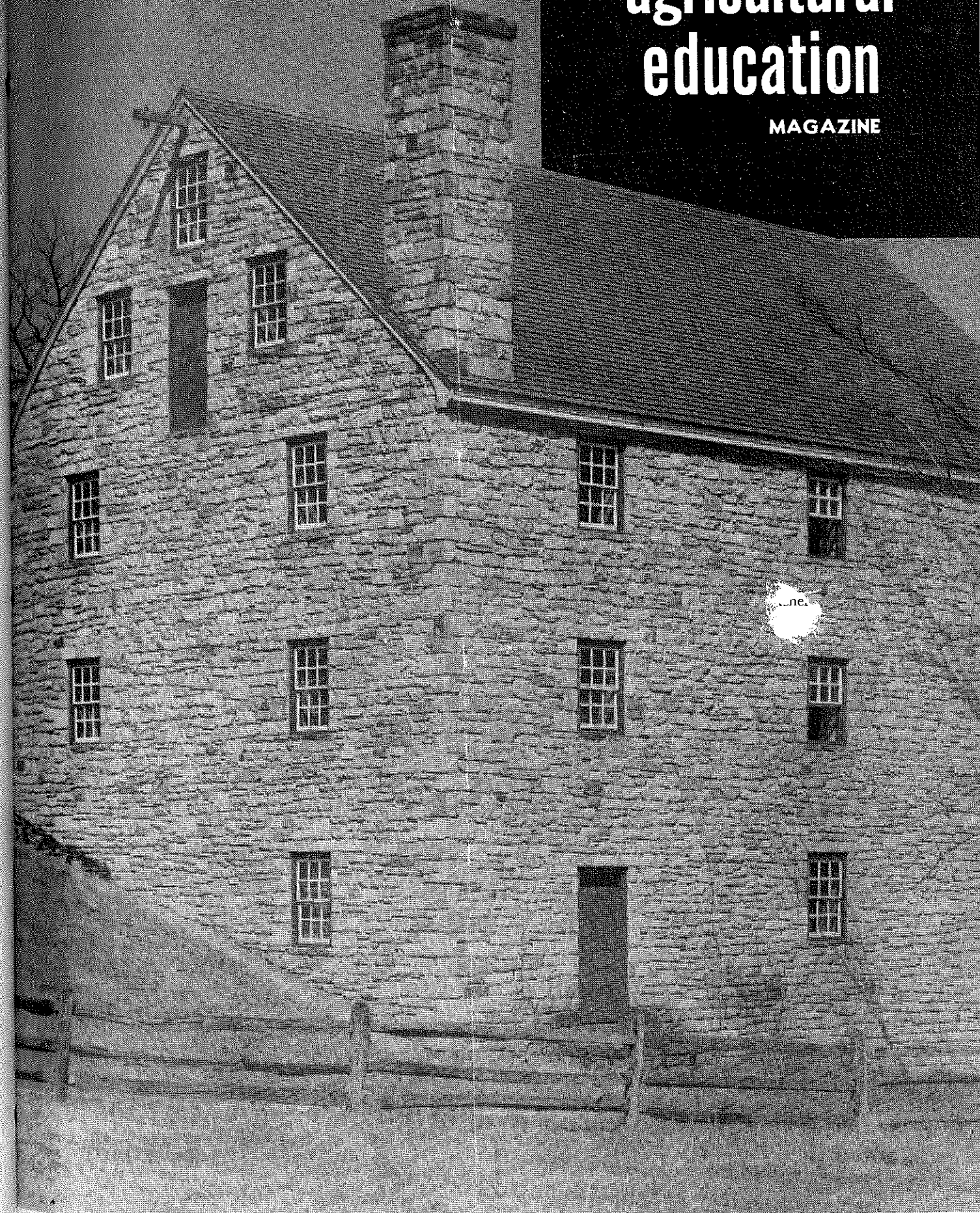


agricultural education

MAGAZINE



George Washington Gristmill, National F.F.A. Camp, Arlington, Virginia.
—Photograph by U. S. Office of Education

JULY, 1947
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The Agricultural Education Magazine

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Editorial Comment

National F.F.A. camp

SOUND-THINKING instructors of vocational agriculture long have recognized the necessity for organized recreational activities to stimulate the interest and enthusiasm of Future Farmers of America in their organization and their studies. During summer months, when most organized activity is in a slack season, a week's camping trip by the boys does much to hold them together as an organization, and at the same time gives opportunity for recreational activity that would not be possible to most of them as individuals.

Summer camps are operated by many county and state F.F.A. associations, as well as the national organization. They provide excellent opportunity for Future Farmers to participate in wholesome recreational activity, and at the same time bring them into association with their fellow members from other chapters and states.

Many chapters in the nation can add educational aspects to their camping plans if they are in position to visit the national F.F.A. camp near Mount Vernon, Virginia.

The national camp will be open until September 10 this year to accommodate chapter groups. Facilities at the camp include a barracks building with 76 bunks, a building with kitchen and combination dining and recreation room, and outdoor recreational facilities.

A. W. Tenney, executive-secretary of the national organization, has announced that reservations for groups to stop at the camp are being accepted. Requests to Mr. Tenney should state the date of arrival, date of departure, and number of individuals in the party. A fee of 50 cents per day is charged each camper to cover cost of cooking and shower facilities. Sheets, blankets, and towels are not provided and should be brought by each individual staying at the camp.

Its location just 10 miles south of Washington, D. C., on U. S. Highway 1 makes the camp admirably suited for Future Farmers wishing a place to stay while they visit the national capital area. Nowhere in the United States can a group of boys find so many places of historical, scientific, and political significance to see as in Washington. Probably no other trip could hold as much educational value as one to the nation's capital.

At the same time, by using facilities of the national F.F.A. camp, there is provided a convenient place for rest and play by the sight-seers.—John Farrar, Director Public Relations and Information, F.F.A.

Developing the "problem child"

OUR last "baby" was born on July 1, 1946, and christened "Institutional on-the-Farm Training." In spite of the fact that it received the blessings of the Veterans Administration and our state board for vocational education, there are some who continue to question its legal right to educational respectability. Since the inception of vocational education, part-time training has been recognized as a part of a complete training program of vocational education in agriculture; but in Arizona, at least, it was rather a non-descript appendage to the vocational program and showed little progress toward developing into a mature program.

However, it appears that Institutional on-the-Farm Training provides an opportunity to develop the real thing. We have every prerequisite necessary for a satisfactory and complete training program, namely: a large reservoir of potential stu-



J. R. Cullison

dents who are just becoming established in the business of farming and who have all the problems incident to that responsibility; secondly, subsistence payments provided to these young farmers during their apprenticeship period in order to relieve the economic pressure inherent with the beginner; thirdly, adequate funds thru tuition payments by the Veterans Administration to finance properly a complete training program. This includes provision for a salary schedule sufficient to attract back into the teaching profession many former teachers of vocational agriculture who were lost to industry or government services because of higher salaries. Fourth, training officers cooperate with the local departments of vocational agriculture in evaluating the training program and supervising the follow-up work on each veteran's farm.

Problems that have presented themselves without regard for their relative importance include:

1. Providing off-the-farm training in the form of group instruction to many veterans in a community with varying degrees of experience and formal education
2. Providing off-the-farm or classroom instruction appropriate to the needs of each veteran when, in many cases, each is pursuing a different type of farming
3. Providing the proper type and frequency of on-the-farm training to meet the needs of the individual most efficiently, and consistent with the efficient use of teaching personnel
4. Providing instruction and help on specific problems in which the regular or special teachers of vocational agriculture may be inadequately prepared
5. Setting up a division of responsibilities for on-the-farm training between the regular or special teachers of vocational agriculture and the farmer-trainer
6. Selecting the most appropriate units of instruction for off-the-farm training and the basic skills and abilities to teach on the farm
7. Developing a common understanding with Veterans Administration officials in setting up what constitutes essential records and reports for on-the-farm training

The degree to which we find solutions to these and other similar problems will be instrumental to the outcomes which may be derived from this new responsibility.—J. R. Cullison, State Supervisor, Phoenix, Arizona.

A new volume

THIS professional publication for workers in agricultural education has progressed another mile, and the volume number now reads 20. Actually the first issue appeared in January, 1929, and the discrepancy in years is due to the fact that certain of the early volumes did not include 12 issues.

This issue represents also an editorial milestone for several members of the present staff whose responsibilities for helping organize copy began with the July, 1946 issue. The year just closed has been one of expansion in the program of vocational agriculture with the result that our family of readers is expanding and more subscribers are preparing contributions.

The major change in the pattern for the new volume is that of using 10-point leading with the 9-point type. We believe this should make more comfortable reading but are anxious to learn if the change meets the approval of the readers.

The difficulties which your staff encounters are not new. The special editors are hardly in a position to rewrite copy and, therefore, prefer to receive contributions which are well organized and double spaced. Short articles, as well as more lengthy ones, are quite acceptable. Clear prints and diagrams of various types are desired for illustrative purposes. Ordinarily there is a shortage of copy for certain of the sections including those pertaining to supervision, methods, and farm mechanics.

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Camp Oswegatchie, New York

Future Farmer Leadership Training Camp

ROYA. OLNEY, Teacher Education, Chairman, Camp Board of Trustees, Ithaca, New York*

THE Future Farmers of America Camp in the state of New York is the newest to join the many state F.F.A. camps in the United States. For more than 10 years there has been much discussion and investigation of the establishment of a state camp. Thru the cooperative efforts of the state F.F.A. association and the agricultural teachers' association, a camp program was launched in the summer of 1945 by the appointment of a board of trustees composed of seven members. The chief of the agriculture service in the state is a permanent member of this board. The president of the teachers' association automatically becomes a member during his one-year term of office. The remaining five members, three representing the F.F.A. boys and two representing the teachers, serve five-year terms, one member being elected each year in a definite order of rotation.

The board of trustees was duly organized and held its first meeting in October, 1945. Immediately camp sites were investigated and a fund-raising campaign was started by the local chapters. By July 1, 1946, the F.F.A. boys had raised

* A descriptive folder of Camp Oswegatchie may be obtained by directing a request to the author at Cornell University, Ithaca, New York.



R. A. Olney

\$18,000 in cash and had pledged enough to liquidate the balance of the mortgage within five years. The boys and teachers had chosen the site in June, and Oswegatchie Camp was purchased on July 19, 1946.

The property is located in the foothills of the Adirondack Mountains in the State Forest Preserve. It consists of approximately 1,000 acres of well-wooded land, with three small lakes and a part of a fourth within its boundaries. The property had been used as a resort and camping center, thus housing and equipment acquired gave an opportunity to start a camping program on a limited basis immediately.

During the summer of 1946 an informal camping period of two weeks was held mainly for the purpose of providing an opportunity for chapters to spend two or three days there, in order to become acquainted with the camp. Also during the fall and winter many chapters spent weekends at the camp.

The first regular camping period will be held this year from July 10 to September 3. During this eight-weeks' period we plan to take care of a minimum of 600 boys, and will expand this number during the season as additional facilities are provided. Each week's camping period will last for six days, starting on Thursday afternoon and ending Wednesday morning. This arrangement eliminates the hazards of busy weekend travel on the state highways. The Sunday period will provide a break in the strenuous

(Continued on page 6)



Mail lodge and headquarters, Camp Oswegatchie, with one of four lakes in background. Photograph by H. L. Noakes

Camping with the F.F.A.

CARL GILMORE, Graduate Assistant, Agricultural Education, Michigan State College, East Lansing

STATE F.F.A. camping programs are growing. From the interest shown in a recent survey, nearly all states, whether or not they have camping programs going, would like to know how the programs are being operated. These programs help boys develop leadership abilities and get wholesome recreation. As a possible aid to those in charge of F.F.A. programs, a summary is given of the findings on a survey of state F.F.A. camps and camping programs.



Carl Gilmore

Fifteen State Camps

Some 15 of the state associations of F.F.A. conduct organized camping programs. Features listed as helping to develop and maintain interest in the camping programs are as follows:

1. Athletic competition
2. Stunt nights
3. Prizes for cabin condition
4. Entertainment from a nearby radio station
5. Banquet
6. Leadership training
7. Boating, fishing, motor boats, swimming
8. A full-time naturalist
9. Song fests, talent night, folk dancing
10. Excursions
11. Excellent food
12. Miscellaneous games other than athletics
13. Well-balanced program
14. Group representation on camp council
15. Activities on cosmopolitan group basis
16. Leisure time
17. Deep-sea fishing trips
18. Mountain hikes
19. Camp improvement and development
20. Award of banner for best camping chapter
21. Picking of camp all-star teams
22. Question box for suggestions (anonymous).

These state camps vary in size from one state's two camps, with a capacity of 600 persons at one time, with all the personnel, equipment, and buildings to handle that number, to that of a camp for 16 persons with the adviser of the chapter in charge. These 15 state associations own 630 acres for use of state camps and also many acreages leased or otherwise arranged for. Eight states own the camp sites outright; for the remainder there is a predominance of park service and state park camps. In one case a camp of the Soil Conservation Service is used and in another case a camp is leased from a boy scout council. The average size of the camps owned is 90 acres. Of nine states reporting the capacity of their camps, the average per camp is 251 persons. As many as 3,000 boys are reported having participated in the camping program of one state during one season.

The method of supervision varies between states. Three states have assistant state supervisors putting in full time during the camping period, as contrasted to one-tenth of the state F.F.A. executive secretary's time used in one state for the

same period. Six states had executive secretaries and one an executive treasurer handling camp funds, with all funds apparently cleared thru the state offices. Personnel for handling the camps varies from nine to none, exclusive of the advisers. Athletic coaches seem to predominate as camp directors, as was brought out by an earlier study.¹ Eight of the states reporting indicated that, at least in part, double-deck metal bunks were in use; five states were using cots, and one was using 50 percent double-deck cots. Campers provided their own bedding in all camps except one which had bedding available to rent for 50 cents per period.

First Aid Stations

All but one camp provided a first-aid station and had life guards as safety precautions. Three camps had camp nurses and two had doctors on call. Three states use campers' accident-release slips signed by parents; one carried insurance on all attendants.

Of the states reporting, four conduct a camping season of three months, one of two months and a half, two of two months. Other seasons varied from two to three weeks in length. Six had individual camping periods of one week's duration and others had less.

Costs per member for the camping period varied from \$11 to \$4.95, for a weekly camping period. Only two states indicated that the camping cost was defrayed in part by supplies from home. These two states asked the boys to select items from a list of products that could be used at camp.

Every camp included leadership training as part of the educational program. One camp near a girls' camp enjoyed neighborly meetings for square dancing and others of the social graces. Five states reported religious services conducted; these varied in length from 15 to 25 minutes daily to an hour's vesper service once a week. In some cases the boys were encouraged to lead these devotional services.

Conclusions

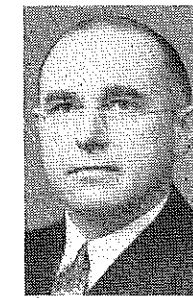
1. State camps seem to have added to the F.F.A. program a training means hard to attain thru any other device.
2. From state camp meetings and participation in activities, chapter members get a better picture of the scope and purposes of the Future Farmers of America.
3. The state camp program is on the increase thruout the nation; established programs are being expanded, and other state associations are making plans to begin.
4. A majority of the states with camps appear to have F.F.A. programs of such size as to require a full-time official.
5. The requests for information from states without camps would indicate need of a wider dissemination of information.

¹Higgins, W. C., "A Survey of Future Farmer Camps and Camping," *The Agricultural Education Magazine*, 13:54, September, 1940.

Camp Muskingum, Ohio

W. G. WEILER, State Executive Secretary, Columbus, Ohio

PLANS to open the sixth annual Ohio F.F.A. camp are under way, and a number of improvements are contemplated. Spot checks indicate a probable increase of 50 percent in camp attendance. Questionnaires are sent each year to campers to secure criticisms and suggestions in regard to the food, the program, and other phases of camp life.



W. G. Weiler

Former N.Y.A. Center

The Ohio F.F.A. Camp Muskingum was originally constructed as an N.Y.A. resident center. As such it was built for winter use, being well constructed and complete. The camp has plenty of good water supplied by electric motors thru a 50,000-gallon supply tank. A sewage-disposal system protects the health of the campers. Large boilers heat water for showers and kitchen use. Ample refrigeration is available. The buildings include an assembly hall and dining room 36' x 250', an administration building, a latrine, a recreation hall 32' x 120', and seven dormitories, each large enough to sleep 75 comfortably. However, camp enrollment is limited to 250 each week so that it may be better administered.

The program at Camp Muskingum is fourfold—education in conservation, avocational, recreational, and running thru

all but not clearly defined, leadership training.

The camp, located on a large artificial lake constructed as a part of a flood-control program, is ideally suited for the study of many phases of conservation. The Ohio Conservation Division cooperates in supplying personnel to conduct field trips for nature study, the reforesting of our poorer soils, contour farming, and the restoration of our partially worn-out soils. During the week, chapters report what they have done in conservation and lay plans for further work, the result of the exchange of ideas and study at camp.

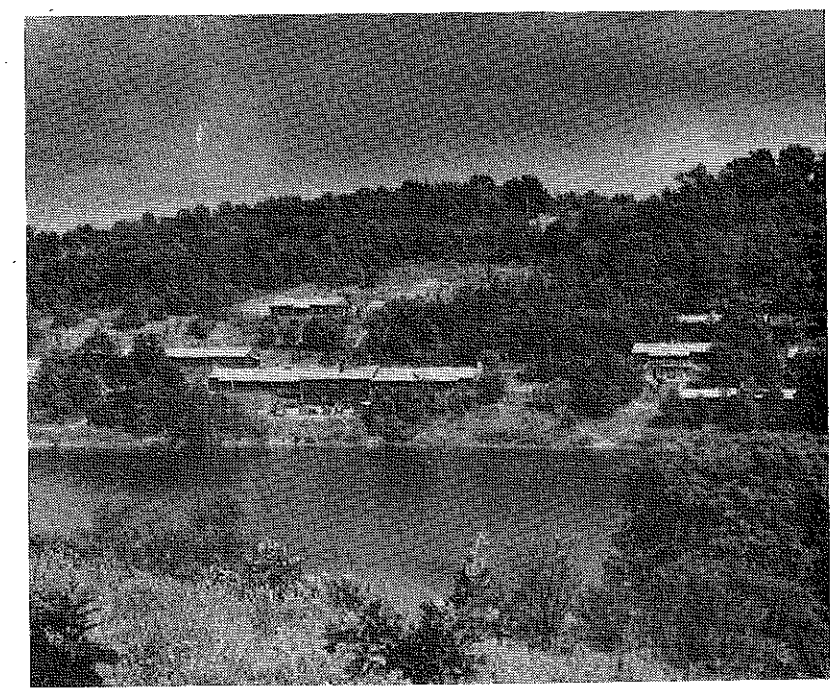
During the avocational or hobby periods, campers have opportunity to learn photography, first aid, learn to swim, make collections of leaves or rocks, learn new games, get practice in leading group singing, and many other activities which may be elected.

During the recreational periods, Future Farmers have an opportunity to play practically all games, swim, boat, and fish. Twenty-five boats are available, and 10 outboard motors add to the joys of boating. Ten new aluminum boats were recently purchased.

Camp policies are decided by a council consisting of a junior counsellor and a group leader for each 20 campers. The junior counsellors are selected from the previous year's campers and are recommended by their local chapters. They are charged one-half the regular camp fee. This provides opportunity for practice in leadership.

For the first time, all kitchen help is to

(Continued on page 6)



Camp Muskingum at Leesville Lake, operated by the Educational Department of Ohio, is used by F.F.A. groups. The facilities for 500 persons include dorms, dining and assembly hall, recreation hall, hospital, and administration building

Camp Clements, Tennessee

S. L. SPARKS, District Supervisor, Nashville, Tennessee

CAMP CLEMENTS, the state recreational camp for the Future Farmers of America in Tennessee, was named in honor of D. M. Clements, regional agent for vocational agriculture, who was at that time adviser of the Tennessee F.F.A. Association.

An examination of the map of Tennessee will show that the camp is located very close to the geographic center of the state. Numerous possible locations were visited and investigated, and this site on a high bluff overlooking the Caney Fork River and in the foothills of the mountains was the most beautiful site that could be found; furthermore, N. A. Ward, who owned the property, and his son, Ray Ward, who was at that time a teacher of vocational agriculture in Tennessee, offered to donate the 25 acres of land in the campground.

Mr. Ward lives nearby and has been caretaker of the camp during its entire period of operation.

About \$30,000 in actual cash has been

too busy producing food for home use and for the allies, to take any time off for camp recreation.

The camp will accommodate 200 F.F.A. members and their advisers and operates six to eight weeks each summer with a new group coming in each Monday morning. Camp Clements has modern recreation facilities, including a large swimming pool, shuffleboard courts, baseball diamond, tennis courts, horse-shoe and volleyball equipment for outdoor sports; table tennis, checkers, dominoes, and the like for indoor sports.

The program for each week is entirely recreational, and regular tournaments in all these sports are conducted between chapters in attendance. A trophy is given the chapter winning the most points each week. A set of F.F.A. officers is also elected each week and serves as officers for the camp chapter at regular meetings each night. The officers also serve as camp council. Meals are served cafeteria style in the large dining room.



Camp Clements, the summer home of the Future Farmers of America in Tennessee

invested in the camp, and its value is considerably in excess of that amount.

This camp is the product of the ingenuity of the farm boys in Tennessee who are members of the Future Farmers of America. Chapters throughout the state made cash contributions raised by collections and sales of scrap, pie suppers, plays, chapter projects of crops and livestock and in various other ways.

Camp Clements has operated every summer since its initial opening in 1930 with the exception of the years 1941-1945, inclusive, when the war made operation during that period undesirable, as F.F.A. members in Tennessee were

F.F.A. members in North Carolina have access to two state camps—the White Lake and the Tom Browne camps. The total capacity is 300, and the advance registrations indicate that the entire capacity will be utilized throughout the 1947 camping season.

The Missouri F.F.A. camp, which is located on the Lake of the Ozarks, will be operated for nine weeks this summer. Ordinarily, 125 persons are accommodated each week. The facilities were used originally by the federal government as a C.C.C. camp.

Camp Oswegatchie, New York

(Continued from page 4)

camp activities for a time of inspiration, meditation, and rest.

The Board of Trustees is chartered under the State Education Law of the University of the State of New York at Albany. This affords us benefits similar to other educational institutions. The charter specifically states that our main purpose is the training for leadership. This accounts for the subtitle of this article.

This is truly a cooperative enterprise for both teachers and F.F.A. boys, in that they organized and raised money with which to make the initial payment at the time of purchase, and are now busily engaged in raising additional funds to retire the mortgage. The Moravia chapter with 30 members made the largest cash contribution amounting to \$795. Peru chapter with 14 boys made the highest contribution per member, \$38.23. Many other chapters contributed more than \$100 each. The goal for this year is \$100 per chapter or \$5 per member, whichever amount is the greater, and already several chapters have exceeded this amount. We have every confidence that we will reach the final goal. Thus, largely thru our own efforts, the camp will be "our camp."

Camp Muskingum, Ohio

(Continued from page 5)

be hired during the 1947 camp. This is an experiment, but it is expected that it will allow greater freedom in program planning. It is recognized that campers will lose valuable camp experiences such as dishwashing and potato peeling; however, campers will assist in cleaning and in camp improvement. Electric stoves have been purchased to replace the coal-burning equipment.

Ohio Future Farmers and advisers have been very pleased with the new experiences available thru their camp program. Much work and money have gone into the organization and operation of the camp, but tabulations of questionnaires show that it is a good investment. It is our largest cooperative project, our best means of extending our circle of friendship, and one of our best means of learning.

In West Virginia the facilities of the state 4-H camp at Jackson's Mill are available to other groups including the F.F.A. and teachers of vocational agriculture. Because the facilities of this camp are in great demand, the state associations of F.F.A. and F.H.A. have designated committees which are investigating other camp possibilities.

Virginia F.F.A.—F.H.A. camp

R. E. BASS, Assistant State Supervisor, Richmond, Virginia

THE Virginia F.F.A.-F.H.A. Camp, located on the James River near Smithfield, Virginia, is owned jointly by the Virginia Association of the Future Farmers of America and the Virginia Association of Future Homemakers of America. The camp consists of approximately 27 acres of land on which is a building having a capacity of about 100 campers. The river at the camp is six miles wide and is actually an arm of the Chesapeake Bay. The water is very salty and always clear as the river currents stop many miles above this point, and the only movement of the water is the ebb and flow of the tide.

Purchased in 1938

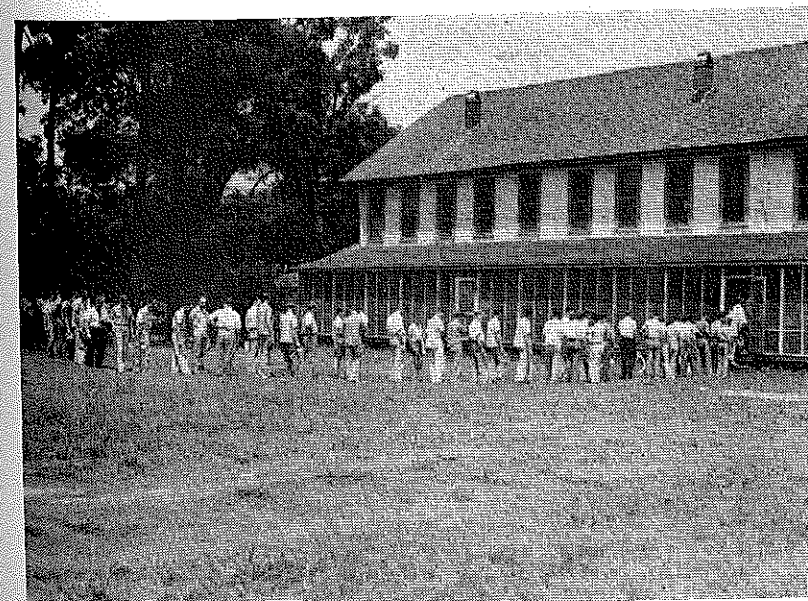
The camp property was purchased by the Virginia F.F.A. and the Virginia home economics girls' organization (later to become the Virginia Association of the Future Homemakers of America) in 1938 and has been operated each summer except during the war years when help and transportation difficulties prevented it. This year the camp is being operated for a 10-week period, June 16-August 23, and from 60 to 70 boys and 60 to 70 girls will attend each week. In addition to the F.F.A.-F.H.A. camp building capable of housing about 100 campers, we have rented during the past two years a cottage next door in which are housed about 40 boys. The F.F.A.-F.H.A. building includes rooms for the campers and staff, office, infirmary, dining room and a well-equipped kitchen. The camp staff consists of a director, business manager, hostess, director of girls' recreation, director of boys' recreation, dietitian, a crafts person, three cooks and five camp boys. A camp doctor (Smithfield physician) is retained and

is on call at all times and gives each camper a physical examination upon arrival at camp.

Originally, the cost of attendance at camp was \$8 per week, paid by those attending. Because of the increased cost of food and the camp staff, \$10 per week is being charged this year. The program is purely recreational with the exception of some instruction and training in crafts, leadership, parliamentary procedure, and dancing. An instructor of vocational agriculture and/or home economics accompanies each group from each school and pays the same rate. Accident insurance is carried on each camper from the time he leaves home until he returns, and compensation insurance is carried on the staff.

Camp Organization Incorporated

The camp organization is incorporated in the name of the F.F.A.-F.H.A. Camp Association, Inc., and is nonprofit. The organization is directed by a board of trustees consisting of three instructors of vocational agriculture, three instructors of home economics, two representatives from the agricultural education supervisory staff, two from the home economics supervisory staff, plus two ex-officio members—the F.F.A. and F.H.A. state presidents. L. L. Beazley, agricultural instructor at Disputanta, Virginia, is president; Miss Elizabeth Clay, instructor of home economics, Charlottesville, Virginia, vice-president; Mrs. Rosa H. Loving, assistant state supervisor of home economics education, secretary; Mr. R. E. Bass, assistant state supervisor of agricultural education, treasurer; Mr. Bass is general manager of the camp and Mrs. Loving is the assistant general manager.



Line-up for chow at Virginia camp. Opposite side of building faces the James River

THE AGRICULTURAL EDUCATION MAGAZINE July, 1947

Book reviews

Handbook on Teaching Vocational Agriculture by G. C. Cook, pp. 812, illustrated, published by the Interstate, Danville, Illinois, 1947, list price \$4.50.



A. P. Davidson

The *Handbook* has been completely rewritten to meet the changing conditions in agricultural education and the expanded program in vocational agriculture. The need for more comprehensive programs in all-day, young-farmer (including veterans) and adult-farmer classes has prompted the author to insert a number of new chapters. These chapters include the following:

1. Buildings for vocational agriculture
2. Starting a new department of vocational agriculture
3. Developing a public relations program
4. Developing a guidance program
5. Basic essentials in planning instruction
6. Planning for effective instruction
7. Evaluating classroom instruction
8. Evaluating the F.F.A. program
9. New Farmers of America
10. The school-community canning plant
11. Evaluating the total program of vocational agriculture.

The book is well illustrated thru the use of approximately 250 new pictures. New references have been included.

Special emphasis has been placed on comprehensive programs in vocational agriculture, designed to meet the educational needs of the farm people in the area served by the school.

The book includes 48 chapters and considerable 8-point type has been used instead of the usual 10 point. This was deemed necessary in order to make it possible to include in one book all the areas which warrant consideration in a total program of vocational agriculture.

Special emphasis has been placed on effective course building and program planning, teacher-pupil planning, selecting and using advisory councils, comprehensive farming programs, follow-up of the instruction, farm mechanics, F.F.A. and N.F.A. activities, efficiency factors of production, and evaluation of the total program in vocational agriculture. Evaluation is stressed in every section of the book and techniques suggested for its effective use. Throughout the text the author stresses the importance of carrying instruction thru the doing level.

As the name implies, the text is a handbook for pre-service and in-service teachers. It should prove most helpful to teacher-trainers, supervisors, and school administrators, including special instructors used in our expanded program in vocational agriculture. APD

Educating farm people for their part in national and world affairs

H. M. HAMLIN, Teacher Education, University of Illinois, Urbana

I. Farmers in the Seats of the Mighty

WE HAVE become so accustomed to talking about the "down-trodden farmers" that we may not have come to realize that American farmers now constitute the most powerful occupational group in the world. The farmers themselves probably do not realize their own strength. It arises from two sources:

1. The United States has become the most powerful nation in the world.
2. As a result of the election of 1946, farmers have become the strongest occupational group, and perhaps the strongest group of any kind, affecting the actions of the Congress of the United States.

The United States News, an independent weekly magazine on national affairs published at Washington, devoted two pages in its issue of December 13, 1946, to the "Shift of Power in Congress: New Influence for Agriculture." Some of the more significant passages from this copy-righted article are quoted below:

"The farmers' grip on Congress is tighter than it has been in many years. He has nothing to fear from the broad investigation of the farm program that is now in the making in the new Congress. Whatever changes may be made in farm laws are more likely to be to his advantage than to his detriment. Nor is any Republican economy likely to turn in his direction.

"Not since the days of Calvin Coolidge and Herbert Hoover have the voices of farm-minded members of Congress been so potent as they will be after January. The election juggled the congressional districts of the nation in such a manner as to give the farmer control of both the Republican and the Democratic parties. Before the election, he had control of only the Republican party, and that party was in the minority in Congress.

"In the reorganization, Middle-Western Republicans will take command of the Senate and House committees on agriculture, supplanting Southern Democrats.

"In the nation, there are 201 congressional districts that are located in, or might be dominated by, cities of 100,000 or larger. This leaves 234 districts whose interests are chiefly rural and agricultural, a comfortable 33-vote margin for the farmer on any issue in which his interests are involved. But that is not the whole story.

"In quite a few of the farm states, where the legis-latures are dominated by members from farm counties, the congressional districts are laid out in such a way that the vote of some cities is swallowed up by the rural counties surrounding them. The rural vote picks the Congressman.

"Often, too, the cities in farming areas, which usually are markets for farm products, find that their interests are so closely akin to those of the farmers that the Representatives from these city districts vote with the farm members.

"The new position of the farmer in Congress puts more power into the hands of the organizations that



H. M. Hamlin

are regarded in Washington as reflecting the will of the farmer. As the power of the spokesmen for G.I.O. and A.F.L. moves downward, that of Edward A. O'Neal, head of the American Farm Bureau Federation, Albert S. Goss, chief of the National Grange, and James Patton, leader of the Farmers' Union, rises.

"The farmer has nudged labor away from the controls of Congress."

It is doubtful that there has been a time since the early days of the nation, when farmers constituted 90 percent of the population, that farmers have had so large a part in determining national policies. Farmer-statesmen had the principal part in laying the foundations upon which the nation has survived for more than 150 years and earned the gratitude and praise of all the succeeding generations. Will the present generation of farmers be as wise in using the power which has come to them?

II. Power and Responsibility

With power comes responsibility. Never was it more hazardous to exercise power than it is today. The fate of the whole world is hanging precariously in the balance. The means of averting world catastrophe are quite unclear. The United States itself is likely to rise or fall with world conditions.

The responsibility for national policies for which farmers bear so large a part involves:

1. A share in the responsibility for the conquered peoples and for those in other nations wrecked by war, several hundreds of millions of them, widely scattered over the earth's surface
2. Responsibility for maintaining the peace of the world thru cooperation with other nations
3. Responsibility for maintaining economic and social health in the United States.

The first of these is a relatively new role for us. Certainly we have never before dealt with such a multitude of conquered people. Uncle Sam is strictly an amateur conqueror, as well as an unwilling one. Dealing with conquests in the remote parts of the world is even further from the experience of the American farmer than it is from that of Americans generally. We demonstrated following World War I that we did not know how to manage our conquests; probably no conqueror ever did know how to deal wisely with conquests. There is no more difficult role.

Farmers, like Americans generally, have always been interested in maintaining the peace of the world, but as yet we have done nothing toward that end which has been permanently effective. We have the best chance now that we have ever had to do something effective because the alternatives to peace are so much more dreadful than they have ever been before. We can in a few years, however, fritter away the opportunity which now is ours.

Keeping our own country economically and socially healthful would seem to be a sufficient job in itself. Selfish and warring factions keep us in hot water most of the time. Booms and busts recur all too frequently. The late war introduced a whole new set of social and economic problems which we shall be years in solving, if we solve them at all. If the United States breaks down or falters seriously, we can expect the rest of the world to go completely "to pot."

Farmers have arrived at their position of power in the midst of this mess. Before they are thru with it, they will probably come to appreciate Hamlet's feeling that "The times are out of joint. Oh cursed plight that I was ever born to set them right."

III. The Education of the Conqueror

We have sensed the need for readjusting the conquered peoples. Perhaps the conquerors need re-education quite as much. Dean William F. Russell of Teachers College, Columbia University, has recently written with insight of "the education of the conqueror."

He has pointed out that, when nations become conquerors, they tend to assume that they are right; to inflict their "righteousness" upon other nations by force; and to freeze their own people into a rigid system acceptable to those who are dominant in the country at the time. His concluding paragraph summarizes the dangers we face:

"You and I are in a big battle, the battle of our lives. Somehow or other, the United States, triumphant, is doomed to failure, unless the trend that has gripped all triumphant nations before us is checked and reversed. 'Pride goeth before destruction and a haughty spirit before a fall.' We do not want our country destroyed. We do not want America to fail. Therefore, all of us must give the rest of our lives, not only to prevent traditional conforming education, but to build schools, colleges, and other means of education to make America flexible, sensitive to change, and adaptive—truly a land of the free."

The American people have only a few years in which to awaken to the role they play as conquerors and to learn to play the role effectively. Changes come insidiously into the mentalities of those who exercise power. The tyrant who meant to be benevolent becomes malevolent, and eventually his power is destroyed, so that his second state is worse than his first.

This traditional course of history has been witnessed, not only in world affairs, but in domestic affairs. Business and labor have successively occupied the position of power which now falls to agriculture. Shall farmers, too, wind up in

William F. Russell, "Education of the Conqueror," *Phi Delta Kappan*, 28:44-48, October, 1946.

the "doghouse"? There is some evidence even now that farmers, only a few years away from their pauperism of the depression, are getting "cocky" and irresponsible. In a few more years of prosperity and power, they, too, could become unbearable. There is no greater fallacy than the idea frequently expressed implied among farmers that farm people are more unselfish and more public spirited than other people. One reason for fearing the farmers in power is that this self-righteous concept of themselves prevails all too commonly among them.

Some sort of special education is obviously necessary for Americans, and especially for American farmers, to fit them for their new responsibilities. Two characteristics of this education are obviously these:

1. It must deal primarily with adults since it is within the next few years that the adults who guide the nation will acquire the attitudes that will make or break them as conquerors.

2. It must consist mainly in making people aware of the consequences to others of their own acts. Fundamentally, it is to get them to accept the Golden Rule and all of its implications. We shall be helped in the process because the Golden Rule is well entrenched in our traditions; the difficulty is mainly in getting people to think out its full meaning in a nation or a world.

IV. The Role of Agricultural Education

It is possible to accept all of the premises which have been stated and still to say that the education of the conquering farmer is the concern of others than teachers of agriculture. Recognizing the perils of our country and the world and realizing that the farmers of the United States will have a major part in seeing us thru them, these teachers may still "pass by on the other side." It is hard, however, to see how a conscientious teacher can do so.

The schools and colleges of this country are closer to the farmers than they are to any other occupational group. What farmers think and do is to a greater extent the result of school influence than what other groups think and do. Those who work with farmers should get and will get praise or blame accordingly as farmers behave.

Teachers of agriculture are the only teachers in our schools who work extensively with adult farmers, the farmers who will make the crucial decisions of these next few years. While their contacts with farmers are supposed to be confined to the field of agriculture, they are not always thus confined. Teachers of any consequence have a general influence upon the thinking of those they teach. Furthermore, it is within the field of agriculture that some of the gravest decisions affecting world and national conditions will have to be made. Let us look at a few examples:

1. There is general agreement that the free movement of goods and services is

essential to the peace of the world, but farmers have historically been among the chief protagonists of high tariffs. At any time we may expect some group of farmers to "howl to high heaven" if they think that the price of some commodity they produce will be lowered by a tariff rate or a trade agreement, disregarding the general effects of high tariffs and the consequences to the peace of the world. Thus farmers may join with other special interest groups to shut off most of the trade with the rest of the world and to make of the United States an economic island and to destroy the economic basis of peace, perhaps the most important basis of all. The study of tariffs on agricultural products is well within the study of agriculture.

2. If we are to trade with other countries which want our industrial products, will the farmers of the United States allow the importation of the agricultural products the other countries have to offer in exchange? Or will the farmers demand that agricultural imports be banned and so eliminate most of the possibilities of world trade?

3. If other nations are to be rehabilitated, improvement of their ability to produce food is a first condition. If this is accomplished, the markets of American farmers will be affected, directly or indirectly. Export markets for certain commodities would first be lost. If food prices became lower outside the United States than in the United States, American consumers, who constitute 85 percent of the population and so can make their opinions effective, would demand these cheaper foreign products. How wholeheartedly can we expect American farmers to support efforts for the modernization of the agriculture of the rest of the world?

Agricultural Problems

There are some agricultural issues in foreign relations. Let us turn to some agricultural problems within the national scene:

1. Are the farmers of the United States really in favor of free trade within this country? There are plenty of examples of barriers to interstate commerce in agricultural products which have been demanded by farmers.

2. Are farmers willing to allow their products to compete in the open market with the products of other groups? Their willingness to enforce a heavy tax on butter substitutes is not reassuring. Will they use their new power to secure other unfair advantages for themselves? Or will they devote themselves to eliminating the unfair advantages of other groups?

3. Will farmers accept the commonly expressed idea that their interests lie with business and industry and that organized labor is their natural enemy, or will they find that they have as much in common with labor as with business and industry?

4. How are farmers going to treat the land, our most important national heritage? Will those farmers prevail who believe that the land belongs exclusively

to those who may have title to it and that the owners may treat it as they see fit? Will the large landholders dominate the farm group so that the rules of the game encourage the passing of farm land into the hands of fewer and fewer owners?

5. Are farmers going to swallow the platitude they have so often heard from their leaders that "agriculture is the basic industry"? If they do, and if they act accordingly in their present positions of power, they will learn the hard way that many industries are basic and essential and that they dare not tear down other industries in their efforts to exalt agriculture.

Teaching farmers to share in national and world affairs does not necessarily involve adding new units or new subjects to our offerings in agriculture. It means primarily that we should teach what we have been teaching in the context in which it should be taught, bringing out all of the relationships, however remote they may be. One cannot understand farming if he knows only his own farm or his own community. Even the pioneer farmer who lived on an isolated homestead in South Dakota at the time that state was settled was able to make a success of his venture only because of European conditions at the time and a heavy demand for wheat from Europe. The modern farmer is increasingly affected by conditions and events all around the world. One of the best modern examples of world interdependence as it affects our farmers is the loss of our Asiatic sources of fats and oils during the war. What will happen to Illinois soybean growers and hog raisers when these are again fully available?

We can credit farmers with a normal amount of good will toward other people everywhere. They have much to learn about how to express that good will. Acquainting farmers with the facts as to how other people affect them and how they affect other people is definitely an educational job, and much of the education needed is agricultural education. Helping them to think with these facts and to determine appropriate courses of action is also a responsibility of education and of agricultural education.

If we in agricultural education choose to ignore these broader agricultural problems in dealing with farmers we still affect their thinking and their actions. By preoccupying their minds with technical agriculture and farm operation, we keep them (to the extent that we have influence with them) from thinking that anything else is important. This negative agricultural education which blacks out important areas has long been influential, sometimes more influential than the teaching done in the other areas.

One of the most important contributions which education or agricultural education can make to the preparation of farmers for wielding the power they hold is to aid them in seeing how individual farmers and groups of farmers may affect the total situation. Too commonly individuals and groups think that they

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Farming Programs

C. L. ANGERER

Supervised farming agreements between father and son

W. H. McCANN, Assistant Supervisor, Virginia

EDWARD BENKET, one of the most promising boys recently enrolled in the vocational agriculture class, says that he will move to another community. His father, a share cropper, does not want to work with his landlord another year. Things didn't turn out as the share cropper expected. Being interested in the boy, we made further investigation which revealed that the father had talked to his landlord at the beginning of the year about how the expenses and returns should be divided, but at the end of the year somehow there was a difference of opinion as to what arrangements had been made.

This condition, like many others we read about and see in our own communities, could have been prevented if a definite understanding had been reached at the beginning of the year. Edward should never have the dissatisfaction and disturbing experience of his father; his course in vocational agriculture should prevent this and many other related experiences.

It is just as important that a farmer, whether he is a share cropper or a farm owner, be able to prepare and know what characterizes a good business agreement, as it is for him to know when to prepare the seedbed for corn. His success as a farmer often depends upon whether he is happy and confident of his farming arrangement. He must not feel that he has the mule and the plow, but another fellow has a pencil and paper which he will use to figure him out of what he makes.

In the training of future farmers, nothing is more important than teaching them how to avoid clumsy, haphazard arrangements, which, sooner or later, will have a tremendous effect upon his attitudes and his stability as a farmer.

Reasons for Improper Training

There are two main reasons why students of vocational agriculture are often not properly trained in making business agreements:

1. The student never quite understands why he prepares an agreement, nor what should be included in the agreement.

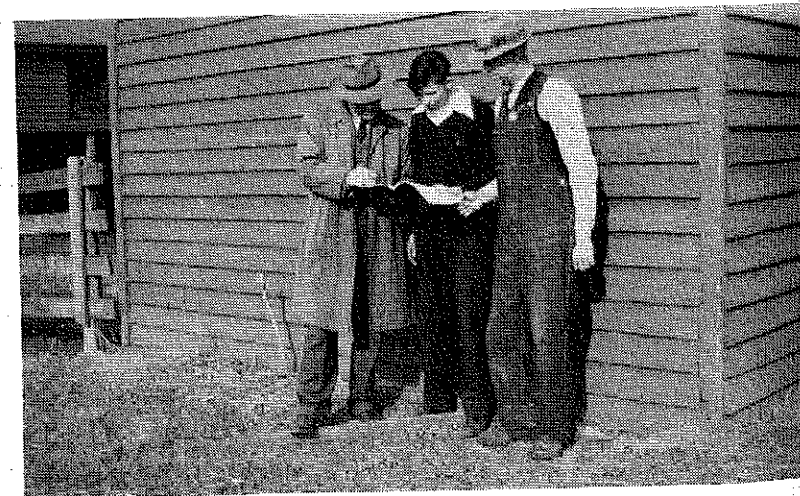
2. The parent does not understand the training value and his responsibility as to the agreement.

Both the parent and son should understand that the agreement, relative to the farming program, is for purposes of training and that if it is to be of most value in training, it must be fair, reasonable, and clearly understood. Above all, it must be followed as if it were a legal instrument to be used in prosecuting the party of violating a contract.

The agreement between a father and his son concerning his supervised farming program should always include the answer to these questions:

1. Who will be responsible for management?
2. What provisions will be made for financing?
3. Who will be responsible for labor?
4. Who will furnish land, buildings, equipment?
5. How will expenses and profits be divided?

The preparation of the business agreement should be taught thoroly in class. The student then prepares the agreement which he thinks will meet the re-



Mr. Harvey Seal, instructor at Ashland, Virginia, discussing proposed father-son agreement with Asby Bumpass, Jr., and his father

quirements in his particular case. Prior to writing this agreement in its final form, the parent should be contacted to see if it meets with his approval. The student may be able to get his parent's approval, but this is not enough. The parent must understand the whole story, the training significance, and its value to his son when dealing with other people.

This is an unnatural situation and should not be permitted. The son should have certain obligations, or the training value of the business agreement will be missed. If this type father can be "geared down" to seeing that he will be of greater service to his son if he assists him from a training viewpoint rather than a monetary viewpoint, the visit will be well worthwhile.

The instructor must visit each parent and explain the supervised farming program and the significance of the agreement. The parent will give verbal approval to the program and agreement at the time of the visit, after which the son and parent may sign the agreement in a similar manner as they would a simple contract. This will probably be the first visit which the instructor will make to the student's parent, and is, perhaps, the most important.

When visiting parents to arrange a satisfactory agreement, there are usually three types of fathers which must be dealt with:

1. The father who is very enthusiastic about anything his son wants to do; the "yes" type.
2. The father who wants to cooperate in training his son in agriculture, but has to be sold on the details of a good program; the "lukewarm" type.
3. The father who is suspicious and wonders why he has to be bothered about a thing called a training program. He wants to run his own business with no interference; the "rugged individual" type.

Before a satisfactory agreement can be made between father and son, we must take into account the type of father we are dealing with and prepare the proper approach in each case.

Contrary to what is often expected, it is often more difficult to get the best results with the first, or "yes," type. He usually misses the point of your visit. He thinks you are trying to talk him into something he knows he wants to do. He will often agree to everything because he thinks that is what his son's teacher wants. He will not want to have a logical or fair agreement. He wants to give his son everything and charge him nothing.

The second, or "lukewarm," type father is usually the easiest to work with, as he has to be shown and will listen to an explanation of the purpose of the agreement. He is usually concerned more with good business and leaves sentiment out of the agreement because he sees why the agreement is necessary and desirable. He is willing to carry out his part of the bargain and see that his son carries out the other part.

The suspicious, or "rugged individual," type often presents an interesting problem. He will immediately tell you that his son works when at home and that he gives him all the money he needs, so why have a definite supervised-farming program agreement; or he will offer a thousand reasons why he prefers that his son have no definite agreement, including the fact that if he gives that son the opportunity of conducting a supervised farming program, it will be unfair to his other children who are not taking vocational agriculture. There is always a way of approaching such a man. Often he is very much concerned about what his neighbors do, and if he knows that John Jones' son has an excellent agreement and supervised farming program, he immediately begins to see a reason for working out some kind of plan with his son.

A satisfactory business agreement between parent and son the first year usually means a good agreement thruout the training program, and is an excellent basis for continuing the farming program with his father after completion of high school.

Benefits From Agreements

It is wise to ask ourselves, as instructors of agriculture, if we are really accomplishing anything when we require a business agreement between father and son. The answer is definitely yes, if:

1. The student realizes the importance of having a definite understanding before entering into any agreement.
2. The parent realizes that the agreement made in respect to the supervised farming program is an instrument of training in which he plays a major part.
3. The parent and student realize that the time to learn fair play and understanding for future business relationships is while the son is working with the father, and not after he has been taught in the "world of hard knocks and disappointments."
4. A follow-up by the teacher is made on all agreements to assure that they are followed; or if changing conditions make it desirable to change the agreement, that the change is made by mutual knowledge and consent of both parent and son.
5. The agreement becomes progressively more detailed and thoro as the training program increases, until completion of training, at which time he should be able to apply in a practical way the business principles learned while working with his father on a sound agreement.

The enterprise program and degree of partnership thru the four years of high school should be based on the ability of the boy to accept responsibility. Income

Parent-son agreement

JOHN B. SWECKER, Teacher, Berkeley Springs, West Virginia

THE ideal situation for a teacher of vocational agriculture would be a medium-sized department consisting of 30 to 35 farm boys, with 100 percent interested in becoming farmers. Farming programs, shopwork, F.F.A. activities, classroom study, field trips, good record books, judging teams, parent-son agreements, etc., are the tools the teacher uses to bring about this ideal situation, or as nearly ideal as possible. There are very few, if any, teachers who have perfectly organized departments which can be called ideal. This is their goal, the incentive that prompts teachers to do their very best.

A parent-son business agreement is an important tool of the teacher if it is arranged properly and executed with responsibility. It also serves as a means of retaining the farm as a family enterprise rather than having the pupil say, "One-half of this 10 acres of corn," or "one of those four porkers is my enterprise." In most cases those 10 acres of corn go into the father's crib, and the four porkers go into the family larder, with only figures and dollar signs to show the pupil labor income for his farming program. It would be much better if the boy could say, "This is a part of our farm enterprise. My father and I divide the net income according to our contribution." This would be a partnership in action.

Seldom do parents who are prosperous farmers and who own their farms desire to see their sons leave them to seek opportunities elsewhere. They would prefer that the ownership of the farm pass down the family line. In many cases the parents fail to provide the incentive for their sons to remain on the farm; because they have failed to let them assume a part of the responsibility of management, operation, and sharing of income from the farm business.

Contribution by Teacher

A teacher of vocational agriculture is in an excellent position to aid in bringing about a satisfactory parent-son agreement to a percentage of his pupils and their parents. This percentage will be influenced by various things, such as type of farming in the community, prosperity of the farming area, nearby industries, size of farms in the community, ability of the teacher, his knowledge of farm problems, and an understanding of the need for such a proposal. It is neither practical nor logical to expect a freshman in high school to be in a full-fledged partnership with his parents in a farming business; but it is at this age, or even before, that his responsibility should begin. It is a fact that some boys can assume more responsibility at an earlier age than others.

The enterprise program and degree of partnership thru the four years of high school should be based on the ability of the boy to accept responsibility. Income



Robert Michael and his dad with their farm tractor which they use on a partnership basis. The Michaels grow and process tomatoes in addition to operating a general farm

from the farm enterprises should not be a major issue during the first two or three years in school, altho it cannot be overlooked entirely. The full-fledged partnership, with the income from the farm enterprises divided between parent and son according to the contribution of each, will probably not materialize until after high school, and in some cases not until after the son graduates from college.

A first-year boy should not be rushed too much in the selection of an enterprise program. Nor should his enterprises be too much a part from the parents' farming program. He should be given the chance to feel that he owns, or at least partially owns, his enterprises with a feeling of responsibility in their management. This responsibility is the teacher's with the cooperation of the parents. It is wise for the teacher, the parents, and the son to talk the proposition over simply but intelligently during a supervisory visit to the farm. The parents must understand the relationship of farming activities to the program of vocational agriculture, and the importance of the son's enterprise program cannot be over-emphasized. After an understanding is reached concerning the boy's program, it should be put into his record book as soon as possible, either on the official business-agreement form, or a special form prepared by the teacher. This agreement should state precisely what the parents will do, what the son will do, and what the teacher will do to make this plan a success.

The division of the income from the enterprises between parent and son must also be included in the agreement. This is a partnership thought of in a popular rather than a legal sense. The legality of

(Continued on page 17)

Farmer Classes

J. N. WEISS

R. B. DICKERSON

Texas veterans' farm cooperative

F. GIMBLE, Texas Board for Vocational Education, Austin

TYPICAL of the intensive cooperation among the veterans in vocational agriculture classes in Texas, the Andice veteran farmers (Williamson County) have formed a co-op club with a president, vice-president, and secretary-treasurer elected to *serve* rather than to "hold office." The club members have recently added an "official" photographer to their group, and they are not only making history in the peacetime pursuit of farming for a living, but are preserving by means of pictorial record the story of their accomplishments from day to day and year to year.

We would like to give you a few details on the Andice Veteran Farmers' Club, since it is an outstanding example of successful farm cooperatives, and is not only bringing immediate profit to the participants but will also result in long-time benefits both to the veterans and to the community as a whole.

Guided by a live-wire instructor, aided and abetted by a wide-awake, progressive-minded advisory committee of local men already established as successful farmers, the veterans at Andice are making noteworthy headway in accomplishing the over-all objective of the program of vocational agriculture; namely, a better method of farming to increase



Cooperatively owned Jaques power saw in operation by members of the Andice Veteran Farmers' Club.

farm-family income and to improve on the "live-at-home" motto by adding *one word* so that a richer, fuller life for the entire family, and, in turn, the community, is expressed—"Live-well-at-home!"

Each of the 25 veterans enrolled in the class is carrying out a well-rounded program of farming: cash crops, feed crops, gardens, livestock and poultry, farm improvements of a permanent nature, and home beautification. The group voted to spend one day per year on the farm of each veteran, helping him to do whatever project he might choose. Some of the outstanding examples of this cooperation might well be followed by other classes scattered over the state.

Group Assists Individuals

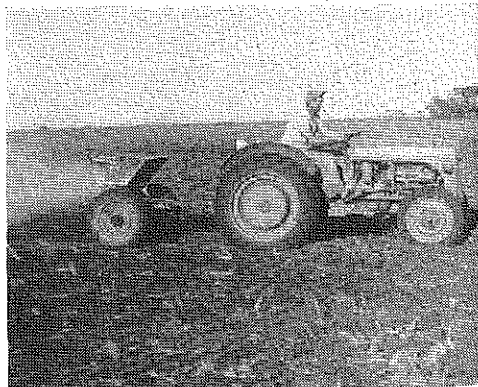
For example, Dwight Stapp made plans while still in service to have a paying business in poultry, but he was minus a really good chicken house. When the veterans visited his farm to assist him in the project, they tore down an old shed for lumber and built a 15'x30' structure where he plans to house some 200 to 250 laying hens. Since Mrs. Stapp will have a large share of the responsibility in caring for the chickens, she had a voice in the selection of the site for the chicken house

and also for the brooder house which the veterans moved to a more convenient location.

Gene Pearson chose the starting of a home for his new bride as the project on which he could best use the services of the group. The veterans moved an old house from a neighboring farm, put down a foundation base, and squared up the building. Gene's father, who superintended the remodeling and did a great deal of the cabinetwork, said the veterans' club "put us two weeks ahead with their one day's labor." The two Mesdames Pearson did the painting and papering, assisted by the elder Mr. Pearson, while Gene carried on the farming operations. For a total cost of \$1,500 the young Pearsons have a modern home of four rooms and bath. Complete with electricity and running water piped from the windmill, it is a home any young married couple could well envy them.

Another cooperative enterprise on which the entire club is working is the clearing of timber from pasture lands. Last fall they bought a power saw (shown in operation in accompanying picture). In addition to improving their own pastures, they have contracted to clear land for other farmers in the community at a price of \$5 per acre plus all the wood, which they sell for about \$8 per cord. The money earned in this project, after the saw itself is paid for, has been allotted to the "combine fund."

Just last week Mr. J. C. Mullins, instructor at Andice, and himself a veteran of World War II, was in the office and told us (with pardonable pride in his voice), "Well, my boys have bought that combine we told you about last fall. We now have one of the finest aids to speedier harvesting of all those grain crops we grow up in Williamson County." When we asked if the power saw had already netted that much profit—the combine cost \$1,400—he answered, "No, but it went a long way toward it. We had to



Wilburn Jackson using the Andice Club-owned phosphate spreader to build up his soil for long-time improvement to the land

borrow the rest, and since it belongs to the whole group, all 25 of the veterans signed the note. We figure that within a year the combine will have paid for itself in rentals which we get from the other farmers in the community, to say nothing of the labor and money and time which it will save the vets."

In addition to the power saw and the combine, they have bought two posthole diggers and a phosphate spreader which are owned and operated as cooperative property, and are to be rented to other farmers when not in use by a member of the veterans' group. All told, the club owns cooperatively some \$2,500 worth of equipment of this nature.

Their farm-machinery repair shop has been a busy place during the past few winter months, and the list of shop jobs runs like this: Complete overhaul on six farm tractors, minor repairs on two tractors, complete overhaul on manure spreader, overhaul on phosphate spreader, motor overhaul and repair of Jaques power saw, construction of four farm trailers, and construction of one phosphate spreader from the rear end of "A" Model Ford. They have also been studying and practicing arc and acetylene welding, a skill which is used frequently in the repair of farm machinery. The facilities of the farm-machinery repair shop are available to the entire community, and the net saving to farmers (other than veterans) on their repair bills amounts to a tidy sum each year.

The "official" photographer whom we mentioned earlier in the story is Logan Schooley, a regularly enrolled veteran farmer who had photographic experience in the A.A.F. When we visited Andice early last November, Logan had just started his agricultural training in the vocational school, and fresh from the wars and well-sold on the value of photography, he backed the project of the club in purchasing a camera, an enlarger, and other darkroom equipment. The picture of the machinery repair shop is one of his products.

The veterans became accustomed to "learning by doing" while in the armed forces, and that idea, too, has carried over into their civilian peacetime farming. The fact that the veteran uses his own farm as a laboratory means that there is a greater opportunity for the practical application of technical agricultural improvements, techniques, etc., than is normally found in an agricultural college.

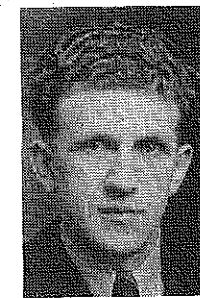
The whole story of the Andice veteran farmers, and the hundreds of other vocational agriculture classes in Texas, is an inspiring one. The thing that makes it so is that unbeatable combination of qualified leadership by a live-wire instructor, enthusiastic sponsorship by the advisory committee, and the intensive and harmonious cooperation between the veterans themselves, the teacher, and the members of the advisory committee. The entire community of Andice is cooperating with the farmer veteran, and this cooperation is resulting in benefits to all of the citizens of Andice, whether veterans or otherwise.

The end result in the final analysis is the building of a farming community, and of a nation of farming communities, where the people are proud of their land, and where the land gives forth its best in return for the care that is lavished upon it.

Veterans' training in Utah

ELVIN DOWNS, Assistant State Supervisor, Salt Lake City

ON JUNE 13, 1946, a contract on a statewide basis was entered into between the Utah State Board for Vocational Education and the Veterans Administration providing for institutional on-farm training for veterans in the state of Utah. The execution of such contract placed a new responsibility on the State Department of Public Instruction. A new challenge had been presented in adult education; one which called for the best training program the state could outline. The district school superintendents were called into conference and an explanation was given of the new educational activity. The school administrators accepted the program as an integral part of their district educational responsibilities. Mark Nichols, state director of agricultural education was asked to assume direction of the new program.



Elvin Downs

It was early recognized that if this new program were to run smoothly, current training conferences must be held to acquaint newly employed supervisors with procedures for enrolling trainees and initiating the new educational assignment. Such conferences have been held at six-week or two-month intervals throughout the year. Veteran instructors and supervisors have been called in from over the state for a one- or two-day session, as the need required. Some of the items discussed have been:

1. What size farm to approve as a training institution
2. Procedure for submitting entry forms
3. Supervision of the trainee
4. The training program
5. Reporting on trainee's progress
6. Trainee-employer relationships.

As a result of one conference session, it was recommended by the Veterans Administration and agricultural supervisors that all training forms clear thru the State Department of Education. It now becomes an easy matter to check off the attached forms of each trainee. If some sheet has been omitted or improperly executed, such form or forms are returned with proper explanation for completion.

Meet Obstacles

Such a program of vocational agriculture could not have come at a less opportune time. Utah had not lost the great number of regular teachers during the war in comparison with some states, but certainly there were no trained men available for this new expansion in agricultural training. Publicity was given the new teaching field thru press and radio and with the gradual return of veterans, vacancies were filled one by one.

The problem of properly enrolling veteran trainees into training was little less a problem than the teacher shortage. Forms were hurriedly drawn up on which farm surveys were made by poorly informed instructors. Still on other forms, the trainee was registered into school, and a brief training plan outlined. Forms were sent the trainee by the Veterans Administration for proper execution before entry into training was honored. Trainees were literally snowed under by forms, and it is little wonder some became discouraged and dropped the program in hopeless despair. In some cases trainees failed to submit one form or another and subsistence payments were held up for five months or longer. One veteran registered a weekly complaint to the regional Veterans Administration office. He contended firmly that all papers had been properly executed and filed with the Veterans Administration, but still no subsistence payments. A somewhat distracted wife of the veteran found his Certificate of Eligibility and Entitlement partly executed, in an old coat where her careless husband had placed it several months previous.

This procedure has largely eliminated the difficulty in arriving at a correct date of entry into training. All forms now bear the same date, and greatly aid in billing the Veterans Administration for reimbursement to the state.

Present Program

To date there have been 1,287 farms approved for institutional on-farm training. Upwards of 1,100 trainees are enrolled and attending regular instruction in the program. Eighty percent of the trainees are operating farms under the self-proprietorship plan. Approximately 18 percent are working for wages, and approximately 2 percent are on-the-job training in agriculture with correspondence study in lieu of classroom instruction. The type of farms approved for training are as follows:

General farming.....	739
Dairy farming.....	306
Dry farming.....	56
Truck farming.....	54
Fur farming.....	42
Nursery.....	42
Poultry.....	40
Bee keeping.....	8

1,287

Twenty-eight full-time agricultural supervisors have been employed for veteran farm training. Nine regular instructors of vocational agriculture are giving from one-third to one-half their time to veteran training.

(Continued on page 17)

Evening school at Rochester, Minnesota

WALTER T. BJORAKER, Teacher

GOOD attendance and active interest in an adult evening class in agriculture can be secured if a planned procedure is carefully followed.

Since the Rochester public school system includes an evening college that sponsors all adult evening classes, the farmers' class in agriculture was organized thru it rather than thru the high school as it is done in most places.

All steps in organizing the program was done under the advisement of the agricultural advisory committee. An eight-man committee was selected to advise both the veterans' training program, and the regular high-school program in agriculture. This committee is made up of five farmers, the former instructor of agriculture who has had more than a score of years of service in the community, a local banker, and a representative of the Production Credit Association. The committee meets every six weeks and takes an active part in planning the program.

A limited mailing list was worked up



Dr. W. E. Peterson, University of Minnesota, speaking to farmers' class at Rochester, Minnesota

thru the assistance of the day students, members of the veterans' classes in agriculture, and thru the county agent's office. A letter of explanation and invitation was sent to prospective enrollees, and with it was enclosed a self-addressed reply card. This card carried a space for names and addresses of friends and neighbors who might be interested. Thru this a 50-percent response was secured. To augment these contacts, stories were run in the local paper, and the local radio broadcasting facilities were used for spot announcements. There has been an average attendance of about 50 farmers at these meetings despite the fact that some have traveled 20 miles or more.

In planning the discussions, several topics were considered. Since this is a dairy community, it was decided to spend the entire series of meetings in covering the new and more important phases of the dairy enterprise. The course was organized around the theme *Maintaining*

Profits in Face of Declining Prices. The topics discussed at each meeting were:

1. The importance of the dairy enterprise
2. Quality milk production
3. Dairy buildings—barns and milk-houses
4. Mastitis and Bang's disease control
5. Milk secretion
6. Principles of feeding the dairy herd
7. Balancing rations at the lowest cost
8. A planned pasture program
9. The artificial insemination program
10. The future prospects for the dairy-man.

To a large extent the classes were taught by the organizer. Outside speakers who were experts in any one of the fields were brought in to discuss their specialties and answer questions.

While there is a growing program of veterans' training in agriculture and this program and the regular high school program are closely co-ordinated, the two programs are kept separated for the purpose of the adult evening classes.

Veterans who are participating in the regular program are invited to attend, and many do for some particular topic that is of special interest to them. They are not given credit in hours of attendance except where special permission is granted because of an absence from their regular class.

As a spontaneous outgrowth of the meetings, plans are underway to organize an owner-sample cow-testing association. The very first evening 25 men indicated their desire to organize such a group. A steering committee was selected and considerable progress has been made in reaching the goal of 125 herds with which to begin the association.

During recent months the Prescott chapter in Washington has bought \$1,000 worth of feed cooperatively. The chapter operates an incubator and sells certified chicks in the community.

Experience in organizing an adult dairy school

DONALD BROWN, Teacher, Lander, Wyoming

THERE are two important facts to ascertain before setting up an adult school: first, that there is a need for the contemplated course; and second, that the community recognizes that need sufficiently to support the school.

In the Lander Valley there is a very definite need. The day of open ranges and wide prairies necessary for large herds of range cattle is past. The Taylor grazing act has limited substantially the number of cattle and sheep any farmer can possess. With fewer numbers, the returns per head must be greater, of course, and farmers have gradually increased their dairy herds without, however, paying much heed to breeding. Dairying in the community rather grew out of a changing economical situation. Buildings and equipment have been inadequate. Cows have been milked in any shed or barn convenient—or even in the open corral. With the advent of a regular dairy inspector and the demand for a better-quality product for the nearby market, a very definite need for information in the field was evident. In visiting agricultural projects on the boys' farms and talking with their parents, I found that many were interested in a night class in dairying.

Content of Courses

After determining the need for a training program and being assured of reasonable support of it, the next step was that of organizing the course. The matter was discussed with the creamery operators, managers of the milk receiving stations, the county agent, the state milk inspector, and many leading producers. A questionnaire was prepared with a list of suggestions for programs and mailed to dairymen who were requested to check topics they would like discussed.

The next step was a detailed outline of the course and procedure. After experience with three such schools, I consider it quite important to select a date, time, and place that will be consistently available thruout the course. Routine is important. For instance, changing from a regular Tuesday to a Thursday for one week invariably results in a decreased attendance for the following meeting or two. Moreover, we plan our school for the winter months when the farmers' work is slack, and when the men feel they have the time to attend. These details settled, cards were mailed to dairymen,



Donald Brown

giving date, hour, place, and the subject for discussion for the first meetings. Thereafter, the attending farmers were the advertising agency, together with attractive posters at the creamery and milk-receiving stations.

After outlining the course, we asked people especially qualified to cooperate with us and lead the discussions in their particular fields—for example, the local veterinarian to take the subject "Mastitis and Bang's Disease," and the milk inspector to take the program on producing clean milk. Others who have cooperated are the county agent, soil conservation service men, professional herdsmen, implement and feed dealers, the state entomologist, and extension service specialists. These people have been very helpful, and their services are appreciated.

We make an effort to start all meetings on time and stop on schedule, but keep something going between. Usually the lecture comes first, then discussion, and we especially encourage group participation. We make use of good motion pictures when available. This year our first meeting was opened with an excellent film on milking and milk production, followed by a brief discussion. This started the course off with keen interest. We also like to provide supplementary literature—bulletins or pamphlets—to hand out after a program for further instruction and reference.

The instructor himself should lead the first two or three meetings to get the routine established and to gain the confidence of the dairymen. They must feel that he knows what he is talking about in order to give adequate individual advice as it is sought from time to time. Furthermore, he must be prepared to take over any meeting if his scheduled leader fails to appear, as occasionally happens. The scheduled adult class must be carried out or the farmers will be discouraged from regular attendance.

Summaries Mimeographed

Accurate notes are kept on all meetings, and from these a mimeographed summary in the form of a booklet is prepared at the close of the course and mailed to all those who have attended, to serve both as a reference and a guide.

The 1946-47 program was outlined at the final meeting of the preceding year and is as follows:

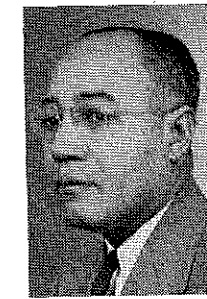
1. Artificial insemination
2. Bulls and bull-pens
3. Special film
4. Pasture management
5. Dairy herd improvement
6. Breeding troubles
7. Miscellaneous veterinarian troubles
8. Milkhouses and water systems
9. Silos, silage, and succulent feeds
10. Milking machines and milking

There have been gratifying results from these adult schools. There is definitely a better understanding and fellowship between milk producers and processors as well as among the producers themselves. Several dairymen have rebuilt or im-

Cooperative efforts benefit members of farmers class at Delray Beach, Florida

L. A. MARSHALL, Teacher Education, Florida A. & M. College, Tallahassee

THE town of Delray Beach is located in Palm Beach County, Florida, a highly specialized trucking section. The crops are grown and marketed in the fall and winter seasons from September to March. There are many hazards and problems involved in the production, harvesting, and marketing of farm crops in Palm Beach County. Water control, loss by frost, securing fertilizer and crate material, and marketing, present many grave problems to the farmers in this county. Because of these farm problems the Negro farmers of Delray Beach, under the guidance and supervision of S. D. Spady, teacher of vocational agriculture, decided that they would organize themselves into a cooperative association and unite their efforts in solving their problems.



L. A. Marshall

Thru the class of adult farmers and with the assistance of a few key men, the farm cooperative idea got started. The farmers applied to the state of Florida for a charter and in 1924 the Palm Beach Farmers' Cooperative Association became a functioning organization. A slate of officers and a board of directors were elected to direct the affairs of the association.

The first major project of the cooperative association was to purchase fertilizer in carload lots for its members. Credit was established with two of the largest fertilizer concerns in Florida which enabled the association to purchase fer-

proved their milking barns and equipment. Recently the members have profited from the cooperative purchase of feeds, and we have the foundation laid and work started on a testing association. Several members of the class can proceed with confidence, in leading discussions. There is better understanding of the agricultural department, and many farmers continue to seek information and advice thruout the year. The quality of milk and cream produced has improved. Also, many farmers have improved the quality of their hay and of their pastures.

The Scenic City Chapter, Iowa Falls, Iowa, recently organized a corporation for the purchase of a large sale barn. The barn has been used for conducting sales of the Duroc Breeders Association which is a subsidiary of the F.F.A. chapter.

tilizer in carload lots. Each year thereafter the association has bought from three to six carloads of fertilizer for its members. These wholesale purchases of fertilizer in carload lots have saved the farmers from \$4 to \$6 per ton.

During World War II the crate situation became very acute, and it was impossible for the farmers to secure crates for shipping their produce. This condition forced the farmers to buy crate material in the summer and store it until ready for use in the fall and winter. Again, the cooperative association came to the rescue of the Negro farmers of Delray Beach, and the first year five carloads of crate material was purchased thru the cooperative for the group. Similar purchases also were made during the ensuing three years or until conditions were such that the farmers could buy crate material locally.

Lima bean, pepper, tomato, and string bean seeds have been bought cooperatively in wholesale lots thru the association at quite a saving to the members.

Members of Cooperative Attend Evening Classes

One of the secrets of the success of the Florida Farmers' Cooperative Association of Delray Beach is that Mr. Spady meets the cooperative farm group in an evening class weekly or monthly as the need arises the year 'round. This has been done every year since the class was organized in the fall of 1921.

In March, 1946, the members of the adult-farmer group decided to obtain foodstuffs for themselves, instead of paying profits to someone else to supply them. They applied again to the state of Florida and were granted a charter to operate a grocery store under the name of "The Big 'G' Cooperation." Since it was necessary to have capital with which to operate, stock was sold to each member of the cooperative. No member could buy more than \$200 worth of stock. By June 1, 1946, \$4,000 worth of stock had been sold and the store equipped and stocked, and the Big "G" Grocery Store was opened for business. Since that time the members have been buying their food out of their own store, and to their great surprise they have been doing a gross business of from \$5,000 to \$6,000 each month. It now appears as if the savings from the first year of operation will be sufficient to pay the stockholders 50 percent on their investment and to provide for a \$2,500 reserve. No one member could have financed this effort alone but 25 members did it by pooling their funds.

The Negro farmers of Delray Beach community believe firmly in cooperation because they have tested its results.

Studies and Investigations

E. B. KNIGHT

Improvement of supervised farming programs based on opinions of former students now established in farming

DAVID F. SHONTZ, Teacher, Sandy Lake, Pennsylvania

ONE of the major objectives of teaching vocational agriculture in the secondary schools is to aid young men to become established in farming. To that end, "Supervised Farming" is now generally accepted as the heart of the program in vocational agriculture.



D. F. Shontz

It is also generally recognized that supervised farming as a learning medium may be improved. The purpose of this study, therefore, was to determine how programs of supervised farming in vocational agriculture in Pennsylvania high schools, based on the opinions of former students who are now established in farming, may be improved.

Basis of Study

The established young farmer who had had at least one year of training in vocational agriculture in high school seemed to the writer to be the logical person to suggest methods of improvement. An established young farmer was defined as "A man who is working as owner, renter, or partner with a definite agreement as to the division of income."

Data pertinent to the problem had to be collected by questionnaire. It was sent to each of 574 young farmers. Two hundred thirty of them, constituting a representative Pennsylvania sample, returned usable questionnaires. The 40 elements in the questionnaire were designed to provide answers to the following main questions: What were the strong and the weak elements in the supervised farming program when these young men were in school? What activities were performed in their supervised farming programs? In their opinions, were these activities desirable or undesirable? Generalizations were based upon the percentage frequency of response to each of the several key elements in the questionnaire.

The young farmers who supplied the data constitute a distinctly selective group with reference to their educational attainments and the character and extent of their farming enterprises. Briefly, the "average" young farmer was 24 years old; was graduated from high school in a

4-year curriculum; had studied agriculture seven of his eight semesters in high school. In comparison with the "average" Pennsylvania farmer as shown by the federal census of 1940, he operated a farm appreciably larger in tillable acreage and in acreage both of staple and of special crops; had larger herds and flocks, and his farm was better supplied with power.

Program Strengths, Weaknesses

The strong features of the supervised farming programs these young farmers carried as high-school pupils, as emphasized by the data, may be summarized as follows:

1. The programs assisted in entrance into farming (in four-fifths of the cases); included enterprises common to the community; included as main enterprises those to be dominant in later farming; provided progressively more difficult problems in successive years; were reasonably adequate in scope, and motivated the learner's schoolwork in general.

2. The pupils discharged the major labor requirements of the programs; recorded data promptly and accurately, and planned and performed approved practices.

3. The teachers assisted in the solution

of difficult problems. The data also revealed certain weaknesses in the program. In summary these are:

1. In establishing farming programs, only 40 percent of the pupils set definite goals; 50 percent formulated budgets; 66 percent included two or more enterprises; 60 percent made farm analyses; 25 percent summarized and analyzed accounts; 50 percent planned on a long-time basis and analyzed programs of successful farmers; few included home improvement, soil conservation, pasture improvement, and reforestation; 50 percent provided for partnerships.

2. Members of school boards, rarely, and only 30 percent of the high-school principals frequently observed programs in operation.

Looking Toward Improvement

Certain measures for the improvement of the individual's supervised farming program, together with some arguments for the suggested improvements, were suggested by the data. Most of these principles are not new but are reconfirmed by the data submitted.

1. Some type of goal should be formulated by the pupil in terms appropriate to the particular farm enterprise to be conducted.



Problems in soil conservation are stressed in the farming programs of students at Sandy Lake, Pennsylvania

A goal or standard will often provide a challenge to the pupil to conduct a better-supervised farming program. The goal will necessarily vary with the individual's ability, the type of project, the facilities for project work, the pupil's year in school, the cooperation of parents and instructor, and other factors. It is obvious that standards for all boys or for all projects cannot be established.

It is good practice to formulate non-financial types of goals (achievement goals) for various enterprises such as productive efficiency per cow; average daily gain for beef animals; pigs raised per litter, or weight of litter at 56 days; weight of lamb per ewe at 135 days; average annual egg production per hen, or percentage mortality during the first 12 weeks; bushels per acre in the good grades of corn, small grains, or potatoes.

Financial goals may be stated in such terms as net profit from the project, cost of production per unit, or labor return per hour.

2. Budgets should be developed for a pupil's major farm enterprises.

It is a rather difficult task for teachers of agriculture to get their pupils to understand the importance of, and the reasons for making good project budgets. To give the pupils some help in preparing a budget, the teacher could use some summaries of good projects of a similar type completed by former pupils. Reports from the department of agriculture economics of the Pennsylvania State College, including the records of actual farm businesses, could be used as sources of information. It may be possible to collect information from parents of the boys or others in the community relative to costs and expected income.

Integrated Program

3. Several different types of projects should be conducted by the pupil while in high school, each one being a natural part of an integrated farming program.

Teachers should interest the pupils in, and make them aware of, the opportunities for learning which a good supervised farming program will provide. A practical supervised farming program that will lead to establishment in farming involves more than just one type of project conducted during the four years a pupil is in high school. Although a pupil may become efficient and do well financially in one type of enterprise, he will not receive optimum benefit from the agricultural course because it is designed to give the boy experience in many different practices and procedures that make for efficient farming.

4. An analysis of the home farm conditions should be made to help in determining what projects a pupil should conduct.

It may be found that the size of the farm business may be expanded; some improvement projects may be conducted; new productive enterprises may be found possible, or current enterprises developed on an individual or partnership basis.

5. The summary and analysis of each project record should be studied thoroughly to determine what features of similar projects, if conducted later, can be improved.

Young farmers observed that complete analyses revealed causes of success or of failure. Analyses serve also as bases for comparing outcomes of farming programs with others of a similar pattern. The keeping of accurate and complete records becomes more of an incentive if the outcomes are to be used to good purpose.

Improvement Projects

6. Farming programs should make provision for home improvement, pasture improvement, reforestation, and soil conservation.

Home-improvement projects are needed on a large number of farms to make the farm and farmstead more desirable for living. Plans for improving the homestead; inaugurating a cleanup program; making needed repairs; painting of buildings; seeding and fertilizing the lawn, and planting trees and shrubs, should be made a part of the pupil's supervised farming program.

Programs of pasture improvement, involving the use of lime, manure, and commercial fertilizers; reseeding, if necessary; clipping and controlling grazing; of reforestation if there is much relatively poor, idle land, or land too steep to farm profitably, or cutover land; of soil conservation, to include a land-use program, erosion control, and rearranging field layout, are appropriate in most programs.

7. Pupils should plan farming programs on a long-time basis.

If young men are to be trained for proficiency in farming, they should begin by planning good long-time supervised farming programs early in their period of formal instruction in agriculture. A boy will seldom become well established in farming by conducting a series of small unrelated projects such as fattening one pig, feeding a beef animal, or taking care of the family garden. Naturally, however, from time to time thruout his high-school career, because of unforeseen conditions, it may be necessary to make certain revisions, or additions to, his supervised farming program.

8. Pupils should study, and with the help of the teacher, analyze the programs of successful farmers in the community before making their long-time supervised farming programs.

As noted by the young farmers, a study and analysis of this type will give the pupils a chance to benefit from the experiences of others, and avoid many of the errors commonly made.

9. The high-school principal and members of the school board should occasionally visit all projects with the teacher.

Students are not unlike others; they like to have people observe and compliment them for work well done. When the principal and school board members visit a student, he becomes aware that

others are interested in him and his work, and will, accordingly, be encouraged to put forth his best possible efforts.

10. Where feasible, the pupils' supervised farming programs should be so organized that they may develop into partnership arrangements with their parents.

A sound family partnership provides a logical means to aid the ambitious young man to get started in farming. A parent-and-son partnership is also desirable to insure that neither the farm nor the owner will suffer hardship while the farm is being transferred from one generation to the next. A supervised farming program designed to develop into a partnership agreement will help the pupil build up capital for himself and make it easier for him to become established in farming.

Vets training in Utah

(Continued from page 13)

Trends

1. Early in the training program, less than 50 percent of trainees enrolled under the self-proprietorship plan. Since that time, farms have been purchased, leased, or a partnership agreement has been entered into in the majority of cases. At present, 82 percent of trainees are operating under the self-proprietorship plan.

2. In the second year of operation, there will be greater need for smaller groups, with intensified training in specific fields of agricultural study.

3. The program will be more costly in its second year. Special teachers will be more numerous. Small groups will increase the instructional hours. Salaries will be increased for supervision and instruction.

4. Veterans are demanding a higher caliber of training. Trainees are now becoming conscious of their diminishing entitlement.

5. It is anticipated that enrollment will continue to climb until midsummer when a maximum of approximately 1,800 trainees will have been enrolled.

Parent-son agreement

(Continued from page 11)

such an agreement should not be questioned. It is for the purpose of giving the boy the feeling, "Now I'm in partnership with my dad and mother. I want to do a good job and will do my best to uphold my end of the bargain." If he does that, or maybe goes a little further, the way is opened so that more responsibility will be given him when he plans his program for the following years. With such an agreement, it will be necessary only to make revisions year after year rather than to make out new business agreements. The ultimate goal is a sincere parent-son partnership, with income from the farming business being divided according to the contributions of each party.

Educating farm people

(Continued from page 9)

are both ignorant and powerless in dealing with national and world issues. Because of this, a few other individuals and groups are able to exert control all out of proportion to their numbers. But a well-informed and public-spirited individual who knows his way around can still exert great influence, in part because the avenues of communication to others were never so good. A hopeless feeling of helplessness is unwarranted and unrealistic; if all of us were to fall into such a mood, the consequences would indeed be tragic. There are avenues thru which individuals can express themselves; it is the task of education to help in opening these avenues to those who do not know how to use them. Finally, we must always keep before our farmers the responsible use of the ballot, the ultimate control in this country upon the actions of those who represent us.

The field of agricultural education outlined will not appeal to many agricultural educators because it is not yet specific; definite answers to all of the problems are not available; and rule-of-thumb teaching procedures have not been developed. Teachers would have to learn with their students. But it is in such an area as this that we often do our best teaching. It is a fallacy to select subject matter merely on the basis of our ability to teach it and regardless of its appropriateness; it is much more desirable to select the subject matter which is needed and then to learn how to teach it. Teacher-training institutions can be severely criticized for not preparing their students to operate in this area, but lack of special training is not a complete alibi for the teacher in the field.

While learning to exercise power in a world situation is an urgently immediate lesson for our older farmers in whom most of the farmers' power is reposed, teachers of agriculture cannot neglect the preparation of young farmers and prospective farmers for the assumption of this power, when they grow older, if their fathers do not foolishly lose it. The farm veterans in our classes are especially receptive to instruction along these lines. They have seen more of the world and its problems, and they know more of the realities of war than the average teacher of agriculture.

No teachers of agriculture are likely to do more than our veterans who are teaching. We can look to them to leaven the whole lump. In Illinois, one-third of our teachers are veterans, and the percentage of teacher-veterans will continue to rise. The writer would very much like to see an educational program for helping farmers to share in national and world affairs drafted by this group.

V. Some Conclusions

No more serious charge could be leveled against today's teachers of agriculture than one which may be made 20 years hence that we had no sense of the

importance of things, no perspective upon the real issues of our times. There can be little doubt that the major problem of our times is learning to live together in larger and larger groups, including national and international groups. If we cannot learn this, another war is inevitable.

The blood of those who died in World War II in all nations is on the hands of us who lived during the period between wars and did nothing to prevent the recurrence of wars. But a sense of guilt years after the event does not atone for our negligence.

We have wars because the responsibility for them is always shifted. Someone else is always to be blamed: the Easterners in this country, the munition makers, the Communists, Britain, or Hitler. We peace-loving farmers out in the heart of the country wouldn't think of causing a war. Thus we comfort our consciences. But the farmers by acts of commission or omission may have had about as much to do with causing the last war as any other group. We are all in one boat together, and it is hard to tell whose rocking of the boat finally caused it to tip over. Certainly the refusal of the United States to join the League of Nations and enactment of the Smoot-Hawley tariff law, both supported by many farmers and possibly a majority of them, made their contributions well before Hitler rose to power.

The farmers of this country are likely to have a much larger share in causing or averting the next war. During the twenties, the crucial decade following World War I, the farmers were being kicked around by both political parties and exerted relatively little influence compared with some other groups. Their position now is very much stronger.

Teachers of agriculture as guides and counselors of farm people share with farmers the responsibility for their acts. To hold otherwise is to admit that we are ineffective parasites. The peace, they say, is indivisible, and it is wholly conceivable that the next infraction of it may result from something that farmers and their teachers did or failed to do.

We must, however, avoid thinking only negatively. Keeping the peace is important, and the alternatives to it are unthinkable. But we should dwell even more on the possibilities when those in all states and countries learn to live together as they might. Our own lives may be greatly enriched by those who live continents away who contribute material things, music, art, literature, ideals, and techniques useful in giving us a better life. Farmers may help to bring us all into more helpful contact with the world and to work out means of world organization and association as useful to the world as the foundations of American government, designed by the farmers of another generation, have been to this country. It is an era of wondrous opportunity, and not merely one of transcendent danger, in which we live. No generation has had such an opportunity as we have. Are we to be equal to the occasion?

Our leadership

HARRY W. Sanders has been head of the department of agricultural education at Virginia Polytechnic Institute since 1940. He is strictly a Virginia product, being reared near Richmond and, having been graduated from V.P.I.



H. W. Sanders

Professor Sanders taught vocational agriculture from 1917 to 1924, with the exception of a short period when he was in the service in World War I. He served as a district supervisor for a year before joining the staff at V.P.I. as assistant professor of agricultural education in 1925. He received his M.S. degree at his alma mater in 1927.

In 1932-33 Professor Sanders took a year's leave and did some teaching and itinerant work in Puerto Rico, helping develop a program of agricultural education in the island.

JOHN B. McMahon has been head supervisor of agricultural education in California since 1944. He is a native of Nebraska and a graduate of the University in that state, where he was captain of the track team in 1919 and 1920. Mr. McMahon taught vocational agriculture in Nebraska for six years, and was a supervising teacher during four of these years.



John B. McMahon

Mr. McMahon moved to California in 1926 where he taught at Madera until 1936. He then worked one year in the Los Angeles city schools and the following year joined the staff at California Polytechnic School. He then became regional supervisor and assistant teacher-trainer for the state bureau of agricultural education. He also served as coordinator for the bureau of agricultural education for two years prior to being designated chief of the bureau.

Mr. McMahon served in the army during World War I. He has done some graduate work at the University of Nebraska, Cornell University, and the University of California.

A recent survey shows that approximately 70 F.F.A. chapters in Oklahoma own power spray machines. The machines are used principally for fly control with DDT but work equally well in applying spray mixtures to control grubs and lice.

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- d—Julian A. McPhee, Sacramento
d—Wesley P. Smith, Sacramento
d—B. J. McMahon, San Luis Obispo
d—E. W. Everett, San Jose
d—B. R. Denbigh, Los Angeles
d—Howard F. Chappell, Sacramento
d—A. G. Rinn, Fresno
d—Harold O. Wilson, Los Angeles
d—H. H. Burlingham, Chico
d—S. S. Burlingham, Davis
d—Geo. F. Couper, San Luis Obispo
d—J. I. Thompson, San Luis Obispo

COLORADO

- d—E. C. Comstock, Denver
d—A. R. Bunger, Denver
d—R. W. Canada, Ft. Collins

CONNECTICUT

- d—Emmett O'Brien, Hartford
d—R. L. Hahn, Hartford
d—W. Howard Martin, Storrs

DELAWARE

- d—R. W. Helm, Newark
d—W. L. Mowlds, Dover

FLORIDA

- d—Collin English, Tallahassee
d—Harry Wood, Tallahassee
d—E. W. Garris, Gainesville
d—W. T. Loftin, Gainesville
d—J. G. Smith, Gainesville
d—L. A. Marshall, Tallahassee
d—G. W. Conolly, Tallahassee

GEORGIA

- d—M. D. Mobley, Atlanta
d—T. G. Walters, Atlanta
d—George I. Martin, Tifton
d—C. M. Reed, Carrollton
d—J. N. Baker, Carrollton
d—J. H. Mitchell, Athens
d—John T. Wheeler, Athens
d—O. C. Aderhold, Athens
d—R. H. Tolbert, Athens
d—G. L. O'Kelley, Athens
d—A. O. Duncan, Athens
d—T. D. Brown, Athens
d—Alva Tabor, Fort Valley
d—S. P. Fugate, Fort Valley

HAWAII

- d—W. W. Beers, Honolulu, T. H.
d—Warren Gibson, Honolulu, T. H.
d—F. E. Armstrong, Honolulu, T. H.

IDAHO

- d—William Kerr, Boise
d—Stanley S. Richardson, Boise
d—Elmer D. Belnap, Idaho Falls
d—H. A. Winner, Moscow

ILLINOIS

- d—Ernest J. Simon, Springfield
d—J. E. Hill, Springfield

INDIANA

- d—Clement T. Malan, Indianapolis
d—B. C. Lawson, Lafayette
d—S. S. Cronner, Lafayette
d—K. W. Kiltz, Lafayette
d—E. W. Leonard, Lafayette
d—H. B. Taylor, Lafayette
d—E. E. Clavin, Lafayette
d—I. G. Morrison, Lafayette

IOWA

- d—L. H. Wood, Des Moines
d—H. T. Hall, Des Moines
d—D. L. Kindchy, Des Moines
d—M. Z. Hendren, Des Moines
d—Barton Morgan, Ames
d—John B. McClelland, Ames
d—J. A. Starrak, Ames
d—T. E. Sexauer, Ames

KANSAS

- d—C. M. Miller, Topeka
d—J. B. Pollom, Topeka
d—A. P. Davidson, Manhattan
d—L. F. Hall, Manhattan

KENTUCKY

- d—Watson Armstrong, Frankfort
d—E. P. Hilton, Frankfort
d—B. G. Moore, Frankfort
d—S. S. Wilson, Frankfort
d—Carse Hammonds, Lexington
d—W. R. Tabb, Lexington
d—Stanley Wall, Lexington
d—P. J. Manly, Frankfort

LOUISIANA

- d—John E. Cox, Baton Rouge
d—D. C. Lavergne, Baton Rouge
d—J. J. Arceaux, Baton Rouge
d—I. N. Carpenter, Baton Rouge
d—Roy L. Davenport, Baton Rouge
d—J. C. Floyd, Baton Rouge
d—M. C. Garr, Baton Rouge
d—Harry Braud, Baton Rouge
d—A. Larriviere, Lafayette
d—A. A. LeBlanc, Lafayette
d—M. J. Clark, Scotlandville
d—D. B. Matthews, Scotlandville

MAINE

- d—Herbert S. Hill, Orono
d—Wallace H. Elliott, Orono

MARYLAND

- d—John J. Seidel, Baltimore
d—Harry M. MacDonald, College Park
d—Arthur M. Ahalt, College Park
d—J. A. Oliver, Princess Anne

MASSACHUSETTS

- d—M. Norcross Stratton, Boston
d—John G. Glavin, Boston
d—Jesse A. Taft, Amherst
d—Charles F. Oliver, Amherst

MICHIGAN

- d—Ralph C. Wenrich, Lansing
d—Harry E. Nesman, Lansing
d—Luke H. Kelley, Lansing
d—Raymond M. Clark, Lansing
d—John W. Hall, Lansing
d—H. M. Byram, East Lansing
d—G. P. Deyoe, East Lansing
d—G. C. Cook, East Lansing
d—Paul Sweany, East Lansing

MINNESOTA

- d—Harry C. Schmidt, St. Paul
d—Leo Knuti, St. Paul
d—Carl F. Albrecht, St. Paul
d—A. M. Field, St. Paul
d—M. J. Peterson, St. Paul

MISSOURI

- d—Tracy Dale, Jefferson City
d—J. H. Poard, Jefferson City
d—Joe Duck, Springfield
d—J. A. Bailey, Jefferson City
d—C. M. Humphrey, Jefferson City
d—G. F. Ekstrom, Columbia

MISSISSIPPI

- d—H. E. Mauldin, Jr. Jackson
d—A. P. Pachere, Jackson
d—R. H. Fiskerly, Jackson
d—E. E. Gross, Hattiesburg
d—E. E. Holmes, Oxford
d—V. P. Winstead, State College
d—V. G. Martin, State College
d—N. E. Wilson, State College
d—J. F. Scoggin, State College
d—O. L. Snowden, State College
d—D. W. Skelton, State College
d—A. E. Strain, State College
d—A. D. Fobbs, Alcorn

MONTANA

- d—Ralph Kenck, Bozeman
d—A. W. Johnson, Bozeman
d—H. E. Rodeberg, Bozeman
d—R. H. Palmer, Bozeman

NEBRASKA

- d—G. F. Liebendorfer, Lincoln
d—L. D. Clements, Lincoln
d—H. W. Deems, Lincoln
d—H. E. Bradford, Lincoln
d—C. C. Minter, Lincoln

NEVADA

- d—Donald C. Cameron, Carson City
d—Lloyd Dowler, Carson City

NEW HAMPSHIRE

- d—Walter M. May, Concord
d—Earl H. Little, Concord

NEW JERSEY

- d—John A. McCarthy, Trenton
d—H. O. Sampson, New Brunswick
d—O. E. Kiser, New Brunswick
d—W. H. Evans, New Brunswick

NEW MEXICO

- d—Frank E. Wimberly, State College
d—L. C. Dalton, State College
d—Allan Stanley, State College
d—Carl G. Howard, State College
d—H. M. Gardner, State College

NEW YORK

- d—Oakley Furney, Albany
d—A. K. Getman, Albany
d—J. Weaver, Albany
d—R. C. Suthiff, Albany
d—Barton Morgan, Buffalo
d—Roy A. Olney, Ithaca
d—E. R. Hoskins, Ithaca
d—W. A. Smith, Ithaca

NORTH CAROLINA

- d—J. W. Smith, Raleigh
d—Roy H. Thomas, Raleigh
d—R. J. Peeler, Raleigh
d—E. N. Meekins, Raleigh
d—J. M. Osteen, Rockingham
d—T. H. Stafford, Asheville
d—T. B. Elliott, Woodland
d—N. B. Chesnut, Whiteville
d—Leon E. Cook, Raleigh
d—L. O. Armstrong, Raleigh
d—J. K. Coggin, Raleigh
d—F. A. Nylund, Raleigh
d—S. B. Simmons, Greensboro
d—C. E. Dean, Greensboro
d—W. T. Johnson, Greensboro

NORTH DAKOTA

- d—A. F. Arnason, Grand Forks
d—Ernest L. DeAlton, Fargo
d—Winston H. Dolve, Fargo
d—Shubel D. Owen, Fargo

OHIO

- d—J. R. Strobel, Columbus
d—Ralph A. Howard, Columbus
d—W. G. Weiler, Columbus
d—E. O. Bolender, Columbus
d—H. G. Kenestrick, Columbus
d—F. J. Ruble, Columbus
d—D. R. Parkey, Columbus
d—W. F. Stewart, Columbus
d—C. E. Rhoad, Columbus
d—A. C. Kennedy, Columbus
d—Ray Fife, Columbus

OKLAHOMA

- d—J. B. Perky, Stillwater
d—Bonnie Nicholson, Stillwater
d—W. R. Felton, Stillwater
d—S. M. Crosnoe, Stillwater
d—Bryl Killian, Stillwater
d—C. L. Angerer, Stillwater
d—Don M. Orr, Stillwater
d—Chris White, Stillwater
d—C. E. Jones, Langston

OREGON

- d—O. I. Paulson, Salem
d—Ralph L. Morgan, Salem
d—M. C. Buchanan, Salem
d—H. H. Gibson, Corvallis

PENNSYLVANIA

- d—Paul L. Cressman, Harrisburg
d—H. C. Fetterolf, Harrisburg
d—V. A. Martin, Harrisburg
d—Henry S. Brunner, State College
d—William F. Hall, State College
d—C. S. Anderson, State College
d—David R. McClay, State College
d—Russell B. Dickerson, State College

PUERTO RICO

- d—Lloyd A. LeZotte, San Juan
d—Nicholas Mendez, San Juan
d—Samuel Molinary, San Juan
d—Rafael Mueller, San Juan
d—Frederick A. Rodriguez, San Juan
d—Juan Acosta Henriquez, Aveico

RHODE ISLAND

- d—George H. Bladwin, Providence
d—Everett L. Austin, Providence

SOUTH CAROLINA

- d—Verd Peterson, Columbia
d—E. D. Anderson, Chester
d—W. E. Gore, Columbia
d—W. M. Mahoney, Honea Path
d—J. H. Yon, Loris
d—W. R. Carter, Walterboro
d—B. H. Stribling, Clemson
d—J. B. Monroe, Clemson
d—T. E. Duncan, Clemson
d—F. E. Kirkley, Clemson
d—W. C. Bowen, Clemson
d—Gabe Buckman, Orangeburg
d—J. P. Burgess, Orangeburg

SOUTH DAKOTA

- d—J. F. Hines, Pierre
d—H. E. Urton, Pierre
d—Stanley Sundot, Brookings

TENNESSEE

- d—G. E. Freeman, Nashville
d—J. W. Brimm, Nashville
d—H. N. Parks, Gallatin
d—L. A. Carpenter, Knoxville
d—Ben Douglas, Jackson
d—S. L. Sparks, Nashville
d—N. E. Fitzgerald, Knoxville
d—J. B. Kirkland, Knoxville
d—J. A. Paulus, Knoxville
d—E. B. Knight, Knoxville
d—W. A. Flowers, Nashville

TEXAS

- d—W. E. Lovry, Austin
d—Robert A. Manire, Austin
d—R. Lano Barron, Austin
d—George H. Hurt, Austin
d—O. T. Ryan, Lubbock
d—C. B. Barclay, Commerce
d—C. D. Parker, Kingsville
d—A. B. Childers, Mart
d—L. V. Halbrook, College Station
d—W. E. Williams, Alpine
d—J. B. Payne, Stephenville
d—L. I. Samuel, Arlington
d—J. A. Marshall, Naogdoches
d—Thomas R. Rhodes, Huntsville
d—E. R. Alexander, College Station
d—Henry Ross, College Station
d—J. L. Moses, Huntsville
d—Ray L. Chappelle, Lubbock
d—S. V. Burke, Kingsville
d—E. V. Walton, College Station
d—G. H. Morrison, Huntsville
d—F. B. Wines, Kingsville
d—R. M. Hazgrave, Lubbock
d—E. M. Norris, Prairie View
d—W. D. Thompson, Prairie View
d—O. J. Thomas, Prairie View
d—E. J. Collins, Texarkana
d—S. E. Palmer, Tyler
d—Sus Jones, Caldwell
d—Wardell Thompson, Prairie View
d—Paul Rutledge, Palestine

UTAH

- d—E. Ailen Bateman, Salt Lake City
d—Mark Nichols, Salt Lake City
d—Elvin Downs, Salt Lake City
d—L. R. Humphreys, Logan

VERMONT

- d—John E. Nelson, Montpelier
d—C. D. Watson, Burlington
d—James E. Woodhull, Burlington

VIRGINIA

- d—Dowell J. Howard, Richmond
d—F. B. Cale, Richmond
d—R. E. Bass, Richmond
d—W. R. Emmons, Boykins
d—J. O. Hoge, Blacksburg
d—W. R. Legge, Winchester
d—J. C. Green, Powhatan
d—W. C. Dudley, Appomattox
d—H. W. Sanders, Blacksburg
d—C. E. Richard, Blacksburg
d—C. S. McLaren, Blacksburg
d—J. R. Thomas, Ettrick
d—A. J. Miller, Ettrick
d—M. A. Fields, Ettrick

WASHINGTON

- d—H. G. Halstead, Olympia
d—Bert L. Brown, Olympia
d—M. C. Knox, Olympia
d—E. M. Olson, Olympia
d—E. M. Webb, Pullman
d—Oscar Loreen, Pullman

WEST VIRGINIA

- d—John M. Lowe, Charleston
d—H. N. Hanesueker, Charleston
d—S. D. McMillen, Charleston
d—D. W. Parsons, Morgantown
d—C. W. Hill, Morgantown

WISCONSIN

- d—C. L. Greiber, Madison
d—Louis M. Samsan, Madison
d—J. A. James, Madison
d—Ivan Fay, Madison
d—Clarence Bonsek, Madison
d—V. E. Nylia, Platteville
d—J. M. May, River Falls

WYOMING

- d—Sam Hitchcock, Cheyenne
d—Percy Kirk, Cheyenne
d—Jack Ruch, Laramie