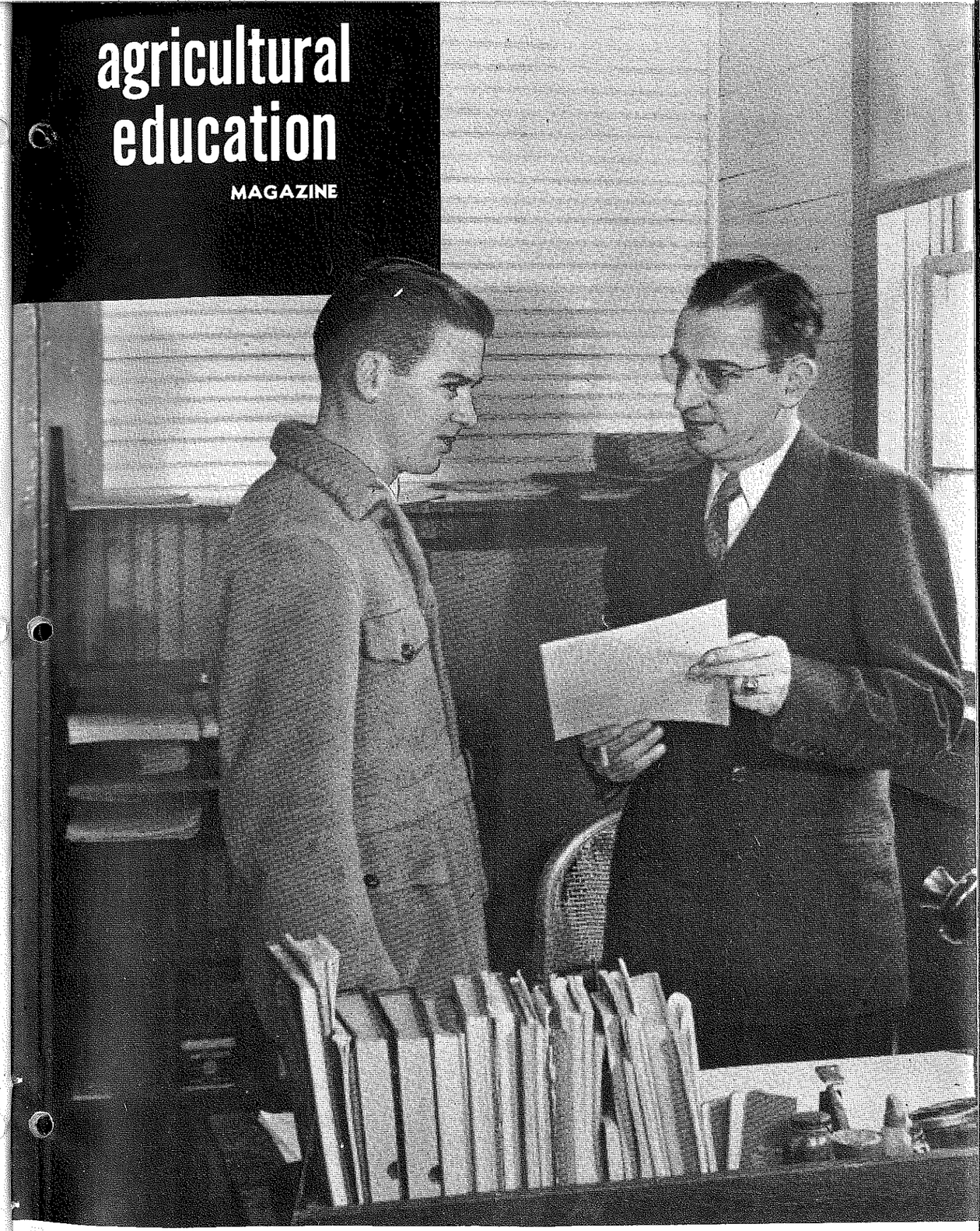
agricultural education

MAGAZINE



Instructors of veterans have counseling responsibilities
G. K. Savage and trainee, Roseboro, North Carolina. Photo J. K. Coggin

DECEMBER, 1947
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The Agricultural Education Magazine

A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Successful Farming at Des Moines, Iowa.

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Capitalize on curiosity

E. B. Knight

YOUTH is curious. It wants to wander down strange pathways to find something new or different. Youth likes to investigate, but largely on its own initiative, and under its own power.

Boiled down, the key to the occupational aspect of guidance is principally a matter of exploration on the part of the individuals concerned. The vocational areas they examine, the skills they acquire, and the experiences they encounter all are significant. Properly directed, such influences smooth the way to worthy citizenship.

Teachers of vocational agriculture are in an especially favorable position to help students capitalize upon their native curiosity. The wealth of subjects considered, and the wide variety of class activities inherent to vocational agriculture offer many avenues favorable to youthful exploration. Abilities develop, weaknesses segregate, and major interests are strengthened. Curiosity increases, and points a more definite direction which unltimately may determine the youth's life occupation.

Devices at hand are plentiful. For years they have been extensively employed by alert instructors of agriculture. The recitation, the shop, the laboratory and boy's farming program all reveal the student's interests and arouse his curiosity. Reliable occupational literature, presenting the requirements for various vocations and made available at appropriate intervals, encourages the youth to explore mentally. Then, too, the F.F.A. chapter program gives marvelous opportunities for exploration in public speaking, contests, cooperative enterprises, and leadership training.

While the student is satisfying his curiosity and starting to find himself vocationally, the teacher of agriculture carefully observes, makes occasional notes, and maintains an interested attitude. Rather unobtrusively he supervises the youth's exploratory activities, dropping at times a casual suggestion while giving the curiosity direction.

After all is said and done, the primary purpose of schools is to prepare youths to be happy, successful, and useful citizens. The foundation of good citizenship is occupational competency. Therefore, let us capitalize on the curiosity of our students as they explore their way to vocational sufficiency.—E. B. Knight, University of Tennessee.

Guidance function in pre-enrollment of all-day students

W. Howard Martin, Teacher Education, University of Connecticut, Storrs

W. Howard Martin

Several articles pertaining to guidance as related to the program of vocational agriculture are featured in this issue. These include the editorial by E. B. Knight and the contributions by W. H. Martin, S. C. Hulslander, C. S. Anderson, and H. M. Byram. The feature was planned with the cooperation of G. P. Deyoe, one of the special editors of the magazine.

TEACHERS of agriculture recognize many of the decisions which are required of high-school and farmer students enrolled in their classes. They have acquired understanding of the factors involved in these decisions. Ways and means of assisting students to make intelligent decisions have been evolved and improved as an integral part of the teaching.

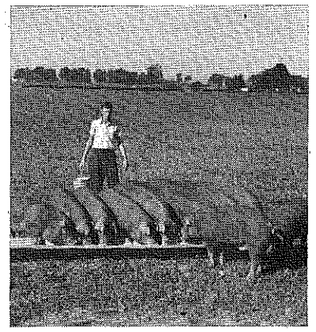
In comparison much less has been done by teachers of agriculture with pre-enrollment guidance. The basic decision of youth, choosing agriculture or another vocation, has been generally regarded as a prerequisite to systematic instruction in agriculture. Teachers have less opportunity to directly assist youth with making the decisions for or against agriculture as a vocation. Yet from the viewpoint of the individual and society it is a decision of considerable importance, and worthy of best efforts to insure its essential soundness. Developing a pre-enrollment guidance program should prove to be a challenging and worthwhile activity for teachers of agriculture conducting all-day classes.

Selected Students Enrolled

Only selected students are enrolled for instruction in vocational agriculture. The function of selection is clearly implied in the Smith Hughes Act. The controlling purpose is stated as "to fit for useful employment" and, "it is designed to meet the needs of persons who . . . are preparing to enter upon the work of the farm."[1]

Teachers of agriculture or administrators may not regard themselves as bound to accept only students who, in accordance with some criterion, are prepared to farm. In the main the intent to farm is accepted as a desirable requirement for admission to the agricultural course. Teachers of agriculture usually have had the responsibility of determining whether or not a youth was definitely planning to enter farming. They have, to a limited extent, evaluated the decisions indicated by students. Selection of students continues thruout the training period

In American society the individual has a high degree of freedom in choosing a vocation. Society or its institutions do not select stalwart lads and make them into farmers regardless of individual preferences. A prevocation guidance program is planned to aid youth in arriving at an intelligent choice. The choice once made may be revised. It is subject to evaluation by those whose responsibility it is to select students of vocational agriculture. Recruitment programs, on the other hand, may be primarily a means of filling the ranks to meet a false administrative standard of economy or efficiency. The prevocational guidance program should be designed to assure individual freedom of choice without coercion and, at the same time, insure that the youth entering agriculture will be sufficient in number and quality to meet the needs. At best the decisions of youth at time of entrance to a vocational course should be regarded as tentative. Dr. C. L. Anderson[1], of Pennsylvania, found after a 10-year period that only 1 young man in 10 was engaged in the occupation selected by him as a freshman. Other studies substantiate the belief that vocational choices of youth will not be realized in all cases, and the choices once made will not remain permanent. Looking at other evidence on the problem tho, it would appear that there is a possibility of predicting with equal, if not greater accuracy, which youth would enter farming. Wright summarized a number of studies in which former students of vocational agriculture were followed up.[1] A number of factors were reported by him which were found to be associated with likelihood of entrance into farming occupations.



Providing experiences which will assist students in making final occupational choices is a function of vocational education in agriculture. The picture is that of Donald Walker, Hilliards, Ohio, feeding his litter of pure-bred Durocs

It may well be at this point that a school administrator or teacher of agriculture will question the advisability of attempting to do anything with pre-enrollment guidance. Most, however, would admit to the probability that youth could be aided to make more reliable and permanent choices. Placement and training subsume a selection of trainees. The democratic procedure requires that the individual have access to the facts which will enable the making of an intelligent choice. Two developments may be cited which are designed to increase the reliability of youth's decision. Postponement of training, or its beginning, results in increased maturity and presumably a more stable and intelligent decision. The delay of training of one or more years also facilitates systematic prevocational programs. However, exploratory or prevocational courses in agriculture are sometimes offered at the elementary or junior high-school level. It would be anticipated that such courses would be offered to large numbers of individuals, and would afford them an adequate basis for reaching a decision with respect to a farming vocation. These or similar means have been employed, and it is probable, indicate a trend to postpone definite vocational education. The development of such a pattern is a slow process. It is to a large extent an administrative problem. Teachers of agriculture may initiate action to secure an eventual readjustment in the program of agricultural education along these lines.

Community Resources

There is another approach to the problem which requires a direct and positive action on the part of the teacher. It requires the use of community resources for pre-enrollment guidance of youth with regard to farming vocations. It is only in recent years that the school has endeavored to provide an extensive service of vocational guidance. In many cases the value of informal, indirect guidance by non-school agencies has been overlooked with the advent of more formal school guidance programs.

Prospective students of vocational agriculture are influenced and helped in making their decisions by parents, schoolmates, neighboring farmers, employers, 4-H Club leaders, and elementary and junior high-school teachers. The press, radio, movies, fairs, and other elements common to the experiences of youth function in the process of choosing vocation. To work with these several elements in informally aiding youth to make occupational choices is a real challenge and opportunity. The effectiveness of such work is not entirely undemonstrated but, in general, its possibility has not been fully explored. The effectiveness of "school guidance" as something separate from environmental influences has been overvalued.

Many students are aided in making a decision by farmers (other than fathers). Mr. Clarke B. Wood[1], teacher of agriculture in Connecticut, found that 34 of 105 students who changed to the agricultural courses were influenced to do so by farmers. Only 14 of the 105 were reported as influenced by the school-guidance officer. Teachers of agriculture have frequently found it an advantage to consult farmers in regard to the interest and capacity of individual students for farming. No teacher of agriculture or guidance director is in a position to do as much for some youth as the farmer for whom the youth works. Likewise, the farmer may be able to give a more accurate appraisal of the sincerity of the youth's decision. A local advisory committee may be a means of developing a cooperative community effort to facilitate wise choices by youth.

Farmers As Counselors

Farmer references may be secured from students by teachers. In an interview with the farmers a teacher would secure the benefit of their judgment with respect to several factors. The work with adult farmers may combine elements of both selection and placement giving the program of agricultural education an even closer relationship to the community. The procedures should stimulate cooperating farmers to consciously help youth to formulate their own decisions with respect to agriculture as a life work.

The 4-H Clubs enroll large numbers of potential farmers, and society may justifiably expect close cooperation between local leaders and teachers of vocational agriculture. Wood[2] reported of pupils in vocational agriculture having 4-H Club experience that about 40 percent had been influenced by it in their choice of agriculture as a course of study. Wood[3] also found that less than 20 percent of the instructors were contacting 4-H Club agents regarding prospective students. It may be that teachers are failing to enlist the cooperation of 4-H leaders. Local 4-H Club leaders do much directly and indirectly to help members understand and appreciate agriculture as a vocation. 4-H trips, tours, and so forth, also have value in bringing nonfarm vocations to the attention of its members. Cooperation of 4-H Clubs and F.F.A. groups afford excellent guidance possibilities. Teachers of agriculture may secure considerable factual information from 4-H Club leaders on prospective students. This suggests the possibility of developing a folder on prospective students in order that a judgment on a student's choice of farming as a vocation, or on the choice of the agricultural-education course, may have a sounder basis. Close cooperation with 4-H Clubs' leaders and others should practically eliminate the necessity for the so-called recruiting programs. In working at elementary and junior high-school level, teachers of agriculture often have recruited rather than cooperatively developed guidance activities.

Farming is only one of many vocations, and teachers of agriculture may often need to orient co-workers with respect to its opportunities and requirements. All teachers need to appreciate the opportunities in farming for students of superior ability. The facts that training for farming is important and is available may not be known, and, certainly most teachers cannot be expected to develop materials, lists of factors associated with likelihood of farming, and other related material unless the teacher of agriculture cooperates in the undertaking.

A few teachers of agriculture have had F.F.A. programs presented at rural schools or junior high schools. Others have had a program which provided for F.F.A. members to establish continuing contacts with prospective students. Most of the student activities have been designed to acquaint the younger youth with the program in vocational agriculture. There is good evidence available that youth is helped in making vocational choices by their friends, especially those who have already made a choice. The opportunity to capitalize upon the possibilities is one which should not be neglected.

Planning the Program

Something of the wealth of community resources for prevocational guidance has been indicated. Since teachers of agriculture desire that youth who plan to farm should reach a reliable decision at an early age, it is apparent that they may find it advantageous to develop and utilize the community resources more fully. What are the essential factors which should be considered in planning the local program? Three of the important features to be considered are: (1) informational, (2) organizational, and (3) evaluation. It should be recognized that all planning and action must be conducted in a democratic and cooperative manner.

The importance of the purpose to be achieved should be developed with cooperating groups and individuals. The exact ways and means by which this is to be accomplished will vary. Career days in which local leaders participate may aid in developing an understanding of the problem which will enable them to better serve pre-high-school students. Information on local farming opportunities should be made available to certain cooperators. Local advisory committee members can assist other farmers to gain an appreciation of the purposes. There are other ways, some of which would no doubt prove superior in a specific situation.

Considerable attention should be given to making certain materials available to those who are aiding in the program. Materials to be developed might well include a survey of local agricultural agencies interested in youth and a brief summary of individual programs. The factors associated with likelihood of entrance to farming occupations could be interpreted in light of local conditions and developed into a publication of value to all engaged with vocational guidance of rural youth. Many federal, state, and commercial publications are available. These could be listed or even made available in quantity from a central local source. Inasmuch as actual experience in farming is an actuality in most of the communities involved, few materials on actual farm work will be required. The emphasis so far as materials are concerned should be placed on those which can aid in developing individual student judgments with respect to opportunity to farm, capacity for farming, and interest in farming.

Many of the preceding suggestions may truly be valuable cooperative projects. Rural schools, 4-H Clubs, the Grange, and vocational-agriculture groups may become interested in contributing. Teachers of agriculture may well take the initiative in getting projects started. As experience generates enthusiasm, additional developments may be anticipated.

No formal organization of program appears to be an essential, yet, some directional influence must be established if there is to be a co-ordinated effort to effect the desired ends. The administrative officer of the school has a vital interest in programs of this character and his counsel is to be desired. The teacher of agriculture has no status leadership or authority. He must exercise his influence by indirect means. Local advisory committees, school-guidance officers, or committees, rural-youth committees, F.F.A. chapters, and informal conferences will probably constitute the groups with which the teacher will work. Ultimately a small informal committee representing the various groups may evolve. Its functions may be and probably should be, more inclusive than those enumerated here.

Evaluation of Plans

Evaluation in terms of planning the program may be considered primarily as judging the decisions reached by youth. Of course, this is in part an evaluation of the effectiveness of the pre-enrollment guidance program. Considerable factual information should be available to insure an accurate judgment on the youth's decision. The size and character of home farm, ownership status of parent, age and health of youth, records of scholastic tests, numbers and age of brothers, nature and amount of farm and other occupational experience are data which may be considered significant. A simple means of providing a record of the factual data desired should be developed. The

(Continued on page 113)

[1] United States Office of Education, Vocationa lEducation Bulletin No. 1. Revised 1937, P. 80.

[1] Young, O. L. "Young Men Ten Years After Leaving Rural High Schools in Pennsylvania." *The Agricultural Education Magazine*. 19: 146-147, 157, February, 1947.

[1] Wright, Carlton E., "Occupational Distribution, Entrance Into Farming and Opportunities for Farming of Former Students of Vocational Agriculture." *The Agricultural Education Magazine*. 16: 14-15, 17, 18, July, 1943.

[1] Wood, Clarke B., "A Survey of Practices in the Selection and Admission of Prospective Pupils of Vocational Agriculture in Connecticut." Thesis M. S. 1947 Cornell University, P. 56.
[2] Wood, page 65
[3] Ibid

The place of vocational agriculture in the guidance service

S. C. Hulslander, Chief, Occupational Information and Guidance Department of Public Instruction, Harrisburg, Pennsylvania

S. C. Hulslander

EFFECTIVE vocational guidance is essentially a personal service organized to aid individuals in making desirable personal and social adjustments; in selecting a suitable vocation; in making proper preparation for this vocation; and in entry upon and progress in the vocation.

Making Personal and Social Adjustments

Desirable personal and social adjustments are prerequisites to success. A maladjusted person is a severely handicapped person. He may possess ability and be competent in performing the tasks of a specific vocation, but if he possesses undesirable personality traits, if he cannot get along with fellow workers and associates, the value of his ability and competency is seriously reduced. Many maladjustments of this type have their origin in early childhood. Prevention of maladjustments is theoretically the most effective way of assuring desirable personal competency and social adaptability. However, the practicability of prevention is limited because the conditions surrounding a child's life are neither perfect nor controlled. It is therefore necessary for teachers and others to practice not only preventive measures but to be alerted for early detection of inferior habits and attitudes and to utilize sound counseling procedures in remedying the causes of maladjustments. This calls for concerted action by all teachers who are in contact with the individual. An early initiated and continuing guidance service aimed at personal and social adjustment is essential to future vocational counseling.

Selecting a Suitable Vocation

The selection of a suitable vocation by an individual should be based upon his aptitude, his ability, and his interest in the vocation. He should be familiar with the occupational requirements and demands, advantages and disadvantages, competition, trends, and the social environment in and related to the occupation. Matching occupational demands and conditions against personal characteristics is a fundamental step in selecting a suitable vocation.

Numerous standardized tests have been devised for measuring aptitudes, abilities, and interests. However, a critical examination and analysis of pupil performance is unsurpassed in importance as a means of aiding him in the selection of a vocation. Standardized tests may be helpful in substantiating and supplementing this analysis.

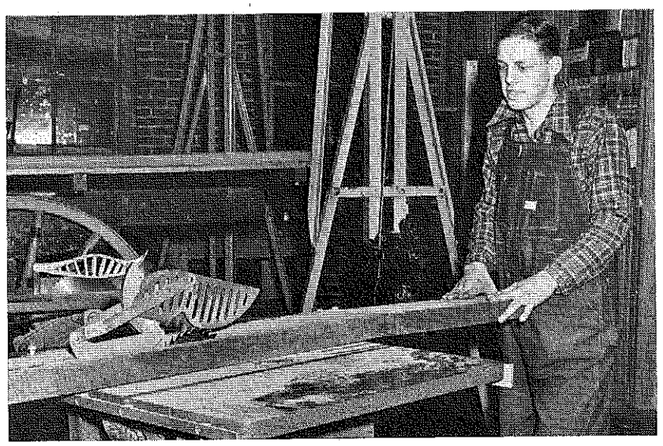
Farm boys should have the opportunity of choosing a vocation for which they are best suited. This calls for a guidance service in the school which offers occupational information; individual analysis and counseling. It calls for "try-out" experiences in and out of school.

Fortunate is the farm boy who as a result of his actual farm experience and counseling selects agriculture as his vocation. He has the advantages of actual experience with the occupation of his choice. It must be borne in mind, however, that such experience may be limited to a narrow segment of the total field of farming. A program of supervised farming initiated by means of prevocational projects in the junior high school serves to broaden the farming viewpoint of the pupil. The counselor and teacher of agriculture, with the pupil, should critically observe and analyze the performance in the prevocational projects for indications of special interests and abilities. As the pupil continues in supervised farming, opportunities are provided for further observations of performance. Is the pupil particularly interested in livestock or crop farming? Is he a good organizer and manager? Does he show traits which indicate abilities in allied agricultural occupations or farming specializations?

Observation of Performance

Observation of performance in the farm shop is another means for obtaining factual information regarding pupil interests and abilities. Does the pupil manifest mechanical comprehension, dexterity, and aptitude? Does he indicate special interest and abilities in such phases of shop work as farm-machinery assembly and repair, woodwork, welding, electricity, and other special areas of farm mechanics?

A further means of observing performance of farm boys in vocational agriculture is through the F.F.A. organization. Traits and habits of cooperation and leadership are indicators of personality and social adjustment. Here is a real opportunity to discover and analyze the strong and weak points of individuals. A properly organized and conducted F.F.A. may aid the shy boy with an inferior attitude, the boy who lacks self-confidence, the boy who needs to develop self-expression, or the over-aggressive, selfish, egocentric type of individual. A properly developed program of work, well-planned and conducted meetings, chapter projects in cooperative, community service, leadership, and recreational activities are effective devices for developing desirable personal and social adjustments.



Observation of performance in farm mechanics is one means of obtaining factual information regarding interests and abilities of students. Scene—Kutztown High School. Courtesy C. S. Anderson, Pennsylvania State College

Knowledge of Farming

According to the F.F.A. creed it is presumed that a boy has a basic knowledge of farming conditions when he joins the F.F.A. organization. The second paragraph of the creed states, "I believe that to live and work on a good farm is pleasant as well as challenging; for I know the joys and discomforts of farm life and hold an inborn fondness for those associations which even in hours of discouragement, I cannot deny." The F.F.A. has the responsibility of further informing the members about the occupations in agriculture. The purposes of the F.F.A. are based upon knowledge of farming and farming conditions. The F.F.A., therefore, is in the unique position of aiding farm boys in their personal and social adjustments and in helping them in the selection of a farming objective by making available thru chapter activities, occupational information on farming and farm life.

Follow-up of former pupils is recognized as an important area in vocational guidance. It is of vital importance for two reasons: first—to provide further aid to these individuals in the making of their personal, social, and occupational adjustments, and second—in obtaining further information to determine present pupil needs as evidenced by occupational choice, and personal social relationships and adjustments of students. Follow-up of former vocational agriculture pupils has been and is a standard practice in many schools. This is another area of guidance in which vocational agriculture is making a real contribution. The F.F.A. is active in retaining contact with their former members thru associate membership. Young farmer and veteran groups, consisting of many agriculture students, are to be found actively engaged in further study of vocational agriculture. Real aid to these individuals can be given thru individual and group contacts as they discuss not only the technical and business problems of agriculture but also the personal and social problems with which they are confronted.

Placement and Follow-Up

Satisfactory placement is often considered as the "pay-off" in guidance. In vocational agriculture, strong supervised farming programs systematically provide the way to successful establishment in farming for many individuals. Others find "side-line specialties" relating to agriculture, as a result of their vo-ag work. The program of vocational agriculture is and should be geared for successful adjustment to and placement in an agricultural or related vocation. Not to be overlooked, is the service which a strong F.F.A. chapter, young farmer association, and veteran groups can render in this respect by locating sources of employment, farming opportunities, and in the encouragement and help to boys in conducting improved programs of supervised farming.

The guidance activities which have been discussed are based upon the assumption that there is a teacher of agriculture who is a real counselor; one who has the respect and confidence of those whom he serves; one who possesses patience, tolerance, and clear sympathetic insight into human problems; and one who can help individuals to make their own decisions on the basis of better knowledge of themselves and their vocational possibilities.

It is becoming increasingly recognized that vocational education is more effective if preceded, accompanied, and followed by functioning guidance services. Vocational agriculture can and does contribute to these services by aiding in the selection of vocational objectives best suited to individuals; by providing facilities which aid boys in making desirable adjustments to this objective and by helping individuals in their entry upon and improvement in agricultural vocation.

Occupational interests of farm boys and their significance in guidance

C. S. Anderson, Teacher Education, The Pennsylvania State College, State College, Pennsylvania

C. S. Anderson

THE program of vocational agriculture in the secondary school is based on the premise that those who study the subject will enter the occupation of farming. However, research studies carried over long enough periods of time to have significance have seldom revealed a situation where more than one-half of the former students enter farming, or where more than two-thirds of them can be classed as farmers or as engaged in occupations remotely related to agriculture. To this extent we fall short in accomplishing our objective. There are those who may even take the extreme point of view of representing this loss in dollars and cents spent in preparing boys for the occupation of farming, an occupation which they do not pursue. But the most disturbing aspect of the problem, and the only really significant one, is the unretrievable time and educational loss to the boy who studies agriculture when he might better be pursuing a subject of his real occupational interest.

Authorities may differ in their interpretation and definition of what is meant by an occupational interest, but they are generally agreed that an early commitment of interest in an occupation is a first step in the problem of counseling students. Since every teacher of agriculture is in a sense a vocational counselor, one of his jobs is to assist boys in deciding what adult occupation they wish to follow, and particularly if they wish to follow the occupation of farming.

Occupational Interests a Changing Factor

The writer started occupational-interest histories on 1,242 rural high-school freshmen in 1929. For four years he checked the stability of their interest twice each year, and for the 18-year period since the study began he has maintained a fairly accurate accumulative record of the occupational interests and also the occupational pursuits of 586 individuals. It is indeed a changing factor, and one that continues in flux almost indefinitely.

Sixty-three percent shifted their choice of an occupation one of more times while still attending high school. To be exact, only 37.4 percent of the total number of boys stuck to their original decisions and continued to express the fact thru semi-annual vocational-interest surveys from the ninth to the twelfth grade. But here is a consoling and significant fact for those of us who are primarily concerned with counseling in the field of agriculture. Boys who made a first choice of agriculture in the ninth grade displayed a higher permanency-of-choice factor than did those who chose any other occupation. The choice of doctor, dentist, lawyer, scientist, and others seemed to fluctuate without rhyme or reason. Perhaps this was because boys who preferred these professions finally discovered the long, arduous routes of preparation necessary to become doctors, lawyers, and scientists and turned to substitute choices. After having studied the problem of vocational interests for a long period of years, the writer is not greatly disturbed by this fact; for he has concluded from his various studies that most people are not actually engaged in the profession or the occupation of their first choice. There are generally circumstances that to some extent prescribe the occupational destinies of men. A counselor should not hesitate to point this out to his advisees.

We conclude from studies made that in the average rural high school one-third of the boys who enroll as freshmen in vocational agriculture seriously intend to become farmers. They have already made a choice. Comparatively few of them ever change their minds as they progress from grade to grade. Furthermore, among the remaining two-thirds there will be some boys who will eventually decide to farm, and others who will ultimately engage in farming even though it is their second choice of an occupation. The kind and effectiveness of the instruction they receive in vocational agriculture and the supervised farming programs they develop may influence or change the decisions of some boys.

Interest in Agriculture Least Wavering

The vocational interest surveys referred to reveal that interest in agriculture not only remains more steadfast than does interest in most occupations, but it carries thru to out-of-school participation. Ten years after vocational-agriculture boys were graduated from rural high schools, 4.9 percent more of them were farming than had indicated a preference for farming when in the ninth grade; and 5.9 percent more were farming than had indicated agriculture as their first choice of an occupation at the time of their high-school graduation.

Apparently more boys from vocational agriculture go into farming than actually want to become farmers, judging from their expressed choices of vocations and their real occupational pursuits. This may be partly a matter of home circumstances, but is is also due to a lack of available information about other occupations. Agriculture is the one occupa-

(Continued on page 109)

Increasing the effectiveness of agricultural education thru guidance of rural youth

H. M. Byram, Teacher Education, Michigan State College, East Lansing

H. M. Byram

TEACHERS of vocational agriculture are becoming increasingly aware of their responsibilities in the vocational guidance of farm boys. A discussion here of the importance of these responsibilities would not be justified were it not for the fact that wide discrepancies have occasionally been revealed in the viewpoints of teachers and leaders in agricultural education.

The writer recently participated in a conference on agricultural education with state and national leaders. During the conference, among other things, the need was brought out for study of placement opportunities in agriculture and related occupations. Also, one of the things pointed out was the importance of giving attention to the guidance and training needs of pupils living on farms where "part-time farming" is practiced. One recognized leader vigorously protested. He said, "I don't understand why in the world we should be dissipating our efforts on these 'fringe areas' when we aren't anywhere near adequately doing the only job we are supposed to be doing, namely, training farmers."

The writer would agree that training farmers for the work of the farm and the farm home is our chief responsibility. This is such an important charge that we must diligently search for all possible means for doing it more efficiently. However, no vocational education is efficient which is not preceded, accompanied and followed by adequate vocational guidance. Vocational guidance of the farm boy is not a "fringe area." Nor is the education of part-time farmers. Neither the national vocational acts nor their interpretations thru federal policies restrict teachers' activities to full-time or "commercial" farmers.

An Example of Exploratory Courses in Other Fields

Industrial education, to a greater extent than any other field of vocational education, has provided for exploratory activities and other activities thru industrial-arts courses at the junior high-school level. These courses are intended, among other things, to aid in the guidance and selection of prospective trade and industrial pupils. No counterpart of industrial arts is found in courses in agriculture in the vast majority of schools. If the schools recognize the need for exploratory activities in agriculture, but do not provide courses for this purpose, the inference to be drawn is that the schools intend for the courses already offered in agriculture to provide some opportunity for exploration, orientation, and guidance.

A recent national survey shows a great deal of interest in and many provisions for work experience for high-school students.[1] This work experience, as provided, typically does not include farming and related occupations. Here is a need which should be met.

It should be more generally recognized that in a department of vocational agriculture complete training can be given in only a restricted family of occupations, namely farming occupations. There is usually only a small number of persons in a local community wanting training, for example, for farm implement service and sales, for farm elevator operatorship or for any other occupation related to farming. This fact, together with the impossibility of duplicating working conditions in the school or of adequately equipping the school for such training makes it impossible for a department of vocational agriculture to fully train persons for occupations related to farming.

Teacher of Agriculture in Strategic Position to Provide Guidance

But the teacher of vocational agriculture is in a preferred position to provide vocational guidance for farm youth with reference to agricultural occupations. He spends more time in their homes and probably is better acquainted with the family than is any other teacher. He is sought by the farm family for counsel and advice.

The final, and probably the most important reason for attention to guidance is the realization that placement and establishment in farming is not automatic when farm boys graduate or leave the department. The techniques of placing and establishing young men in farming have received a great deal of attention in the past 10 years.

Twelve years ago the writer presented in this magazine the responsibilities of teachers of vocational agriculture in the area of vocational guidance.[2] The responsibilities have increased since then. However, many developments which have taken place during the past 10 years should help us to do a better job.

Most states now have a state supervisor of occupational information and guidance. Teacher-training institutions have increased their facilities for training teachers in guidance functions. The number of schools with good local guidance programs has increased during this period, and much improvement has taken place in the school guidance programs that were already organized. The George-Barden Act makes provision for expansion and development of vocational guidance in connection with programs of vocational education. We have more trained counselors today than ever before. There has been much occupational information written and published.

We must admit that our information about many related agricultural occupations is inadequate. We do not yet know how to measure a young man's interest in a farming occupation nor his attitude toward farming altho some progress is being made.[3] We do not know how to predict accurately a boy's managerial ability as a farmer. Many teachers do not know as much as they would like to about the placement opportunities in their local communities.

However, we have learned many things during the past 10 years which will be of help to us in doing a better job in the vocational guidance of farm youth. We know what has happened to the graduates in many states and local communities. We know what proportion of former pupils enter farming under recent methods of selecting students. We know how few town-reared boys enter farming. We know the typical proportion of boys who enter related agricultural occupations. We know what the factors are that are associated with establishment in farming, and what are the characteristics of young men most likely to become operating farmers.

Other articles in the current issue deal with ways of discharging the teachers' responsibilities or functions in guidance of farm boys while other articles should be written by teachers describing how they do counseling, how they present occupational information, and the like. However, the writer lists a few of the more important activities that can be engaged in by the teacher of vocational agriculture to discharge the guidance functions. We are bearing in mind that there are others in any good local school system who will work with the teacher of agriculture in guidance of the farm boys with whom he has contact.

Activities of a Teacher of Agriculture in the Area of Vocational Guidance

1. *Assisting in providing exploratory activities in agriculture.* This could be done in part thru broad programs of supervised farming, thru placement for farm experience and other work experience in agriculture, and thru regular class activities. In addition, a prevocational or "general" agriculture course could be offered to junior high-school pupils.

2. *Interviewing prospective pupils for enrollment in vocational agriculture.*

3. *Orienting pupils in vocational agriculture to the study of the subject, to the occupations in agriculture, and to the F.F.A.* There is a trend toward development of three fairly large units dealing with this orientation and toward giving them a prominent place in the first-year course in agriculture in high school.[4]

4. *Assisting in the study of the individual thru inventories and tests.* There is a great deal of information available to teachers on this. Michigan and other states have developed inventories for use with farm boys.[5]

5. *Supplying information about agricultural occupations to counselors, homeroom teachers, and teachers of courses on occupations.* These persons typically are not farm-reared or experienced and will welcome the rich fund of information on which the teacher of agriculture can draw.

6. *Assisting the school librarian in locating and obtaining published materials on agricultural occupations.* Many good books and bulletins are now available as well as charts for visual aids.

7. *Studying opportunities for placement in farming in the community.* The United States Office of Education has a helpful bulletin dealing with this and related activities.[6]

8. *Studying opportunities in occupations related to farming in the community.* An example of what one teacher did along this line is set forth in a recent teacher's article.[7] The tremendous range of occupations in which a farm boy may be able to capitalize on his farm experience was set forth by the writer in one article.[8] This is also shown graphically in a chart developed by the writer which has been used by many teachers of vocational agriculture to present these opportunities visually.[9]

9. *Counseling farm youth regarding occupational choices.* Most teachers have ample opportunities for such counseling. Many, no doubt, feel that they need to improve the counseling they do.

10. *Assisting farm youth in becoming placed in farming occupations and to make progress toward establishment as a farm operator.* The techniques for doing this have been widely discussed. Much research has been done on it and much more needs to be done.

11. *Systematically following-up former pupils in vocational agriculture.* It is difficult to think of a more practical type of study which a teacher of vocational agriculture can make than to determine periodically what vocational progress all former students of vocational agriculture have made. Many of these have been reported. There is also need for making more long-range studies such as for example the one by Anderson of Pennsylvania and other studies on a statewide basis.[10]

Conclusion

No farmer farms better than he knows how to farm, except by chance or by imitation. Most farmers will admit that they "know how to farm better than they do." Likewise, no teacher will give better vocational guidance than he knows how to give nor will he use information about farming and other agricultural opportunities if he doesn't possess such information. As we increase our "know-how" in the area of vocational guidance we will be in a much better position to do the whole task of guiding and training farm youth.

Agricultural Teachers Have Counseling Responsibility

Here is a place where the teacher of agriculture should step in with a little occupational counseling. No other teacher in the small rural-school system is better prepared for the task. Boys who are definitely not interested in farming should be directed away from vocational agriculture. Those who express an interest should be carefully screened. For the welfare of the boys and their future happiness, every effort should be made to bring them to an early decision as to a life work, and then to see that their educational training points them in that direction. Can it be that too many boys are studying vocational agriculture? Not from the standpoint of the occupation; but from the point of view of the boys own expressed interest, the answer can only be yes. Vocational teachers have a definite responsibility in assisting boys in the choice of a curriculum as well as pursuing their course of training within the chosen curriculum.

Generally speaking, we have been *too concerned about numbers, about securing larger enrollments.* A more careful screening of the boys we already have would carry us further on the way to accomplishing our objective: Namely, that those who study the subject of agriculture will enter the occupation of farming. And it may also be a favor to the boy who is screened, for he, too, does not want to lose valuable time and educational effort by preparing for a work that he does not expect to perform. It should always be made easy for a boy to transfer from the curriculum in vocational agriculture into another curriculum if he discovers that his occupational interests do not lie in the field of agriculture. This may mean changes in existing administrative policies and course organization in some rural high schools. But we must remember that the school is designed for the pupil, and that a program of vocational guidance within the school has not really begun to function effectively until it is directing pupils into and away from occupational pursuits in keeping with their real vocational interests.

An agriculture teacher of long years of experience one time addressed a letter to his many former students asking them to offer him frank suggestions as to how he might change and improve his teaching. One of his early students, now a well-established farmer of the community, packed a lot of good common sense into the following reply, "First of all help your boys to see farming in its true perspective and to make an early decision as to whether or not they want to be farmers. To know what you really want to be when you become an adult is the most peace-of-mind-giving shot-in-the-arm any high-school boy can have. Spend a little more time helping boys to discover their real occupational interests and less time high-pressuring them into becoming farmers."

The Mississippi Association of F.F.A. has acquired a state camp which is located at Long Beach on the Gulf Coast.

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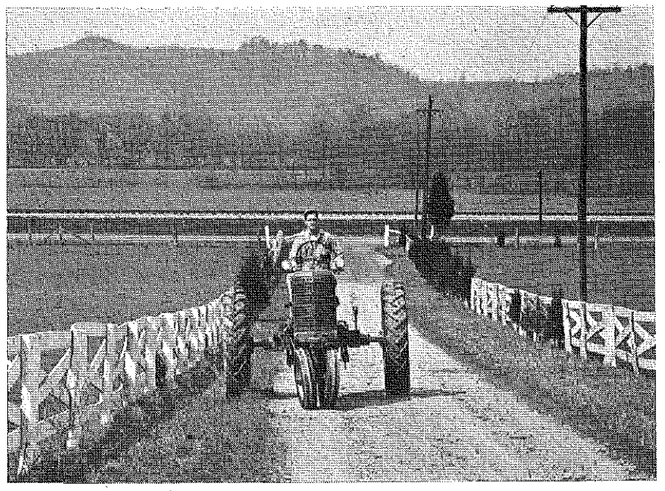
[1] Dillon, Harold, *Work Experience in Secondary Education*, National Child Labor Committee, Pub. No. 394. The Committee, New York City, 1946.

[2] Byram, H. M. "Vocational Guidance as a Responsibility in Agricultural Education," *The Agricultural Education Magazine*, 8:99-100, 1936.

[3] See Myster, Alonzo M., "Construction and Validation of a Scale for the Measurement of Attitude Toward Farming." Unpublished doctor's thesis. Ames, Iowa: Iowa State College, 1943, p. 142.



Gus Douglass, retiring president of the Future Farmers of America, had his interests in farming fortified as the result of his experiences in vocational agriculture. Photograph courtesy H. N. Hansucker, State Supervisor Agricultural Education, Charleston, West Virginia

[4] Deyoe, G. P. and others. *Teaching Techniques and Instructional Planning for All-Day Students in Vocational Agriculture.* Bul. 290. Lansing, Michigan: Michigan State Board of Control for Vocational Education, 1947.

[5] *Manual for Counseling Youth.* Off. Misc. No. 2069. Lansing, Michigan. Michigan State Board of Control for Vocational Education, 1941, pp. 16.

[6] Zeran, Franklin R., *Matching Men and Farms*, Voc. Div. Bul. No. 229, Washington: United States Government Printing Office, 1944, pp. 38.

[7] Wilcox, Culver, "A Study of Occupational Opportunities for Agriculturally-Minded Veterans," *The Agricultural Education Magazine*, 18:146, February, 1946.

[8] Byram, H. M., "Opportunities for the Farm-Reared Boy," *Occupations*, 17:114-121, November, 1938.

[9] This chart is entitled *Occupations for the Agriculturally Trained*, and published by Interstate, Danville, Illinois.

[10] Anderson, C. S. *Young Men Ten Years After Leaving Pennsylvania Rural High Schools.* Bul. 468. September, 1944. State College, Pennsylvania, Pennsylvania State College.

Occupational interests of farm boys

(Continued from page 107)

tion with which they are most familiar. So they follow the line of least resistance, study vocational agriculture in high school, and move toward the inevitable occupation of farming.

Methods and Materials

G. P. DEYOE

The field trip as an aid to instruction in vocational agriculture

Cola D. Watson, State Supervisor, Burlington, Vermont

THE field trip is an effective device for teaching if it is properly organized and conducted. It is the instructor's responsibility to select the type of field trip and the time to take it which will most effectively supplement the teaching unit. The main purposes are to give class members an opportunity (1) to practice what they have learned in the classroom, and (2) to gain new knowledge.

Good Planning Is Essential

The effectiveness of the trip will depend a great deal upon the preparation which is made for it. Students must be conditioned to the extent that they see a need for the particular trip being considered, that they know what to look for, and that they have a planned procedure for obtaining and recording the information desired. It is sometimes desirable to prepare with them a list of questions to be asked and practices to be observed. The instructor should contact the person to whose place the trip is to be made far enough in advance so that he will be ready to receive the group. Personal contact is is always desirable, but it should be followed by a confirmation letter stating specifically what the group is to observe, do, or learn as a result of the trip. Time will be conserved if both the students and operator of the establishment being visited know the purpose of the visit.

Transportation to and from the establishment is a factor which should receive careful consideration and planning. The use of a bus for making field trips has many advantages over using private cars. The group travels together so that it can be more easily supervised, the whole group arrives at the same time so that little time is wasted at the farm, and profitable group discussion or briefing may occur enroute. School buses, if available, are an ideal solution to the transportation problem. In other cases it may be possible to make arrangements with transportation or bus companies to provide the service at a nominal rate. If private automobiles are used, all should travel together both to and from the establishment. Much of the adverse criticism of field trips in the past has resulted from conduct to and from the place visited. The personal liability risk involved in the use of private cars should not be overlooked, especially if student drivers are used. All budgets for departments of vocational agriculture should provide funds for this type of instruction.

Consideration of Cooperators

The attitude of the group on the visit will influence future relations for this type of activity. All members should realize that they are guests on the trip, and are there only by invitation of the owner. Their attitude and conduct must be governed by this fact. There should, at all times, be a businesslike attitude. This does not mean that the group cannot act natural, but emphasis should be placed on obtaining the information desired without keeping the owner away from his work longer than is necessary. He is gratuitously placing his time and facilities at the disposal of the group. Courtesy demands that he be thanked for his cooperation and for the privilege of visiting his establishment.

The field trip should be made only if there is a need for definite information which can best be obtained by this means.

How can the information gained be effectively used? A portion of the succeeding class period should be used to summarize the results of the trip and to relate them to the unit being studied.

Resources Should Be Surveyed

What is available for agricultural field trips? Each teacher of vocational agriculture could canvass his area and catalog the possibilities under subject-matter headings. This would make available a ready reference of field trip possibilities which could be used when the course of study for the year is developed, and would thus assure early planning and comprehensive use of this teaching device.

The cooperation of other agricultural agencies operating in the area can be of assistance to the instructor in conducting this survey.

In Vermont, because of its small size, a state-wide survey was made, the results tabulated and distributed to the agriculture teachers for reference. It was decided that the material would be most usable if assembled under subject-matter headings giving the name of the establishment, the name and address of the person to contact, and the practices to be observed. Survey forms were prepared making provision for these three items of information under the following subject headings:

1. Barns
   a. New construction
   b. Laborsaving devices
   c. Mow hay finishers
   d. Pen stabling
2. Cash crops
3. Conservation (soil and water)
4. Cooperatives
   a. Artificial breeding
   b. Credit
   c. Freezer lockers
   d. Marketing cooperatives
   e. Purchasing cooperatives
   f. Insurance
5. Dairy herds (purebred)
6. Fertilizer demonstrations
7. Field crops
8. Forestry
9. Fruit
10. Haying equipment
11. Pasture improvement practices
12. Potatoes
13. Poultry
14. Miscellaneous

The survey forms were mailed to the county agricultural agents and county foresters in the 14 counties of the state as well as to representatives of other agricultural agencies, such as the Soil Conservation Service, the Vermont Cooperative Council, the Vermont Public Service Corporation, and the Green Mountain Power Corporation.

There was an excellent response to the questionnaire in that there was a 100 percent return of completed forms. About 450 establishments were reported. These were classified and the list distributed to the instructors in the state. Experience gained in this project has shown that other agricultural agencies are willing to cooperate with agricultural education if given an opportunity, and agriculture teachers have found this type of information valuable in making their instructional plans for the year.

Teachers of vocational agriculture should recognize the value of the field trip, and make more use of it as a teaching tool, but a great deal more emphasis must be placed on properly planning, organizing, and conducting it.

F.F.A. members from Lamoille County, Vermont, receiving instruction in wood lot thinning from Extension Forester at the college of agriculture

Group of farmer veterans on field trip studying pasture grasses. Morrisville, Vermont

October 4 was designated as Future Farmer—Future Homemaker Day at the State Fair of Texas. The annual event is one of the largest youth gatherings to be found anywhere.

"Improving Future Farmers of America Chapters in New Mexico" was the theme of the program for the annual conference of teachers held recently under the direction of State Supervisor L. C. Dalton and Alan L. Staley, assistant Supervisor. Parker A. Woodul, President of the teachers association presided at the conference.

Farming Programs

C. L. ANGERER

What are you doing about soil conservation?

Robert A. Manire, State Director Agricultural Education, Austin, Texas

"In the sweat of thy face shalt thou eat bread, till thou return unto the ground; for out of it wast thou taken: for dust thou art, and unto dust shalt thou return"
Genesis 3:19

Robert A. Manire

MAN is a steward. He is responsible for the land even as a banker is responsible for the safekeeping of the depositor's money. However, man's report of his stewardship of the land here in America at this time would be a rather dismal picture, involving erosion in many places in its worst forms, abandoned and washed away farms, people in poverty, bewildered, malnourished, hidden hunger raising its ugly head, and human erosion progressed so far in a few cases that the will to do is almost completely lost.

This report of stewardship would reveal that altho America has grown great, and occupies a very prominent place in world leadership, some of the position of greatness has been achieved by virtue of the fact we have mined our soil and have used its fertility at an accelerated rate that we cannot keep up. We have fought and won two great wars within the last 30 years; our victories to a certain extent were due to the food and fiber produced on our farms, but in producing this food we have exacted a toll from our soils in many places that will be irreparable and is now approaching marginal or submarginal stages. When we stop to realize that there are only three to four acres of cultivated cropland and about the same amount of grazing land, or a total of six or eight acres for each man, woman, and child in the United States and much of this land in the various stages of erosion, it is high time that we stop, think, and put into this great program of soil conservation and proper land utilization our best efforts, or we may not eat so well by the sweat of our faces in the future.

Soil which sustains life lies in a thin layer of an average depth of seven or eight inches over the face of the earth. We have by our type of farming permitted much of this life-giving portion of our land to be destroyed. When we realize that there are only about eight acres of this land for each of us and look back in the pages of history, we find that when the fertility of their lands were lost, the decadence of the home and family became rather pronounced and the nations fell.

Wars Have Portrayed Importance of Land

Many of our wars have portrayed the vital importance of land. In World War II, Germany and Japan embarked on a gigantic land-grabbing expedition which no doubt was prompted by virtue of the extreme shortage of land. In Japan there is only two-tenths of an acre of tillable land per person.

Those of us in vocational education in agriculture have at all times had an interest in our soil, and we have done something about its conservation down thru the years. Since soil and its use is the basis of all our work, we should take a rather careful look at our long-time programs and annual teaching plans to determine

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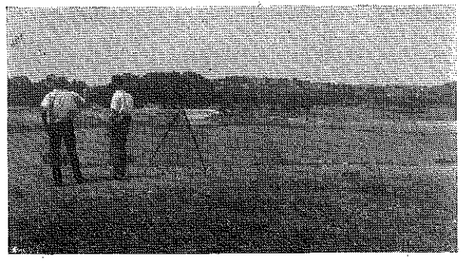

An American Farmer and his adviser check a newly finished tank dam on the young man's home ranch. The building of such reservoirs conserves water for livestock and helps check gulley erosion

As a result of practices that conserve the soil, conditions are made more favorable for the support of wild life as is indicated by the picture at the right

S. S. SUTHERLAND B. C. LAWSON

The role of pre-service teacher-education in vocational agriculture

Roy A. Olney, Teacher Education, Cornell University, Ithaca, New York

Roy A. Olney

The article by Professor Olney is the third in a series of professional contributions dealing with the *Role of Vocational Education in Farming*. The previous contributions byPaul W. Chapman and B. C. Lawson appeared in the September and November issues.

AT THE time of the passage of the Smith-Hughes Act in 1917 it was recognized that teacher-education was a vital factor for the growth and development of vocational education in agriculture in the secondary school. The expansion and progress which has been made in the past 30 years is largely based upon the work done at the designated training institutions in supplying qualified teachers. The demand for vocational agriculture as a part of the curriculum in rural high schools has been so great that the supply of teachers has never fully met the requirements in the United States.

At the present writing the supply of teachers is in a most critical condition, due partly to the depletion of teacher ranks during the war. The potential supply of teachers entering training was likewise seriously curtailed during the same period. We are now at a turning point with increasing enrollments of prospective teachers in our institutions, who desire to render service to those persons "who are preparing for or who have entered upon the work of the farm." It is appropriate, therefore, that we evaluate our programs of pre-service teacher-education in agriculture at this time and build for the future.

At least three problems face those who are in charge of teacher-education at the pre-service level. They are: (1) recruiting and guiding prospective teachers, (2) providing adequate preliminary participating experience in teaching, and (3) placing these apprentice teachers in positions.

Recruiting and Guiding Prospective Teachers

In the recruiting and guidance stage we recognize the initial step is that the prospective teacher express an interest in teaching as a profession. It is our duty to provide him with information which will be helpful in making a decision as to the advisability of entering teaching as a career. Literature on the subject should be prepared by the teacher-education department with the cooperation of other workers in the field of vocational agriculture. It should be well illustrated with pictures and should include factual information concerning the job of the teacher of agriculture. Such materials should be designed so as to assist principals and guidance counselors in the secondary school in their advisement of pupils in the choice of an occupation or profession.

One basic requirement of the prospective teacher of agriculture should be that he was reared on a successfully operated farm or had equivalent farming experience. During the emergency this qualification could not be fully enforced and still keep departments open. It needs to be re-emphasized and enforced if we are to maintain our programs of vocational agriculture on the high standard of service as in the past. The complicated nature of present-day farming makes it necessary for a teacher of vocational agriculture to have a practical background of farm experience if he is to work tactfully and understandingly with farmers and their sons on the problems with which they are confronted. Teacher-education departments must stress this factor in order to obtain quality rather than quantity of prospective teachers.

Evaluation of Personal Traits

Farm experience in itself does not insure that the teacher will be successful in his job. Recognizing this, training institutions are developing and refining devices which permit personal evaluation by and of the prospective condidate as a basis for making a preliminary choice of teaching as a profession. Such an analysis of a man's own values, interests, and aptitudes should furnish more reliable data for the selection and advisement of one who applies for admittance to the teacher-education program. It should indicate his possible success and adjustment as a teacher, bringing out difficulties that need to be overcome during the participation in pre-service experience and the in-service training to follow. This will be advantageous to the prospective teacher as well, because if he does not have the qualities and abilities necessary to become a successful teacher, he can become aware of this fact and choose another type of work more suited to his ability. We must continue to refine the techniques which will aid in recruitment and guidance of men desiring to enter the field of teaching vocational agriculture.

Another basic requirement in recruiting the prospective teacher is that he shall be a graduate from a college of agriculture. Since there are broad curriculum offerings in most colleges of agriculture, it is necessary that the department of teacher-education have early and continuous advisory charge of the students preparing to teach. We must guide the prospective teacher in the selection of subject-matter courses which will provide him with a well balanced and basic foundational knowledge of the technical phases of agriculture common to the state in which he is preparing to teach. In some states the great diversity of agriculture from section to section will make it necessary to vary this subject matter content, dependent upon where the student wishes to locate within the state as a teacher. It is conceded that a teacher can not become a specialist in all fields of agriculture. However, he must have a background of preparation in the various fields of technical agriculture that will enable him to work successfully with both high-school and out-of-school groups, and also help him grow technically, by his own efforts thru further experience and study.

In addition to the technical training needed and of equal importance, the prospective teacher must be guided into courses which will broaden his point of view and provide the cultural training needed by teachers so that he can take his proper part in maintaining and advancing as a whole the community in which he locates.

The teacher must know how to teach, therefore guidance in the selection of professional courses and in directed teaching is a role of pre-service teacher-education. This brings us to our second problem—furnishing participating experience for the prospective teacher.

Providing Participating Experiences

A fundamental concept in vocational education in agriculture has always been "Learning by Doing." This involves and supports a principle of all teaching, namely, *student self-activity is basic to all learning*. Believing in these concepts, the pre-service role of teacher-education must be to continue to place more and more emphasis upon participating experiences for the prospective teacher. There is no alternative. We require each person at all levels in our vocational classes in agriculture to conduct practical programs of farming as a basic part of his learning process leading to establishment in farming. By the same token the student should be required to follow an apprentice program in teaching as a basic part of his preparation to teach. Definite progress has been made in our pre-service programs of training in the last 30 years as is shown by the requirements of different states for directed or practice teaching.

A general progressive pattern now is for each trainee to spend an extended consecutive period of time at some selected school center for observation of and participation in the program of agriculture under way at the particular school. At the present time many of the professional courses are taken immediately preceding the participating experience. A future prediction is that much of the content now included in the professional courses will be given concurrently when the apprentice is experiencing difficulties during his practicing period. This will necessitate a reorganization of our teacher-education programs on the basis that much of the work for undergraduates will be given as a part of practice rather than at the institution. Whatever the length of the practice-period requirement may be or the plan of organization, the trainee will live in the community and spend his entire working time at the school. Approximately one-half of the trainee's time will be devoted to observation and practice, and the remainder to study and to problems assigned by members of the teacher-education department. During the extended period of participation experience the trainee will take part in a series of regularly scheduled group conferences which will not greatly interfere with his work as an apprentice teacher. Discussions at these conferences will normally center about the content of the professional courses as applied to occurring problems of the group. Tentative suggestions will be developed for their solution. These can then be applied immediately by each trainee to the agricultural groups concerned. Such a training program will require carcful organization and follow-up by teacher-educators. This should not prove burdensome if we believe in our motto—"Learning by Doing."

Two advantages of these expanded and enriched programs for teacher experiencing are as follows: First, the trainee will participate in a more normal teaching experience. He will be free from other college responsibilities and can devote his full time to the job. His continuous period of participation will provide a better opportunity for becoming acquainted with his classes, the school, the community, and the problems that go with each of them. It will better demonstrate his ability as a teacher and may help him decide whether he is actually qualified to continue in the profession.

Secondly, the teacher-educator will have a background of experience upon which to build a much more functional and enlivened content for the professional courses which the trainee is required to take. The immediate applications are endless for the undergraduate student and should enable him at the end of the training period to accept and assume a position with a much higher degree of confidence during the first year. If we are to emphasize quality rather than quantity of teachers, as previously mentioned, then we must *do* something, rather than talk. This is most surely a pre-service role of teacher-education and one which should contribute greatly to the continued progress of the entire program of vocational agriculture.

R. L. Meade, a student teacher at Westerville, Ohio, who lives in the training-center community checks farming program practices and records of high-school student

Placing the Qualified Teacher

A final important problem in the pre-service role of the department of teacher-education is the placing of the inexperienced teacher in a position for which he is qualified. As a result of the devices used in the recruitment and guidance of trainees and the close contacts maintained during the apprentice period, the job of placement should not be a difficult one. By these close contacts much data and knowledge of the prospective teacher is gained by the teacher-educator who in turn can be very helpful to potential employers.

In our duties as teacher-educators with respect to (1) the problems of recruiting and guidance, (2) providing participating experience, and (3) placement, at least two things must be stressed so that they will become a very definite part of the thinking of each trainee. First, the teacher must fully realize that he has one of the greatest responsibilities of any person who deals with the farm and home situation. It is the human factor which is consigned to him for advice and development. He should not fail to prepare himself adequately to do a job thru which his accomplishments will reflect credit to himself and to the training program. Secondly, the teacher must understand that his job in vocational agriculture is to help develop thru the medium of agriculture the persons enrolled in his classes. As and educative tool for this purpose agriculture can serve as well or better than other subjects offered in the high school. In this process of education, the boy should not only be guided in learning facts about agriculture but also how to apply these facts in solving the real problems with which he is faced in the classroom or on the farm. This idea also applies to teaching young men and adults in out-of-school groups. Our job as teachers is *to teach* in its truest and fullest meaning. Once we have instilled the desire in the trainee to teach boys and men to improve themselves and in turn to improve the community, then the teacher-educator has made definite advancement in the program outlined for pre-service training. We do not stop here. The in-service role in teacher-education will be presented as another part of this series of articles.

In discussing this small segment of our program of vocational education in agriculture, the writer is well aware of the fact that there is and must continue to be a unity of purpose and close cooperation by all workers in the program, if we are to reach the goals and objectives for which we stand.

Guidance in pre-enrollment

(Continued from page 105)

more subjective data such as reaction of farmers, teachers, 4-H Club leaders, and others should be considered in developing definite forms. The advantage of having the data available to all cooperating groups should be recognized. It would appear desirable to plan for its inclusion with other permanent records. This will facilitate developing the data on a cumulative basis to a point where it will become significant. The information so developed should also be invaluable to one having responsibility for counseling with rural youth regarding vocations.

Apprentice teachers' activities in agricultural education at Louisiana State University, 1936-1940; 1946-1947

H. J. Braud, Teacher Education, Louisiana State University, Baton Rouge

IN ORDER that the trainees may gain experience in as many phases as possible of the work of the teacher of vocational agriculture, the center in which they spend their apprentice training should present a true situation normally encountered by the teacher of vocational agriculture in a department equivalent to that of the better vocational departments of the state.

Development Centers

The department of agricultural education at the Louisiana State University selected development centers for this purpose after conferences by members of its staff with the local school administrators, a visit with the teacher of agriculture and the principal at the school. Then a conference was held with the state supervisory staff and final approval was made by the state supervisor, the object of the conference being to consider all the factors that satisfactorily meet the present requirements and those conducive to development in the future.

The criteria applied to the selection of the development centers are: The supervising teacher is to be fully qualified, preferably with a M. S. degree; with tenure of at least three successful years on this job. He should be a full-time teacher of vocational agriculture and have satisfactory working relationship with the other teachers of the school. The development center should have a complete program in vocational agriculture and, of course, be provided with a physical plant, equipment and adequate teaching material and facilities to meet the instructional needs of its program.

The local superintendent, supervisor, principal, and teacher should be in sympathy with and actively interested in the program of vocational agriculture and the purposes and functions of apprentice teaching. Other school officials, teachers, patrons and pupils demonstrate a spirit of cooperation conducive to a functional community program in vocational agriculture.

The type of farming practiced by the farmers of the school community is representative of that practiced in the type area; communities in which all agencies, interested in improving agriculture and rural life, co-ordinate their efforts toward that end is very desirable.

Financial remuneration during a 10 months period is provided each supervising teacher by the teacher-training institution, for which he is expected to supervise the trainees assigned to his department during the apprentice-teaching period, to develop all phases of the program of his department to a maximum level and to participate in an in-service training program for professional growth.

Supervising Teachers Cooperate

The supervising teacher is encouraged to cooperate in research problems pertaining to vocational education and his local program; also to use his initiative, training, department, and all other available means that may contribute to the development of efficient teachers of vocational agriculture.

He is to strive continuously to improve the program of his department to insure the trainees experiences that reflect a true picture of a complete program in vocational agriculture in the school area.

Being members of the teacher-training staff, the teachers more fully appreciate the necessity of co-ordinating their efforts with others concerned in the development of more functional development centers as a specific phase of teacher-training in agricultural education.

A summary of the apprenticeship training program conducted during a six-year period and for the school, 1946-47, might be given in terms of what the trainees did during the six-weeks apprentice period. A statement of the activities in which the apprentice teachers engaged in in 1946-47 is shown in Table No. I. The percentage of trainees participating in the activities over a six-year period is indicated in Table No. II. The content of this record does not record all the activities in which the trainees participated. Sufficient evidence, however, is offered to show that apprentice training in the major responsibilities of the teacher of agriculture was experienced. The emphasis placed upon observing, preparing for and teaching, all-day, young-farmer and adult-farmer classes, as well as opportunities given for gaining knowledge of the farm people and the school community is particularly significant. Note: Table II appears on page 115.

Correction October issue

The notation carried on page 78 of the October issue identifying the picture of Gus Douglas, Jr., the retiring president of the Future Farmers of America, carried Utah rather than West Virginia as a part of his address. Gus attended high school at Point Pleasant in West Virginia and received his mail at Grimms Landing. We offer our apologies to Mr. Douglas and his Virginia friends for this mechanical error.

One hundred thirty-five Virginia Future Farmers were awarded the State Farmer degree at the 1947 convention of the Virginia Association.

Table No. I. Record of Apprentice Activities Engaged in by 24 Student Teachers, Session 1946-47.

Activity	No. of Trainees Participating	No. of Each Activity Experienced	Average No. of Each Activity Experienced for Trainees Participating
1. Observe all-day classes	24	724	30.16
2. Observe academic classes	20	444	22.20
3. Prepare study guides for all-day classes	22	273	12.41
4. Supervise all-day farming programs	21	307	14.62
5. Teaching all-day classes	24	903	37.63
6. Visiting farm homes	24	675	28.12
7. Surveying farms	3	8	2.67
8. Serving as F.F.A. adviser	16	38	2.37
9. Observing young-farmer classes	7	20	2.86
10. Recruiting young-farmer students	1	2	2.00
11. Preparing young-farmer teaching plans	6	10	1.67
12. Teaching young-farmer classes	6	13	2.17
13. Observing adult-farmer classes	13	24	1.85
14. Preparing adult-farmer teaching plans	10	31	3.10
15. Teaching adult-farmer classes	9	16	1.78
16. Preparing press articles	9	19	2.11
17. Meet with advisory council	9	24	2.67
18. Preparing teacher's monthly report	16	23	1.43
19. Visit other departments	19	43	2.26
20. Address school or civic groups	10	28	2.80

Selecting student teaching centers

J. Bryant Kirkland, Teacher Education, University of Tennessee, Knoxville

J. Bryant Kirkland

DIRECTED teaching has, for many years, been regarded as the heart of the professional pre-employment training program for teachers of vocational agriculture. The increased number and variety of activities in which present-day teachers of vocational agriculture participate in conducting satisfactory programs, makes this phase of the pre-employment training program of even greater importance. The period of directed teaching is the teacher-training institution's best means of developing the competencies required for effective teaching of vocational agriculture.

The number of directed teaching centers decreased annually from the beginning of World War II, and reached a record low in 1945. The increased enrollment of trainees majoring in agricultural education, however, during the past year has necessitated the re-establishment of many directed teaching centers. A considerable number of new, directed teaching centers will have to be established to meet the needs of students who are now enrolled in agricultural education. These centers should be selected wisely in order to insure the maximum development of the trainees.

Criteria for Selection

The following criteria are suggested for selecting directed teaching centers in agricultural education:

1. The population center is typical of those in which teachers of vocational agriculture are employed—consolidated rural, village, or small town schools.
2. The type of farming engaged in by farmers of the patronage area is representative of that practiced in the state.
3. The school administrators are sympathetic toward and actively interested in the program of vocational agriculture.
4. A satisfactory relationship exists between the teacher of vocational agriculture and the teachers of other subjects.
5. The superintendent, principal, teachers, (including teacher of vocational agriculture), patrons, and pupils have shown a willingness to cooperate with the teacher-training institution in projecting a well-rounded program.
6. Adequate facilities are available:
   a. A classroom adapted to the needs of agricultural teaching
   b. Adequate equipment and instructional materials for the teaching of the important enterprises and problems
   c. A farm-shop building of adequate size and properly arranged for effective shop instruction
   d. Adequate shop equipment for teaching the shop jobs which farmers of the community should perform
   e. A separate room for holding conferences with trainees
   f. Adequate storage space for apparatus, supplies, teaching materials, and the like
   g. Community service plants (canning, frozen foods, etc.) of sufficient size and adequately equipped for instructional use.
7. The center is desirably located:
   a. Near the teacher-training institution to facilitate supervision by the staff
   b. In close proximity to other centers to enable the holding of small group conferences of trainees and critic teachers periodically
   c. Near other centers to provide for observation of other trainees
   d. Satisfactory housing can be provided for the trainees during the period of directed teaching
   e. The center is accessible with respect to transportation and communication.
8. The community affords trainees an opportunity for observation and participation in the programs of the several organizations and agencies, viz: Community improvement clubs, parent-teachers association, Farm Bureau, Grange, Agricultural Extension Service, Farmer's Home Administration, Soil Conservation Service, Young Farmer clubs, civic clubs, and others.
9. A complete program of all-day, young-farmer, adult-farmer, and institutional on-the-farm classes is in operation in the center.
10. The department of vocational agriculture has been established long enough to become stabilized and to meet the needs of the community.
11. The teacher is well qualified as a supervising teacher with respect to:
    a. Teaching experience
    b. Personality
    c. Attitude toward trainees
    d. Ability to evaluate work of trainees
    e. Relationships with the teacher-training institution
    f. Professional training
    g. Technical training
    h. Ability to work with others
    i. Success in projecting a program of vocational agriculture in the community
    j. Age and virility
    k. Outside business interests
    l. Willingness to be experimental
    m. Acquaintance with and closeness to the agriculture of the community.

It may be difficult for teacher-training institutions to select directed teaching centers which will meet all of the criteria suggested above. If, however, trainees are to be given an opportunity to develop the professional competencies required for projecting satisfactory programs of vocational agriculture, it seems imperative that the institutions select training centers in which well-qualified teachers are employed; in which complete programs of vocational agriculture are in operation; and in which adequate physical facilities are available.

A delegation of Future Farmers of Canada from Creston, British Columbia, recently observed the activities of the Montana Association of Future Farmers of America.

Table No. II. Activities Engaged in by 275 Apprentice Teachers During a Six-Year Period 1936-1940; 1946-47

Activities Reported	Percentage of Trainees Participating					
	1936-37	1937-38	1938-39	1939-40	1940-41	1946-47
1. Observe all-day classes	100	100	100	100	100	100
2. Observe academic classes	100	100	96	95	91	83.3
3. Prepare study guides for all-day classes	90	100	83	100	92	91.6
4. Supervise all-day farming programs	86	83	66	59	61	87.5
5. Teaching all-day classes	100	100	100	100	100	100
6. Visiting farm homes	100	100	93	93	97	100
7. Surveying farms	96	92	45	3	74	12.5
8. Serving as F.F.A. adviser	85	80	62	70	80	66.5
9. Observing young-farmer classes	90	63	50	34	37	29.2
10. Recruiting young-farmer students	43	58	16	20	32	4.2
11. Preparing young-farmer teaching plans	60	62	22	17	30	25.0
12. Teaching young-farmer classes	59	70	31	20	28	25.0
13. Observing adult-farmer classes	70	95	71	53	62	54.2
14. Preparing adult-farmer teaching plans	75	80	39	43	50	41.7
15. Teaching adult-farmer classes	70	80	46	45	45	37.5
16. Preparing press articles	80	70	42	57	40	37.5
17. Meet with advisory council	14	—	33	28	—	37.5
18. Preparing teacher's monthly report	64	80	60	42	58	66.5
19. Visit other departments	93	90	68	76	90	79.16
20. Address school or civic groups	75	60	48	56	50	41.7
Number of Trainees	28	41	48	64	70	24

Studies and Investigations

E. B. KNIGHT

The development of a problem check list and a demonstration of its use in planning rural youth programs*

Ralph E. Bender, Teacher Education, The Ohio State University, Columbus

Ralph E. Bender

SUCCESS in farming in a democracy implies more than the efficient production and marketing of corn and hogs. Farming is a way of life; it is more than a business. It is business and living combined, which involves all of the factors of successful living. The competent farmer must be a well-rounded individual, a citizen of the world who not only understands the values of our social heritage, but one who exercises his rights and abilities in transmitting and transforming such values. The use of the method of intelligence and cooperation are basic essentials to success in farming.

Health, citizenship, religion, home and family, social and recreational as well as vocational, are some of the important operating factors in any well-balanced life. Unsolved problems or difficulties in any of these areas may dwarf a personality or a program considerably. Therefore, a program designed to meet the problems, interests and needs of rural youth should be developed broadly if it is to be effective.

Earlier it was implied that the personal problems of the youth are unknown. This is due, in part, by the fact that no good technique or device to be used in identifying problems has been available to rural youth groups. Therefore, the author proceeded to develop such an instrument and to demonstrate some of its uses in planning programs.

Selection of Method and Its Development

The instrument developed or method used to identify problems needed to be adaptable to many situations because of the wide variation in the nature of the membership, the leadership and the programs of the youth groups. Several criteria were used as a basis for evaluating each possible method; the criteria consisted of:

1. Is it valid? Does it identify personal problems?
2. Is it economical in the use of time and money?
3. Is it easily understood and administered?
4. Can the results be summarized and analyzed easily?
5. Would the youth enjoy it?

*A dissertation study presented in partial fulfillment of the requirements for the Degree of Doctor of Philosophy in the Graduate School of The Ohio State University, Dr. Ray Fife, Chairman of the Committee.

These evaluative criteria were applied to the "personal interview," "securing of adult views," "written statement of youth problems by the youth," and the "problem check list" methods. A consideration of these possible methods resulted in the selection of the problem check list method. This method, which was developed by Doctor Mooney of The Ohio State University, consists quite largely of a list of youth problem items that are to be read and checked by the youth. The items are simple phrases that are familiar to youth, such as: "slow in making friends," "need more schooling," "lack confidence in myself," "trying to break a habit," and "have too few dates." The items, which are grouped in areas, do not define problems, but rather they suggest problems to the person checking the list. The principal advantages of this method of identifying problems are that it is easily understood and administered, the respondents enjoy it, and the results are easily summarized and analyzed.

The use of an advisory committee composed of nine rural youth leaders, the experimental use of a committee approved check list with 97 youth, followed with an extensive use of a revised check list with 625 rural youth from 41 groups located in 40 Ohio counties were ways and means selected for use in the development of the instrument.

The check list consisted of 300 problem items classified in 10 areas, a section on social and economic status and a section dealing with the evaluation of the check list and suggestions on the nature of youth meetings.

A total of 97 percent of the 577 youth, who answered the question, "Do the items marked give you a well-rounded picture of your problem?" said, "Yes." The use of the check list was enjoyed by 94 percent of the 608 youth reporting on such a question and 94 percent of 591 of the youth who reported on, "Whether you have or have not enjoyed filling out the list, do you think it has been worthwhile to you?" answered "Yes." The unusually high affirmative answer to the questions concerning the check list and the response made in checking the items seemed to indicate an approval, on the part of the respondents to the check list. Therefore, no major change was suggested in the preparation of the list for further use by rural youth groups. Only slight changes in printing setup were made, preliminary to the printing of copies* which were made available to the public thru the Bureau of Educational Research, The Ohio State University.

Concerning the Status of the Youth

The 625 rural youth included in the study consisted of 324 men and 301 women. These folks, who were 20.8 years of age on an average, ranging from 16 to 35, and who were from the farm largely, were not typical rural youth. The high percentage (87) of these youth graduating from high school and the large number of conveniences and services found in their homes are indicative of a higher social and economic level than is found in average rural Ohio. This implies that youth groups are selective. This is a serious charge and a challenge that should be met. If the type of youth who are meeting in the rural youth groups have problems and need help, then it seems reasonable to assume that those youth from the lower social and economic levels, who are not enrolled in the groups, likewise need help.

Further study of the data on the status of these youth, revealed that more than 90 percent of the young farmers wished to establish their future home on the farm, as compared to less than 60 percent of the young farm women who had such a preference. This is a significant difference, and if these preferences are typical of the young farm men and women, there may be more bachelor farmers in the future. For example, in Ohio in 1940, the Census figures show that there were 39,000 farmers beyond the age of 30 who had not married, and that there existed at that time 100 single females for each 193 males on the farm. The preference of 4 out of 10 farm women to leave the farm, together with a shortage of the farm women presents a serious problem to the young man who wants to become established in farming.

Most of the youth who reported their work and living situations indicated that they were working and living at home, and of those working at home, 64 percent of the men and 44 percent of the women had a definite share, pay, or allowance. It was found that 80 percent of the young men from rented farms had a definite share or received a definite pay from farming, as compared to 62 percent for the men from the owned farms. This is contrary to that which was expected. The reason for this situation is unknown; further study needs to be made. Even tho many of the young men have been provided with opportunities to farm on a share or receive regular pay, more needs to be done. Interest in farming, on the part of most young men, is greatly enhanced with the provision of a managerial, financial interest.

The 625 youth in the study checked an average of 32 problem items per person, ranging from 5 to 125. The checked or marked items were well distributed thruout the 10 areas with a range of 2.1 to 5.0 per area. The area rank according to the number of items checked by the total population was: Personal temperament, education, social and recreational, citizenship, health and physical, relationship with people, courtship, sex and marriage, vocation and economic, home and family, and morals and religion.

*Copies in quantity are for sale from the Bureau of Educational Research, The Ohio State University, Columbus 10, Ohio, for 5 cents per copy when less than 500 are ordered; in lots of 500 or more the price is 4 cents per copy. A single copy may be secured free of charge from the author. Manuals on the use of the check list are also available from the Bureau.

Problems and Youth Program Implications

An analysis of the results according to sex revealed a total of 50 items showing a significant statistical difference in the percentages checked by men and women. Women seemed to be more concerned about the items dealing with personal and social psychological problems, as well as health, and courtship, sex and marriage problems. They lacked, it seemed, the personal integration and social adjustment that they desired. Men appeared more interested and concerned over the problems of government, economic and vocational problems, and difficulties in morals and religion.

Part of the difference in the responses by sex seemed to be due to the fact that the women were younger than the men, their average age was 19.1 years as compared to 22.4 years for the men. It was found in both men and women that the youngest of the youth, on an average, checked the most items. They were the most concerned over the problem items listed in the areas of personal temperament, relationship with people and education. The older the youth, the more emphasis they places upon the problems involving vocational advancement and citizenship.

Very little difference was noted in a comparison of young women from the farm and nonfarm young women. As may be expected, the farm women were a little more concerned about social and recreational opportunities. Likewise, not much difference existed between young men with and the young men without military service. The veteran seemed more concerned over social adjustment problems. Three items, "Lack skill in recreational activities," "Feel I need to have more schooling," and "Troubled over the power of labor unions" were all checked to enough greater extent by the veteran to make the differences statistically significant. The extensive similarities existing between the military and nonmilitary men, and farm and nonfarm women implies that separate programs and meetings for these groups are unnecessary, so far as rural youth programs are concerned. In fact, in order to solve some of their social adjustment problems they should be meeting together. The same general statements hold true for youth from "broken" families who were found to have a few more social and psychological difficulties than were the youth from "unbroken" families.

Even tho an emphasis on vocational problems is desired, that in itself is not enough. Young-farmer groups, as well as others, need to discuss some of the political and civic problems of the day and participate actively in their local community to make it a better place in which to live. The item, "Do not believe we will have a lasting peace," was checked by 44 percent of the 625 youth; it was the most-checked item of the entire list. Other very common concerns in this area of problems are: control of atomic energy, power of labor unions, federal control, military service, and wonder why we fought the war. It is healthy that youth are concerned about these problems; they seem to be in readiness for some constructive help, which should include, among other things, the securing of unbiased facts.

Social and recreational activities have been common with many of the rural youth groups. All of the youth in this study seemed to want to become socially adjusted. More than 3 out of each 10 youth marked the item, "do not know how to dance." The common marking of such other items as "have too few dates," "awkward in meeting people," "slow in getting acquainted," "unskilled in conversation," and "don't mix easily with opposite sex," on the part of both men and women implies an action program for mixed groups. For example, young men in the vocational agricultural program want and need more than playing basketball and volley ball among themselves.

Choosing a mate, preparation for marriage, and furnishing a home are closely associated with the social and recreational problems. They are typical of the problems of youth growing into adulthood. Needless to say, they are problems, the solution of which has much to do with the future success and happiness of the youth. Currently, the problems of family relationships, living with parents and in-laws, and rearing a family in a satisfactory environment are particularly difficult for the young men on farms, as well as all youth.

Even tho the problems in the morals and religious area were the least checked by the total group, there were some individual items that seemed to be of particular concern. For example, more than one-third of the youth checked, "fail to go to church as often as I should." "Trying to break a habit," "using profanity," and "having a guilty conscience" were likewise commonly marked. This implies that in a balanced program for youth some attention and time should be given to moral and religious problems.

Area of Education

Two kinds of difficulties typified the problems in the area of education. The one difficulty is centered around basic essentials, as suggested in the items, "weak in spelling," "weak in writing," "read too slowly," and "unable to express myself." The other problem is that of planning the educational program as is implied in "deciding whether or not to go to college." The general desire and need for more schooling on the part of youth and the limitations of colleges, suggest a need for an out-of-school youth program on the part of secondary schools.

Youth need help, and they want help. Ninety percent of the youth indicated that they would like to talk over some of their problems with someone who understands youth and who will keep the information confidential. Likewise, 89.3 percent of the group wanted to discuss some of the problems in meetings for youth. They preferred a local organization, yet they wanted to have some of their program on a county, or wider than county-area basis.

The youth in this study preferred programs having some activities for men and women in separate meetings as well as activities for combined groups, rather than entirely one or the other of the two situations. There are problems that are appropriate and interesting for each of the sexes and there are others appropriate for both. Social and recreational needs and interests imply the same situation.

Recommendations

1. Youth programs should be developed broadly, based upon the personal problems of the youth as well as their interests and resources. All of the analyses of the problems of the youth made in the study indicated that youth have problems in all areas of living. Study, discussion, and/or other activity should be planned in the following areas:
   a. Choosing a vocation and becoming established in it
   b. Citizenship problems
   c. Social and recreational—becoming socially adjusted
   d. Choosing a mate, courtship, preparation for marriage
   e. Home and family
   f. Health and physical
   g. Educational plans and problems
   h. Personal and social psychological problems.
2. The problem check list or some similar device or technique should be used as an aid in helping to identify the personal problems of youth.
3. The specific emphasis and activities of the youth program should be determined locally. Each group is different. Previous training and experience seems to have great influence upon the nature of the personal problems of youth.
4. Programs should be planned and conducted thruout the year, rather than a few meetings during the winter months.
5. All youth agencies and organizations should cooperate in the development and co-ordination of a total program. Each agency and organization should do that which it is best fitted to do.
6. More rural youth should be brought into the program. Programs, as now existing and operating are too selective.
7. The youth group should be locally organized, with some activities on a county and still wider area basis.
8. Some meetings and activities should be planned and conducted for men and women in separate groups and others for the combined group.
9. The public school should assume more responsibility for the development of a program to meet the problems of rural youth. At least the physical facilities should be made available to those groups who can use them effectively.
10. Youth leaders should be trained to have a thoro understanding of youth and their problems in order to serve as effective counsellors of individuals as well as leaders in group activity.

at Bonniecrof Farms, Renfrew, Pennsylvania

Calf scramble

THREE Future Farmers of America members from western Pennsylvania were among the successful participants in the first calf scramble held north of the Mason-Dixon line at Bonniecrof Farms, Renfrew, Pennsylvania. They were: Frank Smith, East Huntingdon Township, Westmoreland County; Paul Shipton, Fredonia, Mercer County; and John Mogielski, Shaler Township, Allegheny County.

Seven F.F.A. members and seven 4-H Club boys from seven counties in western Pennsylvania participated in the calf scramble. The occasion was the annual field day of the Aberdeen-Angus Breeders' Association. Mr. Reif, manager of Bonniecrof Farms, is a prominent breeder of Angus cattle.

Approximately 75 F.F.A. members participated in a judging contest in the forenoon. The F.F.A. and 4-H boys placing highest in the judging contest became eligible to participate in the calf scramble in the afternoon.

A great deal of interest was shown by the spectators as the 14 participants were turned loose in the large enclosed paddock with the six frisky Angus calves. In order to claim a calf for himself, the boy had to catch the calf, correctly place a rope halter upon it, and bring it back across the finish line. The calves had just been taken from the cows and had never been haltered before. The six calves for the calf scramble were donated by various breeders of Aberdeen-Angus cattle in western Pennsylvania.

All calves won in the calf scramble must be fitted and shown at the Livestock Show in Pittsburgh in December, 1948.

Harvesting sugar cane in Louisiana

C. A. Duplantis, Jr., supervising the harvesting of sugar cane in Louisiana. C. A. operates a cane farm in St. Mary Parish, Franklin, Louisiana. He was awarded the American Farmer Degree in 1934 and was national second vice president of the F.F.A. in 1934-35. Courtesy Louisiana Department of Education

Soil conservation

(Continued from page 141)

if sufficient amount of soil conervations and land utilization has been incorporated into the programs of work that will maintain the soil fertility of our communities.

To determine this in part one should take a survey of the soil conservation practices that are being put into operation at this time and then determine the needs for additional practice needed either on the farms that are covered in part by soil conservation measures or those farms that have little or no soil conservation practice in opcration. Man in his farming operations has destroyed nature's protective covering. If we are going to farm this land, we must do it in such a way as to afford the greatest protection to the cropped area by determining:

1. The capabilities of the soil
2. Use of these capabilities in the cropping system put into opcration on any given piece of land
3. And incorporate into the cropping systems such protective and soil-building measures as:
   a. contour planting and cultivation
   b. strip-cropping
   c. cover crops
   d. rotation of crops
   e. the use of leguminous crops in the system of rotation
   f. a system of terrace with proper outlets, and vegetative protective channels
   g. a system of pasture and range management that will protect and perpetuate the covering with grasses and other plants that are palatable and nutritious.

Soil conservation and land utilization is a long-time program, and a program involving the land and the people. Our part in this program as teachers of vocational agriculture is to recognize the problems we are confronted with, and start a procedure that will lead others to recognize the situation and want to do something to correct the situation before it is too late. This procedure, if it is to be most effective, will involve all of the people of your community. This is a problem of the business and professional men as well as the land-owners, for a problem of the land, sore spots of the land, takes its toll from all of the people. Therefore, other agencies, either governmental or private, are concerned with this problem of the land—and the people. If we are to continue to eat even by the sweat of our faces, we must save the land, and preserve its productivity for this generation and the generations that follow.

"Good land, good people, good communities."

Workers in agricultural education planning to attend the A.V.A. convention in Los Angeles may avail themselves of the opportunity to visit the California Polytechnic School at San Luis Obispo. The school is approximately midway between San Francisco and Los Angeles and can be reached conveniently by train. Officials of the school will be pleased to receive visitors on Monday, December 15, or on Friday and Saturday, December 19 and 20.

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