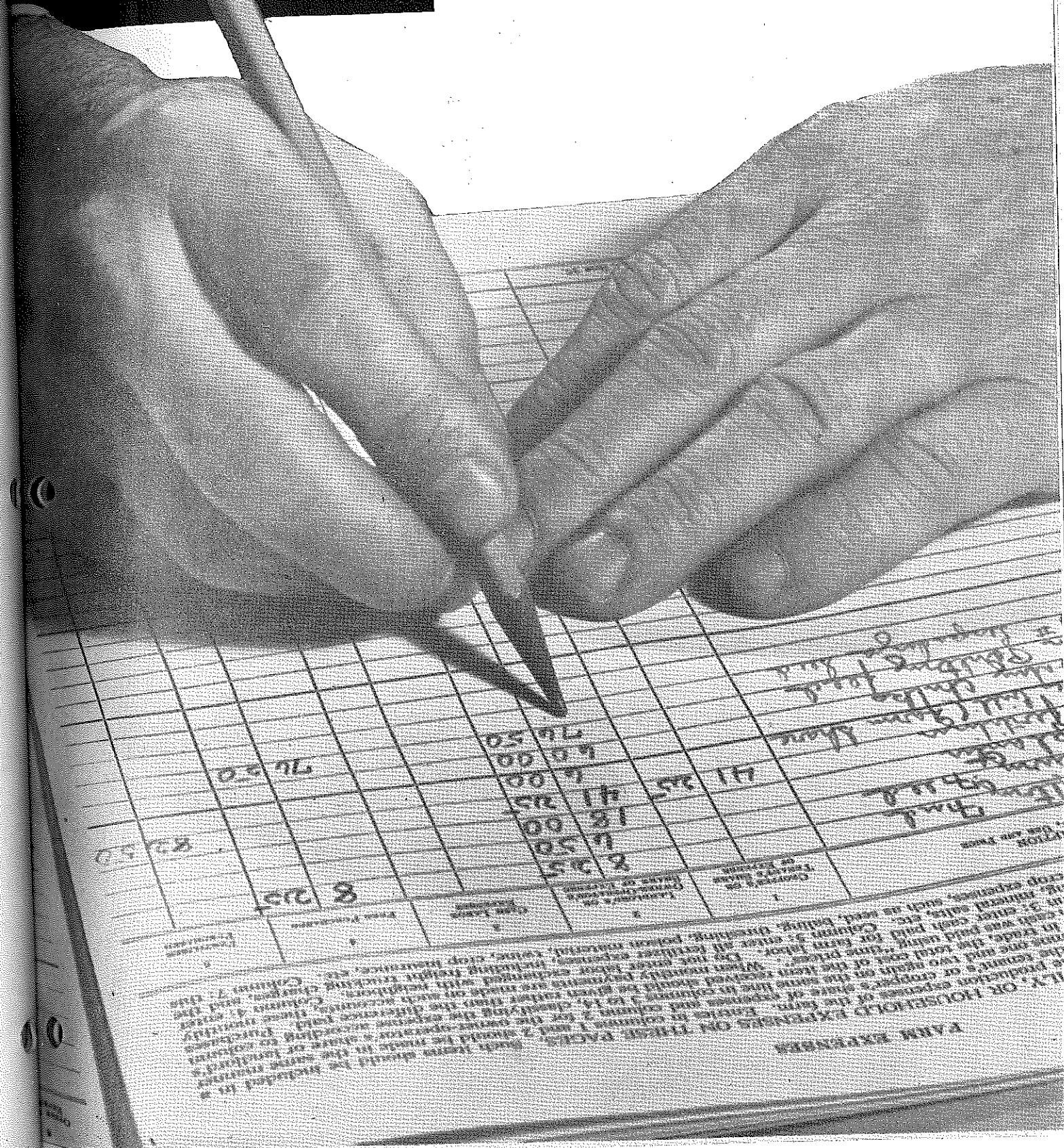


# agricultural education

MAGAZINE



Record keeping is becoming more significant in the program of vocational agriculture—Photo by J. K. Coggin

# The Agricultural Education Magazine

A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Interstate Printers and Publishers, Danville, Ill.

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## Editorial Comment

### To oversee for direction

OH, FOR MORE of the art of being a supervisor—a supervisor in the truest sense. Webster says that to supervise is "to oversee for direction." Therein lies the theme to remember: a theme that so many of us are prone to forget.

Supervise. To me the very thought brings to life a stock statement of my dad, "Oh, get back, Son, and let me do it." Yes, he was in a hurry. He had to make a living. He could do the job better than I. He had no time—or at least took no time—to oversee for direction. This characteristic which is so common in dads makes vocational agriculture essential today. And tomorrow it will be even more so. But we must remember to oversee for direction if we are to retain our rightful place in the field of agricultural education.

For direction in what? Well, to keep the answer simple and yet cover the subject, let's say: (1) in the development of farming programs leading to successful establishment in farming, and (2) in the development of rural leaders.

Now let's consider the first one. If we are to supervise farm boys and men in the development of farming programs, we must first have the technical know-how. There is no use fooling ourselves. We can't teach what we don't know. Even the least suspecting freshman can sense any uncertainty on the part of the teacher. But there are two things in our favor here. We aren't expected to know everything. And we have the greatest opportunity in the world to learn more about agriculture if we are willing to keep our mouths shut and observe. By a simple matter of deduction we can determine the common practices of the more successful farmers of our respective communities.

It is not enough to be technically informed, however. We must not be stingy with our knowledge. I knew a teacher once who remarked that he didn't want to teach Mr. Jones to vaccinate hogs, because, as long as he did not teach him it would keep the farmer in the position of looking up to him, the teacher, as a man who was technically informed about agriculture. Yes, our co-worker forgot that he was a teacher. And he forgot how much more valuable he would have been to the community educationally, as well as from an actual dollars and cents income, if he had taught many farmers many such skills. He would have been held in much higher esteem by his community had he not forgotten.

Now let's consider the second "direction" we are expected to give: the development of competent rural leaders. Possibly we are weaker in this point than in the other. For example, it is not uncommon for us as teachers to expect to pick our chapter officers. Why? Well, because we want good ones. But get us to let the boys do it, and what happens? We get up in the meeting and say, or whisper to the president at the last minute and he says it, "Well, boys, it's time we elected officers." Like so many other proposals, this is rather sudden. A hush falls over the crowd. Many of the boys begin to feel a little self-conscious and wonder if maybe they will get an office. Little Joe, back over in the corner, who knows he's not "ripe" for such an assignment as yet, jumps to his feet and nominates his hero for president. And who is his hero? You guessed it. The football star, of course. So much the better IF the hero has time and interest worthy of the job. But IF! Frequently, though, this very action forces us, as teachers, to take over somewhere down the line if we are to "pull the chestnuts out of the fire" and preserve the interest and prestige of the chapter.

Yes, if we will keep in mind the direction of the end products of vocational agriculture we will more often be inclined to oversee for direction.—Lano Barron, Supervisor, Texas Board of Vocational Education.

### Limitation to professional progress

THE RESEARCH in the important area of agricultural education can not be solely delegated to graduate students. Of 285 summaries of research studies in agricultural education, approximately two hundred studies were made by graduate students for the purposes of meeting degree requirements in the period from 1941 to 1947. The majority of these studies were never made available to members of the profession even within the state where they were made. Excellent though many of the thesis studies are and will be, it does not appear that they should constitute such a majority of total studies made. To exceed the number of thesis studies in this recent period only one study per state per year would have been required. Does not one study per year, per state seem to be a reasonable minimum for non-thesis studies? If so, wherein lies the answer? Perhaps it is a question worthy of some consideration.

The desire for progress and an interest in research in the broad sense must preclude the larger body of the profession. Teachers in particular are the major consumers of research and collectively are probably the major producers. As teachers they do not have the facilities individually to undertake large projects and carry them through to ultimate fruition. However, every effort should be made to enable teachers to make contributions to research and to utilize current research findings.

In state, regional, and national research committees the organization exists or can be created readily, to develop a more functional research program. Teachers can participate in planning and conducting studies within the state, and cooperate in regional and national investigations. More attention can be given to actual programs and to recording results of newer theories tested in actual situations. The results of the various investigations can be more rapidly and thoroughly disseminated for teachers' use.

Strong state committees, including teachers, supervisors, and teacher trainers, have been developed in a few states. The results have been sufficiently encouraging to warrant a widespread extension of this practice. Such committees determine and initiate needed studies. A second most important function performed is to arrange for adequate financing of the studies, including printing. In many ways this may represent a desirable extension or supplement for, the program organized for graduate students.

The committee can provide a much needed coordination for the entire program without placing unnecessary restrictions on individual initiative. No studies need be made by the committee. All studies can be directed by individuals and credited to them. However, in view of the meager production of non-thesis studies, stimulation seems a more pressing problem than protection of the individual's right to make such studies without knowledge or cooperation of a representative professional committee.

Resources of personnel and money are generally available for research in agricultural education. Can not the organization be perfected which will insure their effective utilization? Or, is it to be supposed that there is no need in some states for research as a basis of a developing program? Surely the need exists and equally as certain it is not being fully met through thesis studies. Whether the approach suggested here merits a trial or not in a specific state is relatively unimportant. It is, however, tremendously important that some constructive action be taken.—W. H. Martin, Chairman Research Committee Agricultural Section, American Vocational Association.



Lano Barron



W. H. Martin

# Summer Activities

## The summer program in agricultural education

M. C. GAAR, Teacher Education, Louisiana State University, Baton Rouge

Because of the proximity to the close of the school year a few of the articles selected for the May issue deal with summer activities of teachers. These include the editorial by Lano Barron and the articles by M. C. Gaar, W. E. Williams, and Arthur M. Ahalt. The contributions were obtained with the cooperation of W. A. Smith and Lano Barron, special editors for the Methods and Supervision sections of the magazine.



M. C. Gaar

For purposes of emphasis it is well to state again and again that the primary aim of vocational education in agriculture is to train present and prospective farmers for proficiency in farming. It is indeed stimulating

for each of us to take time out occasionally to analyze and visualize this aim. As we do so we are reminded of the many fine accomplishments of our program, and likewise, we are reminded of some of our weak points. Too often we are made to wonder if many of our educational activities are as farming-functional as the primary aim intends that they be.

Much of the concern as to whether or not we are carrying out the philosophy as embraced in the primary aim is partially the result of the too frequently unplanned and poorly organized summer program of work of the teacher and others concerned.

The National Vocational Education acts provide that the instruction shall be given by qualified teachers of vocational agriculture who are employed on a twelve-month basis so that they may follow up their instruction throughout the year by supervising the farm operations of their students.

Since successful farming is a twelve-month occupation and since farming operations naturally fall into seasonal patterns over the entire year, and a major part of farming occurs during the summer months, it is perfectly logical as well as necessary that a very significant part of the teaching be done during the summer period. The teacher who takes advantage of this opportunity usually does his best and most effective teaching during this period.

Thus far I have been giving background and trying to build up greater appreciation for more conscientious planning and effort on the part of teacher trainers, supervisors, local school administrators, and teachers for more effective teaching (supervision) during the summer months.

I do not mean to imply that all teachers are doing a poor job. During

my experience in Louisiana and in some other states, it has been my pleasure to observe some very excellent summer programs; however, the proportion of poor jobs to the good jobs being done obviously justifies special considerations as to ways and means for improving the total situation. I am convinced that teacher trainers, supervisors, and local school administrators must share responsibility for many of the poor situations that exist. It is in behalf of those who are not continuing their educational activities during summer months as embraced in the philosophy of vocational agriculture that I offer my statements. We should seriously ask ourselves in we are providing objective and functional aid to those teachers who are in need.

### Suggestions For The Summer Program

The summer program is as educationally successful as it is intelligently planned and executed. This job of planning is the responsibility of every person concerned from the time the prospective teacher starts his training until the teacher is on the job and has successive superior farming practices in operation by his students.

The teacher trainer must train the prospective teacher in methods in planning functional objective summer programs, including the use of time to meet the needs of the local community. It is also necessary that teacher trainers keep in contact with such problems by making occasional visits during the summer with new teachers and their students, aiding them in getting started off properly in their summer work.

The supervisor must provide additional aid after the teacher gets on the job. Much of such aid should be given in collaboration with the county supervisor in the local school and community. After the necessary planning has been done, it is very necessary that the supervisor arrange his itinerary so that he can visit some of the boys' home farms during the summer with the teacher, thus, aiding the teacher in carrying out his summer program. Visits of this nature not only provide specific aid to the teacher, but signify personal concern and interest of the supervisor in the summer work of the teacher. Such a procedure obviously improves the morale of teacher, students and parents in the total program of vocational agriculture.

Since the success of the local program of vocational agriculture cannot extend beyond the working concept of the local school administrators, it is necessary that they assume active responsibility in its conduct. The high school principal is directly responsible for the total educational program in his school and community. Therefore, he is obliged to manifest active interest in the educational functioning of the teacher's summer activities. In so doing he should aid in planning such a program and approve it before its execution is attempted. I can think of no activity on the part of superintendent or local supervisor and principal that would be more stimulating toward the improvement of the program of vocational agriculture than to make some personal visits with the teacher to some of the boys' home farms each summer. There are many advantages, but one of primary importance is that of developing closer relations between school and community.

### Summer Activities

Summer activities of the teacher are numerous indeed and they vary greatly in different communities. A list of such activities in any community would be large. The trend has been to take on additional duties, but never to take any away. Wide awake teachers minimize their duties by effective planning. For example, some are teaching skills, and are having these skills passed on by the learner to other learners. I know some teachers who have been in communities for years and are still castrating and docking as many lambs now, or more, as they did during the early years of their tenure. This is service with limited educational aspects and it's concept and continued practice should be frowned upon by administrators. In my opinion if the *time element* is properly planned, the efficiency of the teacher will be greatly improved.

### Suggested Plan

In accepting the primary aim, supervised farming is the core of vocational agriculture. Therefore, farm visitations for purposes of aiding the students in using superior practices, as planned in class during the school year, should occupy a major part of the *time* during summer months. But there are other important duties, and they too must be cared for adequately.

Select one day each week to remain in the department to take care of correspondence, maintain files, records, make up requisitions for supplies, work on the course of study, check references, check shop tools, work in shop, prepare news articles, and plan F.F.A. meetings. Spend four days each week visiting and teaching students (all-day, young farmers, and adults). While out on supervisory trips the teacher should visit prospective students, new farmers in the

area, and take occasional surveys as opportunities arise.

Saturday forenoon should be spent catching up on odds and ends. This is also a good time to contact administrators, business men, and others. The teacher's time schedule should be published so that everyone will know what the teacher is doing and when and where he is doing it.

You will note that no time is available for many of the petty and trivial things with which too many teachers busy themselves. These activities are usually the result of poor or no planning. The teacher cannot justify his full-time in a food preservation center. To be sure, this is a phase of the teacher's job and he should serve as its supervisor, but the work of this nature should be performed by skilled operators who have been trained for those purposes. Likewise every teacher of vocational agriculture has a full time job and should not attempt to share his time in other business enterprises.

The above plan is flexible and does not imply that problems in its execution will not arise. It is a positive approach and if followed will encourage educational activities in accordance with the primary aim and will tend to minimize individual services. I suggest that the advisory council be brought into the picture especially during the planning stage. No doubt these members will provide many practical suggestions and will most likely offer much encouragement toward its success.

### Vacation And Professional Improvement

Every teacher should take advantage of his vacation period. He should also take time out occasionally for professional improvement. However, the two should not be so arranged that the teacher will be away from his students for more than two or three weeks at one time. Otherwise supervised farming may suffer seriously. Further more, I believe that the teacher of vocational agricultural should have some time every day for himself and time to live with his family. Through adequate planning and proper use of planning, the alert teacher can conduct a successful program in the school and community and still have some time for himself. If and when, after careful planning and intelligent following of such plans, we find that the job cannot be done successfully within reasonable working hours, then we should provide additional aid for the conduct of the program.

With the cooperation of the Sears Roebuck Company, 50 F.F.A. chapters in Georgia have received purebred Hereford bulls. The purpose of this project is to improve cattle of F.F.A. members and farmers in the communities in which the bulls are located.

A cooperative hog feeding project is being conducted by the F.F.A. chapter at Clayton, New Mexico. The meat is processed by the members and dispensed through the school cafeteria. Profits from the projects are being invested in a jeep and two trailers.

## Follow-up supervision during the summer

W. E. WILLIAMS, District Supervisor, Alpine, Texas

"WILL YOU PLEASE tell me where I might find the teacher of vocational agriculture?" inquired a friend of mine of several persons living in a town in which he was visiting that summer. Although the town was small, none of the people asked could give the desired information. At last he felt that he had reached the proper source of information when he saw a boy on the street wearing a Future Farmer jacket. When asked as to where the teacher could be located, the Future Farmer replied, "Oh! We don't have school in the summer you know, and he is visiting his parents during the summer vacation."

My friend was of the opinion that if the teacher could have had the proper vision and a challenging program for his F.F.A. chapter in operation for the summer, everyone in town would have known that he had a job that required twelve months of planned labor to accomplish full results.

We know that this is an isolated and rare instance, but, if this teacher of vocational agriculture had been on the job working for a better program in all of his activities, the community would have had more respect for his services.

### Summer F. F. A. Activities

It is not often easy to maintain an active Future Farmer program during the summer. There is a certain "let-down" that comes after nine months of school that must be offset by an enthusiastic local adviser working with a group of well informed members who have carefully determined and set up their own program of work.

The following suggestions for summer F.F.A. activities are not to be taken as a model but rather as a guide in offering a few suggestions that might meet local conditions.

By May the Future Farmer officers have often reached a low ebb in enthusiasm in that some are graduating

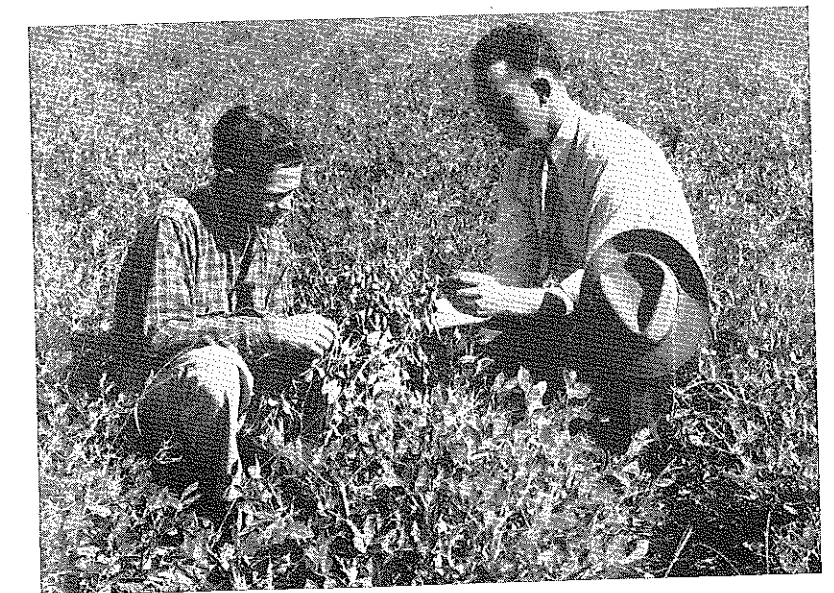
and may not continue their membership the following year. Many chapters solve this problem by electing new officers in May and installing them in June. The local Future Farmer year would run from June 1 to May 31.

The first meeting in June may be devoted to the public installation of the newly elected officers. Program of work committees that were appointed in May will make reports at this meeting and the summer activity program of work will be determined. It would be fitting for the outgoing officers to make a report of their stewardship and receive recognition for a job well done. Light refreshments could be served by the chapter.

Summer months offer ideal opportunities for the expansion and improvement of the supervised farming programs. Many chapters find it impossible to visit breeders during the crowded school year, and in the summer interested groups may conduct tours to visit leading breeders. Such tours stress improved methods of production and often lead to the location of desirable animals that may be purchased for chapter members or as a chapter improvement program in livestock production. It would be well to invite fathers and other interested local people to accompany the group. Several such tours might be profitable during the summer. These tours should include recreational features. Desirable places for each night's stop should be reserved well in advance of the tour. Local chapters would be happy to cooperate in arranging such reservations and assisting with recreational activities.

State conventions are held in the summer in many states and should be included in the summer activity program. State camps offer excellent training and recreational opportunities for members of the local chapter. Chapter tours of scenic and educational places have been included in summer programs of work.

(Continued on Page 210)



Above is an east Texas teacher checking a peanut project of one of his students.

# Summer duties and activities teachers of vocational agriculture

ARTHUR M. AHALT, Teacher Education, University of Maryland, College Park



Arthur M. Ahalt

MUCH HAS been written about the summer program of teachers of agriculture. This article is an attempt to present his duties and activities from a somewhat different approach than is usually taken.

Many lists previously presented in *The Agricultural Education Magazine* and elsewhere have included duties that teachers in other fields must perform during the regular school term. Activities such as revamping bulletin files and rearranging the shop, which are generally in such lists, are duties of other teachers in the school as well as the teacher of agriculture. The ensuing list is made up of activities peculiar only to the work of a teacher of agriculture.

After operating for thirty years some may think that we no longer need to justify the employment of a teacher of agriculture in the summer. However, new personnel are constantly taking their places in school administration as well as in our own field. So a few words in defense of this essential part of the program.

The rural high school department of vocational agriculture provides agricultural instruction at a per capita cost which compares favorably with that of other agencies and at the same time provides it for a large number of people. Its success depends upon using the facilities of the home farm as an integral part of the instructional program. The most active season on the farm is in the summer. At this time the opportunities for learning occur daily as the farm boy helps his father in the operation of the farm, or while he is working on his own farming program. It is the opportunities presented during the summer phase of the production cycle that makes agriculture a real and live school subject to the pupil and to his parents.

Through diplomatic home and public contacts with farmers, teachers of vocational agriculture are enabled to develop respect and good will for the public school system. The contacts of the teacher in his summer program are often responsible for the cooperative attitudes of parents toward the school program in rural communities. A good teacher can promote the work and the school. A teacher with a poor or lackadaisical attitude can likewise do much harm.

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## Major Duties And Activities

1. Visiting the home farms of students to supervise their farming programs.

This includes all-day, young farmers and adults. It is during these visits that opportunities are presented for on-the-job instruction as a follow-up of class

discussions. This is unquestionably the most effective instruction if handled properly. No specific number of visits to each student is suggested. A general guide might be one visit every two or three weeks. Under any conditions visits should be made as often as a given situation warrants. Ordinarily time should not be used to make unneeded visits, as there are too many worthwhile activities for the limited time available.

2. Making community surveys concerning current farming practices about which a teacher needs definite information.

Many opportunities are available here. A wide-awake teacher always wants to know more about his community. Summertime is the time to discover facts and record them for use in classes during the school months.

3. Conducting a follow-up program with graduates and former students.

Such students are often in need of the counsel and guidance that only the teacher of agriculture can give. The time spent performing this duty will vastly increase the effectiveness of any teacher's program. Our aim is to place students in farming. Wise guidance will help them be successful.

4. Helping arrange father-son partnership agreements.

This activity is taking more and more time as it becomes increasingly important.

5. Visiting the homes of incoming students to get acquainted with home situations, to discuss supervised farming program possibilities, and the agricultural course as a whole with both the boy and his parents.

6. Promoting vocational agriculture and coordinating it with other agricultural activities in the community by participating in local farmers' meetings and making other needed community contacts.

7. Helping students to participate and exhibit in established local fairs, shows, and livestock field days.

Entrance in these events is often just the incentive needed by a farm boy to cause him to succeed in his efforts to go into farming.

8. Establishing and conducting local fairs and shows if not already in existence.

9. Attending local purebred livestock consignment sales (and other sales) to advise with students on purchasing stock to build up herds in their farming programs.

10. Attending and participating in state and local F.F.A. contests.

11. Participating in state and local F.F.A. leadership conferences.

12. Attending and participating in professional and technical conferences of a nature not required of teachers of other subjects.

Agriculture is a rapidly changing field which makes it necessary to hold conferences frequently to keep the teachers up-to-date.

13. Holding summer meetings with the F.F.A., young farmer groups and adult groups.

These meetings have been found highly essential to hold the interests of these groups and to make the program of the department satisfactorily effective.

14. Conducting tours to visit the supervised farming programs of students—all-day, young and adults farmers.

15. Conducting group projects:
  - a. As an improvement or experiential experience for a class or the entire department
  - b. To provide cooperative experience for the students
  - c. To provide an opportunity for boys who have difficulty in getting proper experience at home

16. Meeting local community farm service calls.

A diplomatic teacher will keep these calls to a minimum, but certain ones cannot be avoided. A wise procedure, of course, is to use these situations as teaching opportunities both with the farmer who makes the call and nearby neighbors who can be called in quickly to constitute an informal class.

17. Giving advice and aid in emergency production problems, such as army worn attacks and marketing gluts, on home farms of boys.

Most growing seasons bring several such problems and the presence of the agriculture teacher with his technical knowledge is of untold value to the community.

18. Giving supplementary instruction with vexing home farm practices as they arise.

Examples are: The use of new farm machinery or farm power; seeing that machinery repaired in the school farm shop during the winter operates properly; rearranging the cropping system of the farm for efficiency or to provide for soil conservation; rearranging or remodeling buildings, relocating feeding supplies, gates, fences, watering devices and the like to shorten the time needed for farm chores.

19. Arranging for and taking classes on field trips to see important summer production cycle farming activities.

Such trips must be planned judiciously as to time, but they are as essential and as valuable as trips taken during the school year.

20. Locating crops and livestock in the community from which to draw samples for teaching during the regular school term.

21. Gathering specimens of insects and diseases in season.

22. Taking photographs of local happenings to use in class instruction during the school year.

## Summarization

The last three activities are also required in some degree of science teachers. However, the agriculture teacher can handle them as incidentals to his other duties and save the school money, as otherwise they would have to be purchased at a high cost from a commercial concern. Furthermore, specimens and pictures with a local history are generally more effective in classroom teaching.

It is well to note that many of the activities suggested can be carried on simultaneously. On a trip into the country on any one day, a teacher may engage in as many as a half dozen or more. The degree to which a teacher can combine activities will depend upon his ability to organize his work efficiently.

In conclusion we might emphasize that only rarely can a teacher be expected to engage in all of the activities listed. In fact, the teacher of agriculture who carries on an ambitious summer program may find himself too heavily burdened with the same kind of responsibility in winter.

## Professional

S. S. SUTHERLAND

B. C. LAWSON

## My concept of the teacher's job\*

JOSEPH FREEH, Senior, Pennsylvania State College

WHEN I AM graduated from Pennsylvania State and have a position as a teacher of vocational agriculture I will endeavor to live up to the following rules which I have drawn for myself, a sort of personal, professional code.

1. I will continue to learn all I can about agriculture.

To this end I have been conscientious in my studies both in high school and in college. Once on the job, I will keep abreast of the latest developments in farming, both in science and the more practical aspects of farming. I will never be content to rest on my laurels and will not allow myself to become mentally stagnant.

## In-service Training

I will work for an advanced degree as soon as I have proven to myself, and to those above me who are in a position to know, that I am a better-than-average teacher. At first glance this may seem to smack of conceit, but I will not be content to be only mediocre. If I cannot excel in the field of teaching I will look elsewhere for a field where I can excel.

2. I will do my best to present the subject of agriculture to my pupils in an interesting manner, and I will use such methods and materials as have proven to be most efficient and effective.

I feel that learning will take place only when pupils are interested in what they are learning. Effort on their part is necessary before learning of any consequence will take place. Learning presupposes interest, and it is my job to create this interest should I find it lacking.

I will bring into my teaching related facts and materials wherever possible, and I will show where these facts fit into the broad picture of agriculture. A good farmer must know more than just farming to live a full life.

I will not insult the intelligence of my pupils by over-simplification, which if practiced to excess could foster indolence and destroy creative thinking. I will try constantly to develop their powers of reasoning and I will teach them to think independently. I will do more than that—I will create such opportunities.

3. I will place due emphasis on supervised farming programs.

Whether or not a boy takes farming as his life work depends, to a large degree, on his success in project work. Many farm boys are afraid to start farming on their own because they lack confidence in their abilities. A good, successful supervised farming program will do much to overcome and dispel this fear. I feel that a worth-while program

is a first essential to a well-rounded course in vocational agriculture.

4. I will maintain an agricultural shop as large and well-equipped as finances will allow, and I will use it to teach the use of tools, both hand and power, and for construction and repair of equipment needed in projects and on the home farm.

The average boy is interested in doing things with his hands and in making things with tools. If he can help himself in his project or his dad on the home farm, and at the same time learn to use tools and shop equipment, he is helping himself and learning something which will do him a lot of good later in life whether he become a farmer or not. There will be freedom and informality in my agricultural shop, but work will be the key note.

5. I will do my utmost to have the best possible Future Farmers of America chapter.

The average farmer knows too little of the value of farm organizations and the conduct of business meetings. With a Future Farmer chapter that is a going concern, I can teach the boys the value of group action, cooperation, and fellowship. I will stress parliamentary procedure, and at the same time the group will have fun.

6. I will participate in community affairs and contribute of my time to the limit.

I am convinced that any community is only as good as the people who live there make it. I will at all times be on the watch for things which my community needs and once having seen these needs, I will look for ways of satisfying them. I will join a service club, as for example, the Lions or Rotary, and will take an active part in the work of the organization.

7. I will be an active member of the church of my faith in the community.

A person without morals and principles is like a ship without a rudder. I feel that I will be better able to serve my pupils and my community if I have a firm spiritual foundation. I will not teach religion in my classes, but I will not make it a point to quell any reference to religion in discussions outside of class.

Since I expect my pupils to look to me as a model in many things, just as I once looked to my agriculture teacher in high school, I will at all times conduct myself in an exemplary fashion. All people, and especially young people in their teens, are susceptible to following examples.

8. I will endeavor to make friends with many people, to learn their names and to be neighborly and cordial to them at all times.

I never flaunt my college-learned agricultural knowledge before the farmers of the community. I will ask them questions to learn from them, for they know more of many aspects of farming than I do.

## Student Relationships

I will be as informal with my students as is compatible with good discipline after I have firmly established my authority. I feel that if boys like me personally they will learn more in my classes. Informality fosters this attitude, but I believe it can be overdone.

9. I will do my best to give publicity to my school as a whole, and to the outstanding boys in my classes, as individuals.

Seeing his name in print or hearing it over the radio will spur a boy onward and give him the interest so vitally needed to stimulate learning. Publicity for the local chapter will interest boys in the F.F.A., and make it the active organization that it should be.

10. Each year I will try to conduct some kind of cooperative project or research work with the boys and the FFA chapter.

This will give needed and desirable publicity to the school and to the department of vocational agriculture, and will bring to the attention of the pupils and the community the new and progressive things in the broad field of agriculture.

11. I hope to be able to lay away enough money after a few years of teaching, with which to buy a farm.

This will enable me to keep my finger in practical agriculture. It will also provide for me an eventual place to live, and a security for my old age.

12. I will do all I can to help the young and adult farmers of the area served by my school.

While it is true that the greatest progress in learning can be made with younger people, it is not necessarily true that "old dogs" cannot be taught new tricks. Older farmers learn by observation more than by textbooks. I will use the previously mentioned experiments and cooperative projects as demonstrations for the older farmers, insofar as is possible. I will conduct evening classes and visit with the farmers in a semi-social and semi-business sort of a way, and do what I can to help iron out their farming problems.

If not already established, I will inaugurate an annual fair, to be put on during the early fall. This will arouse the competitive spirit to excel among the farmers, and will provide for their getting to know each other better and for me to get to know them also. A community fair will also stimulate interest in the agricultural department and will give the parents and patrons a chance to see the work of their boys.

## Summary

To summarize, I will always try to use good judgment and common sense. I will take the advice of my superiors, of farmers, and of students in an unceasing effort to do my job better. I will teach agriculture, but not solely. In addition,

(Continued on Page 208)

## Guide posts for student teaching

BENJAMIN ANDERSON, Teacher Education, Georgia State College, Fort Valley, Ga.



Benjamin Anderson

A GOOD teacher should possess broad general knowledge, specialized training, professional experience, and a pleasing and forceful personality. The student teacher should show progress toward these qualifications, although he cannot be expected to

measure up to the professional standards of the well trained, experienced instructor of vocational agriculture. The supervising teacher should expect the student teacher to meet the following minimum requirements.

1. He should have a wide fund of general knowledge.

The radio, newspapers, and faster and cheaper transportation have made the high school students of today more mature and far better informed than high school students of a generation ago. These modern young people can benefit from instruction from only the best prepared teachers. Thus teaching in our modern high schools has become a challenge. Without a variety of intellectual interests the teacher cannot command respect nor make his subject one that is absorbing and provocative of future study. In order to teach any subject well, one must see its relationship to the total educational program and must realize its importance to the human race.

2. He should know thoroughly his teaching subjects.

"Teachers do not teach subject matter but they teach students" is a glittering half-true that is frequently heard. The real truth is that subject matter is vital. No amount of pleasant smiles, vaudeville acts, tricks of the trade, or teaching technique, will hide the fact that a teacher does not know the subject matter he is teaching. He should maintain high standards of scholarship. The student teacher should understand that admission to student teaching is a privilege extended to those who have attained a high degree of competency in the subject matter they are to teach. The school's obligation is to society rather than to the individual. Therefore, only those who demonstrate ability and capacity to become teachers can be accepted. Furthermore, the need for continued scholarship cannot be overestimated. A teacher cannot know too much about his subject, although some instructors have been deluded into thinking that they know enough to conduct a class. The genuine teacher has a deep interest in his subject and he continues to expand his knowledge of the subject he teaches.

3. He should appreciate the significance of basic educational principles.

Since theoretical training serves as a part of the foundation for practice teaching, a teacher must be alert,

thoughtful, and well grounded in the basic principles of good teaching.

4. His personality should reflect a stimulating pattern of life.

Preparation in subject matter and method is essential but it is not all that is needed to make a good teacher. The student teacher should be made to realize that his ways of thinking, likes and dislikes, manner of dressing, degree of enthusiasm, habits and character are as much a part of teaching as the classroom procedure. The laboratory school has a right to demand student teachers with positive personalities, who are glad to be alive, and who show a healthy professional attitude toward their tasks and toward their chosen career.

5. Other desirable characteristics of the student teacher may be summarized as follows:

The student teacher must serve the community as well as the school. The supervising teacher should assist the student teacher to become a desirable member of the school and community.

In many schools the student teacher becomes a participating faculty member, and at all times he should feel that he has the responsibility of a regular teacher.

His pleasing personality should assist the student teacher in being accepted among his pupils. The student teacher can often serve as a co-worker with the high school students and he should, in turn, be considerate of their comments, respectful of their records and achievements, and interested in their school and community activities.

Some teacher training institutions print directions for student teachers. These should be studied and carefully observed by both the supervising and student teachers.

### Guide Posts

A few "guide posts" which the supervising teacher should use in helping the student teacher toward meeting his obligations to the pupils, the school and the community are as follows:

1. He should identify himself with both the school and community activities. He will understand his pupils better by availing himself of every opportunity to observe them, either in or out of class, at home, at play, in committee meetings, and at their other group enterprises.

2. He should display good taste in dress, speech, and manner. As regards dress, it is better to be conservative and avoid especially the gaudy clothing that is popular in certain collegiate groups. The good taste used in classroom speech should not be allowed to degenerate into the jargon and slang that is heard elsewhere about the school. Mannerisms should be systematically corrected.

3. He should maintain an air of dignity and reserve. Dealing with students should be sympathetic but firm. This does not mean that it is necessary

to be formal but over familiarity should be avoided.

4. He must remember that the pupils' welfare in the school should take precedence. His presence should add to, not detract from efficiency of instruction. To this end he must forget himself in devotion to the interests of his pupils.

5. He is responsible to local school authorities for upholding the regulations and general morale of the school. In addition, he is expected to report all important matters affecting school welfare to the supervising teacher or principal.

6. He should always remember that he is accountable to the supervising teacher when taking complete charge of any group, and that he is expected to conduct the class to the best of his ability as though he were a regular teacher.

7. When observing he is expected to arrive on time, stay throughout the period, and in no way cause disturbance or annoyance to the teacher in charge. He should take notes on discussions or activities and confer privately with the supervising teacher when necessary.

### Concept of teacher's job

(Continued from Page 207)

I will use every available opportunity to teach the better things of life, the art of living for life's sake, and always good moral conduct, and courtesy. I will teach men to farm profitably so that they may have the time and money to enjoy their lives on the farm. I will be their friend, and their counselor.

This then, is my personal and professional code of conduct. If, and when, I find that I cannot live up to these concepts I will leave the teaching of agriculture to others who can.

\*Excerpt from a term paper in an undergraduate course, "The Philosophy of Vocational Education in Agriculture," taught by Doctor C. S. Anderson.

### Letter from former publisher

Meredith Publishing Company  
DES MOINES, IOWA

W. F. Stewart, Secretary  
Editing-Managing Board  
The Agricultural Education Magazine  
Columbus, Ohio

Dear Doctor Stewart:

Your nice note of January 12 is most appreciated and I have sent it along to the members of our editorial and production staffs concerned.

Believe me, we enjoyed working with Agricultural Education and sincerely wish that it were possible to pry open publishing schedule space in our facilities so that we could continue to so handle it. We are very jammed, and there are many of our own publications of a supplemental sort that we cannot handle at the present time. I am sure that you can understand the situation.

Most cordially,  
Hugh Curtis  
Managing Editor  
Successful Farming

The F.F.A. Chapter at Castle Rock, Washington, has acquired a 40-acre tract of school land for use in connection with class work.

## Conferences on cooperatives in Wisconsin

L. M. SASMAN, State Supervisor,  
Madison, Wisconsin



L. M. Sasman

COOPERATIVE conferences for seniors in departments of vocational agriculture were held in February in nine sections of Wisconsin in cooperation with the Wisconsin Council of Agriculture, local cooperatives, local departments of vocational agriculture and the

state staff.

These conferences ran from 4:00 to 9:00 P. M. Two to four were conducted each week for three consecutive weeks.

The chairman of each meeting was a local instructor of vocational agriculture. A welcome was given by a representative of a local co-op; the purpose of the meeting was outlined by the executive secretary or assistant executive secretary of the Council of Agriculture; and a history of Wisconsin cooperatives was given by the educational director of a regional cooperative association who was a former national officer of Future Farmers of America.

### Discussion in Afternoon

The balance of the afternoon program consisted of a discussion of "This Cooperative Way of Doing Business" in which representatives of the State Department of Agriculture, the College of Agriculture, the Council of Agriculture, and local cooperatives made about 10 minute presentations of ways of doing business, cooperative organizations, the job of a manager, and present activities of cooperatives.

Supper was furnished by the cooperatives participating in the respective meetings and, of course, provided and abundance of excellent milk, butter and Swiss or American cheese.

The afternoon program really provided the basis for the evening discussions which consisted primarily of two quiz programs.

### Quiz Programs in Evening

The first was a student quiz program conducted by a representative of the College of Agriculture. One boy was selected by the instructor to represent each department and then 6-8 boys were selected by lot to make up the panel, and asked questions in regard to cooperatives. A group of judges was appointed and prizes were given to the boys who performed most creditably. Members of the audience were given the opportunity to answer questions which the boys on the panel could not answer. This quiz program was followed by another "Cooperative Information Please" in which a selected group of state and local cooperative authorities answered questions from the floor. In this case,

## Activities of the Michigan Association of Teachers of Vocational Agriculture

WATSON FOWLE, Secretary-Treasurer, Traverse City, Michigan



Watson Fowle

THE WRITER read with interest Mr. E. J. F. Early's article in the October issue of the *Agricultural Education Magazine* relating to the activities of the Missouri Vocational Agriculture Teachers Association. As Mr. Early states "The ears of the Missouri mule

are always open, and we are always glad to hear of activities and news from other state associations." I feel that the members of the Missouri association and of other state associations may be interested in some of the activities and plans of organization of the Michigan Association of Teachers of Vocational Agriculture, so I submit the information listed herewith.

### Three Types of Membership

The Michigan association is made up of three types of members—active, associate, and honorary. The active members include teachers of vocational agriculture and teacher trainers or supervisors who are paid wholly or in part from funds under the vocational education acts as administered by the State Board of Control for Vocational Education. The associate members include men teaching under the Kellogg Foundation for Rural Agriculture Programs and men assisting in the Institutional-on-Farm Training program. Honorary memberships have been conferred upon fourteen men over the past years who have made distinct contributions to the cause of education in vocational agriculture in Michigan.

The executive group of our organiza-

tion is the board of directors, which is composed of twelve members elected for terms of three years. Of the two hundred fourteen men in the state eligible to affiliate with our organization we have a membership of one hundred seventy-five or eighty-two per cent. Each summer at the annual meeting of the organization we present ten-year and twenty-year service keys to those individuals who have been in our organization the required length of time. At the present time we have sixty-eight men or thirty-eight per cent of our membership that have earned the right to wear these keys. The dues of the organization are six dollars per year, two dollars of which goes into the treasury of our own organization to carry on its activities. The remaining four dollars is turned over to subsidiary organizations and to magazine subscriptions.

Other working groups within our organization include thirty-five members who are assigned to the following committees: legislative, public and membership relations, summer and district conferences, Michigan Vocational Association, F.F.A. and camp site, E. E. Gallup memorial fund. The legislative committee keeps well informed on those legislative matters, both state and national, that will affect the program of agriculture. The committee always stands ready to express the feelings of our association to legislative groups where and when it seems expedient. This committee has prepared letters and telegrams expressing the stand of our organization on numerous occasions. Our public and membership relations committee has done much in maintaining good public relations, including relations within our own membership.

### Memorial Fund

The state association has set up a fund of six-hundred dollars to perpetuate the name of the late E. E. Gallup, who was the first supervisor of vocational agriculture in Michigan. In addition, plaques and gavels are presented to outstanding Future Farmer members and teachers of vocational agriculture each year to carry on the name and pioneer spirit of this early leader of agricultural education.

All of the committees are active and accomplish certain goals during the year. Each committee appears before the association during the annual summer conference. This, we feel, helps in keeping the committees active and encourages interest on the part of the entire membership.

The Michigan Vocational Association has as its chairman Mr. Leo Stanley, who has been the teacher of vocational agriculture at Benton Harbor for twenty-seven years. This committee carries on the liaison work between the Michigan Association of Teachers of Vocational Agriculture and the Michigan

(Continued on Page 217)

## Farmer Classes

J. N. WEISS

MARK NICHOLS

### The Illinois Swine Herd Improvement Association

Outgrowth of supervised practice in adult evening schools

ROBERT HOWEY, Teacher, Newark, Illinois

A SWINE TESTING association was organized as a subsidiary organization of the Newark F.F.A. chapter as a means of evaluating the efficiency of the swine enterprises conducted by the members. This project was examined by the members of an adult school in connection with their course on swine production which resulted in the formation of an community swine testing association for farmers. The constitution and by-laws stated that the purpose of the organization was to improve the efficiency of swine production in our community by:

1. Encouraging and aiding in better selection of breeding stock by providing litter marking and 56-day weighing service
2. Encouraging more farmers to use improved sanitation practices
3. Encouraging better feeding practices
4. Encouraging wider use of labor saving devices
5. Providing other services if they are needed and are deemed desirable by the association

Six hundred twenty-nine litters have been weighed during the past three years. While the resulting records have not been outstanding in themselves, they have brought about many improvements in feeding and management practices. Evening classes on swine production were held regularly throughout the year on subject material based on the records which made the material meaningful because of the farmer's interest and need.

#### Association Needed

As we continued our work in swine improvement, we came to realize that we were not accomplishing one purpose of the organization. That purpose was to give assistance in the better selection of breeding stock. As one member put it, we were accomplishing about as much by selecting female breeding stock by

records as we did by field selection of seed corn, but we needed a larger organization to have a source of male breeding stock as well. This resulted in the formation of the Illinois Swine Herd Improvement Association.

A preliminary meeting was held at a central point in the state for all interested in forming a state association of local swine testing associations. Five communities were represented by the agricultural instructor and three members of the local associations. After discussing the desirability of forming a state association, officers were elected and another meeting date was set. The state officers, agricultural teachers, and one director from each local association met a second time to draw up the state constitution, by-laws, and regulations for 1947.

#### Executive Committee

The executive committee met at Fisher, Illinois in July to put out the first state summary and to make plans for expanding the program into more communities in 1948. Enough copies of the state constitution and by-laws have been printed to send to all departments of vocational agriculture in the state. We hope to have enough local associations join us in our work so as to provide records that will be of much value to the individual farmer, that we may have source from which to purchase production tested breeding stock, and that more farmers may be able to participate in the program in their own community.

The annual meeting of the state association is to be held at Newark, Illinois to evaluate the results of one year's work. If the interest in this program develops in the future, as it has during the past year, it may be possible that other states may organize, and eventually result in a national organization. Any state group desiring a copy of our state

#### Swine Testing Summaries

Factors	Newark Association				Illinois State Association
	1945	1946	1947	Total	1947
No. Litters.....	173	185	271	629	401
No. Pigs Farrowed.....	1464	1611	2274	5349	3234
Ave. Pigs Farrowed.....	8.5	8.7	8.4	8.4	7.8
No. Pigs Saved.....	1149	1273	1661	4083	2524
Ave. Pigs Saved.....	6.6	6.9	6.1	6.5	6.0
Loss Percentage.....	21.5	21.0	26.9	23.6	21.9
Ave. Pig Weight, 56 Days.....	29.4	30.1	31.3	29.9	30.6
Ave. Litter Weight, 56 Days.....	195.4	207.2	184.7	194.3	192.0
Adjusted Litter Weight*	227.8	235.1	215.1	224.5	220.4

\*Indicates that 40 pounds were added to each gilt litter to make a necessary adjustment for comparison. This figure is purely an arbitrary one decided upon by the state association.

constitution may secure one by writing to the officers of the organization; to J. N. Weiss, Assistant Professor of Agricultural Education, Urbana, Illinois, or to the writer.

In conclusion, I would state that this improvement program is for all swine producers, grade and purebred producers alike; that we are mainly interested in herd improvement rather than spectacular records made by individual sows; and finally, that the greatest values for the individual farmer is not to make a great record but to have a means whereby he can evaluate the results of his management practices and to improve his efficiency in swine production from year to year.

#### Follow-up supervision during summer

(Continued from Page 205)

Chapter officers and executive committees seem to respond to a fishing or camping trip where a part of the time is used for program planning along with a well balanced recreational program. This activity would enable the adviser to have the executive committee together early in the chapter year for some constructive training in leadership and program-of-work planning.

The summer program should include radio programs that keep the local community informed as to what the chapter is doing. Such programs would provide leadership training. Many service clubs would welcome Future Farmer programs during the slack summer months. These programs should be entertaining as well as educational.

Tours could be organized to visit supervised farming programs of local Future Farmers. This would be a means of motivating interest and recognizing the importance of summer farming programs.

Prospective members should be contacted and invited to go on some of these tours and trips. One meeting might well be used in recognizing these prospective new members. The program should be planned to include an introduction to the Future Farmer organization and an orderly recreational hour.

Some Future Farmer chapters have successfully conducted "Community Nights" for their parents and friends. These community nights include educational and recreational features that afford an excellent opportunity to develop leadership. Often such meetings stimulate and generate a community spirit that will cement the people into a united group working for a common cause. Local musicians, as well as Future Farmer string bands, are in demand at these meetings.

So, if the absentee teacher of vocational agriculture had planned with his local chapter and community, a summer program of activities, he would have been in such demand that even the small children of the community could have told where to find him.

A total of 185 Florida F.F.A. members received Forrester certificates in recognition of achievements awarded at sessions of the forestry training camp last summer.

## Young farmers at the AVA convention

JOHN D. LAWSON, Special Supervisor, Bureau of Agricultural Education  
San Luis Obispo, California

TEN YOUNG FARMERS from California and Utah have done what many local state and national leaders have been thinking about doing for several years. They have convinced many that the Young Farmer program is a logical outgrowth of high school instruction in vocational agriculture, which is not only needed today but which is actually in operation in some states.

None of the 200 leaders in agricultural education who heard the Young Farmer symposium during the AVA convention in Los Angeles could help but be impressed with the sincerity of the Young Farmers.

The panel members were selected to represent all conditions of membership in the Young Farmer organization. Some were graduates of high school classes in vocational agriculture, others were not. Some were established in farming, others were just getting started. Some of the members were married with families and others were single. Some were members of chapters which had been in existence for eleven years, while others were relatively new in Young Farmer work. Some were veterans of World War II, others were representatives of those who produced the food which helped win the war. In this group there were leaders in the Grange and the Farm Bureau; there was an American Farmer, several State Farmers, a high school board member, and several County Fair board members. Their farming programs ranged from two to 1,500 acres, and their ages ranged from 22 to 31. In order to learn the teachers' view, two Young Farmer Chapter Advisers were selected for the panel, one with over ten years of Young Farmer experience, and the other with less than one year's experience in the Young Farmer program.

#### Contributions from Panel

It is interesting to note that this group of ten Young Farmers and two chapter advisers had not been together until a few minutes before the program was presented. Opinions expressed were individual, voluntary and spontaneous. Broad questions were asked by the panel chairman and many specific and pointed questions came from the audience.

What advantages does a Young Farmer program offer a young man out of high school?

Lino Martini, state president of the California Young Farmers, led off, "The main advantage is the chance to meet regularly with other fellows who have common interests and problems. The average farm boy just out of high school has a feeling of being 'let down,' he doesn't join any civic or farm groups and he loses organized contact with his friends."

"High school students are used to up-to-date shops and classrooms," Snell Swenson, state president of the Utah

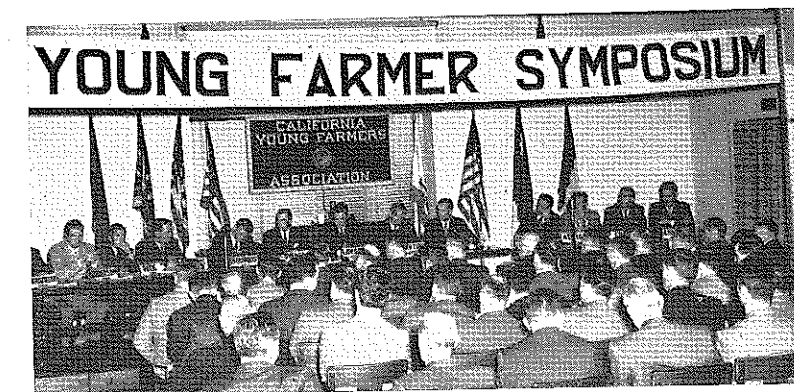
Young Farmers, added, "and they need an organized out-of-school program centered around education where Young Farmers can maintain contact with modern equipment and sources of information."

Harold Hargis, past vice-president of the California Young Farmers, joined in, "Most of us like to engage in a little athletic recreation after we get out of high school. We can use the athletic facilities of the school because we are enrolled as night school students. In our chapter, especially during the winter months, we often meet in the gym about an hour before meeting time and play a little basketball."

Nearly everyone on the panel had something to add to the many advantages of a Young Farmer program. For the first time, these things began to make sense to many of us. They made sense because we were sensing the feelings, hearing and beliefs of Young Farmers themselves. This wasn't a "canned program," we were hearing farm boys expressing themselves naturally, honestly, and convincingly.

How does a Young Farmer program help the teacher of vocational agriculture?

When this question was proposed, many in the audience visibly edged forward to hear the answer. Here was a



Young Farmer Symposium, Agricultural Section, A. V. A. convention at Los Angeles.

question too difficult for mere "boys" to answer—agriculture teachers and supervisors alike wanted the answer. This was no time to propose a "new program" to teachers of vocational agriculture, who are already doing at least a job and a half!

"To begin with," Keith Anderson, Utah's vice-president, drawled, "we are helping the agriculture teacher conduct a stronger and more effective Future Farmer program. In Utah we help the Future Farmer chapter set up for fairs and field days and we act as judges for many F.F.A. activities. We also offer prizes for F.F.A. contests, and work out cooperative F.F.A. - Y.F. programs for buying and selling feed, supplies and equipment."

"Speaking as a teacher," said California's Dale Andrews, "I can agree

with everything Keith Anderson has said. Many of the F.F.A. activities that we carry out would be much less effective if it weren't for our Young Farmers. Another thing that shouldn't be overlooked is the assistance Young Farmers give to our supervised farming programs. In my school the Young Farmers offer a \$50.00 cash prize annually to the freshman student of vocational agriculture who develops the most outstanding farming program. The Young Farmers themselves determine the winner by judging the progress made by each member of the freshman class. This one thing alone has made my time-investment in a Young Farmer chapter worth while."

#### Public Relations

"The Young Farmers are my best public relations agents," California Adviser, Elwood Juergenson added, "Whenever I need some local support I can always depend on my Young Farmers. Our agriculture building burned down this fall and the Young Farmers are not only helping me plan the new plant, but they are also doing a lot of good among the voters in the district who will be going to the polls soon to vote a special bond issue."

"The Young Farmers in my Chapter," Meryl Anderson, California's Past State President, continued, "help our adviser with his actual instruction. He brings his senior class out to my place each year to make a management study of the cotton business. I've been meeting this class for about four years now and it's really fun. I know Mr. Cazaly (the teacher) also makes use of several other

Young Farmers who are successful producers of other important products of our community. In addition to this, we help Future Farmers locate foundation livestock and pure seed and plant materials so that they will get started right."

Herluf Fries, San Joaquin, regional president, stated that the Young Farmer program is a "natural" for veterans interested in becoming established as farmers. "It provides opportunity for the expression of leadership ability and Young Farmer meetings break up the monotony of regular night classes," Fries emphasized.

Three California chapter presidents, Elmer Skoegard, Arthur Adrian, and Harold Peck all said that a chapter program must be highly democratic to be

(Continued on Page 213)

## Visual aids for Texas veterans

KYLE LEFTWICH, Teacher Education, Sam Houston State Teachers College, Huntsville, Texas

IN WORLD WAR II our armed forces employed the use of visual aid extensively in their vast educational program. As a result visual aids are now playing an important part in veterans' education in Texas. Provisions for all types of visual aids in agriculture classes are made through the County Coordinator, and supervision is given the teachers through the State Board for Vocational Education.

A large part of the instruction in veteran classes is by visual means. Teachers provide many field trips for on-the-spot "see and do" teaching. Busses are used by classes to visit experiment stations, outstanding farming programs and other points of agricultural interest.

Agriculture teachers in the veterans' program are not forgetting the great source of visual aids at their disposal on the farms of the veterans they are teaching. If instruction is being given on poultry, beef cattle, or field crops, the teacher realizes that visual aids may be employed in his teaching by conducting the classes on a poultry farm, a cattle ranch, or some well-manager field crop set-up. A large per cent of the counties have projection equipment including 16 m.m. movie sound projectors, opaque projectors, and film strip—2" x 2" slide projectors. Many 35 m.m. cameras are being used to photograph local agriculture subjects in color and in black and white. The 35 m.m. film is being developed into 2" x 2" slides and used as a teaching aid in classes with 2" x 2" slide projectors. This type of visual aid brings local agriculture into the class room and teachers are finding interest among the veterans at a high pitch when this method of instruction is used.

### Film Libraries

The visual aid program has been carried still further in some sections of the state. In northeast Texas a group of 23 coordinators of county veteran vocational schools organized their own film library. The library bought all the agriculture films of good teaching quality that could be secured and then contacted a large number of commercial companies for their films on agriculture. Agriculture film strips were bought in large numbers for use in the veteran agriculture program. High school departments of vocational agriculture could secure the use of the films in their program by paying small fees to the veterans' library program. Southeast Texas also set up a similar program for visual aids in connection with veterans' education in agriculture.

A large number of the counties within the two areas covered by the film libraries have projectors, 16 m.m. sound, opaques or film strips in the hands of each instructor each time the class is taught. Teachers are finding that visual aids help the teaching program very much with groups where the grades completed run from no schooling at all to college graduates. If the veterans'

## Contributions of advisory committee

A. G. MOFFETT, Special Instructor, Bealeton, Virginia

THE organization of a veterans training advisory committee consisting of farmers, business men and agricultural leaders has rendered a valuable service to the 59 veterans enrolled in the Institutional On-Farm Training in the three high schools of Fauquier County, Virginia.

The *Agricultural Education Magazine* published in its June 1947 issue an article outlining the organization and functions of a veterans training advisory committee. This is a report of accomplishments the above committee has rendered to the veterans and instructors of this county.

### Committee Assignments

The county committee is organized into three sub-committees with the membership distributed to serve veterans in all sections of the county. The responsibilities delegated to the sub-committees are listed as follows:

1. Institutional On-Farm Training Committee:
  - a. Approve or disapprove farms as training institutions for veterans
  - b. Recommend cancellation of contracts
  - c. Advise the instructors in matters pertinent to instruction and progress of the program
2. Loans, Purchases and Business Opportunities Committee:
  - a. Advise veterans desiring to purchase farms, homes and real estate, and in securing G. I. loans
3. Educational Committee:
  - a. Advise and assist veterans that desire professional training in college

A full appraisal of the final accomplishments of the committee activities is impossible because only twenty-one months have elapsed since the program was started. Many of the results are intangible and can be measured only by the yardstick of education to the individual veterans enrolled over a period of years. Some of the more tangible accomplishments and trends pertinent to the advisory committee that have been observed are listed as follows:

1. The committee members are interested in the program of instruction and progress of the individual veterans enrolled.
2. The committee has acted as the approving agency for all veterans who have applied for entrance into the Institutional-On-Farm Training program within the county. Fifty-nine veterans have been enrolled and others have been disapproved because their farms failed to qualify as a training institution.

teacher cannot have live specimens or real objects with which to teach he takes the next best thing and uses the projection equipment available in his county to bring information to the G. I. students.

3. Individual committeemen have acted in an advisory capacity and have greatly assisted the instructors by providing for demonstrations, securing outside assistance and by participating in the instruction program as speakers on technical topics.

4. The advisory committee has disapproved one veteran for further training, because of unsatisfactory progress.

5. The committee members have been influential in obtaining additional instructors and in maintaining adequate salaries for the instructors. This was accomplished by the constant liaison work of the committee chairman with the district supervisor and with the State Board of Education.

6. The members of the committee have acted in an advisory capacity to veterans who desire to purchase farms and real estate, and to build homes. The banker-members of the committee have cooperated with the instructors and veterans in providing financial help to those veterans who desire to rent farms, buy farms, or enlarge their present operations.

7. The committee gives advisement to the instructors and trainees regarding farm practices, financial problems, and administrative procedures. The committee makes all final decisions for the instructors, which reduces the influence of any one pressure group either upon the instructors or the training program in general.

### Committee Meetings

Meetings of the full committee are held once each six months to receive a report from the instructors as to the progress of the training program and to review the program of instruction of each veteran in training. These reports are presented verbally and confirmed in writing as a permanent record in the secretary's minutes.

Any trainee whose progress is unsatisfactory in the opinion of the instructor must be given an opportunity to appear before the full committee before he can be disapproved for further training.

The organization of a veterans training committee has been of value to the instructor and to the enrollees, and has given prestige to the Institutional On-Farm Training program.

Farm boys enrolled in vocational agriculture at the Walsh County Agricultural School at Park River, North Dakota, realized a net profit of over \$45,000 for their individual farming programs conducted during the past year, according to Russell Shortredge and Ardell Liudahl, instructors of vocational agriculture.

## Summary of the Austin, Minn. Swine Improvement Association

P. J. HOLLAND, Teacher Adult Classes, Austin, Minnesota

SOW TESTING was first introduced as a study project in swine evening schools at Austin, Minnesota in the fall of 1937. Fifty-three swine raisers indicated interest in a plan based on permanent records. This was the beginning of the sow testing program which today is reported to be the oldest and largest in the United States. That the program is well founded and headed in the right direction is evidenced by the fact that the efficiency of swine production has improved over 100 per cent. The average 56-day litter-weight in 1938 was 112 pounds as compared with 233 pounds in 1946.

### Tested Boar Sales

The tested boar sale held annually since the inception of the sow testing program, has become a community swine event where many commercial and purebred breeders obtain boars with high production ancestry. Ninety boars were sold at the new livestock pavilion at the fairgrounds at Austin last October. In recent years more than 1,400 boars from herds carrying on sow testing have been sold annually through public auctions and private sales. All breeds and crossbreeds are included in the program.

The sow testing project is the intensive

part designed to produce better hogs for the producer, processor, and the consumer. It has established itself as the post war plan of raising hogs. Other parts of the program lead to a general awakening to better feeding, breeding and management on all farms in the area. Evening school meetings have been held in from three to eight community centers yearly since 1937. The subjects under consideration have dealt primarily with swine production.

Swine clinics were held in the early years throughout the community to ascertain causes of unthrifty pigs. Post mortem examination revealed round worms to be the primary cause. Some complications were present due to flu and necro. Mange was also very evident. The control methods initiated were sanitation and use of effective mange remedies.

### Swine Tours

Swine tours have been held regularly except during the war. From 50 to 125 cars make up the tour each year. The first hand knowledge obtained has been beneficial. A study is made on each farm of the breeding program, housing, labor saving equipment, feeding, cost of gains,

### Summary Of Swine Herds Tested, 1938 - 1947

Year	Number Herds	Number Hogs	No. Litters Per Farm	Average 56 Day Pig Weights	Cost Per 100 Lb. Gain*	Carcass Lots Sold†	Production Req't Ltr. Wt.—56 Days‡
1938	53	2544	7	30.1	\$ 5.90		250 Lbs.
1939	82	4706	8	30.1	5.70		255
1940	101	6901	8.5	31.9	5.00	41	260
1941	100	7343	9.5	32.4	5.20	103	265
1942	108	8103	10.2	33.4	6.65	217	270
1943	110	9302	12.1	33.6	7.39		280—Sow
							255—Gilt
							255—280
1944	131	9807	11.7	33.7	8.02		255—280
1945	143	10,406	10.9	34	9.00		255—280
1946	151	8643	8.8	34.5	10.01		255—280
1947	160	8822	8.1	34.8	16.03		250—280

\*The feed costs per 100 pounds gain are based on records of approximately one-third of the swine-herds enrolled over the ten-year period.

†Ninety per cent of the farmers selling on the carcass yield and grade basis, received premiums ranging from 1c to 75c over the regular market per 100 pounds. The average paid above market for this group was 30c per 100 pounds. Five per cent received market price, while five per cent received 10c less per 100 pounds.

‡Requirements for certified listing and eligibility to participate in the Tested Boar Sale was set at 250 pounds litter weight at 56 days of age in the fall of 1937. Additional 5 pounds were added until 1942 when the requirement for participation was set at 255-pound litter weights for gilts and 280-pound litter weights for sows.



P. J. Holland pointing out characteristics to look for in good foundation stock which is production tested. Sows must be of approved type, and have six or more teats on each side.



Top production tested boar at annual tested boar sale last fall out of litter which weighed 520 pounds at 56 days. Consigned by P. O. Lunde and Son.

## Studies and Investigations

E. B. KNIGHT

# A survey of the characteristics and educational needs of persons in part-time farming

GLEN NESMAN, Teacher, Springport, Michigan



Glen Nesman

VOCATIONAL agriculture, as taught in the schools of Michigan up to the present time, has had for one of its chief objectives the ultimate, satisfactory establishment of boys in full-time farming. However, many of the boys enrolled in vocational agriculture

have come from farms on which part-time farming has been practiced. Many of these boys, upon completing their high school work may wish to become established in part-time farming. With so many sons of part-time farmers enrolled in vocational agriculture and with the strong possibility that some graduates of classes in vocational agriculture will eventually become part-time farmers, the question has arisen in the minds of many school people as to whether vocational agriculture, as taught at present, is best meeting the needs of the boys and other members of families doing part-time farming.

### Purpose of the Study

It has been the purpose of this study to secure certain information on part-time farming situations in the Springport, Michigan, school area and to analyze the information for suggestions which will be helpful in improving the instruction of families engaged in part-time farming.

### Procedures Utilized

In this study of part-time farming in the Springport school area a detailed survey form, prepared by the Division of Education of Michigan State College, was used for gathering data on fifty farms. In nearly one-half of the cases the information was secured and recorded by boys in the Springport school. For the most part these data

TABLE I. Days of Work per Year Done Off the Farm by Members of Families Doing Part-Time Farming.

Number of Days per Year Worked Off Farm	Father	Mother	Son	Daughter
250 and over	32	2	4	0
200-249	9	2	2	1
150-199	4	2	0	1
100-149	3	0	0	0
50-99	0	0	4	0
0-49	0	1	0	0

were obtained from the boys' home farms. The rest of the surveys were secured through personal calls by the author from such farmers as were known to be doing part-time farming.

For the purpose of this study, part-time farming is defined as that situation where a family lived on a farm but received the major source of its income from sources other than farming. In several cases the acreages were small but there were also a few of the larger farms. Part-time farms were not necessarily set aside as such because of size alone.

### Some Findings

Some of the findings of this survey are as follows:

1. Of 50 families in the Springport, Michigan, school area doing part-time farming in the spring of 1947, it was found that 19 of the families had lived on their present acreage less than five years.
2. Fifteen of the fathers and 10 of the mothers each had had over 24 years of farming experience.
3. A large number of those doing part-time farming had lived in the city from 5 to 14 years before taking up part-time farming.
4. Work done in the city by part-time farmers tended to be factory work for the men and office work and teaching for the women.
5. As shown in Table I, 32 of the fathers worked off the farm over 249 days per year. This means that a large share of the farm work had been carried on by other members of the family.
6. Fathers and mothers doing part-time farming fall largely in the middle-age group, with a fairly large number also in the older-age group.
7. Twenty-one of the families had 80 acres or over in their farms. In many cases this situation would seem to justify full-time operation. This may indicate a possibility of doing that very thing under changing economic conditions.
8. Cows and chickens led in the list of livestock kept. In addition to meeting family food demands, milk and eggs were sold by several families. Hogs were

kept on several farms, chiefly as another source of food for the family.

9. A large number of the farm families produced all food needed for their family in such items as tomatoes, potatoes, eggs, milk, vegetables, poultry, strawberries, apples, pears, pork, and beef. Most food items were used fresh, some were canned, others stored, and a few were frozen. Items most often produced for sale were eggs, milk, poultry, pork, and sweet corn.

10. Families doing part-time farming placed major emphasis on better living conditions as reasons for living in the country. Raising food for the family and a desire to farm a little were also mentioned by some while the one mentioned least often was a desire to provide work for the family.

11. Many problems were listed by the families of part-time farmers. Some of the more important of these are shown in Table II.

TABLE II. Problems Reported by Families Engaged in Part-Time Farming

Nature of Problem	Number of Families Indicating Problem
Controlling weeds	28
Building up the soil	24
Controlling insects and diseases	24
Getting custom work done when needed	20
Getting a good yield of vegetables	16
Maintaining the lawn	11
Getting additional feed for livestock	11
Controlling soil erosion	10
Preserving fruits and vegetables	9
Getting good production from hens	9
Keeping chickens healthy	8
Getting high quality of produce raised	7
Finding a market for surplus produce	6
Getting a good supply of water	5
Storing vegetables and maintaining quality	5
Getting a continuous supply of produce	4
Getting a uniform supply of produce yearly	4

Some conclusions arrived at as a result of this study of 50 part-time farmers in the Springport school area are as follows:

1. Most farmers do part-time work off the farm for such a large number of days per year that they cannot expect to do a great deal of farm work by themselves.
2. Part-time farming appears to work best where there are a wife and older children to help with the work.
3. Most part-time farmers place major emphasis upon the bettering of family living conditions as a reason for doing part-time farming.
4. Part-time farmers have many of the problems of full-time farmers. These are intensified in certain cases.
5. Many part-time farmers do not have, and probably cannot afford to own, the power and equipment needed to do the farm work properly.
6. Part-time farming tends to place

major emphasis upon the farm as a home rather than a place of business.

7. Sons of part-time farmers have less opportunity to become established in full-time farming than do sons of full-time farmers.

8. Many of the expressed problems of the part-time farmer center around the production of food for the family and the operation and care of the grounds and home.

9. Part-time farmers and their families have need of such assistance as teachers of vocational agriculture and other farm leaders can give in helping solve some of the problems mentioned.

### Recommendations

The following recommendations have been derived as a result of this study. They are directly applicable to the Springport school area and possibly to some extent in other similarly located areas:

1. Sons of part-time farmers should continue to be enrolled in classes of vocational agriculture.
2. More of the parents doing part-time farming should be enrolled in adult classes.
3. Because of problems and future plans involving both the home and the farm, the instructor of the farm shop, the instructor of homemaking, and the instructor of agriculture should cooperate closely in helping solve the problems of part-time farmers.
4. The instruction in classes of vocational agriculture, should be individualized to a large extent to meet the particular needs of each boy.
5. Sons of part-time farmers should be encouraged to stress improvement projects and supplementary farm practices.
6. Increased emphasis should be placed upon those enterprises entering into family food production.
7. Vocational guidance should be stressed, in order that the students may fully understand their particular problems in relation to becoming established in farming or in related occupations.
8. Proper utilization of the large amounts of food for the family, produced by part-time farmers, should be given attention by the school where these problems present themselves. The instructor in homemaking can be of help here.
9. With fathers doing off-the-farm work so many days per year, sons of part-time farmers have special need of instruction in managerial responsibilities as well as in farm operations.
10. More men should be encouraged to do custom work among part-time farmers and F.F.A. boys should be given every possible incentive to give serious consideration to entering this field themselves.
11. For best instruction, sons of part-time farmers and sons of full-time farmers should be enrolled in separate classes of vocational agriculture when numbers are large enough to justify the segregation.

Herbert H. Burlingham, supervisor of agricultural education in the Sacramento valley since 1942, has been appointed to the teacher-education staff at California Polytechnic College. The new faculty appointee will continue as a part-time staff member of the state bureau of agricultural education. Mr. Burlingham has been replaced as regional supervisor by J. Everett Walker, formerly a teacher of vocational agriculture at Modesto High School.

## Truck farming as a career in Hawaii

HIRO SUZUKI, Teacher, Kelakau Intermediate School, Honolulu, Hawaii

THE Occupational Information and Guidance Service, Territory of Hawaii, has felt for a long time that teachers of vocational and pre-vocational agriculture and guidance workers in our schools need detailed information about opportunities in the principal agricultural occupations of the territory in order that they might participate effectively in guidance activities. Such information, however, has been limited.

The production of field crops has been the chief industry of Hawaii since ancient times. Farming methods that reached a relatively high state of efficiency before the discovery of these islands by Captain Cook in 1778, enabling a large population to subsist upon the limited area available for cultivation. With the coming of Europeans and Americans, the production of taro and yams was replaced in part by wheat and Irish potatoes, followed by the cultivation of rice, coffee, sugar cane, and pineapple.

### The Study

In this study, an attempt was made to analyze truck farming as a career in Hawaii. Included were such phases of the problem as: Nature of the occupation, personal qualities needed, preparation required, working conditions, and opportunities for advancement. The information was obtained from publications of Agricultural Extension Service, University of Hawaii, from conferences with farmers, wholesale dealers, county agents, extension specialists, and from personal observation.

### Scope of Truck Farming

The growing of fresh vegetables in Hawaii was, until a few years ago, in the hands of older-generation Orientals. Most of the farms ranged from 1 to 3 acres in size and were located near Honolulu. Farming under these conditions was intensive with practically all of the work done by hand. Since the start of World War II, however, more and more young men have gone into truck farming, using mechanical equipment and other labor saving devices, on farms ranging in size from 5 to 10 acres, and scattered generally throughout the territory. About 6,731 acres, or approximately 2½ per cent of the cultivated area of Hawaii, is now normally planted to vegetables. Opportunities for employment in truck farming, however, are still mostly on the island of Oahu where Honolulu, the capital city and chief market for fresh vegetables is located. In 1946 the Territory supplied Honolulu with 46 per cent of its fresh vegetables, 30 per cent originating on Oahu and 16 per cent on the outlying islands.

### Work of the Truck Farmer

The work of a truck farmer in Hawaii may be divided into mental and manual. His mental work centers largely about planning, record keeping and analysis, purchasing of farm equipment and supplies, computing taxes, and marketing. His manual labor usually consists of

clearing the land, preparing the land for planting, laying pipes, starting seedlings, fertilizing, planting or transplanting, irrigating, spraying or dusting, cultivating, harvesting, grading, packing, marketing, and field sanitation. His typical day starts just before sunrise and ends at sunset. If dusting is practical, he does it early in the morning when there is relatively little wind and the dew is still on the leaves. Following this, he usually irrigates and weeds at the same time. In the afternoon, he may harvest vegetables and get them ready to be sent to the market the following morning.

### Qualities Making for Success

The special qualities required for success in truck farming is the islands are health, energy, good judgment, especially in business matters, and a love for the out-of-doors. To be a good truck farmer, a ninth grade education at the very least is necessary, and a high school education is highly desirable. A course in pre-vocational agriculture should be taken in the intermediate school, and a 3 year-course in vocational agriculture completed in high school. Free circulars and bulletins dealing with the occupation are available from the Cooperative Agricultural Extension Service of the University of Hawaii, from the Hawaii Agricultural Experiment Station, and from the United States Department of Agriculture. They should be studied by those who plan to enter the vocation. Part-time and evening classes, held under the direction of the Division of Vocational Education, Department of Public Instruction, at various schools in the Territory can contribute much towards the truck farmer's education. Valuable assistance may be obtained by consulting with agricultural teachers, county agents, farmers of the community where truck cropping activities are to be carried out, representatives of the Board of Agriculture and Forestry, Pacific Guano and Chemical Company, and various stores dealing in farm equipment and supplies.

A great majority of the vegetable growers now operating in Hawaii prepared for the occupation by working a number of years on the family farm. There still seems to be an unlimited future in truck farming for one who likes farming as a way of life but those who plan to enter the occupation now should seriously consider the following factors: Poor land tenure system prevailing in some sections of the islands, the keen competition furnished by mainland producers, and the present high cost of labor, water, equipment and materials. For crops that have little or no mainland competition, there is always room for one who operates a small farm near the market on an intensive cropping system. The crops grown include: Beans, beets, burdock, oriental cabbage, cucumber, daikon, dasheen, eggplant, ginger root, white gourd, lotus root, mountain yam, green onion, pumpkin,

(Continued on Page 217)



# Future Farmers of America

H. N. HANSUCKER

## About state F.F.A. bands

HENRY S. BRUNNER, Director National F.F.A. Band, The Pennsylvania State College, State College, Pennsylvania



Henry S. Brunner

THE greater part of the work in connection with a State F. F. A. Band is done before the band is assembled. The work done in rehearsals is important of course but it is intensive and is done rather quickly, whereas the business of organization, — selection

of the players, selection of the music, and the like—involves a great deal of tedious detail over a long period of time before the boys are brought together.

It will be possible here only to suggest some procedures and ideas. No one way could possibly be the right way in all situations. To be on the safe side only the methods and devices that have been used with comparative success will be presented.

### Selection of Personnel

It is necessary for the person organizing the band to have certain information about the boys available. It should be remembered always that two kinds of information are important: first, facts about ability on an instrument; and second, reliable recommendations about attitudes and willingness to work.

The accompanying form was developed for recruiting the First National F.F.A. Band and functioned rather satisfactorily.

This form was sent to all state supervisors with a request that through their teachers of agriculture they should secure information about the ten best players of band instruments in their state. Note that the request was for many more boys than would finally be selected. This is important so that there may be selection with respect to instruments, with respect to ability on particular instruments, and with some consideration for geographical distribution or local F.F.A. chapter activity.

The first letter of invitation should go out about six months before the band is to be assembled. Time must be allowed for detailed inquiry about certain instruments. For example, the boy invited to play bass drum should have a drum at least 30" in diameter and 14" or 16" deep. Or, such a drum should be made available for his use. A small bass drum such as is used in many high school or town bands will not support a large band properly. Similarly, cymbals will need to be of good quality and at

least 14" or 16" in diameter. No one can get a good effect with little tin pans. Any qualified band director knows these things and will give attention to them if sufficient time and opportunity is allowed in preparation.

Another reason for getting started early is to give the boys plenty of time to practice the music they are to play. It has been found advisable to send complete music for each boy at the same time the teacher is notified which of his boys have been selected.

Then, of course, a final check-up just shortly before the time of assembly is

1. Name .....	2. State .....
3. Post Office Address .....	4. Parent's Name .....
5. School .....	6. Teacher's Name .....
7. Instrument: The information in this section should be checked and certified by a music teacher.	
a. Kind of instrument, e.g., flute, clarinet, cornet, trombone, drum.....	
b. Pitch in which this particular instrument is played, e.g., B-flat, E-flat, F, C, or D-flat?.....	
c. Clef to which the nominee is accustomed, e.g., treble clef, bass clef.....	
Note 1. It is essential that instruments have tuning slides free and operable and that the instruments can be tuned to a standard pitch.	
Note 2. Drummers should indicate whether they play snare drum, bass drum, cymbals, tympani, or bells, and should give size and type of the instruments they have available, i.e., diameter and depth; street or concert, etc.	
Note 3. Bass players should indicate type of horn—straight, helicon, sousaphone, etc.	
d. Underline the term which most accurately describes the nominee's ability: (1) Excellent—1st chair calibre, (2) Good—can carry his part without help, (3) Average—“plays along.”	
Signature of music teacher.....	
8. Names of three most difficult band numbers played:.....	
9. How long has the nominee played this instrument?.....years. Private lessons.....years. Class lessons.....years.	
10. How many are in the section in which the nominee plays in his school or town band?..... Which chair does the nominee play? (check one) 1st....., 2nd....., 3rd....., 4th....., 5th....., other.....	
11. Names of solos played, if any: (or statement of experience which especially qualifies the nominee) .....	
12. Other specialties in which nominee can double:	
a. Drum major (state experience).....	
b. A string band instrument, e.g., guitar, banjo, violin, ukelele, etc. (state experience).....	
c. Vocal solos—give titles (state experience).....	
Verified—Correct and dependable.....	
Signature—Teacher of Agriculture.....	
Signature—State Supervisor.....	

Note 1. Each state is encouraged to submit as many as ten nominations for the National F.F.A. Band. Insofar as possible, at least two will be accepted from each state. State supervisors are especially requested to keep in mind that the best organization will be possible only if we can find boys to make a complete instrumentation. To that end the unusual instruments, i.e., piccolo, flute, oboe, bassoon, and E-flat Alto Horn, should be included in the nominations if any are available. This does not mean that you should not nominate your best trumpet, trombone, and drum players.

Note 2. Nominations should be returned to the State Supervisor, who will send them to Henry S. Brunner, Head of the Department of Agricultural Education, State College, Pennsylvania, not later than March 15, 1947. It will be understood that states that have not returned any nominations by that time do not wish to have representatives in the National Band.

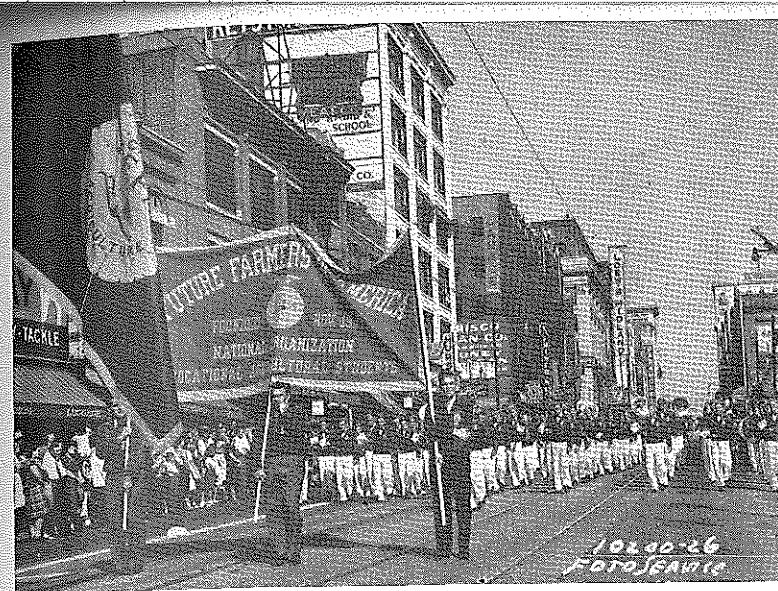
Note 3. As soon as the personnel of the band is selected, music will be sent to the individual boys. This will be done as quickly as possible to give the school music teachers a chance to work with the boys on their parts, and the boys themselves will have all summer to practice the notes.

Note 4. It must be assumed that every boy will know the music before he goes to Kansas City. Professional performance is not expected, but there will be no time for individual instruction on handling an instrument. The short time available for rehearsals will have to be devoted to interpretation of the music and to welding the band into a working unit.

Note 5. Members of the National Band will probably be requested to be in Kansas City by Thursday noon of the week previous to the National Convention, which will be held October 20-23, 1947. These boys will have to be directed by their state supervisors and their teachers just as state delegates are directed and sent to the National Convention. The rehearsals before the Convention will be most important. State Supervisors should understand that the boys for the band must be in Kansas City not later than the time set. Whatever rules for eligibility a state wishes to establish for its own candidates will be acceptable to the national organization. It would probably be desirable for the boys to meet a supervised farming program requirement, to have passing grades in school work, and, of course, to have the approval of parents and music teachers in the local schools. From the point of view of the National Band, it must be understood that the boys are members of F.F.A. in good standing, that they are willing to practice and learn the music, will answer correspondence addressed to them promptly, and will abide by the necessary rules for this group at Kansas City.

Note 6. Arrangements will be made for “sick call” twice daily. A Kansas City doctor will be retained for this purpose.

Note 7. The national organization of F.F.A. will carry insurance on the band instruments of all the boys while they are in Kansas City.



National F. F. A. band leading parade at Kansas City during the 1947 convention.

necessary for the peace of mind of the organizer. Past experience indicates that there will usually be about a 5 per cent mortality from the original selections. Some system of last minute replacements can be set up, but it seems better to allow for these disappointments in the first place and invite a few more boys.

### Instrumentation

The organizer of a “recruited” band must be willing, of course, to use the material available to him. To the extent that it is possible it is always desirable to keep the instrumentation as near to the desirable standard of four clarinets for each three trumpets and two trombones. This ideal ratio, however, is very seldom available in a pick-up band. Of the 303 nominations for the First National F.F.A. Band; 83 were cornets and trumpets, 46 were trombones, and 47 were basses whereas only 25 were clarinets. The final selections for the National Band comprised the following instrumentation: 1 piccolo, 4 flutes, 2 oboes, 25 Bb clarinets, 1 alto clarinet, 2 bass clarinets, 8 Eb alto saxophones, 5 Bb tenor saxophones, 3 Eb baritone saxophones, 1 Bb bass saxophone, 18 cornets and trumpets, 10 alto and French horns, 14 trombones, 10 baritone horns, 10 basses, 4 snare drums, 1 bass drum, and 1 cymbals.

Often no such instruments as flutes, oboes, and bassoons will be available. There are seldom enough reed instruments to balance the brass available. It is well to take advantage of this situation rather than to be discouraged by it. Selections in which fanfares, trumpet calls, and brass effects can be used to advantage are the things to use.

Perhaps some mention should be made about the size of the organization. It is a mistake to attempt to make “a modest start” with a small group. Safety and “smoothing of the curve” of errors and omissions come with larger numbers. Even if not all of the 100 boys available have reputations as outstanding performers, if they are kept in tune they will help to carry a certain part of the load. It is also important to have a sufficient number so that some players, and good ones, can be put on the

“harmony parts.” This point is especially critical in the clarinet and cornet sections where the boys recommended for a state band are often the “solo” players in local bands and are accustomed to playing melody parts. They must be shown that the second and third cornet and clarinet parts are just as important to the band as a whole as are the melody parts—and frequently more difficult to play.

### Selection of Music

The important thing is to play only music that the group can do well. Exaggerate the dynamics, be careful about precisions in attacks and rhythm, and especially careful about accuracy in pitch and tune. Comparatively easy numbers played with consideration for these things will be much more effective than difficult numbers played poorly.

As specific suggestions, the two albums used for the National Band are recommended. *Everybody's Band Book*, published by the Jenkins Music Company of Kansas City, Missouri, contains a collection of easy marches which can be done in good bright military style. The *Birchard Band Book*, published by C. C. Birchard and Company of New York City, provides band arrangements for all the songs in the well known *Twice 55 Community Song Book*. Here the band will find music for *America*, *Star Spangled Banner*, and such numbers as are always in demand for program building.

### In Rehearsal

Because every director has his own system and way of approaching certain kinds of music, there is very little point in discussing techniques. The one single point which must be insisted upon (and which is most often neglected) is that time should be taken for correct tuning. The instruments must be in tune within sections and the sections in tune with each other. The finest individual performances are completely nullified if an instrument somewhere else in the band is playing out of tune.

Note that the “nomination information blank” for the National Band asked about the condition of the instrument.

It is well to have a music teacher's certification that an instrument can be tuned to a standard pitch and that tuning slides are free and operable.

Other things in rehearsal procedure are based upon the laws of learning and boy psychology with which teachers are familiar. Boys are willing and want to work hard. They must be kept working, but have the feeling that they are continuously accomplishing something. There is always the danger of the good players working until they are sick or develop sore lips. That must be avoided. As a general rule there should be at least 30 minutes rest in each two hours of rehearsal and seldom more than six hours of rehearsal a day.

### The Objective

Finally, the important over all consideration is that the boys learn to work together with regard for each other. Actually the musical accomplishment of the band is secondary to this spirit of working together, but will follow along with it as a matter of course. The end to be hoped for is that the members of the band become friends with a respect for each other and a respect for the work they are doing.

## Truck farming in Hawaii

(Continued from Page 215)

red radish, Chinese squash, watercress, and bean yam root. For crops that are in competition with imports from the mainland, the field is open to one who produces vegetables of superior quality, cuts cost of production and marketing, and grades and packs, not only according to present Board of Agriculture and Forestry standards, but attractively. These crops include: Broccoli, head cabbage, cauliflower, celery, lettuce, bell pepper, and tomato.

### Future Opportunities

Some land is being made available now, or will be in the near future, in areas where the climate is suitable for growing crops of high quality. The terrain in such as to permit the use of mechanical equipment, thus cutting the cost of production and enabling the Hawaiian truck farmer better to meet the competition from California-grown vegetables. A sound land tenure and cheap water rates should attract good farmers. If a sufficient number of ambitious young men decide to become truck farmers, Hawaii may in the future produce most of the vegetables she needs.

## Activities of Michigan Association

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Vocational Association. There is great need for mutual understanding and support to produce unified action in the many matters affecting the field of vocational education. We have just started to scratch the surface in the vast field of vocational training for the high-school youth of our state. If vocational education is to advance, we must march together, regardless of whether we teach agriculture, business, home making or industrial subjects.

Let's hear from other state organizations of workers in vocational education in agriculture.

