The state agent for Negro education stimulated a home-beautification movement. The county health office pointed out the danger of certain diseases due to crowded living conditions. A school-improvement program was launched by the entire faculty and a beautified school grounds was the result. The people became encouraged and a greater working spirit, with more self-confidence, soon developed.

This was an opportunity for the launching of a new program. One of the first things accomplished was the liquidation of a heavy school debt. An area of land near the school was purchased by a local land dealer who was influenced to sell lots at public auction. The Maury City Bank provided a plan for financing the building of the houses which was similar to the plan used by the F.H.A. A public auction with free barbecue was held and Negro families bought land and immediately began to draw up plans for their buildings. Land at this time was cheap, and the lots sold from $6 to $25 each with no limit as to the number a person could buy. Most of the buildings were constructed for less than $1,000 and today they are worth more than $2,000 under the present rate of appraisal. This unique housing program caused 57 houses to be built near the school at that time, and in addition a large number were built on the farms in the county. A unique device used by Mr. Brown was the awarding of Certificates of Merit to all families making property improvements.

The next step in home development was home beautification. The teacher of vocational agriculture landscaped his home and thru his evening classes he taught the new homeowners how to set out plants and beautify their homes. All of the houses were painted white except for one which later changed to correspond to the others. It was the decision of the group that, following the painting and beautification program, some fruit trees were needed. The white teacher of vocational agriculture at Crockett Mills had a nursery of apple trees and he made a liberal donation of trees which greatly aided the planting project.

Conveniences Added

The greatest needs at this time were modern conveniences and comforts such as lights, water, and streets for the new homes. The teacher had noticed that the T.V.A. lines pass very close to the school but that no connections had been made. The people were asked to sign an application form, and electric services were finally secured. Soon the city water was extended to the school area. As a result, running water was placed on most of the premises, and bath facilities are being installed in most of the homes.

Another problem the group faced was the fact that the streets were not graveled, and after heavy rains they were almost impassable. The city board agreed to match the funds of the Negro section to make this much-needed improvement of the streets. Again the organized group was successful, and with the aid of the county highway department four carloads of gravel, costing $400, were spread on the street near the school and in front of the Baptist Church. They city later added more gravel to other sections.

The next accomplishment was the repair and remodeling of the three churches in the community. All of this was accomplished during the depression years when the price of labor was low and the small annual income, together with the home debts, was already a heavy strain on the new homeowners.

Community Cannery Established

Thru the aid of the department of vocational agriculture, the group worked for three years before securing a community cannery to aid the families in placing more food on the pantry shelves. During the first year of operation more than 50,000 cans of produce, including meats, fruits, and vegetables were processed. One commercial canning company used the plant during the strawberry season and bought over $174,500 worth of fresh strawberries. This enterprise aided all people of the town in securing employment, as well as providing a much-needed cash income for the farmers.

The people are very proud of their advancement, and the county board in appreciation for the excellent educational achievements has pledged a new building for the high school which will be a distinct asset to the community and which will further the expansion of services.

Many Negro houses are being repaired and beautified and others replaced with neat, modest, attractive farm homes

Securing Community Cooperation in Vocational Agriculture*

T. P. CLIFFORD, Teacher, Hathaway, Louisiana

THE educational system of a school should be aimed directly at the problems of the community which it serves and at solving those problems. One responsibility of the school is to teach the child. If that child drops out and the school program no longer reaches him, the problem of educating him has not been solved.

The department of vocational agriculture in the school is a department that is mainly concerned with the welfare of rural people. It is not always concerned primarily with raising the income of farm people. Numerous fields are being opened to the program of vocational agriculture due to its present expansion, and we have no way of telling just how many more opportunities of service will be offered to our agricultural departments.

If we look at our schools as tools to use and picture them as machines, we will have to admit that the departments of vocational agriculture are important cogs in those machines; for centered around the department is a responsibility not only to the in-school boy, but a companionate responsibility to his parents. Without the linking of these two, our accomplishments will be mediocre to say the least. It is necessary to secure cooperation.

Community cooperation in vocational agriculture is the foundation of our program. The reason for this is, that, in order to reach the greatest number of people in problem solving, we must have them working together. It is utterly impossible to solve problems on a community-wide basis unless the people of that community pool their interests. Both you and I have seen time and again the vision of an individual perish because that individual tried to reach a goal alone. Problems which arise within the community require solving by the community. No one from the outside can hope to solve community problems for the ones concerned.

The first thing that a good department of vocational agriculture should do is to make people conscious that there are problems in the community which concern each individual. People are not interested in things that they do not know exist. The second thing that the department should do is to bring about a realization on the part of the people that these problems can be solved. Until a farmer knows that his yield can be increased, he will be content to accept usual production. The third thing that the department should do is actually to bring about a concrete problem-solving process whereby the problem with which you started out no longer exists, or exists in a comparatively weak form. To create a consciousness that a problem is present, to bring about a realization that it can be overcome, and to leave it suspended and do nothing about it, is to waste effort and discourage cooperation rather than to build it up.

Ways of Securing Cooperation

There are a number of ways of securing cooperation in vocational agriculture. Among these are:

1. Know the needs of the community. Until one is thoroly familiar with conditions and knows what brought about these conditions, he has a very weak case to present. Many good teachers feel that they are not fortified with enough technical background to know all the "ins and outs" of that sort of thing, but it must be realized that the training of the average teacher of agriculture is far better than that of the average person.

2. Select a program-of-work committee to help plan the program of agricultural education for the community. Every community has a half-dozen farmers who would like to serve on committees if they could be chairmen. Every man who aspires to be a committee chairman is not necessarily capable of serving in that capacity. The chances are that, unless the people of the community have a hand in selecting members of committees, full cooperation will not be secured.

Since we learn to do by doing, the best way to present problems to the people is by letting the people themselves present the problems thru committees that they have a hand in selecting. The best members of committees are not always the most highly educated or most powerful politically. All of us have seen excellent jobs done on various committees by the so-called little men, who have longed for years for a chance of expressing themselves. Illustrative material, tours, and study can best be brought directly home to the people by representatives chosen from among them. After all is said and done, this problem solving reverts to the people and all the outside pressure in the world will not create an incentive whereby people will learn to swim by themselves.

Personal Illustration

The situation in my community was: Our school is located about 10 miles from a town. Our largest income group is composed of rice farmers, the majority of whom could afford home-type quick-freeze boxes. However, most of the students at school come from row-crop farmers and farm laborers who could not afford such refrigeration. In contacting the farmers it was learned that they knew very little about community development centers, altho many had heard of them. These farmers did not know that in some places facilities were established by high school departments of agriculture for the teaching of plant propagation, meat curing, food preservation, farm-shop practices, and the many other phases of work associated with such centers. In discussing such facilities with our farmers, they were encouraged to take a trip to Avoyelles Parish to see just what went on in these centers. Arrangements were made with Mr. Cayer, parish superintendent of schools, and 33 farmers went in automobiles and a school bus to visit this center. Mr. Cayer gave the history of their program, the food production accomplishments, and also showed how cooperation and school attendance was increased.

On the return trip the farmers discussed the possibilities of having a center in our community. They agreed to meet on a certain night, and on that night 27 were present. Knowing that our parish school funds were budgeted and that no rural war production program was available, these farmers decided to call in the school officials and discuss various ideas. The meeting was held, and it was determined that the school officials, altho lacking in funds for immediate support, were in favor of the program. Considering this a green-light signal and having hopes of future help from the school system, two things were decided upon. First, it was agreed that approximately $2,200 could be raised by donations from farmers if the community would agree to sponsor the center; and second, the state director of vocational education, the district supervisor of agriculture, and the teacher-trainer, knowing how these centers operate as a part of the educational program, would explain their operation.

A community meeting was called and these gentlemen explained the program to over 350 persons. No promises of aid were made, and nothing said could be construed to mean that the task was easy. The proposition of raising funds to establish a center was put to a vote by the chairman, and the farmers were for it.

Committee Organized

Shortly after this meeting a committee met and drew up receipt forms to be used in the canvass for funds. The service area of the school was blocked off for the canvass, and teams went into every home. Very few failed to make some kind of contribution. The receipt was made out in duplicate, signed by the donor and two committee members, and the donor kept the copy of the receipt. The budget was oversubscribed. The additional funds are to be used in providing additional and needed facilities.

After the drive was completed, Miss Longoria, nutritionist of the state department, was called in, and she spent a day going over plans for the center. After discussing the project, the committee increased the proposed size of the building and the number of facilities to be installed. Plans were drawn up, and the farmers have some material on the grounds ready for the work to begin. It is hoped that the construction of a 40′ x 80′ concrete-block building will be completed this year, and the operation of part of the food-preservation facilities will begin by next spring.

The farmers of the community intend to present the building and such facilities as they are able to install to the school system. The committee has held 12 meetings from the time we started until the present time. The members were always present at these meetings. Sometimes as many as twice the number of farmers attended just to see what was going on. In all of the drives and meetings farmers themselves were in charge and conducted the entire campaign of solving their community center problem.

This type of program planning and execution places tremendous responsibility on the department. However, with a committee of World War I veterans to assist with the veterans' program and a committee of reliable farmers to assist in directing the program of supervised farm practice, I feel confident that the job will be well done.

*Excerpts from address delivered at the State Conference of Vocational Agricultural Teachers, Baton Rouge, Louisiana, July 23, 1946.

Future Farmers of America

A. W. TENNEY

Organization of Summer Tours and Trips

HOWARD CHRISTENSEN, Adviser, Bunkerville, Nevada

THE end of gas rationing gave the green light to travel. It has opened the door for opportunity to again bring back into our programs of work summer tours and trips. Many school boards will feel as ours did, that F.F.A. tours are as educational and beneficial to the program as regular schoolwork.

Howard Christensen

It would take some time to list all of the values of educational tours. I will try to summarize only the more important:

1. Increase the student's general knowledge and give him an appreciation and interest in biology, forestry and wildlife, marketing, and manufacturing

2. Give students a chance to study safety, cleanliness, campcraft, and many things that cannot be taught in a regular school program

3. Give the students a chance for good recreation and to develop leadership qualities

4. Provide ways and means of keeping the Future Farmer program going during the summer

A survey taken on our 1,600-mile trip to Yellowstone National Park showed that 20 percent of our students had been less than 200 miles from home.

We found that many of the boys who are the most troublesome in school knew how to care for themselves and conducted themselves best on the trip.

Many trips can be a failure because of poor and careless organization. I shall discuss a few of the important points in organization that we have found to be very helpful in connection with this trip.

Supervision

It is very important to have a school-board member and at least one or two parents go on the trip. The number of parents would depend on length of trip, distance, and number of boys. Accidents and trouble may not happen, but one can never overlook the possibility. I believe that no teacher of agriculture should assume the entire responsibility for a group of boys.

The parents and school-board member fill the following functions:

1. Assist and act as witness in case of accidents
2. Help control students by enforcing regulations
3. Give parents and students a feeling of well-being
4. Act as camp supervisors, safety inspectors, etc.
5. Provide opportunity for adults to see Future Farmer program in action.

Groundwork for Trip

Write for information on park or area long before trip is to be taken. The trip committee should also write ahead to manufacturing plants for permission to go thru them and get information about them. This provides stimulus for the parents as well as the boys. The members should do most of the planning with supervision. Let a committee of F.F.A. members manage the trip and the instructor only advise. I have found, from actual experience, more satisfaction among the group when they made the rules and enforced them. As a general rule the trip committee will conduct the trip about the same as the adviser would, with far less trouble. The adviser must advise and back up decisions made by the trip committee.

Publish a definite set of rules and follow them. In the national park, a group of boys will be blamed sooner than other campers for any violation of park rules, and the adviser will be held responsible.

We have found it a good plan to have boys make a deposit and then lose a dollar for each offense.

Some rules we found to be helpful are:

1. Have a reliable, cooperative bus driver who is properly licensed, and make sure the bus is properly insured.

2. Travel at the most 250 miles a day, and stop when bus driver and students show signs of being tired.

3. Fire is an important risk. Do not allow matches to be carried in pockets, but provide a special container for them. Above all, permit no striking of matches in bus or carelessly in the park.

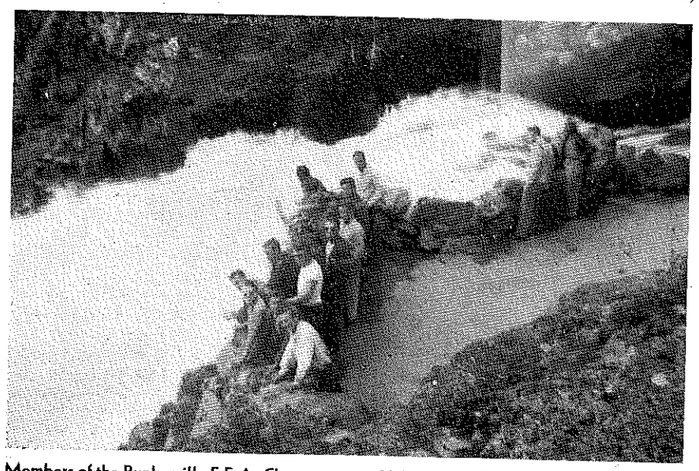
4. At every bus stop, before anyone leaves bus, announce definite time to leave. Keep record of those who are late and make fines or special punishment.

5. Have a camp inspector see that camp is kept clean.

6. Give safety instructions and take first-aid materials.

We have found that dividing the chapter in groups of six or eight with a group leader worked out most satisfactorily. The groups camped and cooked together. The adviser issued to the groups a guide as to food and equipment that would be needed for the trip.

As soon as the trip is over, develop films, prepare news articles, and file in chapter scrapbook. This will greatly aid future trips.



Members of the Bunkerville F.F.A. Chapter stop at Yellowstone Falls during the summer tour

Fundementals Versus Window Dressing

(Continued from page 94)

as a farmer then the efforts are justified, otherwise they cannot be justified.

The same criteria can be applied to advancement in the Future Farmer organization. Did he become a "State Farmer" because of his ability as a farmer or because he was born with plenty of money and has a dad who is willing to push him. What about the boy who wins a Future Farmer public-speaking contest? If he wins because he has developed the ability to gather facts, organize them, and present them logically and clearly, then the contest means something. On the other hand if he is simply an orator and "parrots" ideas someone else has gathered and organized, then the results are not measuring worthwhile development.

Let's remember that we are educators, and that we must be more concerned with those we are educating than we are with the pigs and crops they raise. Let's do more talking about what our students can do and less about the weight of their livestock or the prizes they have won. Let's get down to fundamentals and away from window dressing.

Teacher Timesavers

Project Check Sheet

THIS check sheet gives me a clear picture at any time I have occasion to refer to it—when we check all projects at the beginning of the month, at the time of a conference with a student, or if our supervisors wish to see the complete program of any one student.

As the student enlarges his program, he writes in the names of his projects, his farm betterments, and down below, in the lower left-hand corner, the number of skills he intends to inaugurate. He brings his record books to the instructor and as the different items are approved they are OKed. If any item needs improving or is incomplete it is checked (√) and must be reworked. Some of the projects do not require approval on all items, e.g., corn would not have a weight record in most cases, as do livestock projects. As the farm-betterment projects are approved they are marked OK. We are gradually requiring more study and more complete plans for our betterment projects.

What I like about this sheet is that it tells the student what he needs to do in any one record book for complete approval, it saves paging thru the entire book for one incomplete item, it gives his complete program for reports, at the lower portion of the page it tells exactly month by month if his records are up to date, it tells which records have been completed, and it shows the grade the student received on the project.

These sheets are filed alphabetically with the project record books and as the students call and come in during the summer to complete their records, we can get the job done in a very few minutes.

—L. E. Klein, Critic Teacher, Seward, Nebraska

Note; Additional contributions are needed for this column. They may be mailed directly to the editor, care of Department Agricultural Education, Univeristy of Missouri, Columbia, Missouri.

Name_____

Vocational Agriculture — NEBRASKA PROJECT RECORD BOOK — Check Sheet

Production Enterprises | Farm Betterments

ITEM	Sow and Litter, 1 hd.	Corn, 10 A.	Baby Chicks, 200.	Improve Farm Shop, 3 jobs.	Eradicate Bindweeds, 1 A.	Improve Farm Library, 100 pub.	Painting Farm Buildings, 3,000 sq. ft.
Cover Page	OK	OK	OK				
Farm Survey	OK	OK	OK				
Project Budget Estimated	OK	OK	x				
Actual							
Project Agreement	OK	OK					
Plan of Project	OK	OK					
Long-Time Program	OK	OK	OK				
Dairy	OK	OK					
Breeding Record	OK	—					
Loss Record	OK	—					
Weight Record	OK	—					
Expense Record	OK						
Labor Record	OK	OK					
Receipts	OK						
Financial Summary	OK	OK					
Cost of Production per Unit							
Conclusions							
Farm Betterments						OK	OK	OK	x
Supplementary Practices and Skills		20							

SEPT. (OCT.) NOV. DEC. JAN. FEB. MAR. APR. MAY JUNE

COMPLETED_____ GRADE_____

Sheep-Dipping Project

Mazon Chapter F.F.A.

THIS project started when the boys found out that there was quite a need for dipping in the community. Several breeders came to the organization and asked that the chapter take over the project. The responsibility for planning the project was delegated to a committee consisting of boys who owned sheep. The committee was asked to purchase or to make a vat. It was finally decided to buy the material and make a vat in the school shop, which is equipped with both electric and acetylene welders. The actual construction was later turned over to the shop class. The chapter already owned a trailer and as a result the vat was made more or less to fit the conveyor. Planks were laid along the sides in order to give the boys a place to stand while doing the dipping.

Vat and trailer used by members of Mazon Chapter for dipping sheep

Dipping was done during class time, after school, and on Saturdays. The setting up of a schedule for this was another job assigned to the committee. They in turn designated a boy in each area to locate flocks for the committee. The schedule was arranged so as to keep travel to the minimum. The committee decided to charge 25 cents for dipping ewes and bucks, and 15 cents for lambs. During the year they dipped more than 500 sheep. The income during the first year paid for the equipment and also provided a small surplus.

We think the project is worth while from the standpoint of county welfare, and, in addition, it has been a means of helping finance the activities of the chapter.—W. E. Myers, Teacher, Mazon, Illinois.

Cover Designs Switched

Our publisher and the editor wish to explain that the design used on the October cover was intended for this issue. The picture originally selected for the F.F.A. number was sent in by Neil Johnston, Adviser of the Clarinda, Iowa, Chapter. The picture was an excellent reproduction of the chapter-owned bus, but the dimensions were not of suitable proportions for the cover pattern.