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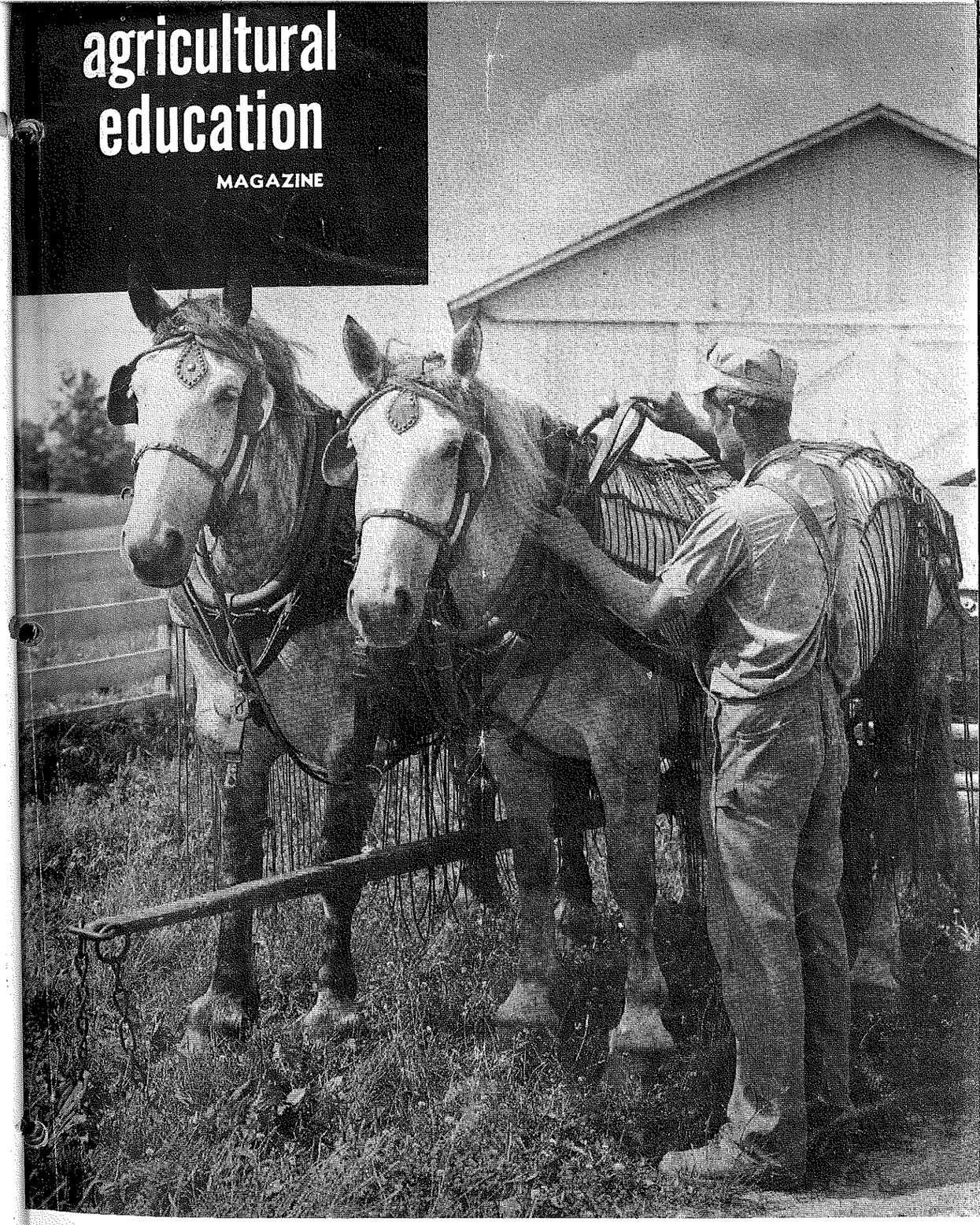

Farming ranks high in the occupational employment of former students in Pennsylvania.
—Courtesy C. S. Anderson, Pennsylvania State College

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The Agricultural Education Magazine

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Editorial Comment

Research in Agricultural Education

F. W. Lathrop

THE Vocational Education Act of 1917 (the Smith-Hughes Act) states that there is a "sum provided for in Section Seven for the use of the Federal Board for Vocational Education for the administration of this Act and for the purpose of making studies, investigations, and reports to aid in the organization and conduct of vocational education. . . ."

The Smith-Hughes Act provided funds for the Federal Board for Vocational Education and later the Office of Education to use for research. No funds were provided directly to the states for research, but workers within the states whose salaries were paid in part from federal funds were encouraged to engage in studies "needed in developing their vocational programs."

On page 24 of Bulletin 1, Statement of Policies for Administration of Vocational Education, is the following statement, "State supervisors and members of teacher-training staffs, including research workers, should be encouraged to undertake studies which are needed in developing their vocational programs and to make the results available to teachers thruout the country. The Office of Education, within the limits of the staff and time available, may cooperate with the states in planning, co-ordinating, and carrying on such studies as are of national importance."

Policies Pertaining to Research

Question 28 on page 36 of Bulletin 1, Statement of Policies, Revised, February 1937, reads, "May federal funds allotted to a state for teacher-training be used by the state for research and investigations?

"Answer: In order to carry out the purposes of the vocational education acts, research and investigation in the fields of vocational education are necessary on the part of the Office of Education, the state board, and the institutions that are charged with the responsibility of preparing teachers. A state board will be expected to submit a plan setting forth the scope of the work contemplated and the qualifications to be required of the persons to be employed.

"The scope of research work should be limited in such a manner that the results will function directly in the furtherance of the entire program of vocational education."

George-Barden Act

The Vocational Act of 1946 (The George-Barden Act) is explicit on the use of federal funds for research. Section 3 of this Act states that "the funds appropriated under authority of paragraphs (1) to (4) inclusive, of subsection (a) of this section may be used for assisting the several states and territories, for the purposes therein specified . . . for securing necessary information and data as a basis for the proper development of programs of vocational education and vocational guidance. . . ."

George-Barden funds used for research can be used in state departments of education or in teacher-training institutions.

It should be pointed out that the policies which are to accompany the George-Barden Act are not yet formulated. However, it is safe to say that this subsection relating to research will be quite flexible.

Workers in agricultural education have made progress in research. There is abundant evidence of this progress. First, there are two publications giving summaries of studies made. These are "Summaries of Studies in Agricultural Education," Bulletin No. 180, United States Office of Education, and another publication by the same title which supplements Bulletin 180 and was published by the Interstate Printers and Publish-

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One More Spark

W. H. Martin

TEACHERS of vocational agriculture have, the country over, been one of the most unified groups of teachers. Being a relatively small group in any state, and for the most part having been graduated from the same institution, the teachers of agriculture have been quick to appreciate and capitalize upon the advantages afforded them thru their closely knit and well-led state associations. Or, perhaps one should say that because of the foregoing reasons, teachers of agriculture tended to develop strong associations. Whatever the reasons may be, there is a degree of strength and inclination to action beyond that found in more loosely knit organizations of teachers.

In seeking, as a group, the advancement of the profession, they have given no little consideration to salaries. Beginning salaries have often been fixed by gentlemen's agreements and are enforcable because of the competition. Also, there have been other alternatives for the experienced teacher. One result has been relatively higher salaries for teachers of agriculture than for other teachers in the school system with comparable training and experience. This is not necessarily bad. However, it is not strange that some think it so.

The time for great advances in the salaries of all teachers is at hand. Teacher strikes, studies of salaries, and all the rest will be involved in the evolution of real salary schedules on a school, town, county, or even a state-wide basis. It is time for teachers of agriculture to share the benefits of their experience with co-workers, and to bring their leadership to bear on the total problem of securing adequate salaries in rural schools. It is a civic and professional responsibility. Failure to act may result in salary schedules which do not give proper recognition to the character of work, or even the period of employment (36 weeks against 48) of teachers of agriculture. This action of leadership will then protect the profession and aid to insure a schedule favorable and fair to all.

In accepting leadership in this vital problem, what course of action shall be followed to secure desired goals? The answer may be "the one that gets results"; in other words, the ends justify the means. While all would admit the importance of selecting ways and means in terms of the situation, there would be few who would favor the pattern set by organized labor as a first path to choose.

Why not try education first? Education of faculty, education of students, education of parents, and education of taxpayers? In this way cannot there be developed mutual understanding and confidence essential to the development of a satisfactory salary schedule within the local unit? Too often administrators, under pressure of economy-minded boards, have not really brought the problem into the open. Thru a joint study of the problem by teachers and citizens, both the problems of the teachers and of the taxpayers (which include teachers) may be laid on the table. No! not in a single meeting, but in a series. Is it not reasonable to expect that such democratic procedures would prove compatible to rural people? And, is it not likewise probable that the gains would be as large and permanent as those secured by less desirable means?

Teachers of agriculture have ever been called upon to supply the initial spark for programs of adult education. Here is a new opportunity to supply a needed spark for a cause that won't require much pushing because, essentially, everyone is in back of it and already pushing. What is needed now is the application of a spark of leadership and a pinch of know-how of getting rural people, as a group, to talk over their problems. If teachers of agriculture will supply the same, who can say what they will have done for today's generation of rural boys and girls in terms of providing better teachers.—W. H. Martin, University of Connecticut.

Studies and Investigation

E. B. KNIGHT

Trends in Cooperative Research

R. W. CLINE, Arizona, Member of Research Committee, Agricultural Section A.V.A.

R. W. Cline

MAN'S aspirations to improve his ways in all human endeavors are as old as civilization itself, but the systematic approach to this problem is of rather recent origin. Agencies of research, as they apply to education, are largely a product of the last 30 years, or roughly the period during which vocational education was becoming established in this country. Research has therefore developed along with vocational education in agriculture thru what may be called the first phase of the program under federal support. During this initial period there has been a growing tendency to use accepted research procedures in seeking answers to the diversity of problems encountered by workers in this field. Analyses of the summaries of studies in agricultural education reveal a broad range of subjects and a variety of devices and techniques. Considerable progress in recent years has been made in the development and adaptation of instruments of research specifically suited to the problems common to education in agriculture.

Major Needs

As agricultural education enters the second phase of its development we must critically re-examine programs and practices of the past and direct research activities toward the needs of people in agriculture geared to world economy and a new era of scientific achievement.

The problems and needs in making adjustments are well expressed in Gregory's[1] discussion of vocational education in the postwar world. In conclusion he writes:

> "Finally, expansion and improvement may not prove difficult if it involves merely acceleration. The real challenge comes when we make improvements, reorganize, and redirect our efforts."

In a summary of progress on research to date, Smith[2] quotes Puls as follows:

> "The profession is suffering because not enough of the right kinds of studies are being made and those which have been made are not finding their way to the teachers in the field."

On the basis of the above appraisals, what type of research program is most appropriate to present and future needs? On this point Smith further concludes:

> "Cooperative research effort on a nationwide or regional basis is another need. Such an approach would tend to reduce duplication of effort and insure over-all planning, direction, and dissemination sorely needed to improve the quality and significance of research."

This point of view seems to be rather generally shared by those who are familiar with the problems and progress in this field.

Values of Cooperative Effort

Cooperative research may be defined as *any systematic plan that engages the efforts of large numbers in attack upon many problems, and integrates the work into a long-range program for common purposes.* In recognizing certain values in this approach to research we, of course, do not minimize the importance of other needs which are still major bottlenecks. These include need for adequate finance and qualified personnel at national and state levels.

Recent financial support for vocational education and public interest in research in general, as an outgrowth of war, make this the most timely period in the history of agricultural education for the expansion of facilities and services for finding answers to crucial questions. The extent to which this opportunity is utilized will depend largely upon the nature of our leadership and the support for the program by the rank and file of workers. Such support will be substantially increased by the recent trend toward broader participation in cooperative programs of research.

Such programs when wisely planned and developed serve as a means of assisting each worker and especially the classroom teacher in finding answers to problems. This is the point at which most research should originate and the findings put to use, for teachers have many problems. Good research is not a solitary enterprise, but a co-ordinate activity that deals with the variable aspects of human behavior wherever we find it and the forces that control it. The driving force in any investigation is individual curiosity and the desire to improve one's conditions.

Finally, then, a study becomes an individual undertaking if it is to be realistic. What seems worthy of study to one person may not be at all worthwhile to another, for significance in any situation is as variable as individuals themselves. While productive research should not be regimented, it likewise should not be pursued entirely as an individual activity. Such a plan would only increase the weaknesses so prevalent in the period of development thru which we have just passed. Teachers and other workers, therefore, either as participants or consumers of research, will receive greatest values thru cooperative effort. This implies leadership and a plan applicable to all aspects of the vocational program and its participants.

Principles and Practices

Successful cooperative research demands considerable group conference discussion, so that all workers may understand the nature of the investigations and be able to participate with maximum efficiency. Even with limited time for such work at regional conferences, research committees in recent years have made progress on cooperative studies and the promotion of research in general. Two trends in planning and conducting studies may be mentioned. One plan is for all workers to concentrate on the study of one timely problem of major concern to the region; the other plan is to undertake a number of problems of limited scope with several workers in charge of each study. In the latter situation, assignments are made on the basis of need within the several states and the interests of workers. For example, the matter of teacher certification is of special importance at this time in three states of one region. Therefore the workers in these states are conducting a study on the problem and will report their findings to the regional group.

The following list of cooperative studies now in progress in the Pacific region will illustrate the plan of pursuing a number of studies over a given period.[3]

1. Materials and procedures for handling guidance problems of students in vocational agriculture
2. Developing a guide for the first-year course in vocational agriculture for the region
3. Evaluation of certification requirements for teachers of agriculture in the region
4. Evaluation of student organizations in the preservice training of teachers of agriculture
5. Evaluation of the activities of teachers of vocational agriculture
6. Procedures for recruiting and selecting trainees in agricultural education
7. Developing a manual for the use of student teachers and supervising teachers in the region

Experience with cooperative studies indicates the value of certain basic procedures whether one or several studies are in progress. Some of the more important procedures may be listed as follows:

1. Develop a reservoir of problems especially significant to the workers in the group.
2. Accurately state and delimit the problems, first thru group study and finally by assignment to individuals for further refinement.
3. Select a co-ordinator for each study. He in turn may obtain the assistance of several other workers, but he is responsible for assignments, time schedules, and standards in the finished study.
4. Obtain the services of an adviser or research staff if the problem demands this.
5. Invite all workers interested in the study to supply data and otherwise assist in accordance with individual abilities and interests.
6. Present a written report of the study for group evaluation, discussion of implications, recommendations, and needs for further study.

Recent progress on cooperative research is encouraging. Further results will depend upon the emphasis it receives in the pattern of vocational education for the years ahead. The least we should accept is adequate research staffs at state and national levels, annual research workshops at national and regional levels, and many smaller group conferences for the furtherance of cooperative programs thru state and district groups.

Feature of Issue

Except for some evaluations of emergency activities, the research aspects of the program of vocational agriculture was for the most part curtailed during the war. Increased attention is now being directed to the making of studies and investigations. We are pleased, therefore, to devote a considerable part of this issue to Dr. Knight's section of the magazine and shall plan to include additional reports of similar character in succeeding issues.—Editor

1. Gregory, Raymond W., "Vocational Education in The Postwar World," *American Vocational Journal*, XXI No. 7, (Sept. 1946)
2. Smith, William A., "Agricultural Education," (Review of literature for the three-year period 1941-44) *Review of Educational Research*, XIV No. 4, (Oct. 1944) p. 333
3. *Report of Twenty-Seventh Annual Pacific Regional Conference on Agricultural Education*, April 29-May 3, 1946, p. 66

Research

(Continued from page 143)

ers. Since 1943 the Review of Educational Research has published bibliographies of recent studies in agricultural education. A forthcoming issue will include such a bibliography.

For many years, the research committee of the Agricultural Section, American Vocational Association, has done yeoman service in stimulating research for agricultural education. The publications mentioned above are one result of their work.

The war interrupted systematic planning of research in many of the states. Seventeen states had already formulated long-time research programs in agricultural education. Most of these need to be brought up to date.

"The History of Agricultural Education of Less Than College Grade," published by the Office of Education in 1942 is an example of cooperative research in agricultural education. Approximately 170 persons contributed to this volume.

Research is the basis of intelligent planning and action in any field of endeavor. Those in agricultural education who are active in research are convinced of this truth. Research workers and others interested in research have some missionary work to do with many administrative officials in education and vocational education. The writer has learned thru sad experience that a research project which does not have administrative understanding and support at its beginning is headed for oblivion.

A research project is not well planned until administrative officials have thoroly examined the plan and have approved it.

The progress already made in research in agricultural education, the growing interest in it, and the new legislation, which gives increased support, all promise a bright future.—W. F. Lathrop, U. S. Office of Education.

Community Study Serves As Basis for Improved Program

M. J. SCOTT, Teacher, Fisher, Illinois

M. J. Scott

TEACHERS of vocational agriculture have cast their lot with the community in which they are working. Too often we are not consciously aware of this situation and consider the position either as a temporary one or as a stepping-stone to a more attractive one. This article is directed to the sincere teachers of vocational agriculture (and there are many) who are striving to use their time and energy in a way which will enrich the lives of all the people living in their community.

It is just as important for teachers to know what to leave out of their program as what should be put into it. In the continuous struggle to provide a well-balanced, well-rounded program of vocational agriculture in our various communities, it is essential that we have specific objectives in mind. In other words, we must know where we are going. This is impossible until we learn where we are now, a knowledge which comes only from constant study of the community in which we live.

Community study gives direction and impetus to worthwhile educational activities and aids the teacher in ridding himself from the shackles of many unimportant details which take so much of his time. In administering a program of vocational agriculture it seems just as important to cull closely the nonproductive activities as it is for our farm operators to cull unprofitable cows, chickens, or hogs from their production lines. This statement should in no way be construed to mean that teachers of vocational agriculture haven't been doing excellent work. Most of them are as busy as Santa Claus at Christmas time and much good work can be chalked to the credit side of the ledger.

Looking to Community Improvement

One of my farmer friends recently told me that "even a blind sow finds a few acorns to eat." There is no telling how many acorns she could have found if she had vision or knew the spots in which to look. In order to develop better vision and to help pick the "spots" the agricultural department at Fisher, Illinois, established an advisory council according to a plan suggested by Professor H. M. Hamlin, of the agricultural education department, University of Illinois.

The advisory council consists of a number of individuals representing a cross section of our community organized to aid in studying the community and establishing goals toward which our agricultural department may work. Annually, they attempt to evaluate progress made toward these specific objectives. Originally there were nine members, but later the number was increased to twelve. The principal* was consulted in making nominations and was encouraged to attend all council meetings, but is not considered a council member.

We found that our community consisted of slightly less than 400 farm families, and about the same number of families who live in the several small villages in the area. We learned also that about two-thirds of our operators were tenants. The average farm consisted of about 240 acres. About 90 percent of our acreage during the war was planted to corn and soybeans. During 1944 our county reached an all-time high of 96 percent of its land in corn or beans. Clover or pasture made up only about 4 percent of our total acreage. During the few short years that our land has been in cultivation, ranging from 25 to 80 years, soil-conservation district studies show that we have lost more than 40 percent of our topsoil. We found it very hard to believe these figures, and all agreed that our "neighbors" were not doing a very good job of providing for the future.

The A.A.A. office provided us with some interesting crop yields based on 10 or more years. Our corn yield was less than 50 bushels per acre. This figure took on greater significance when we learned that virgin soils during this same period had been yielding from 100 to 178 bushels per acre depending on weather conditions and rate of planting.

Soybeans averaged 22 bushels per acre and the yield seems to be dropping faster than corn yields. Oats averaged less than 40 bushels per acre. Pastures were overgrazed and neglected, and clovers varied from nothing up to about 2½ tons per acre. Farmers with poor clover stands casually explained that the weather was unfavorable, or they had procured some poor seed.

Livestock efficiency standards were equally low. We estimated from surveys and records that the average dairy cow produced less than 200 pounds of butterfat per year. Sows produced approximately 900 pounds per litter in six months, and 160 pounds at 56 days. Hens produced about 100 eggs per year. Records weren't available for beef cattle or sheep, but by the time we got around to studying them we were ready to believe that they also were very low.

Members of the council and others who assisted in making the studies agreed that when actual records were available, they were lower than we ever imagined. In fact, we were rudely shaken out of our lethargy concerning the well-being of our community.

We made a rather feeble effort to study some of the things which are more difficult to measure. Examples of these are:

(Continued on page 157)

*M. E. Foreman—1942-1946
Thomas A. Hood—1946-

Young Men Ten Years After Leaving Rural High Schools in Pennsylvania*

O. L. YOUNG, Teacher Education, Pennsylvania State College, State College, Pennsylvania

Editorial Comment

In this article, O. L. Young reports on the findings of an accumulative study by Dr. C. S. Anderson of vocational choices and employment of young men after graduating from rural high schools in Pennsylvania. The data have significance in the planning of programs for vocational education in agriculture.

O. L. Young

THE data on which the findings of this study are based were collected over a 14-year period. Dr. C. S. Anderson, professor of Agricultural Education at Pennsylvania State College began the study in 1929 by recording the vocational interests of 683 boys as they entered the freshman class in 41 widely scattered but representative rural high schools. Twice yearly and extending over a 4-year period, a vocational interest questionnaire was submitted to each pupil. Those who dropped out of school and those who moved from the districts were also included whenever possible. In all, 89 percent of those with whom the study was begun in 1929 were accounted for in 1933, which is the time that they would normally have been graduated from high school. At the close of the 4-year period Doctor Anderson summarized and published the results (1).

Continuous Study

In 1939 Doctor Anderson made an analysis of the high-school and post-high-school records of 185 of the boys who had dropped out of school before graduation (2). Approximately 10 years had elapsed since they were high-school freshmen. All had been away from high school for at least six years and many of them for nearer nine years.

Again in 1940 he made a case study of 54 of the out-of-school young men who were known to be farming. All of the 54 men were personally interviewed on their farms. Twenty-five cases were selected for publication (3).

The year 1943 marks the close of the 10-year period since most of these rural pupils (now adult men) were graduated. Doctor Anderson says, "It is the time originally planned for a review of the first study, supplementing it with newly gathered current data." He consulted and rechecked all the early data secured in the initial study. In addition, up-to-date 1943 information was completed for 586 of the 683 boys who started as participants in the study.

Objectives of the study.—The purpose of the study was to determine the relationship, if any, existing between the high-school vocational interests of rural boys and their adult occupational experiences. And, also, what use could be made of this information in planning agricultural education programs.

Some Findings

Range of vocational interests.—At seven specific survey periods distributed from the freshman to the senior years in high school, the boys indicated their choice of vocations and were given opportunity to change their choices at every succeeding survey period. Two facts were revealed thru this process: (1) An almost constant proportion of the boys designated each of the given occupations from one survey period to another, and (2) a very large and fairly constant proportion of the boys expressed their choices within the limitations of four groups of occupations. The four occupational groups were farming, mechanics, aeronautics, and engineering.

For the seven survey periods, the mean number of vocational choices made per boy was 2.4. Thirty-seven percent of them constantly adhered to their first choice thruout their four years in high school.

What did they do upon leaving high school?—When they entered high school in 1929, slightly less than 16 percent designated a choice of the occupation in which they were destined to find their first employment. At each succeeding yearly period the number increased until, when seniors, 32 percent expressed a choice for the occupation in which they were soon to be engaged. The greatest increase occurred at the end of the freshman year. At 14 to 15 years of age, the normal age of high-school freshmen, boys begin very rapidly to become job- or occupation-conscious. This offers the principal justification for including a study of occupations and for emphasizing occupational guidance at the ninth-grade level of the curriculum.

When they left high school only 2 out of every 10 boys actually entered immediately the occupation of their first choice. However, in interpreting the figures, we must remember that it is not always easy for a high-school graduate to move directly into his chosen vocation. Many, if not most, lines of work require additional training, and for this reason high-school graduates quite generally first seek temporary types of employment.

Three out of every 10 boys found their first employment in agriculture. Forty-four percent were sons of farmers. Naturally after graduation a large proportion of this group went right into full-time work with their parents on their home farms.

Only 4 percent of the boys proceeded at once to colleges and universities to continue their studies. Yet during their high-school years, when at regular intervals their vocational choices were recorded, from 22 to 25 percent of the boys gave as their first choices occupations that require college training.

Ten Years Later

What are they doing 10 years later?—A comparison of the 1943 occupational employment records of the young men shows that fewer than 1 in 10 of the men are at present engaged in the work they designated as first choice in 1929, when they entered high school.

Each succeeding year the choices coincided more and more with the employment reported in 1943, until in the last recorded year, 1933, more than 18 percent of the chosen vocations are shown also to be the present occupations of the men.

From these data we may deduce that 10 years after leaving high school only 1 boy in 10 will be engaged at what he thought he would be doing when he was a freshman, and slightly fewer than 2 boys in 10 will be doing what they expected to do when they were seniors in high school.

Parental influence.—Twenty-four percent of the freshmen chose the same occupation as their fathers. In the senior year only 13 percent indicated a desire to follow the occupations of their fathers. Thirty-nine percent, however, actually proceeded at once to go into their fathers' occupations as soon as they left high school. Ten years later 25 percent of them are established in the same occupation as was their fathers' occupation at the time they were attending high school.

Their farming activities.—Twenty-nine percent of the boys found their first post-high-school employment in agriculture. Fifteen percent are farming today, 10 years after leaving high school. An additional 5 percent were engaged in farming immediately prior to their enlistment or induction into the service.

Interest in mechanical work.—In all the high-school vocational interest surveys, the boys consistently ranked mechanical work very high. Boys who chose to be mechanics came nearer to achieving their goal than did the members of most of the vocational groups. Upon graduation from high school 21 percent of the group expressed a preference for mechanics. Today nearly 19 percent are doing mechanical work.

They did not become aviators.—When the young men were freshmen, 14 percent thought they wanted to be aviators. When the time came to leave high school, 0.3 percent found employment in the field of aviation. They have continued in the work.

None became engineers.—Altho 12 percent wanted to become engineers, none did.

Professions claim very few.—Law, medicine, and teaching were repeatedly mentioned when expressing interests in vocations. However, none became lawyers or doctors, and only 2 percent became teachers.

Some engage in commercial activities.—The number engaged in trade and business is more than twice the number that expressed interest in the vocations when members of this group were seniors in high school.

Some are classified as common laborers.—Common labor offered the second largest outlet for employment to the members of the group as they departed from high school, being second only to agriculture. Seven percent are now listed as common laborers. (This does not include farm and mine labor.) Three percent are miners, altho none expressed a desire for mining.

Forty percent migrated to other places.—The most migratory group was the mechanics. Farmers did not migrate to any great degree.

Implications for Agricultural Education

1. The opportunities and possibilities for guidance present a challenge to all vocational teachers and particularly to teachers of agriculture.
2. As the teacher performs his duties as a guidance officer he should keep in mind that about 40 percent of the boys of a rural community will leave the community in which they are educated.
3. The level or place in the curriculum where instruction in vocational agriculture is offered may be open to

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Distribution of vocational choices and the employment of boys and young men as recorded at definite intervals between the years 1929 and 1943.

VOCATIONAL OCCUPATIONS	Vocational Choice When Entering High School (1929)	Vocational Choice When Graduating or Leaving High School	First Employment After Graduating or Leaving High School	Employment 10 + years After Graduating or Leaving High School (1943)
	percent	percent	percent	percent
Agriculture (including farm laborer)	19.7	20.6	29.1	14.8
Artist and Entertainer	1.7	1.2	....	....
Aviation	13.9	9.9	.3	.5
Clerical and Sales	2.6	1.4	3.8	5.2
Common Labor (except farm and mine)	....	....	13.9	7.1
Domestic and Personal	.9	.3	.5	.7
Engineer	12.2	11.0	....	....
Lawyer	2.6	1.7	....	....
Mechanic	22.6	21.4	8.3	18.6
Medicine	1.4	1.2	....	....
Military	....	....	1.3	12.6
Miner	....	....	3.1	3.2
Ministry	....	2.0	....	1.0
Music	1.4	1.2	.2	....
Professional Sports and Physical Education	1.4	2.9	....	....
Public Service	2.9	3.2	.2	4.4
Relief Work	....	....	1.0	....
Scientist	1.4	1.4	.4	....
Student	....	....	4.1	.5
Teacher	4.7	4.1	....	2.0
Trade or Business	4.7	3.5	5.0	8.5
Transportation and Communication	1.4	1.7	3.1	5.2
Employed but Occupation Unknown	....	....	....	7.1
None, Unemployed	1.6	6.1	20.3	3.2
Miscellaneous Occupations	2.9	5.2	5.0	4.4
Deceased	....	....	.3	1.0
	683	663	604	586

Number of Individual Records

* Research conducted by Dr. C. S. Anderson, professor of Agricultural Education, Pennsylvania State College. Published as Bulletin 468 by The Pennsylvania

Types of Courses and Use of Speakers in Agricultural Evening Schools*

WAYNE D. STRONG, Teacher, Lake City, Iowa

Wayne D. Strong

THE type of course that should be offered and the number of outside speakers that should be used in agricultural evening schools have always been problems among instructors of vocational agriculture. This study was made in an attempt to determine the influence outside speakers and types of courses had on enrollment, attendance, improved farm practices, and follow-up work on agricultural evening schools in Iowa. No attempt was made to get information concerning the extent to which other objectives of adult education in agriculture have been associated with the number of outside speakers used or the type of course offered.

Records from 307 evening schools which were conducted by teachers of vocational agriculture in Iowa from 1943 until 1946 were used. A summary of these data is given in Tables 1 and 2. Questionnaires were sent to 85 teachers of vocational agriculture who conducted evening schools during the 1945–46 school year. Each teacher was supplied postal card questionnaires to be sent to six evening school members who attended meetings during that year. Returns were received from 73 instructors and 200 farmers.

Courses on current farm problems had larger enrollments, greater average attendance, and more persistency of attendance than one- or two-unit courses. As a rule, courses on current farm problems consisted of lessons on subjects which were not closely related as in the case of unit courses.

There was little relationship between the types of courses and the number of improved farm practices the farmers used for the first time, or the number of farmers enrolled for follow-up work. The small difference that was found was in favor of the two-unit courses.

Current Problems Popular

Sixty-seven percent of the courses offered during the 1945–46 school year were on current farm problems, and approximately the same percentage of instructors favored this type of course. However, the farmers wanted more courses on current farm problems, since 87 percent desired courses of this nature. Only 4 percent of the farmers favored a one-unit course. The remaining 9 percent wanted the two-unit course.

There was no relationship found between teaching experience or number of years the instructor remained in one position and the type of course used in the school. There was a slight tendency for the high schools with smaller enrollment to use more courses on current farm problems. However, there was no significant relationship between the size of the town in which the evening school was held and the type of course given.

Average enrollment, average attendance, and persistency of attendance increased as the number of outside speakers increased. There was little relationship between the number of outside speakers used and the improved practices followed by members for the first time. Altho the number of improved practices per course increased as the number of outside speakers increased up to five speakers, the number of improved practices per member

(Continued on page 151)

* Summary of a Master's Thesis entitled "Organization of the Instructional Program in Agricultural Evening Schools in Iowa" by the author of this article. The thesis was accepted at Iowa State College, Ames, in July 1946.

Table I—Data Pertaining to Courses for Adult Farmers Taught in Iowa, 1943–1946

	Type of Course			
	One Unit	Two Units	Current Farm Problems	All Courses
Number of courses	72	25	210	307
Total enrollment	3346	1281	13106	17733
Enrollment per course	47.9	51.2	62.4	57.8
Attendance per course	23.2	22.5	29.7	27.6
Number per course attending:				
3 or more meetings	26.7	29.2	32.8	31.0
6 or more meetings	15.8	15.2	21.4	19.6
All meetings	4.8	3.4	5.9	5.4
Number improved practices per course*	58.4	97.0	67.9	68.0
Number improved practices per member enrolled*	1.26	1.89	1.09	1.18
Number individuals per course enrolled for follow-up work	19.2	23.1	25.2	23.6

*Only improved practices followed by members for the first time were used.

Table II—Data Pertaining to Sessions in Which Outside Speakers Were Used

	Meetings with Outside Speakers				
	0–1	2–3	4–5	Over 5	Total
Number of courses	67	98	76	57	298
Total enrollment	2423	5604	4464	4198	16689
Enrollment per course	36.2	57.2	58.7	73.6	56.0
Attendance per course	20.3	26.2	30.8	34.8	27.7
Number per course attending:					
3 or more meetings	23.3	31.2	33.9	35.9	31.0
6 or more meetings	15.0	18.8	21.5	23.1	19.5
All meetings	4.4	5.1	5.6	6.2	5.3
Number improved practices per course*	50.7	73.7	77.5	68.8	68.6
Number improved practices per member enrolled*	1.40	1.29	1.32	.93	1.22
Number individuals per course enrolled for follow-up work	19.9	24.3	25.7	22.8	23.6

*Only improved practices followed by members for the first time were used.

A Study of State Farmers in Michigan*

EARL C. McKIM, Former Teacher of Agriculture, Sandusky, Michigan

E. C. McKim

"I BELIEVE in the future of farming. . . ." Thus begins the Creed of the Future Farmers of America. During 14 years of watching selected members of the Future Farmers of America receive the degree of State Farmer and subscribe to the Creed, the writer often wondered what becomes of these State Farmers. Do they believe in farming enough to become farmers? Do they enter and remain in the vocation for which they received training and recognition? Do they become adult leaders in their communities? What progress do they make in farming after leaving school?

The Study

To secure answers to these questions, the writer made a study in 1943 of the 294 young men in Michigan who had received the State Farmer degree during the 10-year period from 1930 to 1939. Addresses were secured for 266 of these State Farmers thru the cooperation of the teachers of vocational agriculture and others. A check list was prepared and mailed to each of the young men for whom addresses had been obtained. Of the 266 State Farmers who received check lists, 191 returned check lists containing usable data, a return of 71.8 percent of those reached, or 65 percent of the original 294. Three of the original number were deceased, one having been killed in action with the armed forces.

The purposes of this study were (1) to determine the present occupational status of the young men in Michigan who received the State Farmer degree during the 10-year period, 1930 to 1939; (2) to determine whether the qualifications necessary to attain the State Farmer degree were carried over into later life; and (3) to provide possible suggestions for the future selection of State Farmers.

Occupational Status

Since this study was made under wartime conditions, a large number of the young men were in the armed forces. As this was an unusual situation, and one over which the young men had no control, it was decided that the occupation in which they were engaged at the time of entering service would be considered as their "present" occupation. The occupational status in 1942 of the 191 State Farmers from whom usable data were received is shown in Table I.

It is significant to note that more than half of the young men, 56.1 percent, were engaged in farming and 22.5 percent reported related occupations, including those college students studying agriculture. Thus, 78.6 percent of these State Farmers were engaged in occupations for which training in vocational agriculture helped to prepare them. Only 21.4 percent were engaged in occupations outside of the field for which they were receiving training at the time they were selected to receive the State Farmer degree. The percentage of State Farmers entering related occupations is much higher than is true for all students of vocational agriculture; while the percentage entering nonrelated occupations is lower for the State Farmers than it is for all students of vocational agriculture.

The number of years a young man had been out of school seemed to bear little relationship to the occupational status for the group studied. Of the State Farmers who received the degree between 1930 and 1934, 55.5 percent were engaged in farming and 20.7 percent were engaged in related occupations, while those who received the degree between 1935 and 1939 reported 56.2 percent engaged in farming and 23.5 percent engaged in related occupations.

Farming Status

The young men who reported farming as their only occupation showed a wider range of farming statuses than did those who indicated that they were engaged in some other work along with farming. A greater percentage of the young men engaged in farming full time were in partnership at home than were those farming part time, 41.4 and 20.0 percent respectively; while 30 percent of those farming part time were owner-operators of farms as compared to 24.2 percent of those farming full time. Correspondence received from these part-time farmers shows that several were engaged in some other occupation to help finance their farming operations. The two groups appeared to be about equal in the proportion of young men in the early stages of establishment in farming, with 10.4 percent of those farming full time working either at home or away from home as laborers, compared to 10 percent of those farming part time. Both groups were also nearly equal in proportions at home with income from one or more enterprises. Of the group farming part time, 25 percent were classed as renter-operators, while those farming full time showed only 17.2 percent as renter-operators.

Altho, as previously stated, the number of years which the State Farmers had been out of school seemed to bear little relationship to the occupational status, it did show an influence upon their farming status. For those State Farmers who received the degree between 1930 and 1934, 37.9 percent of those farming full time were in partnership at home, 24.2 percent were renter-operators, and 51.7 percent were owner-operators; while for those who received the degree between 1935 and 1939 the corresponding percentages are 43.1, 13.8, and 10.4 respectively.

Table I—Occupational Status in 1942 of 191 State Farmers in Michigan

Occupational status	Number	Percent
Farming full time	87	45.6
Farming part time with other work	20	10.5
Occupation related to farming	30	15.7
College student in agriculture	13	6.8
Occupation not related to farming	34	17.8
College student not in agriculture	7	3.6
Total reporting	191	100.0

Leadership Activities

These State Farmers have taken an active part in community organizations and activities. Of the 191 young men studied, 91.7 percent indicated membership in some organization, with an average of 2.9 organizations per member. Those who reported farming as their only occupation showed a greater percentage of memberships than did the other groups. Of this group, 96.6 percent reported 303 memberships in organizations, an average of 3.6 memberships per person.

The leadership abilities of these State Farmers have been recognized by their organizations, since 52 percent reported that they had held office in the organizations to which they belong. A small number, 7.9 percent, of the State Farmers reported that they had been elected to some political office in the community in which they lived.

Summary

This study has brought out certain important findings regarding the State Farmers in Michigan, the more important of which are:

1. More than half of the State Farmers, 56.1 percent, were engaged in farming either full time or part time at the time the study was made; while nearly one-fourth, 22.5 percent, were engaged in occupations related to farming. Thus, more than three-fourths of these young men were engaged in the field of agriculture.
2. The State Farmers who remained in farming showed definite progress toward establishment in farming with 32 percent in partnership at home, and 16 percent renter-operators; while 21.6 percent had become owner-operators of farms.
3. Nearly half of the State Farmers, 41.4 percent, had attended college at some period after leaving high school.
4. Eighty percent of the young men engaged in occupations related to farming had attended college; and 35.6 percent of those who were farming full time had had short course training in agriculture.
5. Ninety-one and seven-tenths percent of the State Farmers reported memberships in community organizations, with an average of 2.9 organizations for each person reporting.
6. Fifty-two percent had held offices in the organizations to which they belonged, with an average of 1.8 offices for each one reporting.

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Objective Measurement of Departments

JOE DUCK, District Supervisor, Missouri

Joe Duck

"HOW am I doing?" is a trite expression but a natural one. Teachers constantly ask themselves such questions as, "How good is my department? How do I measure up with my neighboring teachers? Are the farming programs of my students as good as those at Smithville? Am I making progress, standing still, or slipping?"

Study Plan

The writer has attempted to answer, to some extent, those questions for teachers of vocational agriculture in Missouri. Selecting 14 factors that could be measured mathematically, he set down in tabular form the data from every department and the rank of each department with other departments in the same type of farming area. Departments were grouped into the 10 recognized types of farming areas in the state. Names of schools were omitted from the tabulation, but each school was numbered and each teacher was apprised of the number assigned his school.

All data for the comparative study were taken from reports made by teachers to the State Department of Education. Data for the current year were used except that concerning the farming programs, which were taken from the previous school year.

A copy of the completed study was sent to each teacher. By turning to the number representing his department, the teacher could compare his record on the 14 factors with the records of other departments and with the average department in his type of farming area. He could also see how he ranked with other departments in his area.

The following factors were used in comparing departments:

Number of students beginning farming programs
Number of students completing farming programs
Percentage of students completing farming programs
Number of production projects per student
Number of improvement projects per student
Number of supplementary farm practices per student
Number of units of livestock owned per student
Number of acres of crops in projects per student
Labor income per student
Number of days teachers were late with reports
Number of adult farmer classes conducted
Number of farm machinery repair courses conducted
Number of students attending State F.F.A. Camp
Number of students enrolled second week of school

Departments Compared

Many interesting comparisions were brought out by the study. The following table compares three departments in the same type of farming area for the year 1944-45.

The reader will notice great differences among the records of the three depart-

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Table I—Comparison of Three Departments on Four Factors*

Factors	Dept. A	Dept. B	Dept. C
No. production projects per student**	2.53	1.20	.77
No. animal units per student	2.49	1.52	1.22
Percentage completing farming programs	87.5	84.2	67.5
Days teachers late with reports	13	131	437

* Data on farming programs taken from 1943–1944 year.
**Obtained by dividing number of projects by number of students *beginning* farming programs, not the number completing farming programs.

Table II. Comparison of Two Departments in Different Types of Farming Areas

	Dept. D., Rich Farming District	Dept. E Ozark Upland
Production projects per boy	1.1	3.2
Units of livestock per boy	1.3	2.4
Labor income per boy	$262	$316
Percentage completing farming programs	83	97

Table III. Comparison of Departments in Missouri on 14 Factors by Type of Farming Areas, 1944–45 and 1945–46

Your No. is_____
Type of Farming Area I

School		No. Beginning S. F.	No. Comp. S. F.	Percent Comp. S. F.	Prod. Proj. Per Boy	Impr. Proj. Per Boy	Sup'l Farm Pract. Per Boy	No. Adult Farmer Classes	Farm Machinery Repair	Units Stock Per Boy	No. Acres Per Boy	Attended Camp	Canning Program	Labor Income Per Boy	Days Late With Reports
1.	No.	18	15	83	1.0	3.4	6.0	0	0	1.7	0.	x	0	130.20	75
	Rank	39T	39	25T	30	8T	3T			16T	38T			35	15T
2.	No.	44	40	91	1.6	1.7	1.6	0	0	1.7	3.27		0	125.85	32
	Rank	7T	7	17	6T	27T	32			16T	12			36	7
3.	No.	30	29	97	3.2	6.1	5.5	2	2	3.9	10.53	x	x	432.03	96
	Rank	24T	17T	9	1	3	5T			1	1			2	21
4.	No.	42	35	83	1.6	0.3	0.8	0	0	2.1	6.23	x	0	288.39	64
	Rank	10	8T	25T	6T	38T	36			10T	5			7	10
5.	No.	40	22	55	0.6	2.1	3.0	1	0	0.4	0.	x	0	59.12	83
	Rank	11	32	39	40	20T	19			40	38T			40	19
6.	No.	68	68	100	1.5	2.1	2.1	0	0	0.5	2.60		0	248.19	162
	Rank	1	1	2T	14T	20T	28			39	19			10	27
7.	No.	25	23	92	1.2	1.6	2.8	1	0	2.5	0.87	x	0	213.53	428
	Rank	35T	29T	15T	24T	30T	20T			5	33			15	39
8.	No.	48	47	98	2.5	3.7	3.6	3	0	2.2	5.83	x	0	211.65	75
	Rank	5T	4T	4	2	6	13T			9	16			17	15T
9.	No.	33	27	82	1.0	0.3	0.1	0	0	0.9	1.44		0	177.78	72
	Rank	18T	21	28	30T	38T	40			35T	27T			38	13T
10.	No.	27	26	96	1.2	1.5	4.5	0	0	1.9	0.77		0	135.60	65
	Rank	32T	22T	9	24T	32T	10			13T	34			31	11
11.	No.	33	34	103	1.5	1.6	2.3	2	0	1.3	1.17	x	x	154.33	167
	Rank	18T	10	1	14T	30T	25T			24T	32			28	28T

Farming Programs

C. L. ANGERER

The Test Tells the Tale

MARK NICHOLS, State Supervisor, Salt Lake City, Utah

Mark Nichols

BABCOCK testers whirled for Utah Future Farmers during the past year as never before. This just didn't happen accidentally. It was a result of a planned state-wide Future Farmer program in dairy herd improvement. The teachers of vocational agriculture at their summer conference two years ago initiated the movement on a state-wide basis. Future Farmers at their state convention endorsed the activity and made it a major item in their program of work. It then got under way in every department.

For a number of years Utah Future Farmers have devoted considerable attention to meat animal improvement. The beef-feeding enterprise increased from a few hundred head to two thousand or more head last year. Hogs, lamb and wool, and poultry, especially turkeys, all increased. But dairy interest was lagging. It was a recognition of this fact that started the Babcock testers whirling thruout the state.

Departments Have Equipment

Each vocational agriculture department in Utah has a Babcock tester and other needed milk testing paraphernalia. Future Farmers with dairy production projects have tested their cows. In a number of chapters these have been but a few boys. Yet there were one or more cows on the home farm of practically every Future Farmer in the state. One cow in every 20 was in official D.H.I.A. work. Why not test all of the cows on the farms of Future Farmers providing they are not in D.H.I.A.? The idea seemed a good one and every chapter got started. If Wisconsin can do it, why not Utah?

Future Farmers who did not have dairy production projects, conducted the testing and accompanying record keeping as a supplementary practice. The Wisconsin Junior dairy-herd-improvement record book was used because it seemed to fit the record-keeping ability of most high-school boys. A sample of the night and morning milk of each cow on the home farm was taken once a month. The Future Farmer brought the sample to school and tested it during class time. The project was regarded as curricular and not something of an extra-curricular nature. Each cow was given a number and the butterfat test was recorded on a master chart which hung in the agriculture department laboratory. Usually two or three boys worked together. The milk-testing equipment was checked to them by the instructor, who supervised reading and recording the test.

The milk of each cow was weighed night and morning once each month as the basis for determining the month's total production. This weight was likewise recorded on the master chart in the classroom. As previously stated, the identity of each cow was kept anonymous by numbers known only to the teacher and the boy concerned. The feed record for the most part was on a classification basis, altho in many cases feed weights and prices were kept. On the feed-classification basis the determining of profits above feed cost is not possible, but improved feeding practices and their effect on milk quantity and butterfat test can be observed. The above plan did make it possible to determine the relative merits of the cows in the herd, without burdening those boys with records, who did not have high aptitudes for keeping them.

Future Farmers From North Summit Chapter, Coalville, Utah, testing milk for butterfat content

Calves Awarded

In order to build interest in this state-wide dairy-herd-improvement project, the Utah State Bankers Association awarded purebred dairy heifer calves to the chapters who did the most meritorious work. The state was districted into eight divisions with from four to eight chapters in each division. The outstanding chapter in each division was determined by a formula based on total number of cows on the farms of all boys in the chapter, the number of times each cow was tested, the milk production records, and the percentage of F.F.A. members within the chapter who participated. At the end of the testing year a heifer was given to the high chapter in each division, and it in turn was awarded to the boy within the chapter who did the most outstanding job in dairy herd improvement. The calf was awarded on a chain plan whereby the boy will turn back to the chapter the first female progeny, to be awarded to some other boy within the chapter on a chain basis. Such a procedure is to continue indefinitely. The calves were awarded at the time of local stock shows or other appropriate occasions.

In addition to the eight calves given on a division basis, 12 local bankers awarded purebred calves to their local chapters, which made 20 heifer calves in all given by Utah bankers this year to Future Farmers.

Committee Evaluated Results

A committee of bankers and agricultural leaders evaluated the final reports in terms of the awards. Some of the significant observations of the project were as follows: 38 chapters out of a total of 45 in the state submitted final reports. There were 2,022 Future Farmers in these chapters; (2,507 Future Farmers are in the 45 chapters.) A total of 1,478 Future Farmers participated in the testing program. There were 8,044 cows on the farms of the 2,022 Future Farmers and of these 6,185 were tested an average of 7.1 times during the year. (There are 122,000 producing cows in Utah.) Feed records or feed-classification records were kept on 5,879 cows.

While the first results did not measure up to 100 percent of original expecta-

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Doing What Comes Naturally

H. W. DEEMS, Assistant State Supervisor, Lincoln, Nebraska

H. W. Deems

THERE are perhaps dozens of ways to introduce the supervised farming program to a beginning class in vocational agriculture. A procedure was observed some time ago, that not only told the students about the program, but sold them, in a most effective way, on the importance of applying on the home farm the jobs studied in the classroom.

Teaching Example

This instructor during the first week of school in the fall started discussing the students farming program. His method of introduction was simple. On the blackboard in large letters he had this question, "What is meant by a supervised farming program?" The class of freshmen boys answered the question in various ways. Then the instructor gave his answer. It was an informal, easy-to-understand story that ran about like this:

"In vocational agriculture you study in the classroom, work in the farm shop, and go on field trips to learn how to farm. Some of the things that you learn about farming here in school you will want to apply on your home farm. The things that you put into practice at home will be known as your supervised farming program. One part of your program might be the buying, the caring for, and the marketing of a sow and litter. In addition to that, you might cull the laying flock and test the dairy cows for butterfat production. You might start a farm shop and a farm library. Yes, you might do dozens of other things, which all combined, make up your supervised farming program. One part of your program is often referred to as a project. An example would be a sow-and-litter project."

The instructor then asked for questions. Very few were asked. The students were beginning to see that this long-worded phrase "supervised farming program" was really just doing what comes naturally in an approved way under supervision.

Next the instructor placed the chart stand in front of the room and uncovered chart number one. It stated:

We learn to Do by Doing
We learn to Farm by Farming

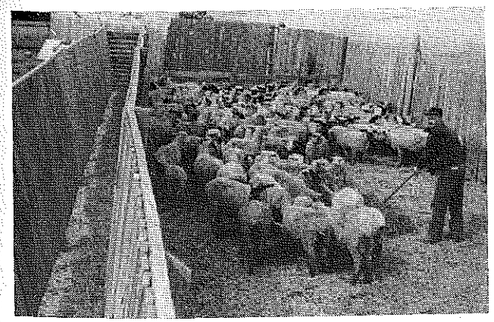
As the boys studied the chart, the teacher further explained that the application of knowledge was essential. That, if one studies in the classroom how to cull a laying flock, the sooner he applies this knowledge, the better. If he never applies it, he can never say that he knows how to cull poultry. A boy may study in the classroom all the jobs pertaining to the raising of a litter of swine, yet that does not guarantee his ability to manage the raising of a good litter. In concluding this part of the lesson the instructor pointed to a motto in the front of the room which read, "Nothing is learned—really learned—until it is used habitually in life situations."

At this point another discussion period was started. The boys told about projects of their older brothers and of neighbor boys. When this informal period was ended the instructor unfolded another large attractive chart. On this chart were seven reasons why every boy would want a good supervised farming program.

1. It will make you some money
2. It teaches you to do farm jobs in the correct way
3. It will make your schoolwork more interesting
4. It will give you an opportunity to compete for school, community, and state honors
5. It will give you an opportunity to have livestock and equipment of your own
6. It provides an opportunity to learn how to earn, save, spend, and invest money
7. It provides an excellent avenue to establishment in farming

The chart was discussed and questions answered. A set of colored slide pictures was then shown to illustrate the seven points. The first slide was a beautiful colored picture of a tan-faced boy, with seven red pigs in a green field of alfalfa. The instructor explained how this young lad made a net profit of $87.90 on this one litter. The next picture showed a young farm boy preventing horns on a calf by using caustic. The instructor explained that this job is not difficult, but one which must be done in the correct way. Pictures that followed all emphasized the seven points on the chart.

When the closing bell sounded, and the class was dismissed, the boys had a look of confidence on their faces. They realized that a supervised farming program was merely doing what comes naturally for any red-blooded American boy.



(Above) This student from Gering, Nebraska, has enlarged his flock from 6 to 50 breeding ewes

(Right) Loren Schmidt, Columbus, State Star Farmer in 1945

Courses and Speakers in Evening Schools

(Continued from page 147)

enrolled tended to decrease as the number of outside speakers increased.

This decrease can be attributed to the larger enrollement of the courses using more outside speakers. The same relationship was found for the members enrolled for the follow-up work.

Use of Speakers

About half of the instructors favored having 2 or 3 meetings with outside speakers in an evening-school course of 10 meetings. Over half of the farmers wanted from 4 to 5 meetings with outside speakers.

Teachers offering courses on current farm problems used an average of 4 outside speakers; those offering unit courses used an average of 2 per course. There was a tendency for instructors with longer teaching experience to use fewer outside speakers, but the age of the instructor and the number of years he remained in the same position had no significant relationship to the number used.

There was a tendency for the number of outside speakers to increase as the size of the town in which the evening school was held increased. However, there was no significant correlation between the size of the high school and the number of outside speakers used in the evening school.

The total farm mortgage debt is estimated by the B.A.E. at slightly over five billion dollars as of January 1, 1946. This is the lowest level since 1915 and less than one-half the peak in 1923 of 10.8 billions.

S. S. SUTHERLAND

Professional

B. C. LAWSON

Services to Illinois Teachers of Vocational Agriculture From the University of Illinois

H. M. HAMLIN and MELVIN HENDERSON

IN 1938 the University of Illinois established Vocational Agriculture Service in the College of Agriculture. One person was at first employed; in 1941 a second man was added; a third man was employed in 1946. These men give their full time to the work and have no teaching responsibilities. Vocational Agriculture Service has two major functions:

1. To make available to the teachers of vocational agriculture in Illinois anything the College of Agriculture has which may be of use to them

2. To determine the needs of teachers for subject-matter assistance and teaching aids which are not currently available and to provide them to the extent that they can be provided by the College

Since 1938 there has also been a growing program of service to teachers from the Agricultural Education Office of the College of Education. Approximately one-half of the time of a staff of three men in this office is currently devoted to teaching, research, and service activities involving teachers in the field. Activities include off-campus graduate work, the making of studies, and the preparation of publications, help to teachers of veterans, and other service activities dealing primarily with the professional phases of teaching as contrasted with agricultural subject matter.

Both programs are guided by an advisory committee of teachers of vocational agriculture. The teachers in each of the 20 sections of the state elect a representative to the committee to serve two years. Half of the members are elected each year. The two services issue jointly a monthly publication for teachers called "Aids to Vocational Agriculture Teachers."

Vocational Agriculture Service

Vocational Agriculture Service has carried on a variety of activities, their nature changing with changing conditions and with the demands of the teachers. Some of the more important activities during the past eight years have been the following:

1. Preparing slide films

More than 35 different slide films have been prepared on as many different subjects, and more than 1,000 prints of these were sold to teachers at cost between August 1 and November 1, 1946.

2. Organizing one-day short courses

The Service has helped sectional groups of teachers to arrange for short courses dealing with special phases of agriculture which are largely planned by the teachers in the sections and are often taught by men in the sections. These short courses have dealt with a wide variety of subjects including painting, sheep shearing, soil testing, welding, caponizing, swine skills, electric wiring, concrete work, peach thinning, and many others. The peak number of such short courses in one year has been 93, an average of almost five courses per section.

3. Preparing and distributing soil-testing kits

When an improved method of soil testing became available from the Agronomy Department, the Service assisted in providing short courses for teachers so that they were among the first to learn the techniques involved. This was followed by the preparation of soil-testing kits adapted to the new procedure which were sold to the schools at cost. About 300 sets have been distributed.

4. Preparing and distributing kits for the teaching of electric wiring and electric motors

Short courses for teachers have been widely held which have dealt with electric wiring and electric motors. To assist teachers in introducing these subjects into their courses in farm mechanics, boxes of equipment for these units were prepared and were loaned to schools. During the school year of 1945–1946, more than 125 departments of vocational agriculture used this equipment each for a period of five weeks or longer.

5. Evaluating films

A committee of teachers reviews motion pictures that might be of use in teaching agriculture. Arrangements for securing pictures to review and for distributing the comments of the committee are cared for by Vocational Agriculture Service. During the past two years more than 200 films have been reviewed.

6. Assisting in the distribution of agricultural bulletins and other publications

A committee of teachers working with Vocational Agriculture Service and the Information Service of the College of Agriculture has developed a set of regulations for the distribution of the publications of the College to schools. These regulations have been revised as conditions have changed. They are intended (1) to insure the schools the most complete and satisfactory service possible and (2) to conserve the publications of the College and to secure their best usage. The distribution of publications is thru the Information Service, but all requests for publications to be used in vocational agriculture departments are referred to the Vocational Agriculture Service.

7. Preparing teaching materials for veterans' classes

Recently the major activity of Vocational Agriculture Service has been the preparation of a series of publications which summarize the subject matter involved in certain units which are commonly taught in veterans' classes. Because some veterans' classes were being taught in schools without agricultural libraries, because reference books on agriculture are now difficult to secure, and because the materials on certain subjects are widely scattered, Vocational Agriculture Service has been asked to bring together in concise form the data from many sources on at least 60 topics. Illinois schools have placed orders for more than 8,500 sets of these units which are being sent to them as they are issued. Each veteran in the classes served has a notebook in which he places these publications as they come to him. The publications are being prepared by the staff of Vocational Agriculture Service in cooperation with the subject matter departments in whose fields these publications fall.

8. Assisting in the management of the state agricultural contests

The state agricultural contests, held at the University, are under the direction of the executive committee of the Illinois Association of Vocational Agriculture Teachers and the State Supervisor of Agricultural Education. However, much of the work of organizing and conducting these contests is done by the staff of Vocational Agriculture Service. During the past year, the Service conducted a study of these contests which was reported in the December issue of the *Agricultural Education Magazine*.

9. Assisting in the reorganization of the agricultural sections of the curricula for training teachers of vocational agriculture

Vocational Agriculture Service has been given the responsibility for studying the changes needed in agricultural courses required of prospective teachers of vocational agriculture in connection with a thoro revision of the curricula for teachers which has been under way for the past two years. Five committees of teachers have worked with the Service and two questionnaires have been completed in an attempt to secure opinions on the importance that teachers of vocational agriculture in Illinois attach to a large number of different skills, abilities, and items of knowledge or information. The surveys completed relate to the general high-school field of animal husbandry and soils and crops. Over 90 percent of all the vocational agriculture teachers in Illinois last year returned copies of the surveys. The plan is to complete this year the surveys relating to the high-school subject-matter areas of farm mechanics and farm management and economics.

10. Other functions

The activities of Vocational Agriculture Service have been steadily extended as new demands for service have arisen. They are now too numerous and diversified to be reported completely in a short article. Some of the other activities are: arranging campus short courses and conferences for teachers, conferring with research and extension specialists to locate new developments of value to teachers, locating and evaluating teaching aids prepared by commercial concerns, and referring inquiries of teachers dealing with agricultural subjects to the appropriate specialists.

Agricultural Education

Activities of the Agricultural Education Office involving teachers in service include the following:

1. Providing graduate courses

Each summer since 1937 graduate courses in Agricultural Education have been provided during the University summer session. During the early years, a special six-weeks term for teachers of vocational agriculture was provided. During the war the term was reduced to four weeks, and since the war this practice has been continued. Courses in agriculture are provided along with the courses in agricultural education. One unit (4 hours) of graduate credit may be earned during a four-weeks term.

Students who have satisfactorily completed a summer course in Agricultural Education may enroll for the second half of the course during the ensuing school year. Their work in this part of the course includes: (a) carrying out the plans they have made during the summer school, noting problems and difficulties, and suggesting revisions; (b) making special studies of particular phases of their work, the results of which can often be distributed among other teachers. The instructor in the course visits each student in his own school at least once each semester during the school year.

During eight semesters, beginning in 1938, extramural classes for teachers of vocational agriculture have been conducted in various centers about the state. These have not been conducted, with one exception, since the beginning of the war. They will be conducted in the future when 10 or more teachers are available for a course in a particular center. Difficulties in the way of extramural work for teachers of vocational agriculture are: (a) the small number of teachers interested in graduate work who can attend a class without an excessive amount of travel; (b) the heavy schedules of teachers which make graduate work during the year difficult, if not impossible; (c) the reduction in numbers available resulting because many teachers have had some of the courses in summer school; and (d) the large amount of time and travel required of the instructor. The best arrangement for holding extramural classes which has thus far been discovered has been to arrange for eight weekly meetings of a class during the fall, followed by eight weekly meetings in the spring. This arrangement leaves the winter free for teaching adult classes and avoids the worst road and weather conditions. Extramural classes carry one unit (4 hours) of graduate credit. Two evening courses for graduate students are being conducted on the campus. These are, of course, accessible only to students within driving distance of the University.

One hundred of the 409 teachers of vocational agriculture in Illinois have been enrolled in one or more graduate courses in Agricultural Education at the University.

2. Providing undergraduate courses for "emergency" teachers

During the war and subsequently it has been necessary to approve a considerable number of teachers who were not fully qualified. The arrangement which has been worked out for these teachers includes the following features:

a. If they lack credit in practice teaching, they are enrolled for three hours of on-the-job pactice, which is supervised by a member of the Agricultural Education staff. In addition, they are assigned during the summer for two weeks of practice with our regular supervisors of student teaching. During 1945-46, the peak year for this type of work, 37 teachers were enrolled for on-the-job practice and 28 of these teachers were enrolled for summer practice.

b. A special six-weeks term is provided for "emergency" teachers. Usually they complete a course in methods of teaching agriculture in this term. In addition, they earn credit in other courses required for full qualification.

3. Assisting with short courses and conferences along professional lines

Short courses on and off the campus are provided. Staff members attend conferences of teachers and F.F.A. leadership schools.

4. Providing a placement service for teachers

In cooperation with the Teacher Placement Office of the University, the Agricultural Education Office provides a placement service for employed teachers on the same basis as for beginning teachers. The staff keeps rather closely in touch with the teachers who are interested in making changes of any sort so that they can be informed when positions arise which are in line with their interests.

5. Conducting studies and preparing publications

Increasingly, the staff is able to carry on studies of interest to teachers. Recently completed studies include one in program planning and evaluation which involved seven schools and continued for five years, and studies in education for pork production and education for milk production which extended for three years and involved about 30 schools.

For the past eight years especial attention has been given to the adult program. One comprehensive bulletin has been printed, and each year a "handbook" dealing with the current situation in adult education has been issued.

Suggestions for organizing programs in agricultural education, for course organization, for teaching particular units and conducting particular activities are constantly being prepared or collected for dissemination to teachers.

6. Assistance to teachers of veterans

A special appropriation was secured in the spring of 1946 for teacher-training and research in the education of veterans. Several publications have been issued. One staff member spends about three-fourths of his time in work with teachers of veterans. Clinics for teachers of veterans are being held in most of the 20 sections of the state.

7. Revision of the state record book for supervised practice

One member of the staff has been chairman of a committee of teachers to revise the supervised practice record book. A new book is now being tried out under the supervision of this committee in 20 schools. After the tryout, the book will again be revised for general use.

8. Conducting a weekly radio program

Also, with the help of a committee of teachers, a weekly radio program is maintained which is broadcast by the University station. Programs dealing with all phases of vocational agriculture are supplied by teachers and students of vocational agriculture and by members of the State Office and University staff.

9. Using teachers of vocational agriculture as supervisors of student teaching

Practice teaching for undergraduates is widely scattered over the state. As many as 23 teachers of vocational agriculture have been used in one semester as supervisors of student teaching. Continuous and rather intensive work with these teachers over a period of years provides other significant contacts with the work in the field. Rather commonly new teachers are placed in the areas in which they did their student teaching, and the supervisors of their practice teaching, who are members of the Agricultural Education staff, continue in touch with them indefinitely. Perhaps no form of training in service is more effective than the follow-up training given these young teachers by their former supervisors.

10. Other activities

Many other field activities could be reported, such as assisting with parent-son banquets, and meetings of teachers and principals, correspondence with teachers, the provision of a collection of texts and references which is available to teachers, assisting in orienting teachers from outside the state and reorienting persons who return to teach after a period away from it, and working with administrators and other general educators to provide a better "climate" for teachers of vocational agriculture.

Some Concluding Considerations

The provision of constantly increasing contacts with teachers in the field has had some important by-products, such as the following:

1. The staffs of the Colleges of Agriculture and Education have been made more aware of and more interested in the vocational agriculture program in the state. Many of the staff members have been used in providing services to teachers.

2. The precedent in agricultural teacher-training has been one influence which has led to a movement for increasing decidedly the services of the University to all public school teachers and administrators.

(Continued on page 158)

Note: Because of the trend for providing more in-service assistance to teachers of vocational agriculture, the editor solicited the accompanying article pertaining to such services provided from the University of Illinois. Dr. Hamlin heads the progam of teacher-education in the College of Education, and Mr. Henderson is the ranking member of the Vocational Agriculture Service in the College of Agriculture.—Editor

Planning the Departmental Program

STANLEY SUNDET, Teacher Education, South Dakota State College, Brookings

Stanley Sundet

WE READ and study a great deal about the execution of plans in the field of vocational agriculture. Much has been written in regard to the ways and means of accomplishing the jobs in our program. We evaluate our work and pass judgment on it largely from the standpoint of the nature and quality of the end product. Often we neglect giving credit to the planning that take places before the job is started. This in no way implies that planning is not important. Indeed, planning is probably the most important phase of any program.

We are all concerned about our program, but often neglect setting it up in a tangible form. Unless we have a well-planned program, the chances are high that there will be a great amount of time wasted, and as a result the effectiveness and efficiency of our program is lessened and quality of work is sacrificed. Therefore, it appears that a well-planned written program of work for each department is mandatory. A written plan gives the agricultural instructor a tangible guide to follow. Moreover, it reveals to the school administrator and to the community what the aims and objectives of the agricultural department consist of, and it provides for a means of evaluation, a feature every agricultural instructor should welcome. Likewise, it aids the advisory council in assisting with the program of agricultural education in the community.

Advantages of Planning

Briefly the advantages of a long-time program are these:

1. It aids the instructor of agriculture in discovering the needs of his community. It also enables him to get a perspective of his community so he can determine the relative importance of each enterprise.
2. If plans are written, the instructor can get a better concept of his program. It is much better to make mistakes in planning rather than in execution.
3. If the school administrator or the advisory council wishes to make changes or additions to the program, it is much easier for them to do so if the program is in written form and available.
4. Avoids confusion in the school's and community's calendar by providing for scheduling events early in the school year.
5. The teacher's work can be concentrated along the planned program and there is less likelihood of scattering of the teacher's effort. It keeps the teacher from getting lost in details.
6. The teacher commits himself to a definite program. Care must be exercised in this connection that the progressive teacher does not outline too ambitious a program. It is better to do a few things well than to have much of the program poorly done.
7. A good plan one year will serve as a basis for future plans where changes can be made to meet changing needs and correct shortcomings previously noted.
8. If there is a change of teachers in the department, a record is left for the new teacher.
9. It provides for a systematic way of releasing publicity for the department.
10. It aids in fitting the program of vocational agriculture into the entire school program.

It is generally agreed that a program should have two parts, one concerned with the long-time aspect and the other with the immediate or current program. No written program is firm and fixed but is subject to changes at all times.

Part I

Part I should be set up in such a way that its content can be used for publication. This part should be presented to the administrator and advisory council. Their duty is to study it and to make changes if desirable. A suggested outline is presented for Part I:

1. Background of agricultural education in the community. This should be a brief but complete analysis of the agricultural situation including such features as a brief history of the community and statements regarding the relative importance of the various enterprises, types and kinds of soil, markets, future needs, and any suggestions for meeting the apparent needs.
2. Statements of objectives. These should be brief but concise and much more detailed than aims and objectives for agricultural education as a phase of secondary education. These objectives should refer directly to the community concerned.
3. Evaluation. In this section certain standards or approved practices should be stated for each enterprise and provisions made for evaluating the extent to which these standards have been met. The most common means of evaluation are:
   a. Records and reports
   b. Surveys
   c. Tests
   d. Rating scales
   e. Attendance records
   f. Observation of daily activities
   g. Written work of students

Part II

This part is designed to meet the immediate needs of the teacher and students. It should, like Part I, be presented to the school administrators and advisory council for approval. In effect, this part becomes the course of study for the department concerned.

Objectives are stated, and the work is outlined so as to accomplish these objectives.

Part II should include the following:

1. An outline of work for all-day classes including a course outline, provisions for the use of illustrative materials, teaching techniques, and provisions for the supervised farm practice program
2. Outline of work and plans for conducting Adult Farmer and Young Farmer Classes
3. Ways to improve the classroom and shop facilities
4. Provisions for professional improvement
5. Community service and relationships
6. Future Farmers of America.
7. Summer programs

The above is a very brief outline but covers the most important activities in an agricultural instructor's program. Details should be added constantly, as a teacher will never complete his outline. Changes in the program are frequently made to meet new needs because of such factors as markets and weather conditions.

Program planning cannot be over emphasized. We require plans for our students who are engaged in supervised farm practice work, and we also require a program of work in our Future Farmer program. Why should we not, then, require a detailed, written program of work for our teachers of vocational agriculture?

Objective Measurement

(Continued from page 149)

ments in the above table. What is the cause of the differences? Is it the teacher, the school administration, type of farming, or a combination of several factors? Each teacher will have to answer the question for himself. A further examination of the study proves that soil productivity is not the determining factor, for some of the departments with the poorest records are located in the richest farming sections of the state. Some of the highest ranking departments are located in relatively poor farming sections. Table II illustrates this point.

Ways to Use Study

The teacher can use the facts revealed by the study to improve his program. After he discovers how he compares with his fellow teachers, his next step is to determine why he ranks as he does and what can be done to improve his situation. The teacher who is low is impelled to do something about it. He may compete with himself if he does not want to compare his records with that of others. Using the readily available data he can try to better his previous year's record.

The supervisor can use the comparative study to re-evaluate the efforts and progress of the teacher. He may find that some teachers *talk better programs* than they have, and that other teachers have better programs than they *talk*. The supervisor can also cite the comparative study as evidence that teachers' reports have value and may be used to improve vocational agriculture.

Need for a More Complete Evaluation

The writer does not present these comparative studies as complete evaluations of the programs in his state. He recognizes that many factors are not included in the studies and that some of those included are not as important as some others that cannot be measured mathematically. Two or three factors concerning the F.F.A. program could well be added when the study is repeated.

The State Chamber of Commerce Studies Vocational Education in Pennsylvania

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

W. F. Hall

ONE of the current interests of the Pennsylvania State Chamber of Commerce is a thorogoing study of the state's program of vocational education. Specifically, this study is just one phase of the Chamber's examination of the overall program of education in the state.

The Chamber's committee on education, headed by Ralph E. Weeks, president of International Textbook Co., Scranton, numbers 21 members, representing manufacturing, business, utilities, and the professional and the public services. Committee members identified with education are Superintendents Arthur W. Ferguson, York City, and J. Andrew Morrow, Bradford County; John T. Shuman, Williamsport Technical Institute; H. E. Gayman, executive-secreatary, Pennsylvania State Education Association; P. O. Van Ness, Pennsylvania State School Directors Association.

William A. Hemphill, Day and Zimmerman, Inc., Philadelphia, heads the subcommittee currently studying vocational education. This subcommittee hopes to have definite recommendations ready for submission before the next session of the General Assembly. It anticipates, however, the continuance of its studies, indefinitely.

Committee Issues Report

The subcommittee issued its first report, "Business Looks at Vocational Education in Pennsylvania," in October. It is represented as "The Over-All Picture," or "a factual analysis of certain general aspects of the problem as groundwork for further discussion and debate." The subcommittee plans to issue further reports covering in greater detail specific phases of vocational education, such as types, financing, administrative organization, and adult education.

"The Over-All Picture" just issued presents certain basic facts about vocational education in relation to general education, vocational offerings and enrollments, and job opportunities. The sources of data are, primarily, the files of the State Department of Public Instruction and "Sixteenth Census of the United States, Population," Vol. III. Data are presented in chart and in tabular form. The use of the pie-shaped figure, the bar graph, and maps of the state with county outlines clarify and emphasize the relationships of the data. Data and generalizations, in general, relate to enrollments in grades 9 to 12 and to "all-day" and "cooperative" programs in vocational education.

The report begins by stating "The businessman's stake in education." It holds that "business is largely dependent upon the products of the public schools for its operating personnel." In this connection, a recent report of the United States Chamber of Commerce concluded that "Education is an essential instrument thru which commerce, industry, and agriculture can be expanded in rising degree."

The report then poses the question, "Is the educational program realistic?" And the report's generalizations are, at least, a partial answer to the question. A few of the more significant of these generalizations follow.

Generalizations

1. Approximately 90 of every 100 Pennsylvania pupils enrolled in grades 9 to 12 in 1939–40 were either being prepared for college or were being given a general academic training to fit them primarily for "white-collar" jobs; only 10 in 100 were enrolled in vocational education curricula and at least 3 of the 10 were in home economics.
2. Less than 15 of every 100 high-school graduates, however, actually enter a college or university. On the other hand, 68 of every 100 make their living at "blue-collar" jobs, according to the data for 1940.
3. Despite the fact that in 48 of the 67 counties 70 to 85 percent of all employed persons were "blue-collar" workers, more than half of all districts maintaining secondary schools and more than half the secondary schools offered no vocational training of any kind.
4. In 21 counties, less than 10 percent, and in three, none of the pupils were enrolled in vocational courses.

The report is concluded with suggestions of measures to take in attempts to expand the program. The expensive nature of properly-taught programs of vocational education is, apparently, a limiting factor. Effecting a larger local unit for the administration of education, now becoming a trend, should result in an enlarged program. Among other beneficial results, financial resources are pooled.

How the shortage in qualified teachers may be resolved is not suggested.

Cooperation

It is suggested, further, that business, industry, and agriculture re-examine attitudes toward the educational program. Educators, too, may assist in the general problem by analyzing educational theories of present-day actualities.

Parents, as employers, wage earners, members of organized labor, and taxpayers, "may help themselves and their children by adopting the point of view that trades and mechanical and similar occupations are as dignified and necessary as the professions and other 'white-collar' jobs." The widely held conception that manual labor is degrading must be dissipated and destroyed.

The time is ripe for action, according to the report. Many districts have building projects now in the blueprint stage; surplus war materials are available, and various kinds of consolidated effort are taking shape.

Test Tells Tale

(Continued from page 150)

tions, they were agreeably significant to Future Farmers, parents, and agriculture teachers. The program created an increased interest in dairying in all the departments who maintained a continuous testing program. All Future Farmers in these chapters have an appreciative understanding of production records and their significance. The dads became more production conscious in many hundreds of instances where this was not previously the case. A total of 380 cows were sold because they were regarded as uneconomical producers. Both boys and dads have a better appreciation and more wholesome respect for official D.H.I.A. work, and it is anticipated that this activity will gain supporters as a result of the program.

In conclusion it can be said that Future Farmer interest in dairying seems to be in direct proportion to the rate at which milk testers whirl in agricultural departments. In Utah, the program is continuing this year, and we hope will carry on with the same fine enthusiasm always.

Study of State Farmers

(Continued from page 148)

Certain findings relative to the occupational status and leadership activities of the State Farmers in Michigan have been presented. These findings suggest, in part, the following conclusions:

Many State Farmers are engaged in the vocation for which they received training and recognition; and many have attained the major objective of vocational agriculture and the Future Farmers of America; namely, establishment in farming, tho not in as large proportions as might be expected.

Members of this group were definitely identified with farming and agriculture at the time of receiving the degree of State Farmer, yet this study reveals that a few years later many are found in fields not related to agriculture.

State Farmers as a group are likely to attend college, and those who graduate are more likely to leave the farm and enter related occupations than are those who do not.

These young men support their farm organizations, not only as members but by assuming positions of responsibility in them.

This study suggests that the greatest care should be given to the selection of candidates for the State Farmer degree with the strictest adherence to the necessary qualifications. There is indication of a need for more guidance and follow-up after graduation, and more assistance in getting these young men established in farming. To a greater extent than is now the case, these young men who are leaders in their communities should be used to help build up the program in vocational agriculture, so each State Farmer can say that he has exterted ". . . an influence in my home and community which will stand solid for my part in that inspiring task."**

* "A Follow-Up Study of Young Men In Michigan Who Received The State Farmer Degree During The Ten-Year Period 1930 to 1939." A study completed by the author in 1946 for the Master of Arts degree, Michigan State College.
** From the Future Farmer Creed.

Camp John Hope

A Successful Negro Youth Camp in Georgia

ALVA TABOR, Teacher Education, Fort Valley, Georgia

THE opening of Camp John Hope in June, 1938, gave the first opportunity for state camping to the New Farmers of America in Georgia. Also other state Negro youth groups, urban and rural, boys and girls, could for the first time enjoy the valuable experience of camping under the most modern camping conditions with the opening of this spacious and well-equipped educational camp.

The late Dr. John Hope, while President of Atlanta University, originated the idea of providing facilities for recreational, educational, and cultural development of Negro boys and girls in out-of-school seasons. He set up an organization which helped to carry the project to completion, altho he did not live to see Camp John Hope develop into the excellent colored youth camp that it is today.

However, he did see the project far enough along to approve the present site as ideal in location and surroundings for the camp. It consists of 222 acres of land in Macon County in central Georgia, about six miles from the Georgia State College at Fort Valley and easily accessible to all sections of the state.

Modern Camping Facilities

A forest of tall pines, shade oaks, dogwoods, maples, and gum trees covers about half the grounds, and the rest is open, level land devoted to athletic and playground activities. For games, there are two fields for baseball and softball, two volleyball courts, two basketball courts, a horsehoe rink, a croquet court and two tennis courts. An artificially constructed lake, which covers approximately 25 acres, furnishes an opportunity for swimming, boating, and fishing.

The sandy loam of the soil together with the drainage slope of the land makes the grounds desirable from the standpoint of sanitation. The buildings and equipment are beautifully located on a hill at the edge of a pine grove near the lake.

Housing accommodations, designed according to the most modern plans, include one administration cottage, two bathhouses, and 24 well-ventilated cabins which can be closed in bad weather. Each cabin contains eight comfortable built-in single bunks to accommodate seven campers and a leader. For dining, general assembly, plays and programs, there is a large hall which is equipped with a large stage flanked by two dressing rooms. This building also contains kitchen facilities and general camp offices. A recently installed power line provides good electric lights instead of the small light plant that for some years generated lights which were "off" more than they were "on."

The History of Camp John Hope

The progress of building Camp John Hope was long and tedious, but the promotion of the work by many Georgia citizens, who saw the importance of making available to Negro young people a wholesome, active summer environment, is inspiring as to what can be accomplished by ardent supporters of a project to promote the growth and welfare of modern youth. A record of the details of working out the problems of leadership, planning, financing, construction, and operation of the camp reveals the difficult steps involved in bringing such a project to successful completion.

As early as January, 1933, Doctor Hope was surveying conditions and laying definite plans for improving the opportunities of Negro youth in the state. His objective was to bring these young people together during the summer seasons to participate in interesting, organized, supervised activities in order to enrich their experiences and to train them in a higher sense of citizenship responsibility.

At Doctor Hope's request, Dr. Channing H. Tobias, National Y.M.C.A. Secretary of the Colored Work Department, agreed to make a state survey of Negro youth, and R. W. Bullock, assigned to thistask, reported that there were 129,466 Negro boys, 10 to 19 years of age, in the state, of whom 28,691, or 22.2 percent, were urban, and 100,775, or 77.8 percent were rural. There was revealed a special need among this rural group for a summer vacation outside their local communities in an improved living situation, with the benefit of new contacts, travel, and cooperative work and play activities.

Doctor Hope gave a vivid presentation of these facts to a meeting of 40 Negro representatives from 17 points over the state. As a result, "The Georgia State Council for Work Among Negro Boys" was formed, with Doctor Hope as president. It later befell that the vice-president of this organization, Dr. H. A. Hunt, deceased, then principal of the Fort Valley State College, bore a large part of the responsibility for carrying the project of this organization to completion.

Recognizing the poverty of the Negroes of the state, Doctor Hope solicited funds from white philanthropists, and on a trip East obtained a promise of money to build the camp. On the strength of this expectation he returned to Atlanta very much elated and appointed a camp-site committee consisting of Doctor Hunt, Doctor Frank Horne, and Messrs. A. T. Wilson, W. R. Cochrane and Alva Tabor.

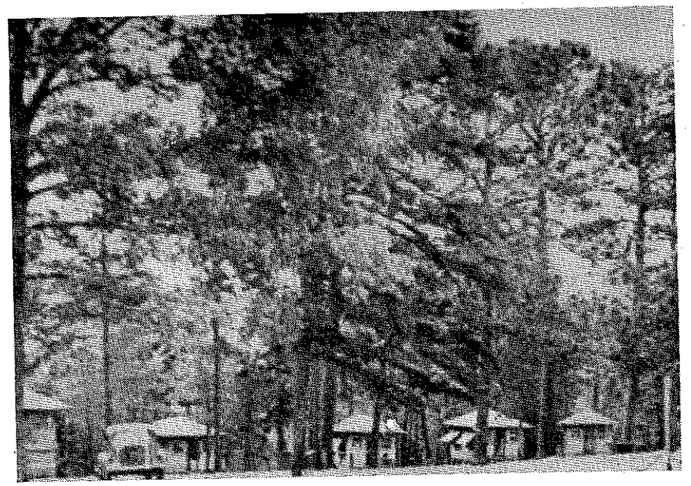
Original Arrangement Failed

After Doctor Hope's sudden death it was discovered that no record had been left of the name of the donor and the arrangement for funds failed. Again those supporting the plan began a long, difficult struggle to secure money for the camp site and buildings. This effort was not without its compensations, for the plan gradually drew to it the support of a great number of influential state people and agencies which assured the perpetuation and success of the final construction and operation of Camp John Hope.

Doctor Hunt offered a fine tract of land for the site when prospects were particularly discouraging, but the committee waited, tentatively deferring the acceptance of this generous offer, and made attempts to obtain the present choice site which supporters of the project had always desired. The land was at that time in the hands of a mortgage bank in Montgomery, Alabama, and was soon to be sold for the benefit of satisfying its creditors.

The Resettlement Administration, which was then purchasing land in Macon County as a resettlement area for Negroes, agreed to purchase the tract if procedures for such a purpose could be worked out, but it was not in position to take immediate advantage of the foreclosure sale. Professor Wilson of the Fort Valley College and a camp-site committee member took a chance on the Resettlement Administration's plans for purchase and bought and held the land himself until that agency completed its arrangements and purchased the land.

Camp users might remember to be grateful for the personal generosity of Doctor Hunt and Professor Wilson in the history of making this camp a possibility.



Sectional view of cabins at Camp John Hope, Fort Valley, Georgia

Also the sympathetic and cooperative interest of Mr. Hudgens of the Resettlement Administration in the development of the camp has been remembered with gratitude by early workers on the project.

Thru the kind sponsorship of the Board of Regents of the University of Georgia, the National Youth Administration was enabled to start camp construction on July 25, 1937. It was opened to the use of state youth campers in 1938.

The administration of the camp has been in charge of the General Committee on Recreation and Camping for Negro Youths in Georgia, which was incorporated in 1937. Alva Tabor, teacher-trainer at Fort Valley State College, donated his services as the agent of this committee. The original committee membership consisted of 32 persons representing the Georgia New Farmers of America, the Boys Clubs of America, the Boy Scouts of America, the 4-H Clubs, the Y.M.C.A. and Y.W.C.A., private schools and colleges, and business and professional organizations.

However, on December 19, 1945, the General Committee assigned its administrative rights to the Georgia State Board of Education and on December 18, 1945, the Farm Security Administration deeded the tract of land and buildings to the State Board of Education to be used for educational purposes for Negro youth in the state. The committee now deals with the State Board thru a cooperative committee composed of the State Supervisor of Vocational Education, the State Supervisor of Homemaking Education, and the State Director of Negro Education. Under this setup the various youth organizations are conducting a financial drive for funds to make the camp a more positive factor in achieving the following purposes of the camp set forth in the charter:

1. To advance the educational, social, physical, and moral welfare of Negro youth in Georgia thru the establishment and maintenance of camping and recreational centers, and
2. To make such centers available to educational and religious groups for conferences, general meetings, and athletic and recreational events.

Attendance at the Camp

The camp has had the hearty support of parents and teachers in making it possible for young people to attend Camp Hope, and the young people themselves have been enthusiastic campers.

In the nine years it has operated, over 6,500 youths have been enrolled at Camp John Hope. Campers have come from such organizations as the Y.M.C.A., Y.W.C.A., Boy Scouts of America, Hi-Y Clubs, 4-H Clubs, Girl Reserves, and others. About one-fourth of the enrollees have been New Farmers of America.

Some of the activities of the camping program have been N.F.A. state conventions, N.F.A. state contests, Food for Victory Rallies, and Leadership Training Schools.

Beside special N.F.A. events, an annual state N.F.A. summer camp is held at Camp John Hope. These usually average about 3½ days and have an average attendance of around 175 members.

Such recreational activities as seem appropriate for the season are enjoyed by the group, including softball, tennis, basketball, swimming, horseshoe pitching, and hiking.

State camping is a permanent and growing feature of the program of work of the Georgia Association of New Farmers of America. New improvements are being made to the camp and it is expected that it will be more widely utilized as a valuable play and work center thruout the year. The valuable educational contribution state camping has made to the large numbers of campers at Camp John Hope promises to make the camp fulfill the high aspirations of its founder that all Negro youth groups in Georgia may enjoy the experience of camping under ideal conditions for educational and social development.

Community Study Basis for Program

(Continued from page 145)

cooperative attitude, broad-mindedness, and other attitudes. For the most part, we didn't get beyond a bit of arm-chair estimating.

We learned that only about 30 percent of our people attended church each Sunday.

Another interesting bit of information was gained from work done principally by E. W. Rowley, teacher of agriculture at Joliet. He discovered that the offspring per family was almost twice as great in one township as in one other township, with the other two townships falling somewhere between.

Another study showed about six farmer retirements per year, resulting in only about six opportunities per year for young men to enter the occupation of farming. There were, however, a number of opportunities in related occupations.

Resulting Changes

You may wonder how all this information has influenced our agricultural departments. Some of these changes are:

1. Increased emphasis on adult classes
   a. The organization of a Swine Improvement Association for purpose of production testing
   b. The establishment of an F.F.A. dairy testing service which led into a full-time D.H.I.A.
2. Increased emphasis on supervised farming
3. Less emphasis on livestock shows
4. Less emphasis on contests
5. Less teaching of subject matter
   a. More time devoted to setting individual goals
   b. More time spent in working out ways to evaluate progress
6. More cooperation with other departments in the school

There have been many other minor changes which have seemed to be for the better. Only time will tell whether our general impression is correct.

Our experience, so far, indicates that as teachers of agriculture, we can actually save time by studying our communities as a part of our class work, or with the aid of a special committee. Attitudes of our students are more easily changed when the students have a part in studying our community and choosing objectives. It is impossible to select community objectives without being influenced by them as individuals.

Book Review

A. P. Davidson

Farm Business Management, by Robertson and Woods, 546 pages, profusely illustrated, list price $2.80, published by J. B. Lippincott and Company. Subject matter organized into three parts; each part is divided into chapters which in turn are borken down into short, teachable sections. Each chapter is followed with suggestions for further study and supplementary references. This comprehensive text appears to be basal for all farm management and marketing courses. The language is simple and direct and easily understood by students in the secondary field of education. Seventeen chapters are devoted to successful farm management, six chapters to efficient buying and selling, and five chapters to public problems affecting the general welfare of farmers as a group and as a part of society. Chapter captions for Part III are "Interdependence of Agriculture and Industry," "The Role of Government," "International Relations," "The National Debt and Monetary Policies," and "Some Public Problems of Agriculture." Instructors of vocational agriculture will find this text well adapted to the teaching needs in the field of farm business and management. —A.P.D.

Young Men After Leaving High School

(Continued from page 147)

question. Recently there has been a decided trend to delay vocational agriculture instruction until after the ninth grade. Perhaps consideration should be given to delay still further since there is no place where the instruction functions with so much vocational implication as it does with the young and adult farmer classes.

4. In planning for the future, the educational needs and desires of the adult will play a very important role. Teachers of vocational agriculture may well consider shifting the principal vocational emphasis of their work from the early teen age to the young man and adults who are, or are about to become, established in the vocation of farming.
5. In agricultural education there is need for more research before we can advance with assurance in educational planning.

1. Anderson, C. S. 1937. Vocational Interests of Rural High School Pupils in Pennsylvania. Pennsylvania Agricultural Experiment Station Bulletin 342.
2. Anderson, C. S. 1939. Out-of-School Rural Youth in Pennsylvania. Pennsylvania Agricultural Experiment Station Bulletin 374.
3. Anderson, C. S. 1940. Out-of-School Rural Youth Enter Farming. Pennsylvania Agricultural Experiment Station Bulletin 385.

"Adult education is the hope of democracy."—J. W. Studebaker

Future Farmers

Editorial
Daily Arkansas Democrat
November 11, 1946

ARKANSAS folk, during the last month, have devoted most of their thinking time to making a living, pondering the merits of the initiated Act and the proposed amendments on the ticket, the national election, and to the football hopes of the Razorbacks.

Which is perfectly normal and all to the good. But sharing little if any of their attention, except for a comparative handful of people, have been the activities of the Future Farmers of America chapters in the state.

Yet, those very activities have meant far more to the economic future of the state than any of the amendments, any national Republican victory, or any conference championship that might be won by the Arkansas football team.

Of course, politics, football, and the like are questions that can be debated heatedly, and voters and football fans love nothing better than an argument. That, too, is "doin' what comes natcherally."

But when thousands of the state's brightest young men and women win national recognition for their efficiency in farming, livestock raising, homemaking, and the like, there is nothing spectacular about it. What it means requires understanding of economic conditions in the state, and that is something the average Arkansan, or American, is likely to ignore.

The Lakeside Future Farmers of America Chapter, Garland County, was declared winner of the 1946 F.F.A. chapter contest at the third annual dinner for the Arkansas F.F.A. Association, sponsored by the Arkansas Chain Store Council at the Albert Pike Hotel in Little Rock, Thursday night.

The awarding of such honors means that thousands of Arkansas's young men and women know a little more about livestock, general farming, poultry raising, as well as more about making a farm home more attractive, about public speaking, mechanics, wildlife.

All of this knowledge will be applied, practically, by the majority of these Future Farmers, and to the state's and their benefit. It will be turned into both dollars and happiness thru improvement of our agriculture which still is first in our hearts and pocketbooks, despite all that is heard and written about industrial development.

The joint conferences for all workers in vocational education in Oregon was re-established last summer. The conference was held at Walport where facilities are available for deep-sea and salmon fishing, swimming, and other sports. The arrangement provided opportunities for the teachers and their families to become well acquainted and to enjoy themselves.

The Springfield, Missouri Chapter of F.F.A. owns several animals which are farmed out to members on the partnership basis. The chapter now owns two registered Jersey cows, two registered Jersey heifers, one registered Guernsey

Services From University of Illinois

(Continued from page 153)

3. Agricultural teacher-training has been developed in two colleges. Half of the staff has its offices in each college. This arrangement has kept both colleges interested and informed. Co-ordination of the efforts of the two parts of the teacher-training staff has made for the co-ordination of the two colleges in the support of agricultural education in the schools of the state. Too often the vocational agriculture forces in a state have had to be satisfied with the support of the College of Agriculture *or* the College of Education.

4. A more democratic relationship with the teachers of the state has been developed. The teachers now participate in the making of teacher-training policies and in the selection of new members of the teacher-training staff.

5. Because the teacher-trainers spend more time in the field, their campus courses are more practical and realistic.

6. Because teacher-trainers as well as supervisors have been working with the teachers of vocational agriculture, it has been necessary to co-ordinate more closely the work of the State Office and teacher-training staffs. One device for co-ordination has been the provision of monthly meetings of the two staffs. We wonder now how we ever got along without these meetings.

Questions have, of course, arisen as to where we should draw the line on the services provided and as to how much teachers should do for themselves. There have not been serious difficulties along these lines because Illinois teachers are an unusually self-reliant group who like to do things for themselves and can do many things very well without University assistance. There seems as yet to be no dangerous development of reliance by the teachers upon outside help or of "spoon-feeding" and dictation by the University staff.

Even with the time of four or five men devoted to work with teachers in the field, we are still unable to do all of the important things which need to be done. We expect that additional staff members will be added to make possible an increase in the scope and effectiveness of our service to teachers. The job is a large one in Illinois because there are 419 departments of vocational agriculture, 409 teachers of vocational agriculture, and 317 special teachers of veterans.

Mr. C. H. Hill, instructor and teacher-trainer in farm mechanics at West Virginia University, succeeded Dr. M. C. Garr in the department of agricultural education when the latter resigned to accept a position at Louisiana State University.

S. D. McMillan, who taught vocational agriculture in West Virginia from 1933 to 1942, and who was in the army from 1942 to 1946, has been appointed Assistant State Supervisor of Vocational Agriculture in West Virginia.

"What the teacher *is* is vitally more important than what the teacher *does*."
—A. K. Getman.

Our Leadership

Warren Gibson

MR. WARREN GIBSON, the supervisor of agricultural education in the Territory of Hawaii grew up in Oregon, where he enrolled in a high-school department of vocational agriculture and where he received the Green Hand and Future Farmer degrees. After obtaining the B. S. degree at Oregon State College, he taught vocational agriculture in Hawaii for five years.

In 1941 Mr. Gibson was principal of Poyer School, American Samoa. Since his return to Hawaii several months after the start of the war, he served as district supervisor of agricultural education, supervisor of Rural War Production, and as assistant supervisor of agricultural education. His appointment as head supervisor became effective July 1, 1945.

Mr. Gibson holds the M. Ed. degree which was obtained from the University of Hawaii.

Dr. R. W. Roberts

DR. ROY W. ROBERTS is professor of agricultural education at the University of Arkansas and has been head of the department of Vocational Teacher Education since 1944. He has attended several colleges and universities and holds the B. S. and M. S. degrees from the University of Arkansas and a Ph. D. degree from Cornell University.

Doctor Roberts' experience record is quite extensive. He was born in Texas but moved to Arkansas before entering high school. He has been a teacher of rural schools, a principal of a grammar school, a superintendent of schools, a teacher of vocational agriculture, and a county supervisor of vocational agriculture. His tenure at the University of Arkansas began in 1928 when he was appointed assistant professor of agricultural education.

Doctor Roberts is the author of several publications and has been active in many organizations, particularly in the field of rural education.

At Norman, Oklahoma, honorary farmers of the F.F.A. chapter serve as an advisory council to the chapter. The honorary farmers have met six times in the past two years. Twenty-six members of the group attended the 1946 F.F.A. convention at Kansas City, along with the active members and Mr. H. E. Foreman, chapter adviser.

"Every now and then a man's mind is stretched by a new idea and never shrinks back to its former dimensions."—Oliver Wendell Holmes.

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