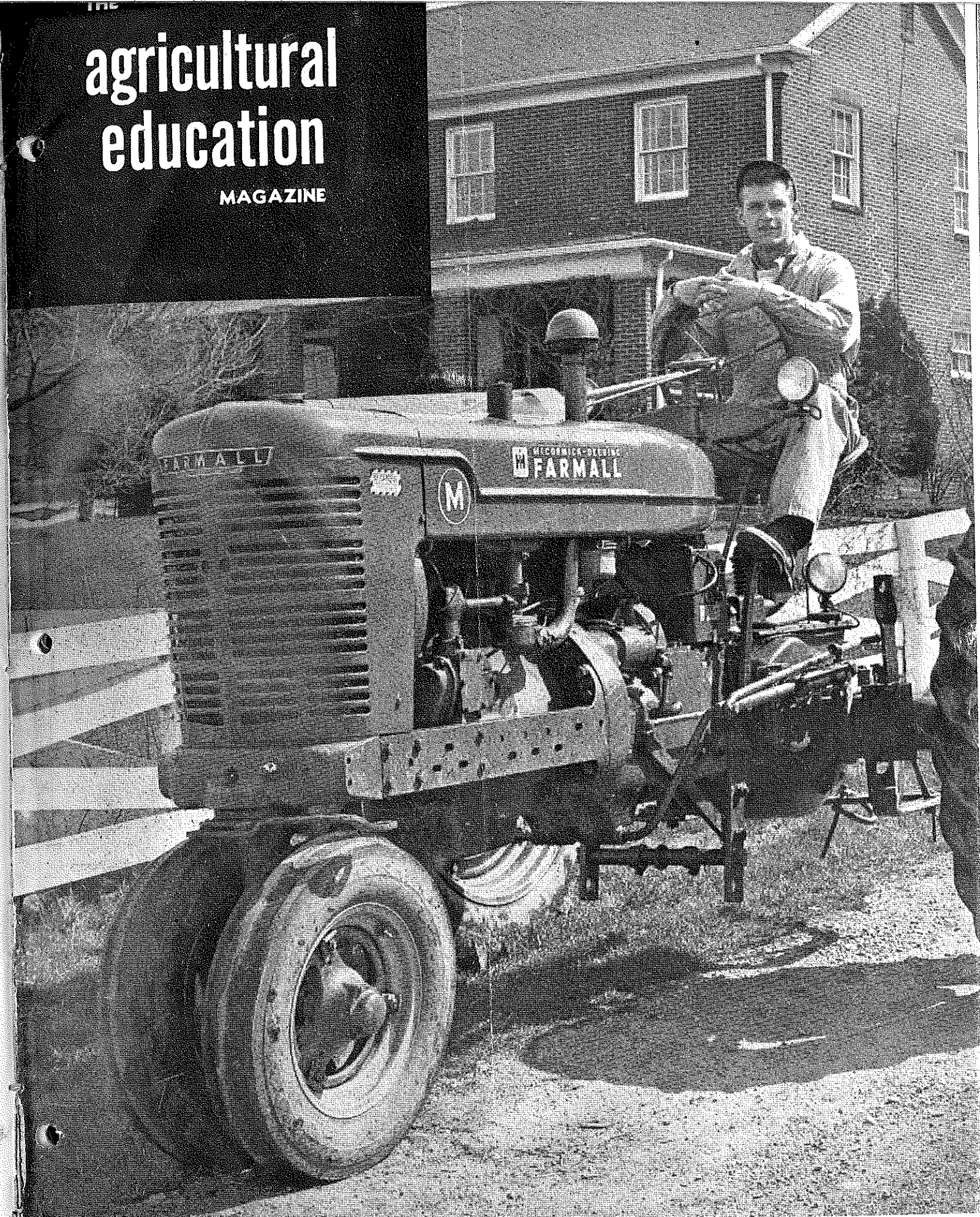


CARL C. CARAN
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agricultural education

MAGAZINE



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Editorial Comment

Suggestions for a beginning teacher



R. A. Manire

MANY departments of vocational agriculture are being opened this year, and you as a beginning teacher will be confronted with many problems for which "the answer is not in the back of the book." You will also find that some of the problems with which you will be confronted were not covered in your college course or, if they were, you were doing a little daydreaming and failed to comprehend the importance of the problems at the time. But since you are on the job, and on your own in many ways, such problems have a tendency to become more realistic, and no doubt you will be expected to do something about most of them. Don't get panicky and start traveling in circles, but sit down and seriously have a conference with the "new teacher" of vocational agriculture and ask yourself several questions. Your effectiveness as a beginning teacher is going to depend in a large measure on how well you answer these questions and what you do about them after you have made the decisions. No doubt you will come to the conclusion that there is no substitute for common sense, technical training, and hard work as contributing factors in a successful career as a teacher of vocational agriculture.

Now since you are in the community and have had a conference with the "new teacher of agriculture," and since you and the new teacher of agriculture are the one and the same person, and since you are very desirous of having the new teacher make good in your community, you should go into the superintendent's office and get acquainted with him. Indicate your interest in the entire school program for the community, and particularly your interest in the possibilities of a good common sense program of vocational education in agriculture. At this time indicate that you are going to need his help and advice in developing a program in the school and community in which you both are to serve, and in which each of you have responsibilities. At this time you and the superintendent or the principal should check the physical layout for the department, listing equipment, references, materials, and supplies on hand, and make a list of such additional equipment as is needed. You and your superintendent should determine what the budget for your department will be for the year. At this meeting it would be well to list and have an understanding as far as possible about the meetings, conferences, shows, and fairs that in the opinion of each of you would be conducive to a good agricultural program and which you expect to attend during the year.

Recognition of Superintendent

It is always well as a beginning teacher to remember that the person who can do the most for you is your superintendent and that your ethical standards must be such as to recognize him as the administrative head of the school, and that he is interested in your success, as he has been instrumental in your election to the position that you now occupy. Whether you know it or not, your own activities will influence the thinking and attitudes of a large number of people relative to the program.

After you have had a conference with your superintendent and have made a check on the physical setup for the department, you are in a good position to move out into the community to make your contacts and friends. As you are a new man in the community, it no doubt will be well for you to move with

some caution, keeping both eyes open, being on the alert for what you can hear, and rather closemouthed with your opinions and advice until you have made sufficient observations and certain deductions that will enable you to draw proper conclusions that will be of material assistance with such problems as the community may have.

In order to develop a long-time program of work and annual teaching plans, it will be necessary for you to make an over-all survey of your community to determine the types of farming common to the area, the common practices of the farmers, and make note of the strong points of the successful farmers; also such weaknesses as are apparent that can and should be corrected. After this has been done, it will be well for you and your superintendent to select an advisory committee representing a cross section of your community to assist in making a long-time program and annual teaching plans. After all, these people live in the community and have a surprisingly large amount of information involving many good things to do, as well as weaknesses to be corrected. Then, too, they are the people who are paying your salary and, if they have a part in the planning for the community, the program, no doubt, will be a better one. Furthermore, they will better understand the program, and will assist in interpreting and putting this program in operation.

Benefits Derived From Planning

Your program of work will not be perfect, but you will have a guide to go by and something you will want to change, and which will need to be revised even as you go along this year, but you will have some good signposts to guide you thru the year. The long-time program should be projected for at least a five-year period. You will not accomplish all you set out to do. Some of the items that you will include, you will not get around to doing and some, by the time you will have reached that place in your plan where you expected to do them, will appear insignificant or not quite worth doing at all. But after all, they have played a rather important part in your plans, and they are something to change and do better than you had originally planned. By having a long-time program you will be able to proceed in a systematic way, doing some of the smaller things in everyday farm living but "doing them uncommonly well." By so doing, you will be able to carry your community with you and, from time to time, roll your program's horizons back to take in new and better ways of doing a whole job.

You should not lose sight of the fact that you are teaching boys and men thru the medium of agriculture—and as economic conditions and agricultural situations change, you and your committee must be out in front anticipating such changes and making the necessary adjustments.

No doubt by this time, you are becoming anxious to get the boys of the community started off in a well-rounded program of supervised farming which, if properly launched, will involve the boy, the farm, the home, and every member of the family in a planning program that, if properly carried out, could and will be one of the most important experiences and activities that the whole farm family, and particularly the farm boy, has had an opportunity to participate. These plans and decisions can best be made on the home farm before school opens. What could be more interesting and challenging to a young teacher with a master plan for a better community than to take a wide-awake farm boy, the farm, the home, and the entire farm family, and start unfolding the plan and making it work thru men and boys who are to become interested, active participants, who are going to live in a different world? But they must understand that world. This all adds up to work, and lots of work, but what a challenge, and what a way of life!—Robert A. Manire, State Director of Agricultural Education, Texas.

Future Farmers of America

A. W. TENNEY

Some essential factors in F.F.A. public speaking

L. R. Humpherys, Teacher Education, Utah State Agricultural College, Logan

PUBLIC speaking is a major activity in the program of the Future Farmers of America on local, state, and national levels. By the process of competition and elimination, the outstanding speakers are selected in chapter, district, state, region, and national contests. In such a competitive program, the question arises, "What are the essential factors in an acceptable program of the Future Farmers of America?" This, in effect, is the question raised by every agricultural teacher and every participant in public speaking. This is the question which the writer raised with all Future Farmers who participated in the national public speaking contest from the years 1931-1943 inclusive. Some of the boys were overseas and not available for consultation.



L. R. Humpherys

Responses From Contestants

Responses were received from 23 out of 55 who participated during these 13 years. Of this number six received first, three received second, four received third, eight received fourth, and two received fifth places in the contest in which they participated. The opinions given by these boys are fairly representative of the whole period of time, and represent a good cross section of the thinking and judgment of Future Farmers from various parts of the United States and our territories. The responses to specific questions are interesting, helpful, and full of suggestions to teachers and prospective participants in public speaking.

How important is the title of the speech?

There is almost unanimity of opinion that the subject in a final contest should have "national interest and appeal." One caution, "The participant should not choose a subject in which he does not have a fundamental interest. It is wise to select several subjects that give promise, review the literature for the purpose of determining possibilities, and finally select a topic in which there is sufficient material for the preparation of the speech." Note other suggestions:

Choose a subject in which you are genuinely interested.

The subject should deal with problems of present agriculture.

Choose a subject on which there is a ready source of material for research.

Title should be ear-catching and reflect the contents of the speech.

The subject gives the first impression of the speech that is to follow.

Should be worded to command immediate attention.

Subject should be clearly stated and compact as possible.

Wording should arouse interest and curiosity.

Wording should be exact and express sincerity and authority.

How do you prepare your speech?

Read, read, and do copious reading, in effect, is the advice of many of these winners. A thoro and understanding knowledge of the subject is the first requisite for preparation of the speech. The library, current magazines, radio, specialists in the field, and general commentators, and other sources should be consulted. The researcher should take orderly notes, keep a record of references consulted, give credit for the source of all information thru a well-arranged bibliography. After the information is collected and thoroly organized, a *skeleton outline* should be made and then expanded into manuscript form. One orator made this observation, "It is better to have too much material than too little. The problem is to revise, revise, and work the manuscript over and over until it has good construction, is well co-ordinated, and comes within the time limit specified." The general sentiment is that too much emphasis cannot be given on the selection of words, phrases, and popular expressions. These additional suggestions are helpful:

When you are thoroly familiar with every aspect of your subject, the job of preparing it is more than half done.

Read all material available, take notes, prepare an outline of materials, and write the manuscript.

Contact neighboring farmers or anyone connected with agriculture for their experiences and point of view.

Preparing the Manuscript

In writing your manuscript, you may find the following outline valuable:

(1) the introduction, (2) the discussion, (3) the conclusion. The introduction should establish a problem, brief and to the point. The discussion should seek a

solution to this problem thru clear and effective explanations, illustrations, and proofs. The purpose of the conclusion is to summarize vividly, and try to stimulate the audience to action.

The speech will need to be rewritten 4 to 10 times before the initial contest.

Be well informed about the subject matter so that you can answer intelligently and interestingly any questions asked by the judges.

How long does it take you to prepare a speech for presentation in a contest?

A variety of answers were given to this query. One winner said, "I spent a year and a half on the preparation of my material." Another boy said, "I worked for the better part of two years before I was satisfied with a knowledge of the subject and my preparation." A majority of the boys said, in effect, that a year is the minimum for the proper preparation of a speech for a contest.

How close should a contestant meet the time specified in the rules of the contest?

Several boys reported they lost preliminary contests because they overran the time limit. One contestant said, "Careful check should be made on the time consumed in a practice presentation and a regular contest presentation. So often the two times differ." One young man indicated that it is better to have 10 seconds to spare than to go over the mark. Also remember to get your manuscript in on time. Other opinions make good reading:

The best loved and best remembered speeches of all time are speeches that were short and to the point.

Practice in Auditorium

Practice in a large auditorium; there is a tendency to talk slower in large places, and go over the time limit.

Competition is keen, every point counts, so stay within the time limit, but use all 10 minutes to good advantage. Never resort to "fill-in" material to take up time.

Many contests have been lost because of one factor—time!

What help should be expected from the school?

The responses to this question were varied. The majority of the boys feel that the participant should do his own research work, and make the first draft of his speech with a minimum of help from the English department. There is a feeling that, if the contestant understands his speech, he can make the proper preparation without too much help from the faculty members of the local high school. More specifically the boys say:

Do the actual work yourself, but it is perfectly permissible and even advisable to obtain help from other students and



Marshall Shirer, Newton, Kansas, national champion, 1946 F.F.A. speaking contest

teachers in the form of advice, suggestions, and criticisms.

He should expect a minimum of help, for it is in this manner that he will derive the most benefit from this speech.

There is no substitute for hard and continuous work on the part of the speaker himself.

He should have his speech corrected by an English teacher and an instructor of agriculture, and should practice with a teacher from time to time to get word emphasis, stage presence, gestures, etc.

He should be afforded an opportunity to deliver his speech before every available group in school.

School help is advisable only on delivery, diction, and stage presence.

If the work is not his own, he will not be successful in answering the questions of the judges.

How much practice is desirable in appearing before the public?

On this question some were rather brief in their suggestions, others were very pronounced in what should be done. Many agree that if you want to learn how to speak, provision must be made for practicing. One boy urged that the participant should take every opportunity to appear in public and make speeches both prepared and extemporaneous, and be given the privilege of answering questions that may be asked. Much help is given in the following suggestions:

Self-confidence is all important, and can be gained only thru practice before audiences.

Speaking requires—even demands—practice and more practice.

Experience is the only true teacher.

Each appearance before the public makes the next appearance much easier.

Each time he gives his speech to a different group, he will be asked different questions. Having this practice will give him complete assurance that he has everything under control.

He should have practice speaking before a large audience using a microphone to meet the conditions under which he will speak at a national contest.

Any audience is a potential training ground.

Since this is a memorized speech, practice it until it becomes part of you and loses its memorized appearance. This can be overdone in spite of its importance, because the boy may have a tendency to give a memorized speech like a jingle.

How important is personal appearance?

Possibly less was said on this factor than any other factor, yet there is general agreement that personal appearance is important. It is interesting to note some of the observations that were made on this point:

I practiced each day for a month before a full-sized mirror to see what kind of a fellow I was. This was very helpful in giving me a picture of how I appear before an audience. Such a procedure helps one to eliminate awkward movements, develops freedom, and that convincing look that makes a hit with the judge.

I was careful to wear a suit of clothes that was becoming to my complexion.

The proper haircut makes a difference in the dignity and the personal appearance of the individual.

You've got to win the judges. Personal appearance plays its part.

Before the contest, engage in some activity which will take your mind away from the speech.

Develop freedom of movement.

Don't saw the air when you talk.

Will you feel free to make other suggestions?

It is interesting to note that nearly every participant sounded some special note of warning. These suggestions are

characterized with a seriousness that is impressive. They give you the picture of a father telling his boy what to do.

These suggestions seem to stand out. Here they are:

Be sincere; speak from the heart, as tho the fate of the nation depended upon the proper solution of the problem being discussed.

Be enthusiastic; vitality and pep are most contagious.

Be natural; it is commonly recognized that a bombastic style is obsolete and ineffective.

Be confident that you have a vital message, and that no one can deliver it better than you can.

Believe in your speech and in yourself. You have something to tell them, something they want to hear and know, put your life into that speech. Nothing will give it prestige like your own enthusiasm.

Believe in what you have to say, and say it with deep sincerity. Then practice and practice.

Relax, think clearly, and talk naturally. After all, how many people in that audience know as much about this subject, and can talk about it as you can?

Speak distinctly, in well-moderated tones, and loud enough so all can hear.

Know your subject thoroly, do your own work, be original, and above all, refuse to become discouraged.

Use your own words; use quotations only as a point of illustration, and refer to them as such.

Talk to the judges after each contest, and ask for criticisms.

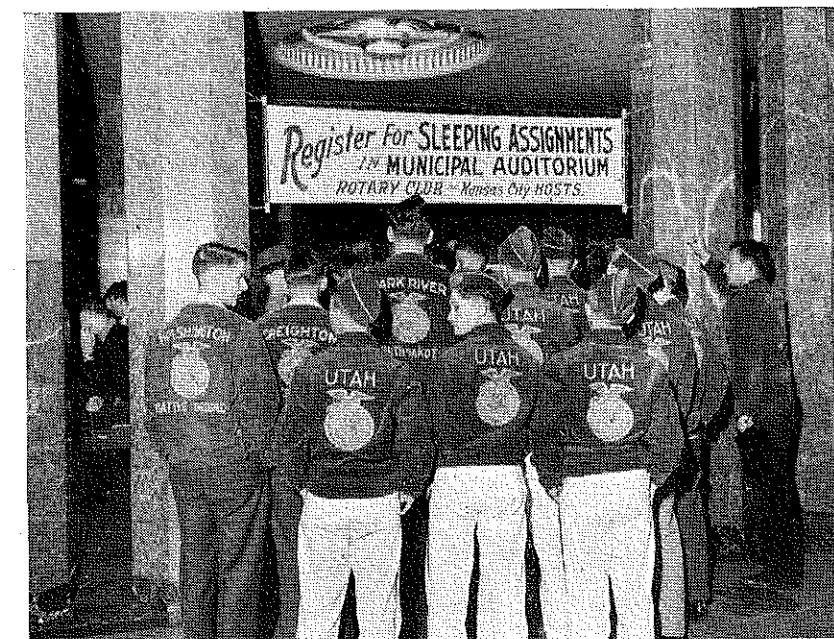
Continue practicing and reading until the end of the contests.

Never be satisfied with your manuscript or method of delivery, keep working to improve both.

Take at least one year of dramatics, or a class in oral expression.

Know the technique of the artists, master the rules of good speaking.

(Continued on page 66)



Delegates registering for sleeping assignments at the national F.F.A. convention in 1946

The F.F.A. program of work; a device for developing unsound thinking habits

C. E. Rhoad, Teacher Education, Ohio State University, Columbus

IF GOOD habits of thinking result in conclusions that are clear, definite, and usable, then one look at either the national program of work or any of our typical state or chapter programs justifies the title of this article.



C. E. Rhoad

This is not a quarrel with the general and specific objectives of the F.F.A. organization, but it is a challenge to all concerned to be realistic in the setting up of the "ways and means" of arriving at those objectives.

I. Typical "Program of Work" Items

In order to illustrate the common errors found in programs of work a few examples are shown here with the specific questions that they raise.

Items from the national F.F.A. program of work:

"Urge treatment of seeds" (How?)

"Every chapter member to increase the size and scope of his investment" (A national association activity?)

"Chapters assist in farm machinery repair" (Isn't this classwork?)

"One hundred percent membership in F.F.A. of boys enrolled in all-day classes" (A goal—not ways and means)

Items from typical state F.F.A. association programs of work:

"Provide shop courses for farmers"—North Atlantic Region (Does the F.F.A. hire teachers, provide shops, set up courses?)

"Use improved breeding practices"—North Central Region (An F.F.A. activity?)

"Each chapter to have instruction in parliamentary procedure at least five meetings during the year"—Southern Region

"Advisers encourage members to keep accurate records of savings and investments"—Texas (Isn't this a goal?)

"Expand supervised practice beyond normal increase"—Western Region (Isn't this an individual member responsibility?)

Items from typical local chapter programs of work which are ample proof of the influence of the national and state programs:

"Adviser to confer with boys and parents" (Would he stop conferring with them if there were no F.F.A.?)

"Encourage better scholarship" (How do you "encourage" someone?)

"Devote class time to study of certified seeds" (Does the F.F.A. operate Vo-Ag classes now?)

"Each member to select and adopt im-

The accompanying article by C. E. Rhoad includes criticisms of inconsistencies common to F.F.A. programs of work. The criticisms by Doctor Rhoad are intended to be constructive. Reader reactions to his statements will be appreciated.—Editor

proved practices" (How does the chapter accomplish this?)

II. Weaknesses of Programs of Work

A study of the above items will reveal several common weaknesses. They are summarized here. Check the preceding paragraphs and you will find them as follows:

A. Inclusion of "goals" under "ways and means"

B. Indefinite statements that can neither be executed nor measured

How does the organization "urge" someone?

What is meant by "encourage"?

Shouldn't ways and means tell "how"?

C. Inclusion of activities not apropos the level of the program being planned. (Individual member activities are paraded as state association "ways and means,"—state association activities are included in the national program, etc.)

D. No distinction between duties of the teacher of vocational agriculture and the F.F.A. as an organized group!

"Adviser to visit boys and parents"

(This was a regular duty of the teacher long before the establishment of the F.F.A.!)

III. How to Remedy the Situation

Advisers are primarily responsible for the F.F.A., therefore advisers on all three levels can see to it that programs of work meet the following specific standards "before" they are approved and adopted.

A. "Goals" and "ways and means" to be distinctly separated and properly listed

Don't we as educators know the difference?

B. Include only items under "ways and means" that can be carried out and are specific enough to be measured

If the meaningless terms such as urge, encourage, and assist were struck from the ways and means column, the national program would have just 33 items left in it.

Take your own program of work—look at almost any "ways and means" item and ask the question, "How will the organization carry out this activity in order to accomplish its goal?" If you do this, you will run into a blank wall that gives practically no evidence of real thought and planning on the part of those who placed that item in the program.

to those activities to be carried out by the group that adopts it. The national program to contain only national organization activities. The state program to contain only state association activities and chapter programs to contain only chapter activities.

D. Avoid including duties of the teacher in chapter programs. Let the organizations plan and take credit for only those activities for which they are responsible.

IV. Results of a Realistic Program

If these four standards are met, F.F.A. programs of work will become less bulky and less confusing. The omission of the present lead of "chaff" will challenge F.F.A. officers and members to study their programs carefully and come up with some real activities that will improve the entire organization. We suffer daily from the sin of omission because as soon as the present programs "look full" everyone relaxes, thought ceases, and the program is considered to be complete.

An inspection of the 140 items on the national program of work shows that a total of nine would remain if they were expected to meet the four standards just set up. Is this the product of careful boy planning? They learn what they practice! State and local programs are equally bad. Particularly for us in vocational education who pride ourselves on the specific practical nature of our work, the present programs of work on all levels are a national disgrace! Can we as educational leaders make the building of F.F.A. programs of work a real experience in reflective thinking and democratic procedure for our F.F.A. members? Yes. Will we do it? I wonder!

Please be assured that this article is written as a sincere attempt to help our F.F.A. become the really great "educational" organization that it is capable of becoming.

Factors in F. F. A. public speaking

(Continued from page 65)

Listen to capable speakers, study the reasons why they are good, and list words which are commonly mispronounced or spoken indistinctly.

Success demands work. Whether honors are won or not, each fellow achieves personal development according to the effort he puts forth.

There is no real loser in a public speaking contest.

Not everyone can become an immortal orator, but anyone can become a good speaker.

One is impressed with the dignified, straightforward answers to the questions raised and with the frankness and apparent maturity of thought given for the benefit of "Future Speakers." They reflect the spirit of service and cooperation that characterizes the whole organization of the Future Farmers of America.

F.F.A. leadership conferences in Michigan

Carl Gilmore, Former Graduate Assistant, Michigan State College

F.F.A. members in Michigan are receiving an ever-increasing amount of training from leadership conferences. Representatives from approximately 70 percent of the chapters of the state were known to have members who attended such conferences during 1946-47.



Carl Gilmore

Realizing that these conferences have similar objectives, a study was made of the organization and activities of these leadership conferences. The advisers responsible for planning of conferences were asked to make suggestions as to means of improvement of the program, in addition to responding to a check list. A few of the outstanding points and suggestions made are presented herewith.

Committees for planning the leadership conference program consisted of either advisers, or advisers and F.F.A. members. One adviser planned the program for one conference from suggestions of other chapters.

Half the conferences used a combination of committee meetings, general assemblies and officer sectional meetings as means of carrying on the program. The others were equally divided between use of officer-sectional meetings or sectional meetings in conjunction with committee meetings. The programs were centered about the problems involved with planning of programs of work and training of officers. Half the conferences employed demonstrations of either opening and closing ceremonies, conferring of degrees, or of parliamentary procedure as aids in the educational program.

Opening and closing ceremonies were used at all conferences but two. Half of

those reporting had a composite of officers from several chapters, while the remainder equally used district officers or a team of officers from one chapter.

The conferences varied greatly in length. One was held for an afternoon, three for an afternoon and an evening, five for a complete day, three for two days, and two for three days. Seven conferences made no limitations on the number attending, while two limited attendance to officers only, four to selected representatives, and one stipulated a maximum of 10 per chapter and the adviser.

Half the conferences had meals served by the host chapter while three were served by a fixed camp unit. Evaluation was made at nine of the conferences: three by advisers, three by advisers and F.F.A. members, two by advisers and a state supervisor or teacher-training representative, and one by F.F.A. members.

Advisers' Suggestions for Improvement

Half the suggestions for improvement made by the advisers were concerned with the conference programs and general items of conducting the conference. There was an expressed need for more state F.F.A. leaders to attend. It was felt there should be organized fellowship and social periods with good talent taking part; that there should be training to be better officers, but other members should be considered also; that there should be a formal presentation of pins for at least a few of the members; that there should be no mass initiation to degrees but perhaps one candidate from each chapter; and that the sessions should be short and interesting.

It was suggested that officers should know the opening and closing ceremonies and that all members should be accompanied by an adviser or adult. Advisers attending conferences of less than

(Continued on page 73)

Wyoming chapter acquires a farm

THE Robert D. Carey Chapter of Future Farmers feels that it is one of the most fortunate chapters in the United States.

The chapter, thru the Converse County School Board, has obtained 80 acres of good irrigated farm land, 80 acres of pasture, and 14 buildings. All this was obtained from the War Assets Administration at 100 percent discount for educational purposes. The land and buildings obtained by the chapter were a part of the former Douglas Prisoner of War Camp, which was vacated by the Army in 1945.

The school board, realizing the difficulty of the chapter itself to start farming with the limited funds available, has generously appropriated \$5,000 for the first year. This money has been used to buy machinery, seed, and fertilizer for the farm.

To Be Used for Cooperative Projects

The chapter will build up its financial standing by carrying on chapter cooperative projects on the farm. The chapter is now carrying a swine project. The members voted to buy a registered Duroc Jersey Gilt from Colorado A. & M. It was purchased on February 25, 1947, and farrowed eight pigs on March 19, 1947. The gilt was purchased by the chapter with bonds purchased during the war.

Work already done at the farm by chapter members includes the remodeling of one barracks into a permanent farrowing house. One of the larger barracks was torn down to build a permanent home for the instructor of agriculture.

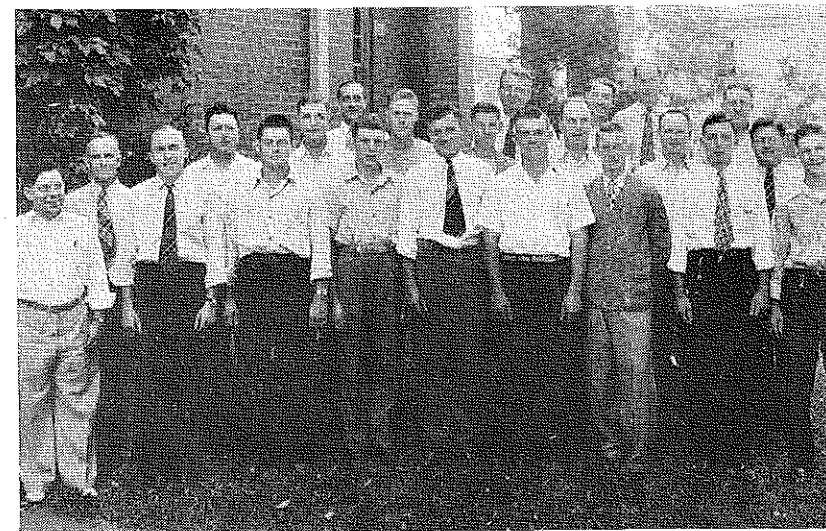
We also made a soil profile survey in order to establish a successful irrigation system.

One large building on the farm will be turned into a classroom and shop. We will be transported from school to the farm on a bus. The farm is located about 1½ miles west of Douglas.

So far, we have been successful in purchasing a model M. Farmall tractor, tandem disk, tractor-cultivator, power mower, roll-over type two-way plow, and an Evcry-man land leveler, all of which are new.

Part of our farming plans for this year include experimental tests of hybrid seed corn, which will cover 12 different varieties. We also plan to test new varieties of certified small grains, and two different kinds of segmented sugar beets.

The advantages of this farm to the community and the chapter are numerous. Boys living in town will be able to carry a project on the farm. A classroom and shop on the farm will offer many advantages over those in town, as we will be able to carry on actual tests, experiments, and observation.—State F.F.A. News Letter



Each year the student officers and adult leaders of the Wisconsin Association F.F.A. conduct a series of leadership conferences for officers and delegates of local chapters

Agricultural economics in the teaching of vocational agriculture

C. F. Sarle, Bureau of Agricultural Economics, U. S. Department of Agriculture

THE teacher of vocational agriculture is in a highly strategic position today to render American agriculture a tremendously important service. Many future farmers, high-school students, and veterans are in his hands and looking for expert guidance. Perhaps so important a responsibility and opportunity has never before existed for any professional group. How this responsibility is met may determine whether his students will look back upon their training with gratitude or bitterness. The key to this lies in the content and emphasis of the instruction provided by the teacher.

The future success or failure of many students of vocational agriculture will depend in large measure upon whether they are taught how to *maximize profits and minimize losses in farming*. The farmer needs training in agricultural economics in order to operate his farm business successfully with his resources of land, capital, labor, and aptitude. In view of the current economic outlook, it may be that with his resources he should not plan to own a farm, but should start as a renter or even engage in some other occupation than farming. Perhaps he would do best as a part-time farmer, with the farm providing a home, some degree of security, and profitable employment for himself and family over and beyond the 40 hours or more per week that he spends working for someone else.

An appraisal of individual resources and aptitudes should be made early in the period of instruction, especially with veterans, in order that the teaching can be intelligently "individualized" to meet the needs of each student.

Significance of Land Values

The most important current economic fact to bring to the attention of students of vocational agriculture at this time, especially the veteran, is the rapid and spectacular rise in land values during the last eight years. Farm-land values are 92 percent above 1935-39 average. This country had the same experience during and immediately following World War I. Land values rose in both periods because of the decided rise in the cash farm income of American farmers.

We all know what happened beginning with the early 1920's when cash farm income dropped sharply and continued at a low level for nearly two decades. Hundreds of thousands of farmers who bought into farming during the period of high

land values and high agricultural prices either "went broke" and had to start over, many of them in some other occupation, or managed to eke out only a bare existence on the farm. Anyone who began farming since about 1932 did not have this experience because he bought into farming when land values were low, and has had all of his experience in farming during a period of generally rising land values. Our present generation of young men who want to farm must be taught these economic facts of life, as well as how to produce efficiently. Neither can be neglected.

Individual Situations

In practically every group of students of vocational agriculture, there will be a wide range in the resources available to individuals and in their aptitudes and interest in farming. Some may have a good farming business to take over and operate either alone or in partnership with parents. The others should go slow in investing their capital in farm land unless they are in position to be practically free of debt and are prepared to weather several lean years. It is an old and well accepted axiom to "never underrate the strength of the enemy." To do so is to invite disaster.

The land-value situation is just an illustration of one phase of agricultural economics and an extremely timely one, too. Agricultural economics is a broad field which includes farm management and planning, economic and weather risks, behavior of prices of farm products and marketing, and related subjects.

Economic conditions are continually changing. A farmer should become familiar with the economic forces which are *beyond his control*. He should be in position, with expert assistance from the agricultural college and the Bureau of Agricultural Economics, to predict, insofar as possible, the direction and extent of future changes in these economic forces. His farming operations should be adjusted accordingly. This means that he should understand such fundamental economic phenomena as general price level, inflation and deflation, business recession and recovery, and how they affect farm-land values and rents, farm wages and other production costs, prices received and paid by farmers, and the net farm income of farm operators.

If he is to maximize profits and minimize losses, he must choose a profitable

combination of farm enterprises and make adjustments among these enterprises from time to time. In order to do this he must know the behavior of the prices of individual farm products and how to anticipate them. He must know the weather risks in his area and how to produce most efficiently. He also should be aware of the trends in production in competing areas, or at least know how to find out about such things.

Furthermore, the future farmer requires training in the marketing of farm products, comparative costs of alternative methods of marketing, the marketing channels utilized by farmers in his locality, type-of-farming area, state, and even in competing areas where his products are grown for sale. A study of marketing also includes a consideration of farmers' cooperatives for both selling and buying and the organization and functions of the major central markets.

Other economic and related topics include property, life and accident insurance, farm mortgage and production credit, tenure arrangements and rental contracts, government controls and subsidies. I know from experience that farm boys of high-school age and their fathers can become intensely interested in agricultural economic problems, especially as they relate to the operation of their own farms and farms represented in the class.

A program of instruction as outlined above appears somewhat overwhelming at first glance. In order to teach agricultural economics in terms that can be readily understood by the vocational student, it should be taught along with other agricultural subjects thruout the full course in vocational agriculture.

Agricultural economics is not an easy subject to teach effectively, and probably some teachers of vocational agriculture are less prepared in this field than in other agricultural fields. Consequently, they will require more assistance in planning and carrying thru a program in agricultural economics than in most other subjects. There are a number of state and federal agencies in each state that could contribute significantly to the success of carrying out a practical and effective program in this field. In addition to the Land-Grant College they include the agricultural statistician's office of the Bureau of Agricultural Economics, the section or climatological center of the Weather Bureau, Farm Credit Administration and others. Each of these agencies can play an essential part.

Curriculum in Agricultural Economics

1. *Behavior of Prices*: Farm boys can become as interested in keeping charts of the current prices of farm products grown and sold in their locality as in livestock judging or other projects that involve field trips. The step from these price charts to an understanding of what causes changes in prices is an easy step to take. The instruction in price behavior might start with the daily prices of farm products that are grown and sold in the type-of-farming area where the school is locat-

ed. The market page of the metropolitan newspaper that has circulation in the area might be a source of the daily prices of such agricultural products. The local market prices of farm products by states, published each month by the Bureau of Agricultural Economics, can be used to present both the seasonal behavior of certain prices such as eggs, butterfat, hogs, and also the long-time behavior of the prices of all important farm products. The somewhat cyclical behavior of the prices of cattle, milk cows, and hogs can be readily shown by these monthly price data.

There is a great deal of highly useful information on the behavior of the prices of farm products and price analysis that with some close work, can be simplified and presented for use by students of vocational agriculture. The basic principles of how production, current supplies, prospective production and demand affect the prices of agricultural products have been pretty well developed. These principles concerning price behavior would provide the future farmer with an *awareness* of these economic forces over which he has no control and give him an appreciation of their importance in planning his future farming operations. He also would know *where to turn for expert opinion* on such matters—The Outlook Reports of the Bureau of Agricultural Economics and the state agricultural colleges.

2. *Planning and Management of a Farm*: First step in teaching farm management is to train the student in visualizing the home farm as a going and changing business concern. If the student is a town boy, he should by all means make arrangements to be closely associated with and work for a good progressive farmer in order that he too may have a "home farm" where he can gain experience and keep farm business records. He must be taught the basic principles of profitable farm management in his area.

Significance of Records

At the beginning of the first year the student should start with a *quantitative* description and analysis of the home farm as a business concern. This can be had only thru the keeping of farm records. These records will be of value to him, the class, and the instructor. This description and analysis of the operations of the home farm of the vocational student would be evolved slowly over a period of several years. With adult classes the record of the home farm should be developed much more rapidly. By the third year the student would be in position to keep a rather complete set of books on the farm business. He would be able to determine farm expenses, gross farm income, net farm income, changes in inventory values and would be able to keep enterprise costs and income records.

With these records the student would be in an excellent position to analyze the farm business as a basis for *planning* the next season's operation *in light of the Outlook information*. Furthermore, record-

keeping and analysis of the farm business by the boy in cooperation with his father tend to establish a rapport between father and son that leads naturally into a father-son partnership. Objective facts form the basis for healthy discussions of alternative future plans for operating the farm. Psychologically this condition might well tend to minimize the accumulation of mutual resentments that so often result in the son leaving the farm.

3. *The "Agricultural Pattern"*: The student should be able to compare his own farm and the farms represented in the class with the general agricultural pattern in the type-of-farming area in which the school is located. He should know how other farms are organized, the various combinations of farm enterprises that together form the farm business on small, medium sized, and large farms, and on farms of various types.

4. *Climatic Risks and Weather Probabilities*: The business of farming is subject to many hazards and risks. These risks are not all economic. The farmer can protect himself and his family against only a few of these risks by insurance. By knowing what the weather risks are in terms of calculated probabilities he can plan his farming operations such as time of planting in the spring, the selection of crops or varieties of crops in such a way as materially to minimize losses due to weather. The student should know what these weather risks are for the area in which he lives in order that he may plan his farming operations accordingly.

5. *Marketing of Agricultural Products*: Instruction in marketing would start with a survey of the local marketing outlets for commercially grown agricultural products. This should be done to determine to what extent the various marketing channels actually are used. Usual marketing channels include sales direct to consumers or processors, thru farmer cooperatives, or to local buyers and truckers.

J. H. FOARD

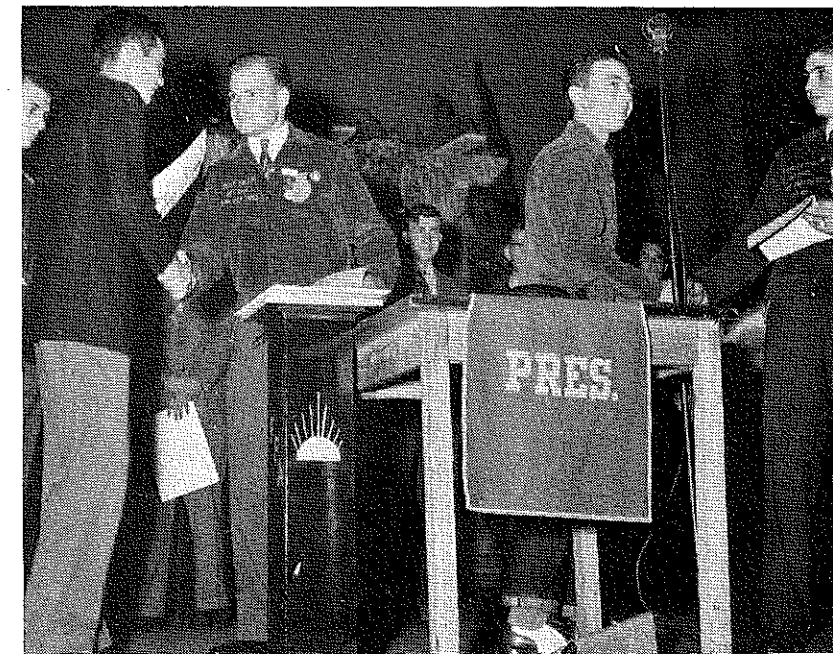
Mr. J. H. Foard, state director of agricultural education in Missouri, died of a heart attack on September 18, 1947. Mr. Foard had presided over a session of the annual state conference for teachers of vocational agriculture at Columbia and was visiting in the evening with friends at his hotel when stricken.

Mr. Foard came from a family of school people and had taught vocational agriculture for twelve years before becoming attached to the State Department of Education in 1941. He was a member of the committee on national contests for students of vocational agriculture and was chairman of the committee for the national F.F.A. livestock show held during the F.F.A. convention at Kansas City.

Mr. Foard is survived by his widow Mrs. Gladys Foard, a daughter, Sherra Do, a son, Edward Lee, his parents, Mr. and Mrs. E. T. Foard, a brother, who is a teacher of vocational agriculture, and a sister.

Some products are trucked by farmers to more central markets. Others are sold in carlot shipments on consignment or otherwise. Some are utilized on the farm. Consideration would be given to marketing costs by different channels and to grade and quality differentials.

6. *Other Agricultural Economic Problems*: There are other economic and business problems that should be taken up with the student of vocational agriculture. They might include (1) how farms are sold, including sales contracts and financing; (2) rental agreements and contracts; (3) farm mortgage and production credit facilities available in the area; and (4) insurance, including property, life, accident, and sickness.



At the national convention—Bob Bates, chapter president, receives the Gold Emblem Award for his Norman, Oklahoma, chapter from Cliff Bailey, the national second vice-president

Farmer Classes

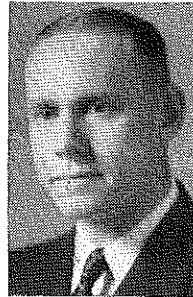
J. N. WEISS

R. B. DICKERSON

Evaluating outcomes of instruction in school-community canneries

Glen C. Cook, Teacher Education, Michigan State College, East Lansing

THE primary objective of adult education in agriculture is to develop abilities which will contribute to the primary aim of vocational agriculture, *To train present and prospective farmers for proficiency in farming and improved farm family living.* In formulating the objectives for the instruction in school-community canneries the major objectives for vocational agriculture should be kept in mind and those objectives formulated which will contribute to the broad program in vocational agriculture.¹



G. C. Cook

The writer has developed a suggested plan for evaluating outcomes of the instruction in school-community canneries because of the following reasons:

1. His special interest in adult education
2. The need for a plan to follow in evaluating outcomes of the instruction in school-community canneries. This is especially important in order that an effective training program be developed rather than merely a service program

¹Educational Objectives in Vocational Agriculture, U. S. Office of Education, Vocational Division Monograph, No. 21, 1940, p. 3.

3. There have been very few materials published to date pertaining to the evaluation of the instruction in school canneries.

In planning for an evaluation program specific objectives should be formulated for the instruction. These objectives should be stated in terms of needed student abilities to be developed and be so stated as to make evaluation possible.

The outcomes should be evaluated in terms of the objectives formulated. These outcomes should be carefully analyzed to determine the types of evidence which indicate that the objectives are being realized. Methods should be developed for securing evidences which reveal the degree to which the outcomes are attained.

In developing a suggested plan for

(Continued on page 73)



Evaluating outcomes of the instruction in the school-community cannery is an important activity in determining the effectiveness of the instruction. A group of Michigan special teachers and local supervisors enrolled in a workshop are shown evaluating products canned in their local centers. This workshop was conducted by the writer, a state supervisor of vocational agriculture, and a state supervisor of home economics

A Suggested Plan for Evaluating Outcomes of the Instruction in School-Community Canners

Objectives of instruction in school-community canneries in terms of outcomes to achieve	Some kinds of evidences which indicate that the objectives are being met	Methods and devices for use in collecting evidence which will reveal that the objectives are being achieved
<p>I. <i>To develop abilities to produce high-quality farm products efficiently for canning</i> It would be desirable to have the members of the class set production and quality goals for the different enterprises</p>	<ol style="list-style-type: none"> 1. The use of new and approved practices in producing high-quality farm products for canning 2. Increased yields of crops and increased production of livestock used for conservation purposes 3. Increased farm income 4. High-quality products are produced 	<ol style="list-style-type: none"> 1. a. Check list of approved practices made by the class members during discussion class meetings. Have members check the practices they have adopted for the first time and give to the teacher b. Individual farm visits to observe approved practices adopted and results obtained c. Tours in which the class members visit farms of the different members to observe and discuss results from changed practices d. Individual conferences with class members other than those on the farm e. Photograph of approved practices being used 2. a. Records kept. Each member of the class should be encouraged to keep a record of all products including those sold and those canned or otherwise used at home. These records should be inspected by the teacher and discussed with the class member, noting completeness, accuracy, and productive efficiency b. "Testimonial meetings" encourage members to report on results being obtained from use of approved practices c. Photograph of this year's and previous years' crops or livestock 3. a. Farm records. Observed by the teacher and/or the supervisor and discussed with class members during individual farm visits 4. a. Examination of products by class members and teacher

II. *To develop abilities to select high-quality products for canning*
Goals may be set by individual members or by the group as to the quality of products they will produce

III. *To develop abilities in cooperative activities involved in securing and processing food for family use*
Families should be encouraged to plan and to work together in getting an adequate food supply processed to meet farm family needs.
Goals may be set for the kinds of cooperative activities to be developed

IV. *To develop abilities to use effectively the equipment in the school cannery*

V. *To develop abilities to effectively can products in the school cannery for home use*

VI. *To develop abilities which will result in meeting the nutritional and dietary needs of the farm family*
Goals for each of the different kinds of products to be canned should be set by each family.

<ol style="list-style-type: none"> 1. Products are harvested at the right stage of development for canning 2. Products are harvested just prior to the time of canning 3. High-quality meats are brought to the cannery 	<ol style="list-style-type: none"> 1. a. Personal testimonials b. Personal observations by the teacher and/or the supervisor in the cannery and/or on the farm 2. a. Family groups should be encouraged to work as a unit in the cannery and their cooperation noted by the teacher b. Photographs may be taken of individual families working as a unit 3. a. Personal observation by the teacher b. Photographs may be taken of members working together 4. a. Conferences with members of the class to discuss the advisability of purchase for canning and the products to be purchased, costs and the like b. An examination by the teacher of the products purchased cooperatively c. Testimonials of purchasers d. Purchase sales slips 5. a. Photograph of cans purchased b. Purchase slips c. Cartons of cans d. Records kept in the cannery 6. a. Buildings and other facilities provided by the group b. Photographs of buildings and equipment purchased cooperatively 7. a. A canning fee per can is charged b. A membership fee is charged
<ol style="list-style-type: none"> 1. Interchange of products between families for canning 2. Family group working as a unit in the cannery 3. Members of different families working together in the cannery 4. Cooperative purchase of products to be canned. (Products which cannot be grown locally may be purchased for canning.) 5. Cooperative purchase of cans 6. Members provide facilities cooperatively 7. Instructional costs partially met by members 	<ol style="list-style-type: none"> 1. a. Observation of members using equipment in the cannery. All members should be encouraged to go thru all the steps in canning their products and to use the equipment properly under the supervision of the teacher b. Photographs of members using the equipment c. Performance tests 2. a. Examination of the canned products by the teacher to see if the cans are properly sealed 3. a. Personal observation of teacher b. Personal conferences with individual member c. Photographs of individuals reading charts d. Individual testimonials 4. a. Performance tests b. Personal observations by the teacher 5. a. Testimonials of members b. Observation by the supervisor
<ol style="list-style-type: none"> 1. Participation in use of equipment by individual members 2. Tin cans are properly sealed 3. Individual members follow steps listed on charts which are placed at appropriate places thruout the room 4. Individual members follow safety measures in using equipment 5. The teacher gives demonstrations on the proper use of equipment 	<ol style="list-style-type: none"> 1. a. Observations by the teacher. Each member goes thru all the steps in canning under the close supervision of the teacher b. Photographs of canning activities c. Testimonials 2. a. Observations by the supervisor b. Testimonials by the class members 3. a. Personal conferences between teacher and class member b. Testimonials 4. a. Personal observations by the supervisor b. Testimonials by class members and the teacher 5. a. Examination of contents of canned products b. Visits to homes. Canned products observed and examined c. Testimonials of individuals 6. a. Examination of contents for such characteristics as color, consistency, fullness of can, taste attractiveness, keeping qualities and the like 7. a. Examinations of contents and cans used
<ol style="list-style-type: none"> 1. Members go thru all steps in canning their own products 2. Teacher demonstrations pertaining to the different steps are given previous to the time of doing by the members 3. Class members follow charts listing recommended procedures 4. Frequent group discussions are conducted by the teacher 5. A minimum amount of spoilage of canned products is evident 6. Members can a high-quality product 7. Member use suitable cans 	<ol style="list-style-type: none"> 1. Products canned meet nutritional and dietary needs of the family 2. An adequate supply of food is canned to meet family needs 3. An improved family living insofar as nutritional and dietary needs
<ol style="list-style-type: none"> 1. a. Inventory of products canned as revealed in the family records in the cannery b. A check list of food items is checked by each family to indicate the kinds and amounts of each item needed to meet nutritional and dietary needs of the family for one year. As the products are canned a record is kept of the kinds and amounts of each c. Personal conferences with class members d. Personal testimonials e. Photographs of canned products 2. a. Personal observation b. List of canned products checked with required list 3. a. Personal conference with class members b. General health of the family may be noted. 	

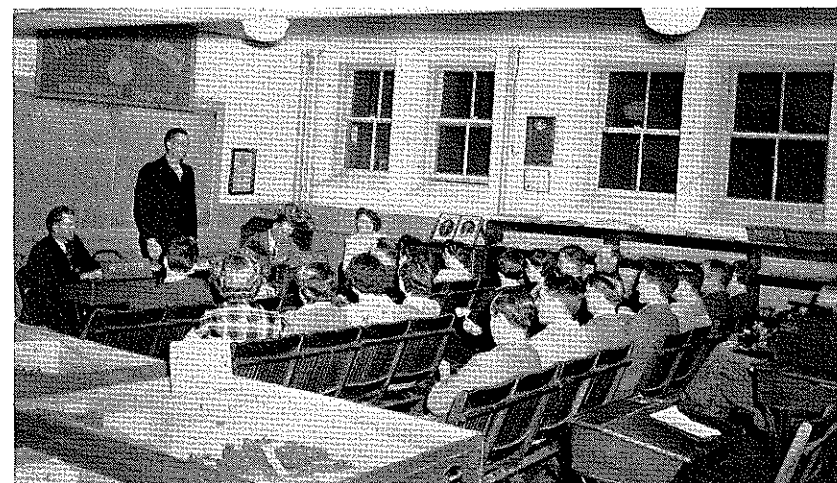
An educational program on farm family living for young farmers and homemakers

Richard A. Young, Teacher, Middlebury, Vermont

THE area of family education which brings forth a desirable nucleus of success or failure in life could well be the young farm couple just starting out on life's adventures. Here we have young people in various stages of establishment, some more secure than others, but by and large many problems arise which are common to all. When we consider the factor of establishment in terms of economic, social, and civic development, we have many avenues of approach.

Family Education in Rural Communities

In every rural community we have farm families pursuing the occupation of farming. The matter of offering educational opportunities to all members of the family is within the category of the school systems. In the field of agriculture we might refer to the original act providing funds for vocational education, which states that this education shall be



Business meeting of the Young Farmers and Homemakers group at Middlebury, Vermont. Leading the group are R. A. Young, adviser; Winston Seeley, president; Ben Foster, secretary, and Kathleen Easton, co-adviser

provided for present as well as prospective farmers. The present farmers, of course, would be the adults and the prospective farmers, in most cases, the children. In managing the farm and home business we have the farmer, his wife, and older children. This brings into the picture our departments of home economics.

In classifying the various levels of family education on the basis of common needs and common interests the following outline might show how the vocational agriculture and home economics departments in high schools may organize to meet the situation in rural areas.

I. Departments of Vocational Agriculture and Home Economics

- A. All day groups
 1. High-school boys (Vo-Ag)
 2. High-school girls (Home Ec)

B. Out-of-school groups

1. Young-farmer classes
 - a. Young Farmers Club (Vo-Ag)
 - b. Young Homemakers Club (Home Ec)
2. Adult-farmer classes
 - a. "Young Farmers and Homemakers Group" (Vo-Ag & Home Ec)
 - b. Adult Farmers Club (Vo-Ag)
 - c. Adult Homemakers Club (Home Ec)

Out of this outline, the level or group to be discussed in this report will be the "Young Farmers and Homemakers Group."

This group defined should constitute, in general, the young farm couples in rural communities. The membership of this group would constitute young farm men and women who are married and have interest in or entering upon a field

of new relationships, that of coping with the responsibilities of getting a livelihood. Being young farm people in this status of life indicates, definitely a fertile source of common problems both economic and social. The opportunity to offer assistance and arrange for possible solutions of these problems could be well within the range of the departments of vocational agriculture and home economics located in areas where this assistance might be appreciated.

Organizing a Young Farmers and Homemakers Group

In organizing and operating a group of young farm people the following analysis might be helpful.

Situation: In every rural community and area there are young farm couples

just starting to get a living on farms. Some have been trying to get established longer than others but the economic problems are common to all and the desire to broaden out socially and civically should be apparent.

Objectives:

1. To increase appreciation and understanding of joint responsibilities of farmer and wife in the farm business
2. To improve managerial and operative ability in managing the farm and home business
3. To develop a desirable attitude toward farming as a mode of living
4. To train for leadership in rural community life
5. To increase development of spirit of cooperation
6. To promote increased ability in coping with economic and social problems of the community

Purposes of a Special Visit

The following purposes of a special visit with a young couple may be briefly stated:

1. To determine if the young people would be interested in having gatherings to discuss common problems
2. To determine if a group of this type would receive benefits great enough to warrant time spent at meetings and socials
3. To get an idea of the need of a group of young people in this particular status of life to meet for discussing common problems as well as for the social aspects
4. To find out if they would like to have specialists and discussion leaders assist with the group meetings
5. To determine if they would be interested in participating in debates, panels, or forums as a means of bringing forth and exchanging ideas and experiences at meetings
6. To find out if they would come to a meeting to develop plans for such a group
7. To find out possible opportunities for dates, times, and place to get together
8. To find out if the young people would like to have a group set up with officers and executive committee
9. To explain availability of facilities at the school in both home economics and agriculture for use by young people in the area.

Conclusions

The analysis given in this report is rather complete in itself for giving confidence in trying to start the program in any department. If an attempt is made to organize a group of this type, I would expect, that the teacher of agriculture would take the initiative. However, the responsibility of organizing and maintaining the group should be equally divided between the instructors of agriculture and home economics.

Note: The author's analysis of activities in planning programs for youth groups appears on the opposite page.

Analysis of Activities Involved in Planning Program for Young Farmers and Homemakers

Operations

1. Originating the idea
2. Initiating plans for the joint program
3. Determining need and interest
4. Setting up central committee
5. Deciding on dates, time, and place for meetings
6. Making a list of potential members
7. Making a list of topics
8. Selecting discussion leader
9. Formulating the constitution and by-laws
10. Electing officers and executive committee
11. Appointment of special committees
12. Setting up order of business
13. Planning for meetings in advance
14. Arranging to have achievement certificates

Standard Practice

1. State supervisors of agriculture and home economics
1. Discuss idea with members of the agricultural advisory council and local school administrators
1. Contact some active young farm couples to discuss the idea
2. Have list of purposes of the visit available
1. Attend meetings of other agricultural organizations in various towns in patronage area
2. Notice young men and women who are active in these organizations
3. Ask one couple from each town to be on a central committee
 - a. Result of special visits made with key couples in each town
1. Meeting of central committee
 - a. To discuss open dates in week
 - b. To agree on hours from 8:00—10:00 p.m.
 - c. To use agriculture and home economics rooms for meeting place
1. Couple known by central committee members
2. Contact rural mail carriers
3. Notice of first meeting put in paper inviting all young farm couples
 1. Tentative list made by central committee members
 2. Additional topics secured at first meeting
1. Central committee members indicate leaders for various topics
2. Regular members suggest leaders at first meeting
3. Potential leaders could be vocational agriculture and home economics instructors, local progressive farmers, specialists from agricultural college or nearby agencies, or some member of the group
1. Central committee draw it up to present at first meeting of group
2. Should be simple but complete
3. Use a copy from some other organization, as a guide
1. Election by nominations from floor and balloting at first meeting
2. Executive committee members should be elected with one representative from each town
3. Possible balance between men and women
4. Presiding officer could alternate each year with a man first and a woman next
1. Central committee appoint committee for refreshments and recreation at first meeting
2. Appointed, after first meeting, by president
3. Committees for special field trips, special recreational activities, etc.
1. Should be stated in constitution
2. Minutes for each meeting should be taken by secretary
1. Advisers arrange for contacting specialists or discussion leaders
2. Cards sent out to members for each meeting
3. Notice of each meeting put in local paper
1. Number of meetings per year to be decided by group
2. Certificates given to members with 50 percent or better attendance
3. Note of recognition to members with less than 50 percent attendance to encourage interest
4. Certificates given out each year in June for Farm Family Living Series I, Series II, Series III, etc. for any number of years
5. Honorable mention given for perfect attendance
6. Complete set of minutes of all meetings given out, also in June, to each member
7. Invite school officials and other guests to June meeting which could be called graduation night and be in the form of a banquet

Outcomes School—Community Canneries

(Continued from page 70)

evaluating outcomes of the instruction in school-community canneries the following areas are included:²

1. Objectives of instruction in terms of outcomes
 2. Evidences that objectives are being realized
 3. Methods for collecting evidence and evaluating outcomes.
- Another ability which should be developed insofar as outcomes of the instruction is concerned is the ability to keep the canning center neat and tidy. All persons using the cannery should do the following:
1. Clean all utensils and work areas immediately after they are used
 2. Leave all supplies, utensils, tools, and equipment in their proper place
 3. See that all garbage is properly disposed of
 4. Observe all rules and regulations pertaining to the cannery
 5. Remove products the day they are processed.

In this article no attempt has been made to suggest criteria for evaluating the school-community canning facilities since the purpose of these suggestions has been to suggest ways and means of evaluating outcomes of the instruction.

²Adapted from Deyoe, George P., *Supervised Farming in Vocational Agriculture*, Interstate Publishing Company, 1943, p. 103

Leadership Conferences

(Continued from page 67)

three days expressed a need for more time. It was thought best to hold the conferences before school starts, but, regardless of season, the time should be selected carefully for it affects attendance.

Means of possible solution of problems stated by the advisers are suggested:

1. If unable to hold during the summer, hold the conference as early in the school year as possible. Summer conferences would help ease the heavy fall activity schedule.
2. Have conferences extend over a full day or more.
3. Hold the conferences at camps or parks where the number attending can be unlimited.
4. All members attending should have active participation in the conference.
5. Officers should know the opening and closing ceremonies. This is facilitated by early selection of officers.
6. Student chairmen should handle each meeting.
7. Consider the advisability of holding initiations in the local district as an aid to public relations. A demonstration of an initiation could well be given as part of the conference program.
8. Evaluate each conference in order to improve those held in the future. Each member present should share in this responsibility.

Farming Programs

C. L. ANGERER

Give the improvement project more time and attention

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

A VETERAN instructor of vocational agriculture in western Nebraska recently stated that he was sure the improvement project was the most effective means of advancing agriculture and rural living in many communities. This part of the supervised farming program, he pointed out, includes that type of work which may increase the efficiency of the farm business, improve the appearance of the farm and farmstead, and contribute to the comfort of the family. Surely, this instructor continued, a program with such important and worthwhile objectives deserves more attention by instructors and leaders of vocational agriculture. Where, he demanded, can one find detailed information and help on this type of work?

As this conversation continued, it was brought out that today the second generation of farm boys are attending the classes in vocational agriculture of the nation. This combination of an agriculturally trained dad and vo-ag lad is among the world's most efficient producers of food. They have just come thru five prosperous years of farming, a time when improved practices paid good dividends. Many of the present students of vocational agriculture know, from their home experiences and training, how to produce high yields of wheat and how to feed a dairy cow. This same group, however, may be in need of information and training in how to make their home a better place in which to live, or how to arrange and equip the farm shop. This

conclusion was reached. The next five years is the time to push the improvement project on to the height it so justly deserves. The silent partner of this conversation promised to put down in black and white the ABC's of developing an improvement project.

Examples of Improvement Projects

The following material was sent to this instructor. First, what are typical examples of this type of project? In Nebraska, the following improvement projects were most popular among students of vocational agriculture during the past two years.

- Establishing a farm shop
- Establishing a farm library
- Painting farm buildings
- Constructing fences
- Constructing farm buildings
- Establishing a farm windbreak
- Landscaping the farmstead
- Rearranging the farmstead
- Constructing a livestock first-aid cabinet
- Improving the farm home
- Eradicating bindweed
- Eradicating pests
- Reconditioning farm machinery
- Building soil dams
- Contouring fields
- Keeping farm accounts
- Producing quality dairy products

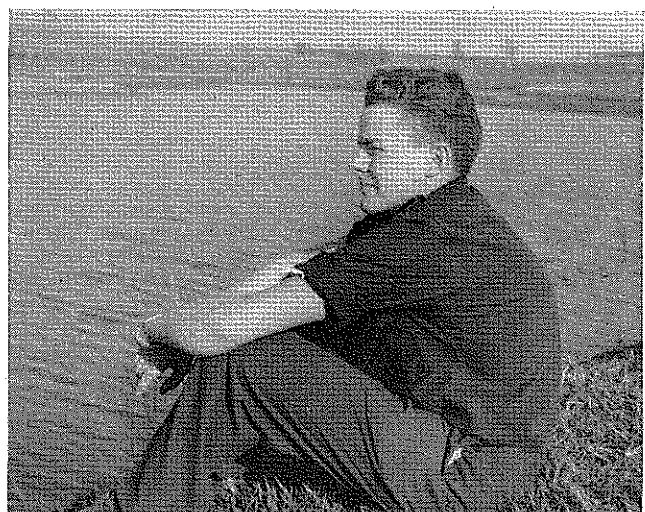
The second question: How does a student analyze the improvement project? or, how is it broken down into jobs and then planned and carried out? A dozen boys might establish a farm shop on their farms in 12 different ways, yet the project analysis might be quite similar for each.

The following plan, with a few changes, is that of a central Nebraska lad who established a good farm shop. The first four jobs were started and partly completed the first year. Jobs 5 to 9 inclusive were worked out during the tenth grade, and the remaining jobs were completed in the last two years of high school.

- Job 1. Selecting and securing hand tools for a farm shop
 - Job 2. Determining type and constructing wall tool cabinets
 - Job 3. Determining type and constructing nail and bolt cabinet
 - Job 4. Building needed shop equipment
 - Job 5. Planning the home-farm shop building
 - Job 6. Determining the number and kind of work benches needed and constructing them
 - Job 7. Determining and selecting type of electrical equipment needed
 - Job 8. Drawing plans for a lumber and iron rack
 - Job 9. Drawing plans for racks in which to place large hand tools
 - Job 10. Deciding the place to build new shop
 - Job 11. Selecting and purchasing material for the new shop
 - Job 12. Building the new shop
 - Job 13. Determining arrangement of permanent shop equipment
 - Job 14. Heating and lighting the shop
 - Job 15. Securing and storing necessary shop supplies
 - Job 16. Selecting and purchasing large pieces of shop equipment
 - Job 17. Constructing large shop equipment
 - Job 18. Determining prices to charge for work done for neighbors
- A boy with an improvement project in producing quality milk might plan and



Bernard Lave and his instructor, Robert Hammond in the shop which Bernard planned, constructed, and equipped as a farm improvement project



Franklin Lothrop, Crete, surveys a pond that he constructed as an improvement project while enrolled as a student of vocational agriculture

Placing emphasis on farming programs of high-school students

E. B. Fickel, Teacher, Malta, Illinois

A STANDARD for evaluating the farming program of students enrolled in vocational agriculture has been a definite need of teachers in this field. First, the difference between a farming program and the old term "project" should be understood. The farming program includes all of the activities engaged in by the student of vocational agriculture. This includes: (1) productive enterprises; (2) farm and home improvements; and (3) farm skills and practices. When the term "project" is used, it is often thought of as a single production enterprise, and too often the student gets the impression that this meets the requirements for his home activities in vocational agriculture. Hence, the student fails to take advantage of the many opportunities available to him for training in the proficiency of farming.

The term *project* should be dispensed with when speaking of the home activities of the student, and the term *farming program* substituted in its stead. Teachers should try to do more than merely

place emphasis on projects. They should see that experiences are provided which will aid the student in becoming a successful farmer. This can be done only when the student has a well-rounded farming program.

Standard for Evaluation

A well-rounded farming program consists of three parts: (1) productive enterprises; (2) farm and home improvements; and (3) farm skills and practices. A record book covering the four-year farming program of the student should be considered. The Malta department of vocational agriculture and the F.F.A. chapter have set up standards for evaluating the farming program of individual students. Each chapter member is scored by these standards to select the outstanding members in this phase of the agricultural program. All students enrolled in a vocational agriculture course are required to meet certain minimum standards as indicated on the following score card.

Farming Program and Record Book Standard of Evaluation

- A. Farming Program 50 points
- Students should endeavor to round out their farming program to include all of the three phases listed below. This will give the student opportunity to gain a wide experience in farming.
1. Productive enterprises
 - a. 15 points for one enterprise
 - b. 5 points for each additional enterprise
 - c. 5 points for each additional unit to one enterprise
 - d. Enterprise units
 - (1) 1 beef or dairy breeding animal and offspring
 - (2) 2 beef calves for feeding
 - (3) 2 ewes and offspring
 - (4) 5 lambs for feeding
 - (5) 1 sow and litter
 - (6) 100 chickens
 - (7) 50 laying hens
 - (8) 10 acres crop enterprise
 - (9) 1/4 acre specialized truck crop
 - (10) Others to correspond
 2. Farm and home improvements
 - a. 5 points for each farm improvement completed with supporting records
 - b. Improvements should contribute one or more of the following:
 - (1) Improve efficiency of the farm business
 - (2) Improve real-estate value of the farm
 - (3) Improve family living conditions for comfort and enjoyment
 - (4) Decrease health and accident hazards
 3. Farm skills and practices
 - a. 5 points for each 10 skills or practices completed with supporting records
 - b. Number completed to be obtained from the prepared check list
- B. Record Book 50 points
- The record book used provides the student with an opportunity to keep records on each of the three phases of the farming program. In addition to their value as a record of accomplishment, excellent material is provided as a basis for the classwork in vocational agriculture.
1. Completeness—including all parts of record book 10 points
 2. Accuracy—including arithmetic and timeliness of jobs completed . . . 10 points
 3. Neatness—including organization and general appearance 10 points
 4. Promptness—keeping records up to date and completed on time . . . 10 points
 5. Added or special features—including pictures, news clippings, results of test plots and others 10 points

- Job 1. Improving the milking quarters
- Job 2. Maintaining sanitary milking quarters
- Job 3. Clipping cows' udders
- Job 4. Cleaning udders of cows before milking
- Job 5. Controlling flies in dairy barn
- Job 6. Preventing off flavor in milk
- Job 7. Purchasing and using a filter type strainer
- Job 8. Washing all milk utensils with wetting agent after each milking
- Job 9. Building water-type tank for cooling milk and cream
- Job 10. Marketing dairy products twice each week.

The third step in the planning of an improvement project will, in most cases, be the working out of the procedures to follow in carrying out each job. The job, "improving the milking quarters," could be worked out by a farm boy in the following manner.

Job 1. Improving the milking quarters

A. Present situation. Our dairy barn is now equipped with 10 stalls, a cement floor, a gutter, and a milking machine. We do not have a regular milkhouse, but I cannot consider that at the present time because of the cost.

B. Methods of improving. I plan to fix all windows, putting in several panes of glass. I plan to hinge the windows at the bottom to improve ventilation. I will make a screen door for the front. I will whitewash all of the inside surface.

The job, "determining type and constructing wall tool cabinets," was worked out about as follows:

I have selected the Minnesota-type wall cabinet. I will construct it according to blueprint 119 except that I will make it 12 inches taller. I will use No. 1 white pine, 1"x12"x14' boards. I will construct the two cabinets at the school shop of vocational agriculture during the month of January.

The farm improvement project must be as carefully and systematically planned as the production project. The plan should include a list of the jobs to be performed, procedure or method to be used in accomplishing each job, estimated costs, and the results to be expected. Project records should include equipment and supplies purchased, hours of labor, both self and hired, and a week-by-week diary.

The project must be large enough to challenge the student. It must be worthwhile, and offer definite possibilities of making permanent improvement on the home farm.

Some will be classified as continuous; others will be completed in one year. They should be planned, supervised, and conducted on about the same basis as the production project. Surely the establishing of an acre wood lot is just as difficult, and takes just as much planning as growing five acres of oats. Eradicating bindweed or constructing and planting a grassed waterway is just as challenging, and may add more to the value of a farm and eventually to the income of the family than the fattening of two steers.

Improvement of teachers thru off-campus courses

W. A. Smith, Teacher Education, Cornell University, Ithaca, New York*

OFF-CAMPUS courses for the professional improvement of teachers seem destined to occupy a permanent place in the program of vocational agriculture and more particularly in teacher-training. The reasons in support of this prediction will vary from state to state but are likely to be found among the following: (1) The response of the teachers is highly encouraging; (2) adequate preparation for teaching rarely can be provided at the pre-service level; (3) supervision of teachers more and more is having to be confined to problems largely administrative in nature and classified more specifically as promotional and inspectional; (4) itinerant teacher-training in its more usual form fails to meet all the needs and desires of teachers for professional improvement and tends to be limited to beginning teachers; (5) There is increasing emphasis in the teaching profession upon such objective evidences of professional improvement as hours of credit and advanced degrees; (6) trends in the program in vocational agriculture make it increasingly difficult for the teacher to find time to attend summer schools or to participate otherwise in on-campus instruction; (7) teaching in off-campus courses is a stimulating experience to the instructor; (8) institutions of higher education, including graduate schools, seem to be awakening to their obligation and opportunity to extend their services beyond the limits of the campus.

Probably, for most of us, our experience with off-campus courses is as yet too meager to make us certain that we have the answers to such problems as how to organize and administer the program; what kinds of courses are most appropriate; how to conduct the instruction, and the nature and amount of credit to allow. Consequently, what I will have to say from now on is based upon an evaluation of our own experience in one state to date.

Off-campus courses lend themselves to three kinds of professional improvement for the teacher of vocational agriculture: (1) Improving his methods and proced-



W. A. Smith

ures in teaching, including his organization and planning for teaching; (2) promoting new developments or changes in concepts in the program of vocational agriculture; and (3) assisting the teacher in keeping abreast of developments in the technical subject matter of agriculture. In these three areas, the problems of the student will be real because he is facing them day by day and year in and year out in his teaching. Furthermore, the resources for instruction are more likely to be at hand in the form of his daily work in classes, the school and community in which he functions, and the farms and farming with which he deals. One thing that must be remembered in the selection of courses for off-campus instruction is that we do not have at hand the resources of our campus libraries and laboratories while meeting a class in the high-school department of agriculture some 75 or 150 miles removed from the college. In this connection, it may be appropriate to say a word about the selection of instructors for off-campus courses. The instructor who would have difficulty in adjusting to the lack of the usual resources provided in the college library and laboratory, including the college farm, or the one who has not kept in touch with the problems and situations making up the environment in which the teacher in vocational agriculture must work, is not likely to be either effective or happy in off-campus teaching.

Sponsorship of Courses

Off-campus courses should have a sponsorship which will give them desirable status. This may be obtained by having them accepted and announced as an offering of a college thru appropriate departments, or they may be under the jurisdiction of the school of education. Where the institution maintains an extramural program or other form of education-in-extension which is recognized for regular college credit it may be desirable to include the courses there. Problems of qualifications of instructors, hours of classwork per credit hour, distinguishing between graduate credit and nongraduate credit, whether they are to be offered as a part of the summer school or during the regular year or both are other questions of general organization to be answered. Thus far in our own state, our off-campus courses are listed in the college by the appropriate departments and

are accepted in the graduate school when administered at the graduate level. The latter decision is in the hands of the instructor who is a member of the graduate school faculty. In the beginning the courses were made a part of the summer school program and later extended to the regular school year. Since the summer school has limited its program to on-campus courses only, we have administered the courses thru the university extra-mural program thru which any college or department of a college can carry on off-campus instruction. Instructors are paid thru extra-mural funds accumulated from the fees collected for enrollment in the courses.

The decision to enroll in off-campus courses has been and should be entirely voluntary with the student. Perhaps that is not as idealistic as it may sound for we well know that there are pressures which bear upon the teacher in vocational agriculture in deciding whether or not to improve himself professionally. At present there is the incentive of salary increase to spur him to get additional training. Also, we have the occasional uncertified teacher who wants to complete requirements for a certificate. But these are largely personal factors and do not refute the belief that professional improvement is obtained only to the extent that a teacher desires it, and that is not likely to be effective if made mandatory or even if made coercive. Consequently, it has been necessary to attempt to predict the needs and desires of the teachers of agriculture and make known to them the courses which could be made available for their selection. Based upon their response, class centers to serve the greatest number are located. A class center or meeting place can serve the teachers in a radius of about 50 miles depending upon topography, road conditions, and weather. During the summer this distance may be extended somewhat, whereas in the wintertime it may need to be shortened. One other factor in location is the time and travel limitations of the instructor of the course. More will be said about this latter factor in discussing administration of courses.

Types of Credit

Credit for off-campus courses needs to be of more than one kind to serve the several purposes for which teachers desire to use it. In those states where teachers are given a temporary or provisional certificate upon completion of pre-service preparation there is likely to be a predominant demand for credit toward the permanent certificate. If the certifying bureau or agency insists upon regular institutional credit for this purpose, then

off-campus courses should carry such credit. The next most desired kind of credit, and for many teachers duplicating the need for certification, is graduate credit. Teachers in vocational agriculture rank high in the percent of their number who are working toward graduate degrees. On the other hand, few teachers in other fields have greater difficulty in finding time to carry on programs of graduate work. Therefore, off-campus courses should be so planned and administered that graduate credit may be obtained both to satisfy course work requirements and the requirement of residence. Limitations may be justified on the amount of credit allowed to meet either or both requirements. Such limitations should be agreed upon by all concerned. A third form of credit, which for the teacher of agriculture may be of only temporary interest, is that of credit toward the undergraduate degree. In these days of emergency teachers it is not unheard of to find a teacher who lacks a year or two of having his B. S. degree. He is likely to be particularly interested in off-campus courses as a means of helping him do a better job as a temporary teacher. While taking a course his greatest use for credit is toward that degree for which he expects to return to the college as soon as he can be replaced with a qualified teacher. Here again, some limitation needs to be imposed upon the amount of credit to be obtained off campus. We in New York felt that a fair decision had been reached when the college ruled that not more than 18 hours of credit and one term of residence could be earned in this manner.

Manner of Teaching

Previous reference has been made to the nature of courses for off-campus instruction. There was implication that the manner of the teaching is influenced by the lack of resources commonly available and used in instruction on the campus. There is no one procedure or method of instruction imposed by reason of an off-campus environment, but it can be said that teaching which does not make full use of the resources of the departments of vocational agriculture and the schools which the students represent and does not utilize the farms and farming which the teacher of agriculture must use when the course is over is going to miss a golden opportunity to make professional improvement functional. Personally, I do not look upon this as being a very serious problem. In the first place the teacher of agriculture comes into the course motivated as we wish our on-campus students would be but often are not. Furthermore, they are taking the course in an environment which is familiar to them and this seems to give them a sense of having the instructor "just where they want him," and he had better deliver or else. So long as students describe their off-campus experience as being the most profitable they have had and instructors report it as providing some of the most stimulating teaching experience, I am

assuming that the matter of methods and procedures is not our greatest problem.

Details of Administration

There are some details of course-administration which bear summarizing here. In the first place, there is advantage in selecting a meeting place where the facilities of a department of vocational agriculture are available. This was intimated earlier. Secondly, for courses taught during the summer, one day per week seems to provide a convenient frequency of class meetings. The number of hours per class meeting will depend upon the number of meetings, the number of hours of credit for the course and the standard used for the number of hours of classwork per hour of credit. In New York, our courses rather consistently carry two hours of credit, and we count 15 hours of classwork for one credit hour. Therefore, in a course conducted simultaneously with the six weeks summer session, we meet once each week for a five-hour session, starting at 9 o'clock and quitting at 3 with one hour taken for lunch. During the winter we hold three-hour sessions beginning at 5 o'clock and ending at 9, with an hour for the evening meal serving as an intermission. During the winter when the teacher is faced with a full schedule of all-day instruction and having most of his evenings taken up with the many activities now expected in his program, off-campus class meetings seem to be most satisfactory when scheduled every two weeks. This may vary with the season as will the length of class meeting most desired.

Mention was made earlier of the time and travel limitations of instructors for off-campus courses. During the past two or three years when our on-campus classes were at such low ebb, we had opportunity to devote practically full time to off-campus teaching. It was our experience that three groups of students meeting in separate centers for a given course constituted a full teaching load. That has become a standard for us for a summer session or for a college term, assuming one meeting per week for each class group. Since the classes during the regular school year do not meet as a rule more often than once each two weeks, it is possible for the instructor to maintain a schedule of six groups by alternating three each week. One of the principal factors in determining this standard teaching load is the time consumed in travel from the college to the class center and between centers. For this reason, it becomes necessary in scheduling courses to give some consideration to the convenience of the instructor and the cost of travel.

Means of Professional Improvement

There seems to be little question that off-campus instruction is establishing itself as a means of professional improvement for the teacher in vocational agriculture. There still are problems ahead but if we give heed to the response and

(Continued on page 78)

Nebraska chapters outstanding in cooperative activities

NELIGH—This chapter held a cooperative boar sale, mixed over 8,000 pounds of feed and 7,625 pounds of mineral, and purchased cooperatively 34 bushels of certified seed potatoes and 40 bushels of certified oats. They held 27 meetings to discuss cooperative activities. They conducted two cooperative chapter projects.

Humboldt—This chapter sponsored a community-wide grub control campaign; they belong to the cooperative artificial insemination ring. They have a cooperative sheep dipping ring and sell many of their projects cooperatively. They sent one of their members to a national cooperative meeting. They study cooperative activities in the classroom.

Seward—This chapter has cooperative mixing rings. They have mixed almost 4 tons of feed and mineral. They have purchased tools, lumber, and livestock cooperatively. They have made a special study of cooperatives in their community and have urged members to take advantage of the services.

Wisner—This chapter held one of the largest cooperative boar sales in Nebraska. They have a cooperative paint-spraying association. They sponsor a large Junior Fair. They have made a special study of cooperatives, participated in the C.C.A. Youth Achievement Program, and sent one of their members to a national cooperative meeting.

Kearney—This chapter purchased over 500 bushels of certified oats cooperatively and have a cooperative boar ring. They treated grain seed cooperatively and participated in the C.C.A. Youth Achievement Program.

Fremont—This chapter held a cooperative boar sale and have a cooperative feed mixing ring. They constructed a chapter farm-machinery trailer on a cooperative basis. They took part in the C.C.A. Youth Achievement Program and lost their instructor to a cooperative feed company.

Crete—This chapter has a service equipment cooperative. They have purchased project animals cooperatively and have cooperated in sponsoring livestock fairs and shows. They participated in the C.C.A. Youth Achievement Program. They have spent several days in the study of cooperatives.

Fairbury—This chapter formed a cooperative to handle 2,4-D and DDT. They have cooperated with the Chamber of Commerce in sponsoring the County Fair. Seed, grain, and hogs have been purchased cooperatively. They have a cooperative mineral mixing ring and have spent considerable time in the study of cooperation and cooperatives.

Lewiston—This chapter has treated 400 bushels of seed cooperatively, made cement hog troughs cooperatively and constructed a machinery trailer for chapter use.—State F.F.A. News Letter

*Presented at Conference, North Atlantic Region, April 1946.

Farm veterans' teachers take to air

OHIO not only has her flying farmers but also her flying farm teachers. When a special refresher course for farm veterans' teachers was held recently at Ohio State University two instructors commuted daily by plane. Both instructors plan to use their planes as a means of visiting veteran students on their home farms.

W. G. Fox of Mogadore, Ohio, flies a Cessna plane. He is employed as the instructor of a farm veterans' class at Jackson Township, Stark County. Fox, a farmer partner in a 150-acre dairy farm holds a commercial pilot's license.

Lee A. Harper of Logan, Ohio, is the instructor of a farm veterans' class at Laurelville, Ohio. Harper says he was a reconnaissance pilot during World War II and saw service in Africa and Italy.



William Fox and L. A. Harper (right), special teachers of veterans classes, show routing of their plane trips to members of the state supervisory and teacher-training staffs

Off-Campus Courses

(Continued from page 77)

demand of the teachers regarding such instruction, we will find solutions to such problems as, (1) incorporating such instruction into the regular program of the teacher-training department; (2) getting college authorities and subject-matter departments in the colleges of agriculture to recognize the need for keeping the teacher of vocational agriculture up to date in his technical subject matter and to provide the necessary instruction; and (3) evaluating the outcomes of such professional improvement and recognizing those outcomes in more substantial programs of professional advancement of teachers.

Activities of the Missouri Vocational Agriculture Teachers Association

E. J. F. Early, Secretary-Treasurer, Lexington, Missouri

THE Missouri Vocational Agriculture Teachers Association dates back to the early part of the Smith-Hughes program. The teachers in the state met in the fall of 1920 for the first time but did not organize until 1923.

Missourians are typical Americans in that when more than three people get together they organize and have a president, vice-president, and secretary-treasurer. Our state has been organized and divided in two ways; first, as to four supervisory districts each taking approximately one-quarter of the state for the purpose of supervision, promotion, and advisement; and second, as to the state teachers colleges districts of which there are five in the state that add much to the

Efficient Am I" which lists production and efficiency factors in one column such as litter weight at 56 days, pounds of feed per pound of pork, cost per pound of butterfat, etc. Another column gives the average for farmers in that locality; another, the state average; another, the individual's goal; and finally, the percentage of goals reached. This book was organized and proposed by a group of the agriculture teachers with the assistance of the supervisors, and we feel it is what we need.

Another activity of the association is that of promoting a state F.F.A. camp which operates 8 to 10 weeks per summer for the purpose of training leadership in F.F.A. This is one of the most effective and inspirational means of F.F.A. education. Both teachers and members receive benefit and much inspiration during the week spent at camp. Much credit for the starting and success of this camp is due to the state supervisor, Mr. J. H. Foard, who, assisted by teachers thruout the state, was responsible for starting the official camp three years ago.

The state association also promotes many livestock achievement shows and market days which we think are practical and which give encouragement to the development of successful supervised farming programs.

The association has various committees which function regularly and actively, such as the advisory committee which is called frequently to counsel with the state department and to help other committees on controversial problems. One of our goals thruout the year is 100 percent membership with dues at \$5 yearly. This goal is usually reached within a short time after the starting of the school year.

Recently it was felt that even greater accomplishments were possible thru organizing into subdistricts. At present we have 22 such units which give impetus to better teaching and improved agricultural education as well as to improved F.F.A. activities.

The ears of the Missouri mule are always long, and we are always glad to hear of activities and news from other state associations.

Cover page

The picture on the cover page is that of Gus Douglas, president of the Future Farmers of America, in front of his home at Point Pleasant, Utah. Gus and his father operate a 525-acre farm on the partnership basis. Largely thru the interest of the national president the farm and home have been mechanized and modernized in every respect.

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s—supervisors as—assistant supervisors rs—regional supervisors
ds—district supervisors ts—teacher-trainers it— itinerant teacher-trainers
rt—research workers sms—subject matter specialists nt—Negro teacher-trainers

Note—Please report changes in personnel for this directory to Dr. W. T. Spanton, Chief, Agricultural Education, U. S. Office of Education.

ALABAMA

d—R. E. Cammack, Montgomery
s—J. C. Cannon, Montgomery
ds—H. F. Gibson, Auburn
ds—T. L. Faulkner, Auburn
ds—B. P. Delworth, Auburn
ds—J. L. Dalley, Montgomery
ds—H. R. Culver, Auburn
ds—L. L. Chesnut, Auburn
t—B. J. Bottom, Auburn
t—D. N. Bottom, Auburn
t—R. W. Montgomery, Auburn
sms—C. C. Scarborough, Auburn
nt—Arthur Floyd, Tuskegee Institute
nt—F. T. McQueen, Tuskegee Institute
nt—E. L. Donald, Tuskegee Institute

ARIZONA

d—J. R. Cullison, Phoenix
t—R. W. Cline, Tucson
t—W. A. Schafer, Tucson

ARKANSAS

d—J. M. Adams, Little Rock
s—C. R. Wilkey, Little Rock
as—S. D. Mitchell, Little Rock
ds—T. A. White, Monticello
ds—O. J. Seymour, Arkadelphia
ds—J. A. Niven, Russellville
ds—V. H. Wohlford, State College
t—Roy W. Roberts, Fayetteville
t—La Van Shoptaw, Fayetteville
nt—L. R. Gaines, Pine Bluff

CALIFORNIA

d—Julian A. McPhee, Sacramento
ad—Wesley P. Smith, Sacramento
s—B. J. McMahon, San Luis Obispo
rs—E. W. Everett, San Jose
rs—B. R. Debnigh, Los Angeles
ra—Howard P. Chappell, Sacramento
rs—A. G. Rinn, Fresno
rs—H. H. Burlingham, Chico
rs—J. C. Gibson, Los Angeles
t—S. S. Sutherland, Davis
sms—Geo. P. Couper, San Luis Obispo
sms—J. I. Thompson, San Luis Obispo

COLORADO

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

CONNECTICUT

d—Emmett O'Brien, Hartford
s—R. L. Hahn, Hartford
t—W. Howard Martin, Storrs

DELAWARE

d—R. W. Heim, Newark
s—W. L. Mowlds, Dover

FLORIDA

d—Colin English, Tallahassee
s—Harry Wood, Tallahassee
t—E. W. Garris, Gainesville
t—W. T. Loftin, Gainesville
it—J. G. Smith, Gainesville
it—J. I. Poucher, Gainesville
it—T. L. Barrineau, Jr., Gainesville
it—Otis Bell, Gainesville
nt—J. A. Marshall, Tallahassee
nt—G. W. Conoly, Tallahassee

GEORGIA

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

HAWAII

ds—W. W. Beers, Honolulu, T. H.
s—Warren Gibson, Honolulu, T. H.
t—F. E. Armstrong, Honolulu, T. H.

IDAHO

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

ILLINOIS

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as—J. B. Adams, Springfield
as—A. J. Andrews, Springfield
as—H. M. Strubinger, Springfield
as—P. W. Proctor, Springfield
as—H. R. Damisch, Springfield
t—H. M. Hamlin, Urbana
t—J. N. Weiss, Urbana
t—L. J. Phipps, Urbana
sms—Melvin Henderson, Urbana
sms—H. J. Rucker, Urbana
sms—Harold Witt, Urbana

INDIANA

d—Ben H. Watt, Indianapolis
s—H. B. Taylor, Lafayette
t—B. C. Lawson, Lafayette
rt—S. S. Cromer, Lafayette
it—K. W. Kiltz, Lafayette
it—H. W. Leonard, Lafayette
it—E. E. Cianin, Lafayette
it—I. G. Morrison, Lafayette

IOWA

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

KANSAS

d—C. M. Miller, Topeka
s—L. B. Pollom, Topeka
t—A. P. Davidson, Manhattan
it—L. F. Hall, Manhattan

KENTUCKY

d—Watson Armstrong, Frankfort
s—E. P. Hilton, Frankfort
as—B. G. Moore, Frankfort
as—S. S. Wilson, Frankfort
t—Cursie Hammonds, Lexington
it—W. R. Tabb, Lexington
it—Stanley Wall, Lexington
nt—P. J. Manly, Frankfort

LOUISIANA

d—John E. Cox, Baton Rouge
s—D. C. Laverne, Baton Rouge
as—J. J. Arceaux, Baton Rouge
as—I. N. Carpenter, Baton Rouge
as—J. J. Stovall, Baton Rouge
t—Roy L. Davenport, Baton Rouge
t—J. C. Floyd, Baton Rouge
t—M. C. Garr, Baton Rouge
sms—Harry Braud, Baton Rouge
t—A. Larriviere, Lafayette
t—A. A. LeBlanc, Lafayette
nt—M. J. Clark, Scotlandville
nt—D. B. Matthews, Scotlandville

MAINE

s—t—Herbert S. Hill, Orono
ast—Wallace H. Elliott, Orono

MARYLAND

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

MASSACHUSETTS

d—M. Norogoss Stratton, Boston
s—John G. Glavin, Boston
t—Jesse A. Taft, Amherst
t—Charles F. Oliver, Amherst

MICHIGAN

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

MINNESOTA

d—Harry C. Schmidt, St. Paul
s—Leo Knuti, St. Paul
as—Carl E. Albrecht, St. Paul
t—A. M. Field, St. Paul
t—M. J. Peterson, St. Paul

MISSOURI

d—Tracy Dale, Jefferson City
s—J. H. Foard, Jefferson City
ds—J. A. Bailey, Jefferson City
ds—C. M. Humphrey, Jefferson City

t—G. F. Ekstrom, Columbia
t—C. V. Roderick, Columbia
sms—Joe Duck, Columbia

MISSISSIPPI

d—H. E. Mauldin, Jr., Jackson
s—A. P. Fetherree, Jackson
as—R. H. Fisackerly, Jackson
ds—E. E. Gross, Hattiesburg
ds—E. B. Holmes, Oxford
ds—V. P. Winstead, State College
t—V. G. Martin, State College
t—N. E. Wilson, State College
t—J. F. Scoggin, State College
t—O. L. Snowden, State College
sms—D. W. Skelton, State College
sms—A. E. Strain, State College
nt—A. D. Fobbs, Alcorn

MONTANA

d—Ralph Kenck, Bozeman
s—A. W. Johnson, Bozeman
as—H. E. Rodeberg, Bozeman
t—R. H. Palmer, Bozeman

NEBRASKA

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

NEVADA

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

NEW HAMPSHIRE

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

NEW JERSEY

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

NEW MEXICO

s—L. C. Dalton, State College
as—Alan Staley, State College
t—Carl G. Howard, State College

NEW YORK

d—Oakley Furney, Albany
s—A. K. Getman, Albany
s—W. J. Weaver, Albany
as—R. C. S. Sutliff, Albany
as—J. W. Hatch, Buffalo
t—Roy A. Olney, Ithaca
t—E. R. Hoskins, Ithaca
t—W. A. Smith, Ithaca

NORTH CAROLINA
d—J. W. Smith, Raleigh
s—Roy H. Thomas, Raleigh
as—R. J. Peeler, Raleigh
ds—E. N. Meekins, Raleigh
ds—J. M. Osteen, Rockingham
ds—T. H. Stafford, Woodland
ds—T. B. Elliott, Asheville
ds—N. B. Chesnut, Whiteville
t—Leola E. Cook, Raleigh
t—J. O. Armstrong, Raleigh
t—J. K. Coggin, Raleigh
t—F. A. Nylund, Raleigh
nt—S. B. Simmons, Greensboro
nt—C. E. Dean, Greensboro
nt—W. T. Johnson, Greensboro

NORTH DAKOTA
d—A. F. Arnason, Grand Forks
s—t—Ernest L. DeAlton, Fargo
as—Winston H. Dolve, Fargo
t—Shubel D. Owen, Fargo

OHIO
d—J. R. Strobel, Columbus
s—Ralph A. Howard, Columbus
ds—W. G. Weiler, Columbus
ds—E. O. Bolender, Columbus
ds—H. G. Keuestrick, Columbus
ds—F. J. Ruble, Columbus
ds—D. R. Purkey, Columbus
t—W. F. Stewart, Columbus
t—C. E. Rhoad, Columbus
t—A. C. Kennedy, Columbus
rt—Ray Fife, Columbus

OKLAHOMA
ds—J. B. Perky, Stillwater
as—Bonnie Nicholson, Stillwater
ds—W. R. Felton, Stillwater
ds—Bryl Killian, Stillwater
t—C. L. Angerer, Stillwater
t—Don M. Orr, Stillwater
t—Chris White, Stillwater
nt—D. C. Jones, Langston

OREGON
d—O. I. Paulson, Salem
s—Ralph L. Morgan, Salem
as—M. C. Buchanan, Salem
t—H. H. Gibson, Corvallis

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

PUERTO RICO
s—Nicholas Mendez, San Juan
as—Samuel Molinary, San Juan
as—Rafael Mueller, San Juan
ds—Frederick A. Rodriguez, San Juan
ds—Juan Acosta Henriquez, Arecibo

TEXAS
d—W. E. Lowry, Austin
s—Robert A. Manire, Austin
s—R. Lano Barron, Austin
as—George H. Hunt, Austin
as—George H. Lubbock
ds—O. T. Ryan, Lubbock
ds—C. B. Barclay, Commerce
ds—C. D. Parker, Kingsville
ds—A. B. Childers, Mart
ds—L. V. Halbrooks, College Station
ds—W. E. Williams, Alpine
ds—J. B. Payne, Stephenville
ds—I. I. Samuel, Arlington
ds—J. A. Marshall, Naacodoches
ds—Thomas R. Rhodes, Huntsville
t—E. R. Alexander, College Station
t—Henry Ross, College Station
t—J. L. Moses, Huntsville
t—Ray L. Chappelle, Lubbock
t—S. V. Burks, Kingsville
it—E. V. Walton, College Station
it—G. H. Morrison, Huntsville
it—F. B. Wines, Kingsville
it—R. M. Hargrave, Lubbock
nt—E. M. Norris, Prairie View
nt—W. D. Thompson, Prairie View
nt—O. J. Thomas, Prairie View
nt—E. J. Collins, Texarkana
nt—S. E. Palmer, Tyler
nt—Gus Jones, Caldwell
nt—Wardell Thompson, Prairie View
nt—Paul Rulledge, Palestine

UTAH
d—E. Allen Bateman, Salt Lake City
s—Mark Nichols, Salt Lake City
as—Elvin Downs, Salt Lake City
t—L. R. Humphreys, Logan

VERMONT
d—John E. Nelson, Montpelier
s—C. D. Watson, Burlington
t—James F. Woodhill, Burlington

VIRGINIA
d—Richard N. Anderson, Richmond
s—F. B. Cale, Richmond
as—R. E. Bass, Richmond
ds—W. R. Emmons, Boykins
ds—J. O. Hoge, Blacksburg
ds—W. R. Legge, Winchester
ds—J. C. Green, Powhatan
ds—W. C. Dudley, Appomattox
t—H. W. Sanders, Blacksburg
t—C. E. Richard, Blacksburg
t—C. S. McIaren, Blacksburg
nt—J. R. Thomas, Ettrick
nt—A. J. Miller, Ettrick
nt—M. A. Fields, Ettrick

WASHINGTON
d—H. G. Halstead, Olympia
s—Bert L. Brown, Olympia
as—M. C. Knox, Olympia
as—H. M. Olsen, Olympia
as—E. M. Webb, Pullman
ts—Oscar Lorrain, Pullman

WEST VIRGINIA
d—John M. Lowe, Charleston
s—H. N. Hansucker, Charleston
as—S. D. McMillen, Charleston
t—D. W. Parsons, Morgantown
t—C. W. Hill, Morgantown

WISCONSIN
d—C. L. Greiber, Madison
s—Louis M. Sasmun, Madison
t—J. A. James, Madison
it—Ivan Fay, Madison
it—Clarence Bonsack, Madison
t—V. E. Nylin, Platteville
t—J. M. May, River Falls

WYOMING
d—Sam Hitchcock, Cheyenne
s—Percy Kirk, Cheyenne
t—Jack Ruch, Laramie