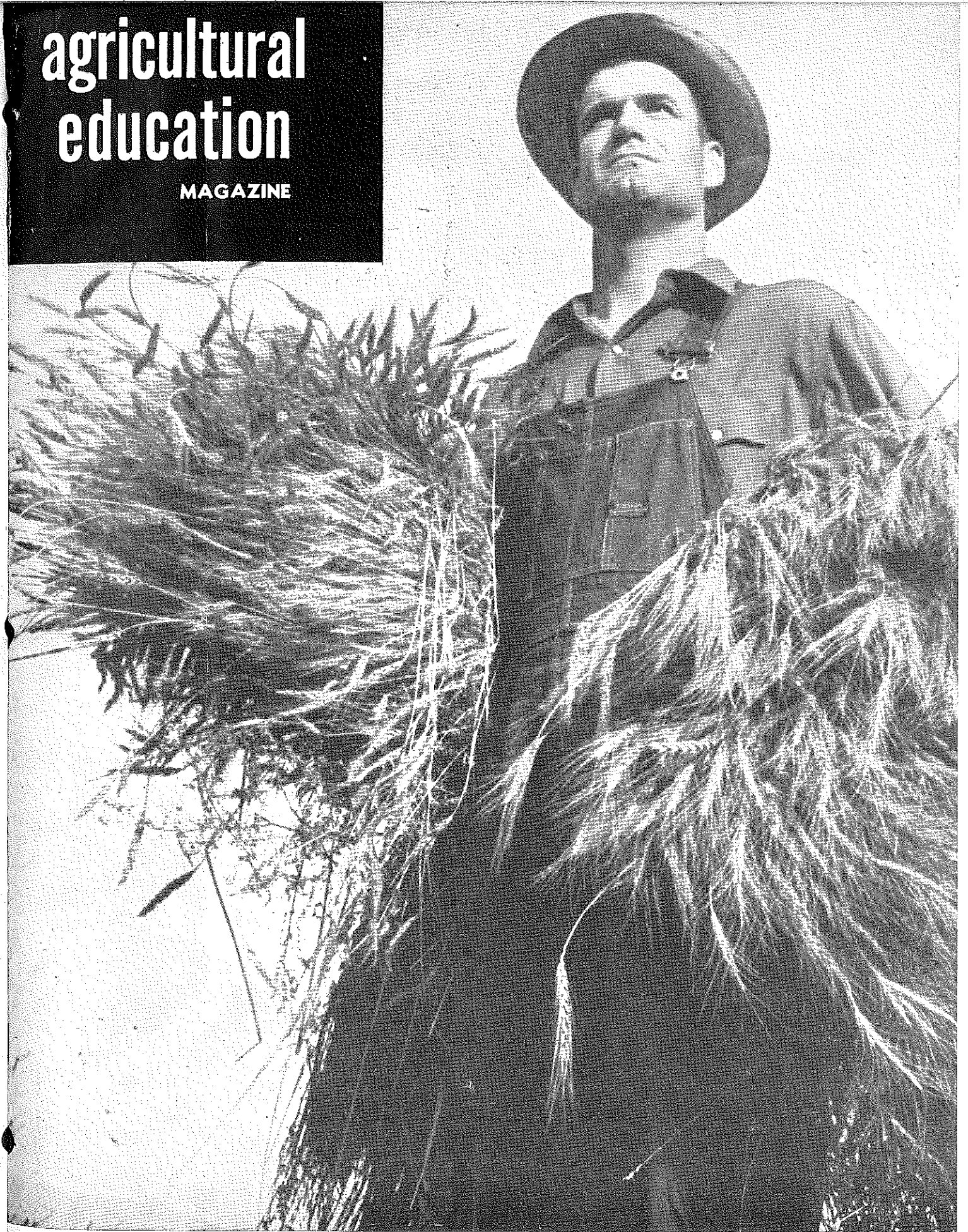


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agricultural education

MAGAZINE



Thousands of America's leading farmers studied Vocational Agriculture when in high school and continued to attend the farmer classes held in rural areas throughout the land.
—Courtesy Doctor C. S. Anderson, Pennsylvania State College.

The Agricultural Education Magazine

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

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Editorial Comment

Shall I place an exhibit?



H. N. Hansucker.

SHALL I PLACE an exhibit? This is a question that will need to be answered soon by hundreds of teachers of vocational agriculture and by F.F.A. members. As the season for fairs, shows and festivals approaches, shall we ignore them altogether; shall we excuse our failure to participate on grounds that exhibits require too much time and work or shall we conscientiously weigh the benefits to be derived and, as teachers, give our students the encouragement and enthusiasm needed to make a creditable showing.

Participation in fairs, shows and similar events bring lasting benefits and much credit and recognition to the teacher, to the school and to the program of vocational agriculture. Exhibits rank high as a means of public relations and information. They build good will. Exhibits develop a closer relationship between the school and community.

Skillfully prepared educational exhibits, good livestock, poultry, farm crops and vegetable displays give the public the impression our work is worthwhile. Such exhibits create public demand for new departments, improved facilities and better equipment. Eighth grade farm boys are frequent encouraged to enroll in vocational agriculture upon entrance to high school due in part to what they have seen at the fair and their desire to participate in similar experiences.

Placing exhibits from the teacher's viewpoint should not be a question of "Shall I Exhibit?" There should be little or no hesitancy about it. We cannot afford to deny our students the opportunity of gaining this memorable experience and the thrill that comes from such wholesome competition. Give boys a chance to exhibit under favorable circumstances and then ask their opinion of the activity. Try to find out what such participation has meant to them. Among other things, you find that they have developed a feeling of greater importance. Ownership is more significant than before. The boys have learned to more critically evaluate and compare their livestock, crops and poultry with those of other exhibitors as well as in terms of acceptable standards. They have received a challenge to improve their farming programs. A common remark from boys concerning their entries is, "My potatoes, corn and calf were not so good this year but just wait until next year. I'll have something really worthwhile." Such desire to excel, to be at the top, is greatly stimulated through exhibits and with proper teacher counseling and guidance, will give additional incentive towards the development of good farming programs, as well as in fostering good sportsmanship and a spirit of cooperation.

Students of vocational agriculture profit in numerous other ways from exhibiting at fairs. They naturally gain financially from prizes and awards but most boys will rate the education and experiences gained ahead of the monetary returns. To many youth fairs and shows affords a holiday or at least a change in the everyday routine. The fact that outstanding farmers and agricultural leaders attend and participate in fairs provides boys with an opportunity to broaden their acquaintances as well as to make new friends among their own age groups.

Unquestionably, participation in fairs and shows of various kinds makes a vital difference to the school and has a lasting influence on the teacher as well as the student. While it is possible to over-emphasize shows and exhibits, most of us do not do enough. When we consider the variety of experiences exhibits afford and the splendid cooperative relationship developed by them, they are usually worth the effort required. Shall I place an exhibit this year. The answer is "Yes, of course."—H. N. Hansucker, State Supervisor, Charleston, West Virginia.

Issues expanded in new volume

THIS ISSUE of your professional magazine represents the first number of Volume 21. Aside from the fact that the magazine has reached maturity in age, the issue is significant in that the size is being increased by four pages.

Two reasons for adjusting the size of the magazine at this time are advanced by the editing-managing board. First, it was deemed advisable to make the change parallel with the increase in the subscription rate which heretofore has been \$1.00 and is now \$1.50. Second, and more important, the staff desires to provide the maximum service to the readers, the number of which exceeds 9,000, or more than at any previous time. The fact that many of the present subscribers are special teachers of veterans classes is recognized, but it is anticipated that the number of regular teachers, and potential subscribers for the future, will increase as the program of Institutional on-Farm Training diminishes.

Currently the editors desire to use an increased amount of copy pertaining to the program of veterans education. Also, plans are being made to provide for some continuity of articles in certain areas including the Professional and the Methods sections. The contributions desired for the remaining sections will follow the usual pattern except that more copy will be used.

The staff desires to use contributions involving experiences and ideas representing all groups of readers, including teachers. Obviously the copy should be well organized and typed with double or triple spacing. Clear prints and diagrams of various kinds are desired for illustrative purposes.

The *Agricultural Education Magazine* is one of the few professional journals which depends exclusively upon subscriptions to finance publication costs and for which copy is obtained without compensation. This arrangement has proved to be satisfactory and with the cooperation of our readers it is anticipated that a sufficient supply of suitable copy will be forthcoming to justify the continuation of the present practice.

Message to teachers

OUR JOB as a teacher of agriculture is taking on the "new look." The changing programs, and addition of special assistants mean we have added supervisory responsibilities. Making more effective use of our *Agricultural Education Magazine* is one means of discharging such responsibilities efficiently and effectively. We can help our assistants, special instructors, administrators, and board members to keep informed on a forward looking program in agriculture education by having them read our professional magazine.

Each one of us might well ask ourselves this question: Would it help me to further develop the local program of vocational agriculture if local administrators, board members, assistants, and special teachers were readers of the magazine? If our answer is in the affirmative we should provide them an opportunity to become subscribers.

As business manager of your magazine, I invite your consideration of the proposal, and your cooperation in securing subscriptions from your co-workers. In spite of an increase in subscription rate our enlarged magazine is still a real bargain! Indeed we can take pride in our cooperative publication of a fine professional journal.

Oh yes! Please submit all subscriptions through your local association or send them directly to the Interstate Printing and Publishing Co., Danville, Illinois.

Many thanks for your support!

—W. Howard Martin, Bus. Mgr.

F.F.A. Fairs and Exhibits

Fair exhibit booths promote F.F.A. chapters

BEN BRISTOL, Teacher, Rocky Ford, Colorado



Ben Bristol

A GOOD WAY of promoting local F.F.A. chapters is by preparing fair exhibit booths. Such booths give an opportunity for the wide-awake chapter to show large numbers of people the activities engaged in by the Future Farmers for the preceding year.

Everyone is always more interested in what appeals to his eyes than in what he hears. The attractive visual contact possible in an exhibit possesses this distinct advantage over other types of activities.

The planning, preparation, and construction of fair booths provides an excellent summer time activity for F.F.A. chapter members. These exhibit booths help to keep Future Farmers active the year round. Thus the boys maintain their interest in the work of the Future Farmers' of America. These booths are one cure for those chapters that "die" each summer.

Such an activity as this not only provides valuable publicity for the local Future Farmer chapter, but gives the whole community a boost as well. People are quick to recognize this fact, and this makes for better community relationships for everyone concerned.

Advance Planning Essential

It is well to start planning the exhibit booth several months in advance. As most fairs are held in the months of August, September, and October, the F.F.A. chapter should begin planning the booth at least by April or May. The Future Farmers at Rocky Ford began their fair booth plans as early as January. Before school was out in May of last year, the boys had not only completed the booth plans, but had bought and prepared background materials for it. This saved them a lot of trouble when it came time to actually construct the exhibit, and everything went off much more smoothly than they would have otherwise.

It was decided by the Rocky Ford F.F.A. to include an "interest getter" as part of their exhibit booth. After a good deal of discussion, this took the form of a miniature farmyard in the foreground of the exhibit. A model electric windmill, constructed by F.F.A. member, John Mullen, provided desirable "action" for the booth.

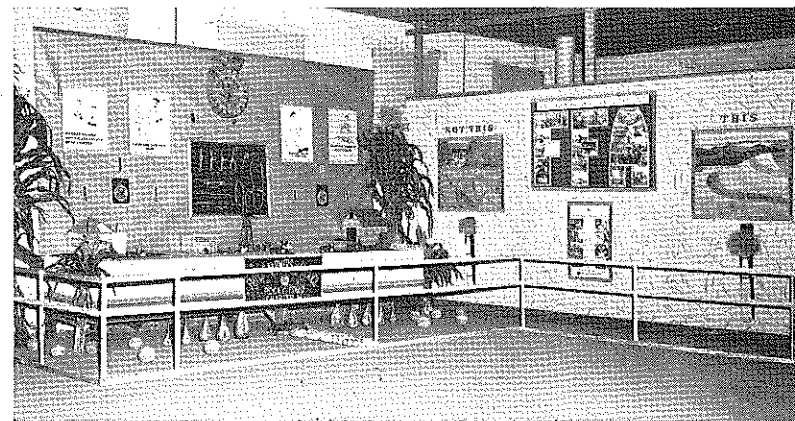
At this season of the year the exhibition of livestock and crop projects is common to fairs in many states, as is the preparation of booth exhibits. In view of this, H. N. Hansucker, special editor for the F.F.A. section, collaborated in obtaining the several contributions presented herewith which deal with this phase of the program in vocational agriculture.

The wisdom of including such an "interest getter" as part of the booth was proved by the many favorable comments received about it. It served as a "magnet" which drew many observers to the exhibit.

It was decided to emphasize conservation of soil and lives, and tell of the chapter's activities for the preceding year in the exhibit booth. It was thought that large, clear pictures would tell a more complete and interesting story than too many words. Accordingly, just enough captions were used to explain the various pictures.

The exhibit booth was so arranged that the information about the Rocky Ford F.F.A. chapter could be obtained at first glance. This was also true of the proper conservation practices that the Future Farmers wished to put across.

Because of the interest generated by the Rocky Ford chapter exhibit booth, the boys found it necessary to build a fence in front of the booth. This kept unthinking individuals from injuring the looks of the exhibit by disarranging the products and handling them too much. The Future Farmers plan to in-



F.F.A. exhibit booth constructed by the Rocky Ford Future Farmer's of America for their local Arkansas Valley Fair. This Colorado chapter also constructed an exhibit booth for their State Fair the last time it was held.

clude this fence as a regular part of their fair booth.

The boys also plan to keep an F.F.A. member present with the exhibit booth during the busiest part of each fair day. This boy will be able to answer questions concerning the exhibit, and will be able to discourage the few unscrupulous persons who seem so intent on collecting "souvenirs" from the booth.

If the F.F.A. exhibit booth cost the chapter money it would still be worthwhile. By careful planning, however, most chapters can at least "break even" on this important effort. The Rocky Ford chapter made money on its state fair and local fair exhibit booths. As a result, these boys were able to deposit money in their treasury. In addition to this, several of the members made money on their individual crop entries.

It is the policy of the Rocky Ford chapter to allow each member who wins on his individual entries to keep the money he wins in this manner. This results in less money for the chapter perhaps, but it makes the boys more eager to participate. Most of the boys who win individual ribbons donate these to the chapter to be kept as a permanent record in the local chapter scrapbook. Of course, all money and ribbons won by the chapter exhibit booth as a unit becomes the property of the F.F.A. chapter.

It is a good idea to have a different type of exhibit each year. It is also a good plan to keep the exact plans a secret until the booth is actually constructed. This creates suspense and more interest among the people who are going to view it.

The Rocky Ford Future Farmers are enthusiastic about fair exhibit booths. The boys and their instructor are already making plans for their next season's fair booths. They realize that a great deal of good is derived from exhibiting at state and county fairs because:

(Continued on Page 6)

Future Farmers in show windows of Texas fairs

L. I. SAMUEL, Area Supervisor, Arlington, Texas



L. I. Samuel

SOON after vocational agriculture came into existence, Texas teachers in this field began assisting their students in fitting and showing animals and crops in fairs and shows over the state. Educational exhibits were set up at the larger fairs by vocational

agriculture committees to better acquaint the public with the work being done through this program.

Immediately following the birth of the Future Farmers of America organization, Texas fairs and shows began accepting F.F.A. entries in junior livestock and poultry divisions. Spaces were allotted in agriculture buildings of al-

In a few of the largest fairs and shows where space is very valuable, these booths have been discontinued and a space about 20 by 40 feet is donated for one booth where Future Farmers set up an exhibit to depict work being done throughout the state. Neat signs, large photographs, automatic and movie projectors are used to good advantages in these exhibits.

A majority of the fairs and shows in Texas are held during September and October. However, several large fast-stock shows are held each spring. During the last few years many junior livestock shows with auction sales have been set up, mostly on a county or district basis. Some of these are strictly F.F.A. shows but in most cases they are for F.F.A. and 4-H members. Usually the champion steer, barrow and lamb sell for two or three times their market value but the animals generally average three to five cents above market.

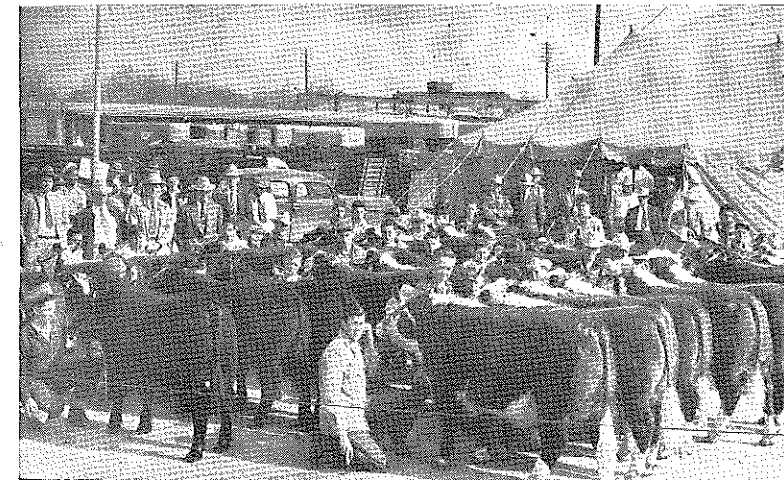


Exhibit of baby beeves, district F.F.A. fair, Dallas, Texas, 1948.

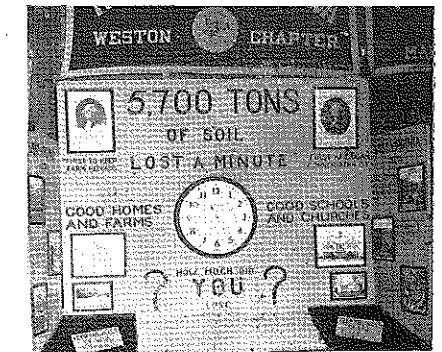
most all the fairs for F.F.A. educational booths. In many instances crop, garden, and orchard products were shown in junior divisions and in others the Future Farmers showed in open classes.

Exhibits Well Established

Educational F.F.A. exhibits have become fairly well standardized. Usually they occupy a space built of one-inch material with the front edge about two feet above the floor of the building, and slope toward the back which is six feet from the front and six inches higher than the front. The back wall is about six feet in height. Each chapter uses about nine front feet of this space which is covered with canvas and wallpaper. The back board is for teaching some agricultural lesson, and the floor is usually used for some fifteen to twenty samples of farm products. In some shows part of the booth floor is used to help present the lesson. The score card allows some 500 points for general appearance and educational value and about 500 points for the products.

Traveling exhibit seen by one million people

J. C. FALKENSTINE, Teacher, Weston, West Virginia

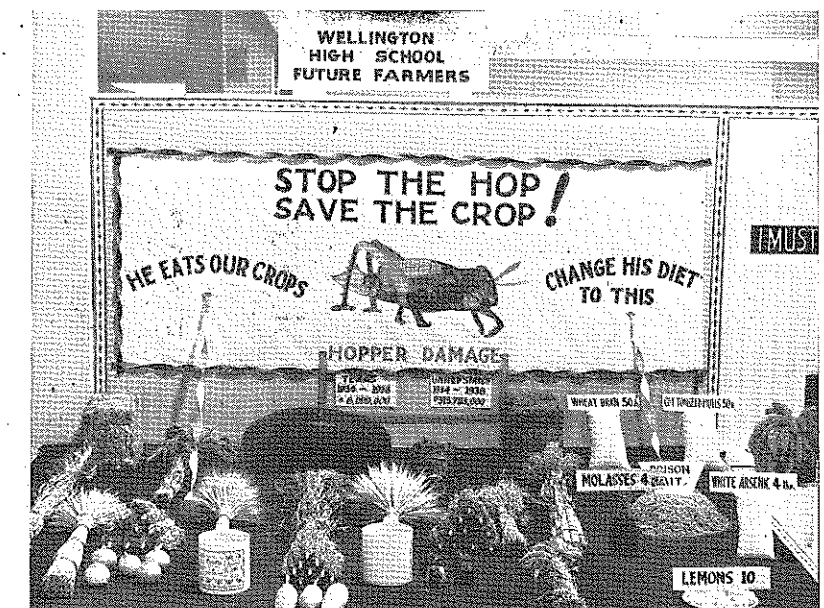


The Weston F.F.A. chapter exhibit on "Soil Conservation" was one of twenty animated educational booth exhibits placed at the West Virginia State Fair last year and later rotated among other fairs, shows, and public meetings. The exhibits are designed to acquaint the public with the F.F.A. and vocational agriculture and to promote the application of good farm practices.

Since August 1, 1947 approximately one million people have viewed the educational exhibit which the Weston chapter, Future Farmers of America of Weston High School, Weston, W. Va. built for exhibition at the West Virginia State Fair, Lewisburg.

After the exhibit placed in the Gold Emblem group there, it was decided that it should be displayed at other fairs and public places throughout the state. These were: The Annual Kanawha Valley Fair at Charleston; Tri-State (Kentucky, Ohio, West Virginia) Fair, Huntington; Preston County Buckwheat Festival, Kingwood; State F.F.A. Leadership Conference and Convention, Jackson's Mill; annual meeting and banquet of Lewis County Farm Bureau; in a store window in the business district

(Continued on Page 9)



The classification for F.F.A. entries at the Texas State Fair includes production projects and booth exhibits. Shown is the 1948 exhibit of the Wellington chapter.

Fairs improve the farming programs of students

RAY E. DILEY, Teacher, West Milton, Ohio

Fairs improve the farming programs of students through friendly competition and the desire to be at the top of the class. Boys like to show a winner and will do their best to produce a grand champion. It is true that every one cannot win a championship, but they will all try. Pride of ownership is an important factor in the development of a quality farming program and is a contributing factor to success in farming.

Last fall members of the F.F.A. chapter at Milton Union in cooperation with the F.H.A. sponsored the first school-community fair to be held in our school. Over 800 exhibits were entered in the various classes. The award for the best quality of exhibits went to Ned Fetters, an F.F.A. boy. This fair did much to cement closer cooperation between the community and the vocational departments. The fair was also a success financially. Photography equipment has been purchased with part of the proceeds and plans are under way for setting up a registered dairy-heifer chain.

Participation Motivates Boys

Fairs develop leadership, sportsmanship, cooperation, perseverance, showmanship, and pride of ownership; all are truly stepping stones to success.

During the past six years the Milton Union chapter has compiled quite a record. In local, county, and state competition they have won twelve grand championships, ten reserve championships, and 256 first prizes; they have won the swine showmanship contest four consecutive times, placed first in the county three times on the basis of points earned from exhibits, second twice and third once. In addition they have won a total of \$1,280 in cash awards as well as many trophies and ribbons. On the home farms members are preparing to meet further competition by selecting good seed stock, and practicing improved feeding and sanitation practices.

The Miami County F.F.A. Junior Fair for the past four years has been operated by an F.F.A. junior fair board. This board is composed of two members from each chapter. The board aids in setting up classes, rules and regula-

tions, and in arranging for premiums. During the fair the board members serve as superintendents of the various departments, enter entries in the proper classes, and see that the exhibits are properly cared for while at the fair. They assist in the judging by calling classes, recording placings in the official entry book, and by awarding awards and ribbons. This leadership training places boys in positions of responsibility and makes possible a large and efficient fair. As a reward for their services each board member receive an official badge which entitles him to the same privileges at the fair as is had by the instructor of vocational agriculture.

By friendly competition with fellow F.F.A. members the boys learn to prepare properly and fit their animals for show. It is indeed a busy time just before the judging gets under way. The boy realizes that much is at stake and will do his best to try to be at the top of his class. Trophies were awarded in nine divisions of our junior fair last year. Winners in dairy, beef, sheep and swine showmanship contests, crop sweepstakes, poultry sweepstakes, shop sweepstakes, livestock judging contest, chapter sweepstakes, and individual sweepstakes won beautiful trophies. These special awards have done much to increase interest in our fair.

Business and professional men have cooperated with the F.F.A. in Miami County in awarding special awards for individual achievements at the fair. The boys sincerely appreciate these extra awards and work hard to win them, which makes for a larger and better fair.

Older boys Supply Livestock

It is not much of a problem in guiding Greenhands in our chapter in selecting registered livestock projects because the chapter farmers have quality livestock for sale. In this way members wanting registered animals can secure them within the chapter and it also offers a market for boys having good livestock for sale.

Pride of ownership is doing much to improve the quality and scope of farming programs. These boys will be firmly established in farming upon graduation from high school. The experiences that they have had in the show rings have developed good sportsmanship, showmanship, cooperation, and perseverance which in turn will make them leaders in their community and will contribute to their success as farmers.

The Milton Union Future Farmers live their motto: *Learning To Do* by studying and practice; *Doing To Learn* by showing their projects to championships in local, county, and state fairs; *Earning To Live* by friendly competition through which they have developed profitable farming programs; *Living To Serve*, by producing quality livestock to improve the community in which they live.

Fair exhibit booths

(Continued from Page 4)

1. It advertises the F.F.A. chapter and department of vocational agriculture.
2. It is valuable training for the boys.
3. The students derive a great deal of pleasure and pride from exhibiting their best work.
4. It encourages the boys to do their very best.
5. It encourages the boys to be good winners or losers.
6. It affords an opportunity for the boys to meet different people.
7. It affords an opportunity for more people to become better acquainted with the students.
8. It provides a worthwhile summer time activity for the local Future Farmers' of America chapter.
9. It gives the chapter and individual boys an opportunity to make money for themselves.
10. Such an activity is educational for those who see it, as well as those who work on it.

Every instructor of vocational agriculture should attempt to have his department represented at several fairs. It is true that this will involve extra work for him, but the amount of good derived from this activity will compensate him for the extra work.

All youth—all farm show—no carnival

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

ONE OF THE few farm shows of its kind in the nation—exhibition open only to farm youth, on commercial features and no carnival—is the Lynchburg Farm Show held the first Thursday and Friday in October under the auspices of the Lynchburg (Virginia) Chamber of Commerce.

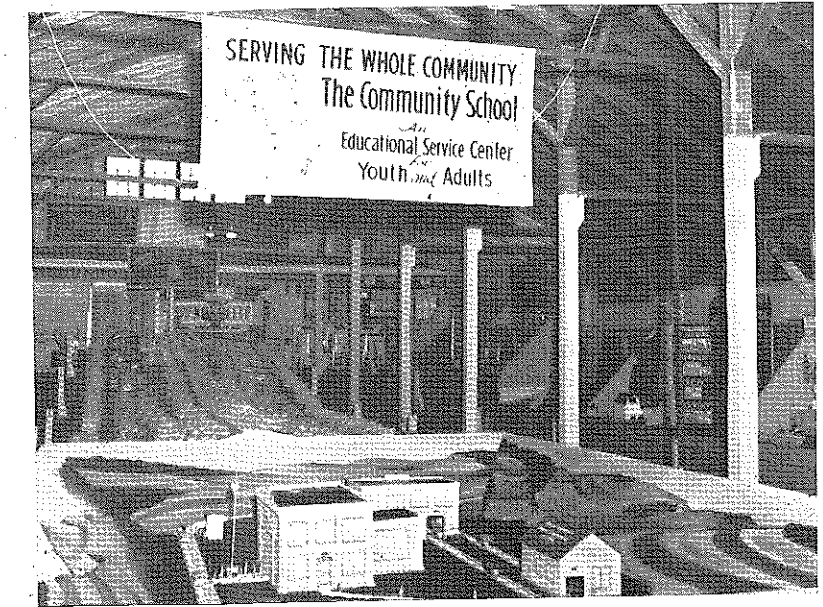
Exhibits are accepted only from F.F.A. and 4-H Club members in the 14 predominantly rural counties around Lynchburg. Adults, including the proud parents of the exhibitors, show officials, representation of agricultural agencies and hundreds of interested visitors attend as spectators only. Over \$8,000 in prizes are offered exhibitors in 204 classes for a variety of farm and farm home products from livestock and crops to pies and cakes. The new and novel forestry class last year attracted a large number of F.F.A. members who exhibited proof of a part of their forestry supervised practice work with artistically mounted and shellacked samples of wood from their home farm with appropriate name captions and uses.

Rural-Urban Cooperation

The Lynchburg Farm Show is a shining example of rural-urban cooperation, creating clearer understanding of each others problems, closer and more friendly relationships. It is the result of a realization of the inter-dependence of farm and city persons and a determination to do something about it by the business men of Lynchburg, and the instructors of vocational agriculture, home economics teachers and extension service workers in the counties involved.

Instead of the "skin game" carnival, usually accompanying such fairs, the Lynchburg show provides its own entertainment—addresses by eminent educational and agricultural leaders for the grown-ups and good clean fun games, stunts and contests for the youngsters. Instead of a barker extolling the oddities of the bearded lady, an instructor of

Booth Exhibits are featured at West Virginia State Fair



The above picture shows a part of the Future Farmers of America section of the West Virginia State Fair at Lewisburg. The display included 20 chapter educational booth exhibits, placed along each side of the building against the walls with crop exhibits of corn, small grain, potatoes, vegetables and eggs placed in the center of the building between the aisles. The display also included a large 12' x 20' animated educational exhibit sponsored by the State F.F.A. Association. This exhibit portrayed the contribution of vocational agriculture and vocational home economics to the development of a community school. It included a model school plant with a separate building for agriculture and home economics and a community cannery.

Electric motors, belts and miniature trucks, cars and buses were used to add motion to the exhibit and to indicate the use of the school farm shop, the cannery and butchering unit by the community. Livestock and poultry exhibits at the West Virginia State Fair were placed in separate buildings and were of considerable interest to farm people. However, the educational and crop exhibits were of greater interest to the general public.

vocational agriculture calls the next livestock class and 20 farm youth parade their sleekly groomed dairy calves before the judges. Instead of the "front man" blasting your ear drums bleating the merits of the "hoochi-koochi" dancers, a county agent calls the entries for the 3-legged race, a potato rolling contest, a baby beef class. And so it goes! Instead of the "come on" man urging a chance on the "winner every time" wheel (if you hit) at two bits a

throw, a home economics teacher announces the dress parade—farm girls, the future homemakers of America, 200 of them, exhibiting their handiwork and not a little southern country beauty.

And the people liked it, some 15,000 of them. High school pupils checked in at school and continued on to the show in school buses generously provided by school officials. Attendance and participation in the fair is accepted in

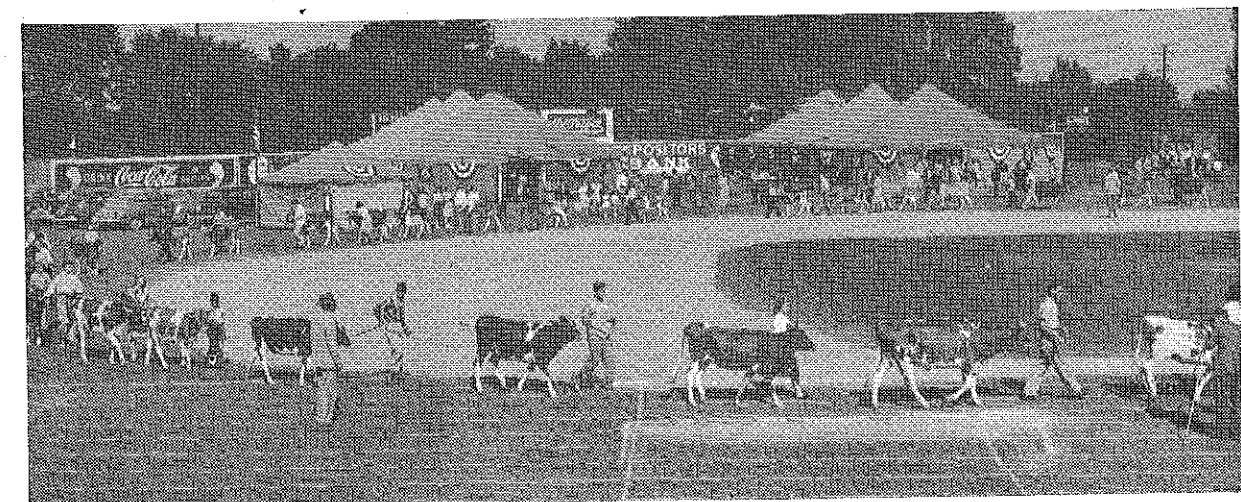
(Continued on Page 22)



Champions shown by Harvey Felters and Donald Kindell at county junior fair. Participation in such fairs helps stimulate better livestock and promotes vocational agriculture.



Showmanship contests are popular features of the annual junior fair. The contests motivate interest in the handling of livestock by F.F.A. members and are also popular with the public.



Pictured above is a display of cattle by F.F.A. members at the Lynchburg, Virginia, Farm Show. The show is unique in that it is opened only to farm youth and has no commercial features or carnival yet it is rated as one of the most successful fairs in the state. Last year the show included 204 different classes and \$8,000.00 in prizes. It was attended by more than 15,000 persons.

Filing systems for departments of vocational agriculture

NELSON J. DAVIS, Teacher, Westport, New York

ONE OF THE MOST troublesome problems facing a teacher of vocational agriculture is that of handling various instructional equipment and materials used in teaching numerous farm jobs. Whether in a new department or one that has been in operation for many years, it is very desirable to have all subject matter materials available for each job on the shortest possible notice. The quantity of printed matter—bulletins, magazines, and other illustrative materials that is collected by the active instructor—is enough to swamp facilities usually provided for such storage.

Suggestions for handling the various types of materials will be made by divisions according to the types used. These main types are: bulletins and miscellaneous pamphlets; course of study job file; and the current operational file of the department. Other materials in individual departments may be handled by procedures similar to those suggested below.

Bulletins and Pamphlets

Two chief uses of bulletins and miscellaneous pamphlets suggest methods to use in storage. These bulletins which will be kept in quantity for class use may be grouped and bound according to subject. When the number of different bulletins for a single subject exceeds the convenient size of a single binder, that subject may be sub-divided, DAIRY A for young cattle and feed; and DAIRY B for disease prevention, general management and herd improvement. Heavy oak tag material may be purchased and cut for binder covers and tied together with grocer's meat cord and bound with metal fasteners. Librarian's binding tape may also be used to make a stronger fold for greater endurance of the cover. These covers may be made by teachers or obtained from several agricultural publishing houses at about twenty-five cents each.

Bulletins and miscellaneous pamphlets which are to be used for reference purposes by the instructor may be placed in filing boxes and indexed according to a modified decimal system. An advantage of this system is that once set up, no particular knowledge of the material is necessary for replacing the material in its proper file. This idea may be used in several sections of a departmental filing system and makes it possible for student help to be used in keeping the files. Part of the modified

Editor's Note: The suggestions contained in this article are particularly appropriate for summer activity of the teacher in organizing his files for the school year.

decimal system is illustrated elsewhere in this article.

Course-of-study job outlines are usually best filed in a standard file drawer with manila folders for each individual job. A job record sheet should be kept in the front of the file for each job to record the date of use, amount of time spent and reference material available in the department for each. Another drawer of the standard file may be indexed to match this drawer and used as a supply file for duplicated materials to be used by students in the classes.

The general operational file of the department will include such items as correspondence and materials of general current interest. As material in this file is often filed by student help, a numerical index is very desirable. The suggested index is copied from a file now in everyday use and is kept in the front of the file for quick use. All folders placed in file drawers are most conveniently handled if the two right hand position tabs only are used for general subject headings.

Most instructors have already developed some type of system for use in filing subject materials. Some part of any system may be adopted for use or changed to suit the individual situation and whim. Regardless of the system used, continual maintenance is required by way of return to the file of materials immediately after use and in placing new materials in their proper locations as soon as they become available.

INDEX

GENERAL OPERATIONAL FILE

Department Supervision

1. Supervision
2. Board of Education
 - 2A—Bills Due
 - 2B—Bills Paid
3. Travel Vouchers
4. State Department
5. Annual Report
6. Census Data
7. Department Inventory
8. Annual Budget
9. Materials Sold to Students

Department Operations

10. Orders
11. General Letters
13. Agriculture Teachers Ass'n
13. College of Agriculture
14. Market Reports
15. Movie Listings
16. Magazines
17. Text Books
18. Other Supplies
19. Contest Materials

Local Organizations

20. Artificial Breeders Ass'n
21. D. H. I. Association
22. Dairy Breed Associations
23. Dairymen's League
24. 4-H Clubs
25. Farm Bureau
26. County Newspapers

27. Allis-Chalmers
28. Dock & Coal—Plattsburg
29. G. L. F. Cooperative
30. International Harvester
31. John Deere
32. Lead Industries Association
33. Portland Cement
34. Purina Mills
35. Robson Seed Farms
36. Swift Packing Company

General Farm Developments

37. Buildings
38. Equipment
39. Field Crops
40. Machinery
41. Roads
42. Livestock
43. Poultry
44. Garden

Department Supplies

45. General Listings
46. American Handicrafts
47. Brodhead-Garrett
48. Carmen Bronsen—Plastics
49. Nasco
50. Other Catalogs
51. Parts, Lists, Instruction Books

MODIFIED DECIMAL SYSTEM FOR BULLETIN AND PAMPHLET INDEX (Only partially illustrated)

0. General
 - .1 Key to Bulletin File
 - .2 Lists of Publications
 - .3 Agricultural Law
1. Agricultural Education
 - .1 Educational Studies
 - .2 Professional Improvement
 - .3 Agricultural Schools
 - .4 Extension Service
2. Agricultural Economics
 - .1 Agricultural Situation
 - .2 Farm Economics
 - .3 Outlook
 - .4 Marketing
 - .5 Cooperatives
 - .6 Credit
 - .7 Insurance
 - .8 Income Tax
 - .9 Unclassified
3. Agricultural Engineering
 - .1 Buildings
 - .11. Concrete
 - .12. Materials
 - .2 Ventilation
 - .3 Barn Equipment
 - .4 Field Equipment
 - .5 Farm Roads
 - .6 Electricity
 - .7 Gas Engines
 - .8 Unclassified
4. Agronomy
 - .1 Erosion
 - .2 Field Crops
 - .3 Forage Crops
 - .4 Insects and Diseases
 - .5 Lime and Fertilizer
 - .6 Pasture
 - .7 Weeds
 - .8 Gardens
 - .9 Unclassified
5. Animal Husbandry
 - .1 Industry
 - .2 Sheep
 - .3 Swine
 - .4 Rabbits
 - .5 Meats
 - .6 Beef
 - .7 Unclassified

6. Dairy

- .1 Industry
- .2 Husbandry
 - .21 Breeding
 - .22 Breeding and Insects
 - .23 Feeding
 - .24 Milking
 - .25 Records
- .3 Unclassified

7. Floriculture

- .1 Greenhouses
- .2 Plants
- .3 Lawns
- .4 Trees
- .5 Nature Study
- .6 Unclassified

8. Forestry

- .1 General Forestry
- .2 Maple Products
- .3 Insects and Diseases
- .4 Unclassified

9. Fruit—Small

- .1 Diseases and Insects
- .2 Specified Crops
 - .21 Blueberry
 - .22 Currant
 - .23 Grape
 - .24 Raspberry
 - .25 Strawberry
- .3 Unclassified

Your department from the standpoint of labor efficiency

W. R. KUNSELA, Teacher Education, Cornell University, Ithaca, New York



W. R. Kunsela

THE TEACHER

who has found time to establish and maintain systematic methods of organizing the tools of the trade has received dividends for his planning. Modifying and reorganizing your filing system, without question, results in labor saving and more

effective instruction. After school is out in June is a good time to sit down and evaluate the jobs taught. You might ask yourself:

1. Were my units of instruction pre-planned?
2. Where are the materials I used for my instruction now?
3. What other techniques could I have used to make my instruction more effective?
4. Are my reference materials filed for ease of location?
5. Are my references adequate in quality, quantity and adaptability?
6. Are my files organized from standpoint of efficiency and appearance?

A considerable portion of the agriculture teacher's time is devoted to assisting his students in analyzing the home farm business with respect to size and type of business, rates of production, use of labor and capital and marketing efficiency. The results of such an analysis form the economic bases for all instruction taking place in our vocational classes. I feel sure that we could all agree that the existing social and economic problems of any community should be directly reflected in the curricular offerings of the school.

Collecting and Filing Instructional Material

These same evaluative techniques when applied to a high school department of vocational agriculture form the bases for curricular revision, modification and reorganization of the departmental structure. I should like to limit this paper to a few suggestions for the appraisal and possible reorganization of methods of collecting and filing instructional materials to improve a teacher's labor efficiency.

If an efficiency expert were to make a time study to determine the length of time and amount of effort each teacher used in preparing his subject matter materials for instructional purposes his results would undoubtedly range to infinity. Differences would be apparent in the nature, quantity and appropriateness of references, their organization, and the methods used in locating these teaching aids.

For many years, teachers have been experimenting with various ways of systematizing their instructional ma-

terials and some have found that a file of materials which they, personally, find useful in teaching a specific unit of instruction is essential. This file is usually housed in a four-drawer letter size cabinet containing a folder for each unit of instruction included in their course of study. The major file dividers indicate the enterprises. Each enterprise is analyzed to determine what instructional units are contained therein and a tabbed manila folder is made up for each unit. This file will frequently have as many as 300 to 350 folders, each folder possessing pertinent materials useful to the teacher in presenting the appropriate unit of instruction. This material usually consists of lesson plans, local survey data, comparative information, field trip outlines for directed observation, and tests and notes relevant to previous experience in the instruction of this lesson. One important addition should be made to the above mentioned content and that is a list of references that is coded or otherwise classified in order that the list can function as a locator card. The reference list might take the form indicated below:

Enterprise—Agricultural Economics (1) Job—Farm Inventory (1.1) References

Inventory Forms

- Vocational Agricultural Guidebook and Records of Supervised Farming for Future Farmers of America in New York, 1947*, W. J. Weaver. Pages 3 and 8-18.
- Farm Inventory for Five Years*. Department of Agricultural Economics, New York State College of Agriculture, Ithaca.

Texts

- Farm Management Manual 1945*. Hart, Bierly and Warren, Comstock. Page 14.
- Farm Management and Marketing*. Hart, Bond and Cunningham 1942. John Wiley and Sons, Chapter XIV, pages 250-282.

Bulletins

- E 401. *Factors Affecting Labor Incomes on New York Farms, 1942*, Tyler, Cornell (1.10).
- E 478. *Living From the Farm*, DeGraff, 1943, Cornell (1.11).
- P 747. *Some Facts Concerning Costs of Operation of Farm Motor Trucks*, Rasmussen and Williamson, Cornell (1.12).
- P 807. *Cost of Raising Dairy Heifers in New York*, Cunningham, Cornell (1.13).
- E 735. *1947 Income Tax Returns, 1947*, Hart and Kendrick, Cornell.

Mimeographs

- AE587. *Itemized Record of a Dairy Farm Business, 1947*, Cunningham, Cornell (1.10).
- AE555. *Individual Factors and Annual Averages from Farm Cost Accounts 55 Farms-1944*, H. F. DeGraff 1946, Cornell (1.11).

Visual and Audio Aids

- Movies—none available
- Slides—none available
- Filmstrips—none available.

Periodicals

- "It's Tax Time Again," L. D. Farrar—*The Farm Quarterly*, Autumn 1947. Page 82.

Duplicated Materials

1. Field trip outline—Jones farm inventory (1.10)
2. Depreciation table (1.12)
3. Table—Silo capacities (1.13)
4. Field trip outline—First National Bank (1.11)

In most states the subject matter bulletins from the experiment stations and colleges of agriculture constitute the major references used by agriculture departments. West Virginia has planned, and is using very effectively, a classification of bulletins based on the farm enterprise with a modified Dewey decimal index. Many of the teachers in Illinois house their bulletins in a legal size, four-drawer steel filing cabinet. A number of teachers in New York have indexed their instructional units with a numerical code, to form the basis for classifying their references. All of the above mentioned ideas merit but when these features can be combined into one comprehensive plan, we have one more contribution to more effective teaching.

Traveling exhibit

(Continued from Page 5)

of Weston during American Education Week; and at the State Dairy Short Course, Jackson's Mill.

In preparing an exhibit to be displayed many times it is necessary to select a theme that will appeal to the interests of people from all vocations and to develop a theme which will attract and hold their attention until they have comprehended the lesson the exhibit purports to convey. Therefore the chapter chose conservation as its theme. This was designed to show the amount of soil lost and various ways the Future Farmers are helping to prevent this loss; with good homes, good farms, good schools, and good churches as a result of sound conservation practices.

Members of the Weston chapter constructed the exhibit with the instructor of industrial arts giving aid on the wiring. The approximate cost was \$35 not considering the labor. The monetary return from the various fairs was \$84, but the good public relations which were developed while the exhibit was being routed throughout the state cannot be measured in terms of money.

A purchasing cooperative for veterans enrolled in Institutional On-the-Farm Training has been formed at DeLand, Florida. Considerable saving has been made by this group during the past year by purchasing fertilizer cooperatively. Plans are being formulated whereby the group expects to purchase other items necessary to carry on the business of farming. A cooperative experimental Asparagus Plumosis plot of one acre is being operated at this center. Various types of experiments are being carried forward with much interest.

A system for classifying teaching materials

ALTON G. BRIDGES,
Teacher, Fort Kent, Maine

DURING my initial teaching experience the keeping of lesson plans in such a way that I could always find them when a job was to be presented often resulted in a lot of wasted time. The plans were always getting mixed up or put into the wrong folder. To overcome this confusion I reorganized my system of filing the course materials as noted herewith.

The first year I used the revised system of filing lesson plans it was much more simple than in its present form. It consisted of four folders divided by years and the sub-divisions for the six ranking periods were found within the same folder.

The teaching plans are now divided by years using colored guide cards and folders in the following manner:

- Agriculture I—Green guide card, and folders
- Agriculture II—Pink guide card, and folders
- Agriculture III—Yellow guide card, and folders
- Agriculture IV—Blue guide card, and folders
- Miscellaneous Jobs—White guide card, and folders

Each year is divided into six ranking periods. This will fit any school system by having as many folders for each year of agriculture in the school as there are ranking periods. If, for example, a school had only four ranking periods, there would be only five folders located between each guide card. The fifth (white) would be used as a miscellaneous folder for inactive or less important lesson plans which could be referred to if necessary, as indicated above.

Each manila folder contains a page clipped to the inside cover giving the ranking period in large letters followed by the enterprises and the jobs to be taught. This page is organized in the following fashion:

First Rank Period

Enterprise:

Field Crops

Jobs:

1. Types of potato storage houses
2. Potato storage
3. Geographical distribution of the potato
4. Varieties of potatoes to grow
5. Food requirements of the potato crop
6. Environmental influences on the potato

For convenience in filing and keeping the pages of the lesson plans in order these pages should be numbered numerically the same as the jobs.

Thus, in using this system, when the sophomore class in agriculture comes to the third rank period the teacher has only to go to the pink guide card, pull out the third folder, open the cover, and a summary of the entire ranking period

Organizing the four-year course of study

D. W. PARSONS, Teacher Education, University of West Virginia, Morgantown



D. W. Parsons

used by the teachers in working out this four-year course. This is an appropriate activity for the summer period.

Reasons For A Course Of Study

- A. It is necessary in order to develop an efficient program of instruction.
- B. It prevents duplication and repetition.
- C. It serves as a record of work and as a guide for succeeding teachers.
- D. It saves the teacher time and gives unity to the course of study.
- E. It provides for a more thorough job of teaching.

Procedures To Use In Planning The Course Of Study

- A. Selecting units of instruction
 1. Make a list of all the productive farm enterprises of importance in the community.
 2. In a given year, as for freshmen, give consideration to the supervised farming programs of the students.
 3. Include additional units of instruction not found in the enterprises, as farm mechanics, F.F.A., farm and home improvement, farm management, farm credit, conservation, safety, record books, pastures, insurance, farm laws.
- B. Determining the jobs for teaching:
 1. Analyze the enterprises and other miscellaneous units into specific jobs; stated as activities not

is before him. Then, keeping this folder on hand for the ensuing period he has his jobs conveniently in order for daily teaching. In this way there is no confusion or loss of time. This procedure is repeated for each class.

Before the jobs can be determined by enterprises for each ranking period it is necessary to have the four-year and annual plan organized for the course in vocational agriculture. Each rank period is based upon the school calendar for the current year. Therefore, the jobs to be taught during a given period are reorganized each year according to their importance and the time available for teaching. However, this only requires a change in the pages clipped to the inside cover of each folder and a redistribution of the jobs within the folders.

topics. Break the shop units down into specific jobs.

2. Make the analysis complete so as not to omit any essential activity.
3. Select the specific jobs to be taught.
 - a. Base selection on the critical importance of the job to the success of the enterprise or unit.
 - b. Use type jobs to save time, as planning and preparing the seed bed should be taught so as to cover all enterprises where it occurs. There are many other similar jobs.
 - c. Omit non-essential jobs and jobs which the students already know, as harvesting corn.
 - d. Avoid re-teaching the same job to the same group unless it is approached from a different angle. For example: Selecting a good dairy cow might be taught to the sophomores. Then the same principles apply in classifying the dairy herd as a job for the seniors.
- C. Organizing the jobs into courses:
 1. Distribute the jobs over the four years of work, keeping in balance the several years.
 2. Usually the jobs requiring less skill and less managerial ability should be taught the first years.
 3. Decide on the year and month to teach each job keeping in mind seasonal sequence.
 4. Allocate the time for teaching each job.
 - a. Base allocation on the number of class periods available each month.
 - b. Allow sufficient time to teach each job well, including the listing of specific practices to follow.
 - c. Consider the methods to be used in teaching the job:
 - (1) As regular classroom
 - (2) Field trip with demonstration and practice followed by a summary of conclusions
 - (3) Visual aids plus discussion and written summary
 - (4) Classroom plus field trip plus summary of conclusions
 - d. Estimate the number of days to devote to each job, and place the number at the end of the job where written in course of study.

Note: A record of the actual time used should be noted on the course in red pencil as a guide for revision.

(Continued on Page 17)

How I contribute to the guidance program in teaching vocational agriculture

LEWIS B. ROBINSON, Teacher, Falmouth (Cape Cod), Massachusetts

NO HIGHLY effective teaching can result without an enormous amount of efficient guidance work. In fact, it seems that guidance must be teaching and teaching must be guidance.

In the teaching profession, as in other professions and activities, there are widely varying degrees of success. The accomplishments of some are on the highest planes while the accomplishments of others never rise above the mediocre stage. This does not mean that those in both groups do not try. In fact probably some of those who try the hardest are the nearest to failures.

Having admitted that there are outstanding successes, as well as failures, most teachers will be somewhere between these two extremes. It is in this latter group that I suspect there is a niche which I occupy.

There are two few superior individuals teaching and guiding. Why is this true? There are innumerable reasons, with which many are highly familiar.

What counts? What is important? Is not the personality and the appearance of the teacher highly important? Too, is it not enormously important that the teacher should have the confidence and the respect of the pupil? These, I believe to be "musts," if satisfactory attainments are to be approached. Subject preparedness must also be a requirement but, assuredly, there should be far more than this one qualification. However, without a thorough knowledge of the subject, no one can hope to command the respect and confidence of his pupils. Very probably, a great majority of teachers are well versed in subject matter. Possibly, fewer have the other characteristics which are so important, in any attempt to educate youth. Few of us ever reach the top of the ladder. Few of us ever do the best of which we are capable. Some approach these peaks but few, if any, attain them.

Contributions by Agriculture Teachers

How do instructors of vocational agriculture contribute to the field of guidance? Before enumerating several common ways that successful instructors of vocational agriculture normally contribute toward the guidance of boys, it is well to point out that our agricultural classes in Massachusetts are relatively small in numbers compared to classes in most other subjects. Also, the pupil studying vocational agriculture is under the supervision of the teacher for a longer period than those which prevail in most high-school classes.

As a result of this situation, I feel that the following present themselves as services which are continually rendered in the guidance field by efficient instructors of vocational agriculture:

1. Study of pupils more closely than is possible of accomplishment by the rank and file of classroom teachers.
2. Know the parent of each pupil and

- learn their possibilities, their limitations and their attitudes.
3. Check with the home on any favorable or unfavorable developments in the pupil.
4. Study environmental conditions in the home area that may influence the pupil favorably or unfavorably.
5. Visit all pupils at their homes at intervals throughout the year.
6. Keep a permanent life history folder for each pupil showing his accomplishments in school and out of school.
7. Help any pupil, as needed, in finding satisfactory employment to improve his learning program.
8. Follow up each pupil after he has graduated or left school and keep a record of his activities.
9. Present an unbiased picture of the possibilities in the field of the active interests of the pupil.
10. So regulate his activities to command the respect, the cooperation and the confidence of pupils at all times.
11. As far as possible, afford an opportunity for pupils to profit by, and participate in, activities outside of local conditions.
12. Work toward developing men who will be a credit to themselves and assets to society, wherever they may be.

No attempt has been made to list these services in the order of their importance. Neither has the field been thoroughly covered but, if a reasonably satisfactory job is done in the guidance activities, as enumerated, I believe a creditable contribution has been made to the production of men who may become assets to society.

FILE COPIES OF THE AGRICULTURAL EDUCATION MAGAZINE

With the transfer of publishers on January 1, 1948, all back copies of the magazine were transferred to Interstate at Danville, Illinois by Successful Farming at Des Moines, Iowa.

File copies of back numbers may be secured at fifteen cents each directly from the Interstate Company insofar as they are available. One state supervisor recently made available some extra copies of old numbers which enabled several other subscribers to complete their files.

The company has expressed a willingness to serve as a medium for the exchange of scarce numbers of the magazine. Persons having extra copies are encouraged to make the availability of them known to the publisher.

—Editor

THE AGRICULTURAL EDUCATION MAGAZINE, July, 1948

BOOK REVIEWS



A. P. Davidson

STARTING TO FARM, by Ward P. Beard, pp. 265, illustrated, published by The Interstate, 1948, list price \$2.50. A handbook designed to aid students of vocational agriculture in understanding and developing worthwhile farming programs. The book will prove of

value in assisting veterans on-farm training students in developing sound procedures in starting to farm. Teachers subscribe to the philosophy of centering much of their instruction around the students' farming programs will find this book especially helpful, and instructors of vocational agriculture who have not fully grasped the principles underlying the use of the farming program in teaching will find *Starting to Farm* of paramount importance. The text merits consideration also from the standpoint of acquainting both the student and the parent with the significance of the supervised farming program in vocational agriculture. Freshmen students in high school will benefit from reading this book, but parts of it will acquire much more meaning with increased age and experience. There is a steady gradation in the book from the simplest problems of the farm boys to the most complete problems of farmers. This book should prove helpful in inspiring and guiding farm boys, in redirecting the activities of teachers of vocational agriculture, and in developing fuller understanding and cooperation on the part of parents and others interested in farm youth. APD

* * * *

GRAIN CROPS, by Harold Kirby Wilson, pp. 384, illustrated, McGraw Hill Company, 1948, list price \$4.00. The book is designed as a beginning course in grain crops. The more general phases relating to all crops are considered in the early chapters, and the more detailed discussion of individual crops are treated in the later chapters of the text. The closing chapter deals with crop improvement, the ultimate objective of the plant breeder. Twenty-four chapters convey a wealth of information on the production of all the principal grain crops, including soybeans and rice, grown in the United States. Fundamentals of botany, soils, insects, diseases, growing crops, harvesting, storage, marketing and improvement, are phases of the subject covered by the author. Suggested questions and a selected list of references follow each chapter. The text should prove of value to both teachers of agriculture and to laymen who are desirous of gaining information on practical grain production. A. P. D.

* * * *

USING AND MANAGING SOILS, by A. F. Gustafson, pp. 420, illustrated, published by McGraw Hill Book Company, list price \$2.80. Basic principles and reasons for their application are

(Continued on Page 22)

Ellis F. Clark, a Connecticut teacher at work

W. HOWARD MARTIN, Teacher Education, University of Connecticut, Storrs, Connecticut



W. Howard Martin

IT IS THE individual teacher of vocational agriculture who has responsibility for planning and conducting the program in a local community. The local community is the only place that vocational agriculture really functions as a service.

At this level there is a direct personal contact of teacher and pupils, or teacher and parents, of teacher and leaders in community institutions and agencies. Thus, what the teacher does, when and how he does it are matters of crucial consequence to the program of education in agriculture. It is for these reasons that the teacher of agriculture is rightly regarded as the key individual in the entire program. The problem of appraisal of the role of the teacher is of basic importance to the further development and improvement of the program.

Long tenure (20-25 years) in a given community, combined with jury evidence indicating relatively high quality of performance is proposed as the criterion that a teacher of vocational agriculture has developed an optimum role. There are numerous deficiencies which could be indicated; however, it does have some merit. Fulfilling the criterion would be presumed to indicate that; (1) a teacher of vocational agriculture had developed a role which was satisfying to him personally, (2) the community sanctioned the role which he had developed, and (3) the role was in harmony with the broad purposes of education in agriculture. On the basis of this criterion (or criteria), it would seem that one might be confident of selecting individual teachers who had played a constructive role as a teacher of vocational agriculture in a local community. Generalizations on a number of cases carefully developed, might be of value in planning the further development of vocational agriculture. The generalizations should seek to provide partial answers to the following questions: (1) What differentiates the role of such teachers of agriculture from superior teachers of other subjects? (2) What differentiation can be made in the role of such teachers and other teachers of agriculture? (3) What are the satisfactions derived which condition a long tenure? (4) What casual factors can be identified in explaining these deviations from the more usual pattern?

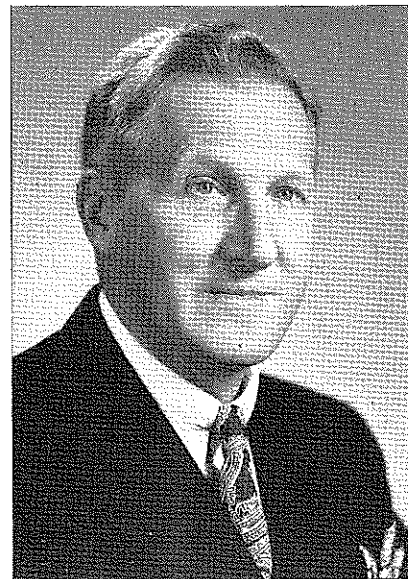
Mr. Ellis Clark—Case Teacher

Mr. Ellis Clark has served as the teacher of vocational agriculture in Woodbury, Connecticut, since August 1, 1920 (the first and only teacher of agriculture). He has had numerous opportunities to accept other positions, including college teaching but elected to continue

in service at Woodbury High School. It seems probable that the other alternatives would have afforded him more financial rewards and perhaps would have carried with them greater social prestige and equivalent security. In the judgment of his co-workers, Mr. Clark is regarded as a most successful teacher. While this may be because of his long tenure, associated with tenure are such items as; his success in developing America Farmers and winning judging teams; exercising leadership in professional and civic affairs; and numerous other factors. It is probable then that the dual criterion of tenure and general recognition of worth have been met in the case selected.

Comparison With Other High School Teachers

In differentiating the role of Mr. Clark, the teacher of agriculture, has played in the rural community from that of other superior teachers, two factors seem to stand out: (1) a deep apprecia-



Ellis F. Clark

tion for the dignity and social worth of all work, plus real competency to perform farm work, and (2) actual participation at an early date in the problems of the community at both the service and leadership levels. Mr. Clark came to the school from a position as Farm Manager, where a rather intimate contact with a bull resulted in an injury which required him to seek a less arduous vocation. He was given a considerable amount of free time during his first year on the job. In the first year he visited every farmer in the community and often spent some time actually working along-side the farmer. One of the stories related which indicates Mr. Clark's skill is as follows: At a round-stove conference in a country store, one of the farmers in discussing the new teacher of agriculture, made the remark, "My, you should see that man string tobacco! He beats anyone I ever

saw." Mr. Clark has continued throughout the years, an active interest in agriculture. He raises one of the best gardens in the community, produces from five hundred to one thousand broilers for the market each year, and maintains a sizable home flock of hens. Throughout his teaching this attitude towards work, towards farm work and life, has undoubtedly colored his role as a teacher and leader in the community. It also appears that this has been a distinctive characteristic of the teacher of agriculture in contrast with other teachers in the school. Other teachers may have had an equally wholesome attitude, but its concrete manifestation was not possible, or at least it was not achieved.

Leader in Community Service

Mr. Clark has been a leader from the first in community service. It was perhaps through a series of fortuitous circumstances that he attained such a favorable status. From what information can be gleaned, however, no other teachers in this community were able to actually exercise such an influence. Now for a bit of the story. On the very first Sunday in town, Mr. Clark was invited to sit in the pew of one of the town's leading citizens. This led to invitation to membership in the Woodbury Community Work Committees of 42, probably representing the leaders of the community. He eventually became chairman of the committee. He participated actively in the development of Scouting in the community, going through various levels of service and recently completed fifteen years on the executive committee of the district council of the Boy Scouts of America. On one or two occasions through the original work committee and through adult classes, he was able to effect a spirit of unity in the community between different factions. He contributed to the solution of a juvenile delinquency problem. Each year in his agricultural program, he usually has had from one to two out-of-school groups. In these and in other ways, Mr. Clark as a teacher of agriculture, has played a direct part in the life of the community which was not equaled by any other teacher in the school system. One of the reasons why he was able to render this type of leadership and service may be found in the fact that he was on the job for twelve months each year and during the summer months spent a considerable portion of time on these community enterprises, especially in the early period of his services.

From the beginning of his services in the community, Mr. Clark sought to act as though he were a part of the community and not as a paid worker seeking to raise the community up to his level. By direct and indirect means he sought to develop, inspire, and train leadership for community activities on a broad basis. His former students and others with whom he worked became Scout masters, 4-H Club leaders, Grange masters, members and chairmen of the school board, selectmen, and leaders in the Farm Bureau. Mr. Clark has enjoyed the cooperation and inspiration of a fine partner in Mrs. Clark. In the early days Mr. and Mrs. Clark paid what was termed a "social call" to every home in the community, regardless of race,

religion, or economic status of the owner. One of Mr. Clark's first challenges came from a representative of a foreign born minority group in the community who accused him of being a member of what is the equivalent of the proverbial "400 Club," namely the Woodbury Work Committee of 42. He met the challenge and proceeded to organize an evening school, attended by both men and women in the particular section of the community where a number of the minority group lived. Even though much work was done on the development of cooperatives, milk marketing pools, and the like, a most important outcome was increased unity of different groups in the community. An almost endless list of community services, leadership responsibilities, and so on could be developed in a full review of his services to the community, however, sufficient review has probably been made to justify the claim that there is a differentiation between the role which Mr. Clark has played in his community and the role which other superior teachers have played in the same community. Other teachers in the community seem to have been equally as proficient in teaching high school classes, managing a study hall, conducting a home room, and the usual tasks associated with the work of the school teacher, but none have demonstrated such capacity for community service and leadership.

Comparison With Other Teachers Of Agriculture

It is more difficult to differentiate between the role which Mr. Clark has played at Woodbury and that which other teachers of agriculture in the state have undertaken. It could probably safely be assumed that a majority of teachers have had a real appreciation for the importance of farm work and have been skilled in its performance. It should be pointed out, however, that as a result of Mr. Clark's extensive farm boy experience, and experience as a farm manager before entering the teaching field, he probably excelled at least 75 percent of the young men who are today entering the work. In the matter of community services and leadership, Mr. Clark would again rank very high in comparison with other teachers. This vital interest in the affairs of the community is certainly not a characteristic which is found in all teachers of vocational agriculture. In the single township of Woodbury the number of farms has declined from one hundred to fifty-five during the period of time. However, these same farms are producing more produce than the hundred farms did in 1920. Mr. Clark says that as he looks back over his career in vocational agriculture he is somewhat disturbed when he faces the question of how much the agricultural practices have changed as a result of his instruction. As he has talked this problem over with the farmers, the parents of his all-day students, they have told him he expects too much in the way of change in too short a time from Yankee farmers.

There are perhaps two points which seem to differentiate the role played by Mr. Clark in his community in contrast with that played by other teachers of agriculture in the state; (1) a program for young farmers and former students

of agriculture, has been almost a continuous part of his program from the beginning and, (2) he has made it a point to learn on the job.

Young Farmer Classes

In the Young Farmer programs he has stressed the continuing development and education of youth. It is true that most of the farmers in the community now have as their owners, operators, or workers, former students of the vocational agricultural department, but it is equally true that many of the young men in the rural community have been inspired and guided by Mr. Clark to go on for advanced education and to enter other vocations. This board educational and guidance service program for rural young men, has done much to endear Mr. Clark to parents and youth of the community. Long tenure in the community has enabled Mr. Clark and the citizens of the community to derive some deep mutual satisfactions from this emphasis to his role which Mr. Clark has devotedly given. It is believed that the board service to young farmers is the most significant differentiating factor between Mr. Clark's role and that of other teachers of vocational agriculture.

Mr. Clark started his teaching career without benefit (or in spite of) of specific teacher training in agriculture. This, of course, is not the case today but the second point to be made in differentiating the role played by Mr. Clark lies in the fact that he has continually sought the counsel of leaders in the community. Mr. Clark puts it this way, "I can learn something from everyone." For example, he picked up tips from a hardware merchant on conducting a field trip which he regards as one of the most valuable lessons in special methods which he ever had. In working with the young farmer group, Mr. Clark has often has sons and parents attend a series of meetings and, has also arranged special meetings of sons and parents. He has sought to learn the answers relating to establishment and

of agriculture, in farming along with the young men and their dads.

Satisfactions Created

What satisfactions in this role have kept Mr. Clark from moving for the sake of larger rewards which are commonly regarded as desirable in our society? Even he had difficulty in answering the question. Mr. Clark originally had his choice of three different communities in which to commence his teaching. One reason which led to his selection of Woodbury was the fact that he knew and liked some of the people in the community. Throughout the years of service he has enjoyed the full cooperation of the town in many ways. He has placed a high value on the character of this rural community as a place in which to live and rear his girls. He has always been wrapped up in a number of community projects in which his personal interest has been so keen that he has never found a time when he thought that he could have moved without endangering some project. At the present time he is at work on plans for a new regional high school which is to serve several towns. The new school will eliminate the department of vocational agriculture at Woodbury as an independent operating unit, but it will become a part of the new regional high school program, offering more adequate facilities and physical resources.

Personal Services

Mr. Clark received so many calls for personal service that at an early date when much of the visiting was done with a horse and sleigh he found it necessary to curtain this type of work. Since then he has devoted himself to instructional programs and to serving farmers on a consultant basis if they desired. His stronghold is in the farm-management-decision-making-area and many are the young men in the area who consult with him on individual problems of establishment and advancement in farming. Mr. Clark admits that the

(Continued on Page 15)



Learning by Doing has characterized Mr. Clark's work as a teacher of vocational agriculture. His program includes instruction of Young Farmer classes in addition to the teaching of high school boys and adult farmers.

Trends and developments in agricultural education as noted on a recent tour of the United States

Suggestions and implications for teacher education in vocational agriculture

H. H. GIBSON, Teacher Education, Oregon State College, Corvallis



H. H. Gibson

York, Massachusetts, Virginia, Kentucky and Nebraska. Short stops were made in other states.

Before the war I made a similar trip through a number of states in the south. Conferences were held at the local high school centers and communities with teachers of agriculture, including teachers of veterans, supervising teachers and farm boys and farmers. On the college campuses I conferred with staff members in the departments of agricultural education, farm management, farm crops, agricultural engineering and directors of short courses. I attended joint staff meetings of state supervisors and teacher trainers in three states, portions of two state F.F.A. conventions in Ohio and Pennsylvania and one state teacher convention in Virginia. I visited a dozen or more city vocational schools and special schools of agriculture in Minnesota, Wisconsin, Ohio, Massachusetts and New York. Along the way I talked with managers of seed companies, a score or more of commercial poultry and turkey hatcherymen, and with secretaries of various kinds of state improvement associations. Everyone I met throughout the entire trip was courteous, cooperative and generous both in giving me the time I needed and also in supplying me with many forms of teaching materials.

As one makes his way across the country noting the many ramifications and varieties of vocational education, he begins to feel that the movement, which started on the nation-wide basis thirty years ago, has developed into a tidal wave which will be moving strong a hundred years from now. The least one can do is to try to give some slight momentum to this movement, and the last thing one wants to do is to just coast along with the tide.

There is a lot going on in vocational education in these United States of great significance and fascinating human interest. I wish these stories could be selected, compiled and placed in organized form, as a source of reading material for the use of trainees and all workers in vocational education.

CHANGES IN THE DISTRIBUTION AND USE OF THE AGRICULTURAL INSTRUCTOR'S TIME

The general impressions of developments and trends which I gained on my

THIS REPORT

is based on observations and conferences with vocational workers in many places. The states, outside the Pacific region, in which I spent two to five days include North Dakota, Minnesota, Wisconsin, Illinois, Michigan, Ohio, Pennsylvania, New

Following a tour through several states last summer, Professor H. H. Gibson prepared an extended report of his observations. The accompanying article gives his reactions as to observed changes which have developed in recent years regarding the distribution and use of the teacher's time. Subsequent articles will deal with his observations and deductions pertaining to other aspects of the program in vocational agriculture.

recent tour indicate that noticeable shifts have been taking place in vocational agriculture during the last twenty years in the way agricultural instructors spend their time. F.F.A. activities and chapter projects in vocational agriculture are assuming, of course, and increasingly larger place. Many of these activities are related directly to needs in vocational agriculture and to better farming, but many of them pertain more to development of personality, civic needs, and to the development of effective relationships in family, community, and public life. It can be argued with good reason that it is just as important to develop these general abilities as the more specific abilities needed in farming, and that this can be done better through the teaching of vocational agriculture than in any other subject. However, as one instructor, who had been teaching for many years, put it, "I am giving now about half as much time to teaching agriculture as I did before the F.F.A. activities became so prominent." Of course, the real question that should be answered by this instructor, and all of us who are working in the field of vocational agriculture, is whether more is being accomplished now than formerly to develop abilities that are needed both in farming occupations and in better living on the farm and in the community.

Evaluation of Activities

Looking back, it appears that certain activities that were formerly classed as extra-curricular have now become curricular activities, and some of them are now assuming major importance. Contests, for instance, seem to be assuming more importance. In discussing the question of contests with one instructor, whose chapter recently received a national gold emblem award, he brought out for me to read a seven-page paper which he had written on the subject. His paper was not intended for publication nor for anyone else to read, but to help clear up his own thinking on this question. In substance, this paper stated that he could have had a much better all-round program in vocational agriculture had he not gone out for winning contests and the national gold

emblem award. Many things which he considered relatively more important in the all-round development of all the boys and young farmers in his community had to be neglected because of the concentration of effort he found it necessary to place upon items that were considered in the evaluation of his chapter program and for the gold emblem chapter award. So one is forced to raise the question, "Whither activities in vocational agriculture?" It is not a question of the importance of self-activity. Rather it is a question of *what* activities and of how the agricultural instructor can best use his time.

It is evident with the increase in the scope of the agricultural instructor's activities that less time is now being spent by him on the supervision of individual farming programs. In one state visited, a state which has always stood for a sound and complete program of supervised farming, the teacher trainer, who is very close to the work of the teachers in the state, estimated that they are making about one-half the number of supervised farming visits now as formerly. His estimate was four visits per student. Even with the best quality of supervision and with improved methods of supervision, this number is recognized to be woefully inadequate. But the comeback from our best instructors is, "We just don't have time."

Class, Group and Individual Instruction

More time is also being given to organized class instruction in most of the states which I visited than in the states of the Pacific region. That is the form or type of instruction where all the students in the class were seated at their desks, with the teacher at the blackboard developing, through discussion, an analysis of questions and problems pertaining to specific jobs, or units. Some of this instruction seemed to be in the category of just information getting, but it could be termed class instruction in problem solving. This is the type of instruction quite commonly seen twenty or more years ago, but which now seems to be becoming less frequent from year to year. This pronounced tendency has bothered me somewhat. Most of the western states have a great deal more of individual, committee, and small group instruction than I saw on my visits.

Recently a school inspector from Alberta, Canada, who was planning to introduce agriculture in that province, was visiting departments of vocational agriculture in Washington and Oregon. He was very much surprised, almost shocked, but pleased to observe the extreme informality and flexibility of the instruction. In one department, he reported, he found the boys at work all over the place. Some were using the school tractor and seeding equipment on the school farm. Still others he found

in the shop, one or two working in the school nursery and a small committee or group at work in the classroom. This was taking place in the department where the same instructor fifteen years ago was in the habit of using textbook and classroom teaching procedures. Generally speaking then, the types and forms of instruction one now finds in visiting from school to school and from state to state are quite different from the organized forms of classroom instruction that were more common twenty years ago. Perhaps this is all to the good and is a tendency in the right direction.

Over the years it would seem, however, that our program is vocational agriculture has developed through the addition of new projects and activities and that very little has been done in the way of discarding, subtracting or eliminating other activities. In a one-teacher department this situation sometimes develops to the place where the instructor has neither the time nor the patience to work out what he believes to be a well-balanced community program in agricultural education for his community. The result is that he tends to select certain segments or portions of the work which he believes will receive most local, state, and national recognition. He is under pressure to do things which he believes are expedient even though, in his judgment, they are not sound and do not make for the development of a long-time, well-balanced program in vocational agriculture for the community.

Needs and Objectives

We set criteria for evaluating programs in agricultural education with reference to educational abilities and objectives that are considered significant in vocational agriculture, and yet if we were to evaluate all the activities that are being performed by agricultural instructors and students, we believe that many would have to be eliminated and others would have to be given a new direction. Agricultural teaching must be more than the performance of a lot of activities and jobs. There must be selection and integration with reference to the aims and objectives which we believe are desirable to attain. If we are to continue to have many one-teacher departments then the approach to vocational agricultural education for the community must begin with a survey and analysis of its needs and with a selection of those activities that are considered relatively most important. Of course a community program in which the people themselves have more of a part in determining needs and objectives and in sharing responsibilities for carrying them out would give us a sounder basis for evaluating the agricultural instructor's job.

More than any other one thing in my recent tour to study trends in agricultural education, I wished to discover outcomes and procedures in community program making and evaluation with use of advisory councils. I was more than repaid for the time spent in this study. I made first-hand investigations of this work in Illinois and Michigan, and I used every opportunity to get reports on what is being accomplished elsewhere. In view of the fact that some states have from the beginning required departments of vocational agriculture to

have advisory councils, I was surprised to find how little has been accomplished (taking the country as a whole). In one state where advisory councils have always been a requirement, it was reported that a recent study revealed that not more than fifteen per cent of the advisory councils were in any degree effective. However, I did find everywhere a renewed interest in community program planning and evaluation, with the use of advisory councils, out of all proportion to results achieved to date. Frequently, it would seem that the cart has been placed before the horse—that is, advisory councils were appointed and then a question was raised as to their purpose. For this reason, many of them never started to function. Apparently in the early efforts, the purpose and procedures in program planning and evaluation in vocational agriculture for the community as a whole were only very vaguely understood by teachers and other vocational workers.

A good many activities that are merely of a service nature and even certain educational activities may well be delegated to other agencies in the community, such as service clubs and chambers of commerce, which always have in their programs educational objectives of one form or another. In the process other public agencies such as extension, and soil conservation, may assist in carrying forward the program of vocational agricultural and in turn the agricultural instructor, through the various farmer groups, can work out effective relationships with other public agencies whose activities cut across the community life and work in agriculture. Community program making, properly conceived and developed, should help to bring more order and balance out of the present jumbled mass of activities in which many agricultural instructors and departments now find themselves.

Community Program Planning

Community program planning with the help of an advisory council is an educational procedure. It proceeds through participation and cooperative effort to develop abilities in the individuals of the community. Teachers come and go in many states and communities too frequently. Often because the teacher is the program, his leaving is a tragedy. A good many teachers, because they are individualists by nature, and lack the proper training in community program planning, have a tendency to exploit and appropriate a great many activities and phases of their program for their personal advantage. In a community program, the instructor is not always in the limelight. He works more in the background as a social engineer. He is developing a clientele. In my opinion, then, the proper training of instructors in the philosophy and procedures in program making for vocational agriculture for the community through the use of advisory councils is a *must* from now on and never more needed than at this moment when our program has become over-burdened and over-loaded with many activities which on a basis of a sound evaluation could not be justified.

I returned convinced that the most important thing needed in our teacher

Ellis F. Clark, Connecticut Teacher

(Continued from Page 13)

personal ties and the feeling of being needed has been a powerful factor in holding him in the community even though he could have used additional money that was offered to him in other areas of service. Not all teachers of vocational agriculture can be as fortunate as Mr. Clark in having opportunity to select a community but many teachers of agriculture, if they remain long enough and carry on a program of similar nature, discover the personal ties to be exceedingly powerful.

Summary

This brief review of the role cannot be considered in any sense as a complete story or biography. Many interesting and perhaps significant items have been omitted. Its purpose has been to examine the role of a highly successful teacher of agriculture, and to select some of the persistent and differentiating factors which seemed to be associated with achievement of success. Data presented to support the conclusions is recognized to be of a fragmentary nature. Since no one accepts generalizations based on a single case, those which are presented herewith will be of interest chiefly as possible inferences of the elements which make for success in the role of a teacher of agriculture.

Persistent and differentiating elements in the role played by Ellis Clark, teacher of vocational agriculture:

1. He demonstrated and cultivated genuine appreciation for work, specifically for farm work.
2. He demonstrated competency to perform farm work.
3. He organized and led a community wide educational and guidance program for rural young men.
4. He participated in a positive and direct fashion in the community organizations.
5. He used a cooperative approach to the solution of problems.

If the foregoing characterizes the roles which teachers of agriculture should play according to the judgment of supervisors, teacher trainers, local administrators, and citizens of local community, what conditions of employment should be established? What change in emphasis should be made in the teacher training program for vocational agriculture? How can prospective teachers of vocational agriculture be selected who will develop the desired characteristics essential to success in such a role? These are but a few of the questions which may well follow from a study of the nature and setting of the role played by the many successful teachers of vocational agriculture.

education programs at the present is the development of abilities, on the part of new and old teachers alike, in the democratic procedures of community program making and evaluation in vocational agriculture. This must be more than merely a job included in our methods courses. It must be developed as a philosophy and a point of view that affects every aspect or phase of teacher training. It must be accepted as a way of going about the job of teaching vocational agriculture.

Farmer Classes

J. N. WEISS

MARK NICHOLS

Supervised farming programs of Young Farmers*

JOHN HENDRIX, Teacher, Hopkinsville, Kentucky

IN ORDER TO discuss my program intelligently, I shall give you a brief description of my school farming area. I work in a consolidated rural high school in Christian County in western Kentucky—10 miles from the nearest town, Hopkinsville. The average size farm in the section is about 75 acres. Most of the land is very rough with a slope of 5 to 15 percent. On land that is level enough to be cultivated without serious erosion, corn, wheat, tobacco, hay, and pasture are grown. The main livestock enterprises are dairy, beef cattle, and sheep. Many fields that have as much as 15 to 20 percent slope were once cleared and cultivated, and now erosion is severe. Such land constitutes at a sixth of the area of the section. There are very few tenant farmers in this community. The income from these farms is low. Inasmuch as there is little timber and no mining or other industrial pursuits, the only source of income is farming.

I began teaching in September, 1943, with two objectives in mind: to do all that I could for the war effort, and to help the boys studying high-school agriculture and the young and adult farmers of the community.

Recruiting Class Members

With the help of the high-school boys and the local postmaster, I secured the names and addresses of all the young men in the community who were not in the armed services. I wrote a postal to each young man stating that a young-farmer class would begin at Lacy high school on the third Monday night in October. The local newspaper ran an announcement of the meeting and the subject for discussion. On the first night twelve young men were present. They came chiefly because of curiosity. I explained that the purpose of the meeting was to help them in their farming programs, and that in group meetings we would decide what should be done on each individual farm. Each night we would write a problem on the board. After study and discussion, we would arrive at a group conclusion. Each of these problems was discussed with the purpose of getting as many improved practices brought out as possible.

At the close of our first meeting, the group decided to hold our meetings on Monday and Thursday nights. Each young man was asked to spread the news, and I wrote another postal to each of those not present, telling him

that he was missed at our first meeting and urging him to be with us on Thursday night. Twenty young farmers were present at our next meeting. We decided that officers should be chosen, and on the following Monday night a president, vice-president, secretary and treasurer were elected. The president appointed an attendance committee of two young farmers for each community to solicit new members. This same procedure has been followed each year with increasing success. Thirty-six members were enrolled the first year, and most of them were young men who had been deferred from military service for farm work or were 4-F's. The fifteen meetings were climaxed with a barbecue supper, each young farmer bringing his sweetheart or wife. This, too, has become an annual affair.

I try to visit each young man who attends class at least three times during the year or at any time I am called on to help with a special problem. Most of the routine visits are made during the summer months. While I'm on the farm, we discuss the young man's farming program and look at the crops and livestock. If I see an improved practice that needs to be employed, I refer to a problem that we had in class. This helps him to make application of the improved practice. I have found that when discussing problems with young farmers, if they answer their own questions they are much more likely to follow the improved practice. Many farmers do not use all the improved practices, because they do not see the benefits to be gained. To get improved practices followed by the young farmer, he must have confidence in the instructor, and he must be convinced that the new practice is an improvement.

We as teachers of agriculture take too much for granted that the farmer understands his own farming problems, therefore, we do not put enough stress on farming fundamentals. Farmers accept new ideas very slowly.

Four-Year Program

After two years I began to see a weakness in the program. It was a disconcerting gap between the time the fifteen meetings ended in December and the following October when the next year's meetings began. I, therefore, planned a four-year program of work which included a series of fifteen meetings in the fall and followed by monthly meetings that filled the gap. The monthly meetings served two purposes: first, stimulated interest over the long gap, and second, enabled me to assist in solving current farming problems.

With the group we planned a four-year program. They selected the following subjects for discussion:

- 1945 "Producing Livestock"
- 1946 "Producing Tobacco"
- 1947 "Corn, and Feeds and Feeding"
- 1948 "Hay and Pastures"

In 1949 we will again return to "Producing Livestock."

After the series of fifteen meetings are completed, each young farmer lists the improved practices he plans to carry out on the main unit discussed. When each young man has completed these improved practices, they are read and discussed again, briefly, by the group. This makes one feel his responsibility in carrying out the practice, and the soundness of the practices adopted are checked by the group. It will be observed that under this plan much of our supervision is done in the group discussions.

Application of Instruction

I keep a list of each young man's proposed improved practices, and when I visit him I observe whether or not he has followed the practices. However, I do not let him know that I am checking. I have found that when he is convinced that an improved practice will pay, he usually follows it. Farmers enjoy being visited, and I feel many times I accomplish more on the farm with the younger man than I do in the classroom, because he feels more free to ask questions concerning his individual problems. Each young man has his own problems that cannot be solved through classroom discussion. These must be solved on the farm with him.

The improved practices in which results have been most gratifying have been:

1. The use of hybrid seed corn
2. Producing more pounds and better quality dark and burley tobacco
3. The use of certified seed
4. The use of more and higher analysis fertilizers.
5. The sowing of cover crops
6. The use of erosion-control methods

Quite satisfactory results have been obtained in:

1. Sowing of alfalfa and other legumes
2. Disease and insect control of both crops and livestock
3. Establishing of permanent pastures
4. Improving dairy and beef herds by the use of purebred bulls and artificial insemination

Three years ago a co-operative was formed by the group for purchasing hybrid seed corn, certified tobacco seed FERMATE, D.D.T., 2-4D, and phenothiazine, at wholesale prices. Only those who have been regular in attendance receive these benefits. The secretary takes the orders, and the treasurer collects from members and pays the wholesaler.

Some recreation is provided after each class discussion by showing an educational film on a subject pertaining to farming. At the end of the series of meetings we have a barbecue supper.

Since the close of the war, many young farmers have returned to the farm. Their progressive enthusiasm resulted in greatly increasing our enrollment. Last year our enrollment was forty-eight; this year it was fifty-five with an average attendance of forty-one.

Utah Young Farmers report accomplishments

ELVIN DOWNS, Acting State Adviser, Salt Lake City, Utah



Elvin Downs

THE Sixth Annual Convention of the Utah Young Farmers was held on March 12 and 13, at the Newhouse Hotel, Salt Lake City, Utah. Delegates from thirty-four chapters came from Dixie on the south to Richmond on the north. Fourteen new chapters

were issued charters at the awards banquet. Six other newly organized chapters requested memberships in the organization as soon as local constitutions and by-laws could be completed.

What Is The Young Farmer Organization?

The Young Farmer organization is a state-wide organization of young men of post high-school age, interested in an improved agricultural program. It is a non-profit, farm youth association of voluntary membership, designed to improve rural life through organized cooperation, community service, and better farming practices. It is organized vocational agriculture on a post high-school basis. The age limit ranges from eighteen to thirty-five years. Young Farmers over thirty-five years of age cannot participate as official delegates at the convention but may participate in all other benefits of the association. The more common age, however, is from eighteen to thirty years. In some schools, it has been advisable to organize junior and senior Young Farmer groups because of varied social and personal interests.

Special Features of the Convention

Public Speaking Contest

The Public Speaking contest is patterned after the Future Farmer speaking contest, but differs in several respects. No manuscript is required and notes are permissible. The speeches must be given on some phase of cooperation. Each of the eight areas in the state were represented in the contest. Two winners were selected from the eight speakers and were given appropriate awards.

Young Farmer "Chapter of the Year"

All chartered chapters are eligible for consideration in the "Chapter of the Year" contest. Consideration is given to the number of meetings held, conduct and minutes of meetings, cooperative activities, community service, and other worth while effort. Each of the eight areas selected an area "Chapter of the Year" for competition at the state level. The executive committee evaluated the activities of the various chapters and selected the winner.

"Utah Young Farmer of the Year"

At the area level, a "Young Farmer of the Year" was selected. This selection was made on the basis of leadership, excellence of farming program community service, and cooperative effort.

A delegate gave a brief report of the accomplishments of his area winner before the state executive committee. From the above mentioned criteria, the "Utah Young Farmer of the Year" was selected. This honor is highly respected in Utah and has aroused a very keen interest among youthful farmers.

Awards, Banquet, and Dance

Awards are made annually to the outstanding individuals and Young Farmer chapters. Keith Anderson, Bothwell, Bear River chapter, was selected as the "Utah Young Farmer of 1947." Close competitors for the coveted award were Kellar Christensen, Gunnison chapter, and William Reimschissel, American Fork chapter. A lovely trophy was presented to each of the three. A fine Stetson hat was presented to Keith Anderson by Don E. Kenney, Manager, North Salt Lake Stockyards. The two winning speakers were presented leadership trophies by the Utah Poultry and Farmers Cooperative. They were Gunter Newman, Farmington, Davis chapter, and Sterling Nordstrom, Richfield, Richfield chapter.

The Spanish Fork chapter, Spanish Fork, Utah, was judged to be the "Chapter of the Year," with very close competition from South Cache chapter, Hyrum, Utah, and South Emery chapter, Ferron, Utah. Each chapter was presented a loving cup by the state association.

A sumptuous turkey dinner was served to 208 Young Farmers, wives, sweethearts, advisers, and guests. The evening was complete with dancing in the Gold Room of the Newhouse Hotel.

Wives and Partners Entertained

The wives and partners of the Young Farmers were not forgotten at the convention. On the opening day of the convention, Miss Evelyn Hansen, Director, Home Service Division, Utah Power and Light Company gave a demonstration in menu planning and preparation of inexpensive meat dishes.

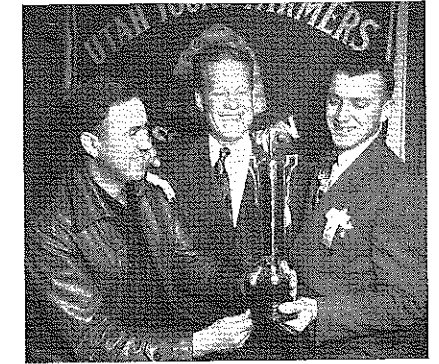
On the second day of the convention, Mrs. Melba Judge, Consultant in Family Life Education, Ogden, Utah, treated the subject, "Children's Books and Toys." Dr. Virginia Cutler, Head, Department of Home Economics, University of Utah, discussed "Home Planning and Decoration."

Summary of 1947 Accomplishments

1. A group of twenty-seven Young Farmers, representing nine chapters, toured central and southern California during early December. Several Young Farmer chapters in California were visited and special study was made of California farming practices. A number of Utah Young Farmers participated on the Young Farmer panel held in connection with the A.V.A. convention in Los Angeles.

2. Young Farmer news was published in each monthly issue of the "Spotlight."

3. A Young Farmer division was



Candidates for Young Farmer of the Year. Winner, Keith Anderson (left), Bear River chapter. Kellar Christensen (center), Gunnison chapter. William Reimschissel (right), American Fork chapter.

established in five of the major livestock shows in the state.

4. Every chartered chapter made cooperative purchases in considerable amounts, which included such items as paint, building materials, feed, seed, farm machinery.

5. Every chapter conducted a rather complete educational program including instruction, cooperative activities, leadership training, community service, and recreation.

6. The Sixth Annual Convention was held March 12 and 13 in Salt Lake City, at which 162 Young Farmers participated.

Courses of study

(Continued from Page 10)

e. Allow periods for tests and examinations.

D. Preparing the four-year course:

1. Type the complete course of study listing the jobs under enterprises and other units and distributing the jobs over the four years.
2. It will be worthwhile to list on 8½ x 11 paper by months the jobs to be taught—freshmen, sophomores, juniors, seniors.

Using The Course Of Study

- A. Paste the course of study on the bulletin board or file in a convenient place. Give the principal a copy.
- B. Follow the course as closely as possible.
- C. Make note of the time used for each job and also any jobs not taught.
- D. Make needed adjustments in the course from year to year.

Planning The Shop Course

Break down the shop units such as, woodworking, cold metal work, into specific jobs. Use a specific project to teach the skills involved; for example, making a chick feeder to teach marking, sawing, bill of materials, etc. A boy learns to do by worthwhile doing, not by studying about something.

*Presented at conference, North Central Region, Chicago, Illinois, April, 1948.

Farming Programs

C. L. ANGERER

Developing long-time farming programs

STANLEY WALL, Teacher Education, University of Kentucky, Lexington



Stanley Wall

THE primary aim of vocational agriculture is: "To train present and prospective farmers for proficiency in farming." Such training, especially on the boy and young-farmer level, should lead toward establishment in farming.

A boy in vocational agriculture cannot become established in farming by tending the family cow or by growing an acre of corn. Neither can he become established in farming by having poultry as a livestock enterprise one year, hogs the next year, beef cattle another year, and dairy still another. Farming is a long-time business, and the in-and-outer seldom succeeds at it.

The supervised farming program of a student who is to become established in farming should be put into operation as early as feasible and should be expanded and improved throughout the training period. Well-chosen enterprises started in the freshman and sophomore years should ordinarily be continued. Adding other enterprises as opportunity permits is nearly always wiser than having one set of projects this year and a different set next year. Continuation livestock projects, together with feed-crop projects, help give direction to a program.

Characteristics of Good Programs

Some characteristics of a good supervised farming program are noted here-with:

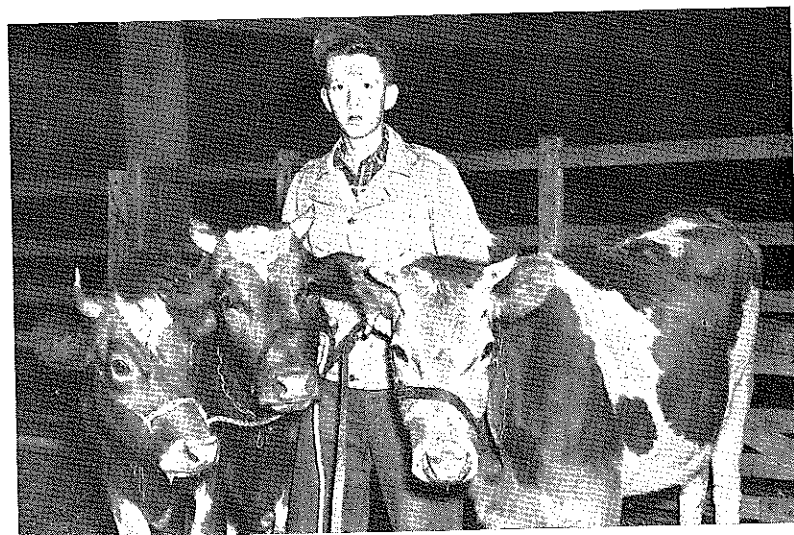
1. Leads toward establishment in farming (implies long-time planning)
2. Adapted to the home-farm
3. Provides opportunity for self-direction
4. Provides opportunity for carrying out significant improved practices
5. Provides opportunity to make a satisfactory labor return
6. It is a program the boy will like to carry
7. Makes the boy less of a burden to his family
8. Can be carried out
9. Includes enterprises significant to success in the locality
10. Includes supplementary practice

The teacher must believe in long-time farming programs and must be en-

thusiastic about each student's plans and procedures, if this phase of his program is to be a success. The student must realize that to develop his long-time farming program into a practical and sound farming business will require much time, thought, and work. To this end the teacher should have his course of study, including individual and class instruction, based largely on those things that the students will be facing in developing their programs. Supervised farming is essential in learning to farm. The boy's farming program provides his primary motive in wanting to learn better farming practices.

Before a teacher can give intelligent guidance to a boy in setting up his supervised farming program, the teacher must first have thought through the situation to determine what program he thinks the boy probably should have. In order that the teacher may have a thorough knowledge of the situation, he needs to visit the student's home and make a study of the farm. Teachers of agriculture in Kentucky use an information sheet, "Home Farm Facts," in gathering data on the home-farm business. (The form is shown herewith.) In addition to information on the survey, the teacher needs to be familiar with other facts such as:

1. Size of family
2. Other brothers at home
3. Other persons farming on this farm
4. Financial status of father, also of the student



Eugene Johnson, Lafayette—Byran Station chapter with three registered Guernsey heifers. Eugene, a freshman, in partnership with his father, will use these heifers in developing a farm dairy. His supervised farming program also includes hay, pasture, and grain.

5. Attitudes of parents toward vocational agriculture

After the teacher has become familiar with the student's home farm situation, and not until then, is he in a position to help the student plan his farming program.

Cooperation of the parents in the operation of a boy's supervised farming program is necessary for the successful establishment of the boy in farming. Teachers should not fail to include the parents in the planning, being sure they understand why the boy should have a good farming program and where the teacher hopes to take the boy in establishment in farming. Doing this enables the teacher, the boy, and the parent to have a better concept of the program the boy should have. It also eliminates much of the "giving to the program" on the part of the father. "Giving to the program" does not make for good teaching.

Trade Agreement

Boys need to learn what a good trade agreement is, and how to make a good trade agreement. Many young men need to farm as tenant operators before they are financially able to be owner-operators. The making of fair and equitable trade agreements is as important to a tenant farmer as is the use of many critical improved farming practices. A boy who makes a poor trade agreement with his dad is learning to make poor trade agreements.

Under ordinary conditions in general farming, the farming program of a boy in vocational agriculture should be developed as follows:

Productive enterprise projects

A cash crop (adapted to the farm and for which there is a good market)

Livestock (one or two major projects, adapted to the farm)

Feed crops (to produce home-grown feed for the livestock)

Improvement projects

Consisting of making improvement in some enterprise or enterprises not carried as a productive enterprise, such as: pasture improvement, record keeping on home-farm

business, farm and home improvement, and care and repair of home farm machinery.

Supplementary practice—to gain knowledge of a skill in those practices that are not a part of the projects. To be counted as supplementary practice, the student should have received instruction in how the practice should be carried out—either as class instruction, individual problems at school, or individual on-farm instruction. Students should not count as supplementary practice the chore jobs they may do around the farm.

Guiding Students

In guiding the students in the selection of productive enterprise and improvement projects, the teacher should see to it that those chosen are of a nature that can be continued and expanded from year to year. The enterprises selected should be adapted to the farm and should be of the scope and character to challenge the boy. For a boy to have an old hen and a few chicks, or three ewes, or one-tenth of an acre of tobacco is not enough to challenge him. Not only are enterprises of such scope unchallenging, they do not provide opportunity for carrying out significant improved practices. If we fail in this respect we have failed in vocational agriculture.

This business of record keeping

B. A. BEEGHLEY, University of West Virginia, Morgantown*

WHEN THE DAY arrives for the agriculture teacher to teach his first lesson on record keeping to a group of fifteen or twenty, or even more, ninth grade farm boys, it is highly important that he realize and reconcile himself to the fact that not all of them came to the class in vocational agriculture with a high initial interest in records or record keeping. In fact, as many instructors will admit, most farm boys are not usually interested in records at the beginning of their farming programs, and some boys have a very definite dislike for them.

In the light of this situation as it actually exists, it is very essential that this first lesson on record keeping be handled and presented to the pupils with the utmost care. Otherwise, undesirable learning may be the result at the very outset.

Right at this point hinges the success or failure of a teacher's record keeping program as far as the boys and their supervised farming programs are concerned. It is here, in many cases, that the actual success of the boy's present program and his future long-time farm-

*Mr. Beechley formerly taught vocational agriculture in West Virginia for 8 years. He is now doing graduate work.

ing program is determined. Because if we are to teach record keeping now or in the future, the student or learner must engage in those activities that will result in desired learnings. In vocational agriculture we say "one learns by doing." Actually one learns what he does, not something else. The boy who dislikes record keeping is learning to dislike record keeping. So, if at the very beginning record keeping is presented to a boy in a slipshod manner, the chances are that he will keep slipshod records. If he already has an antipathy toward records, and if record keeping is presented to his class in an antagonizing fashion, then in the future we can expect just such an attitude. One learns what he does, not something else. If record keeping is presented to him as something required by the State Department, or by the school for credit, or for the State Record Book contest, then that becomes his aim, and his efforts will be centered around getting by, meeting the requirements, or fixing it so "I can get my name in the paper." If such are the standards that are set by the teacher or even allowed to be set by the students, then such will be the standards each individual boy will accept, and as he practices, he will be drawn toward that standard. Regardless of the standard, the student is not likely to exceed his standard of performance, however great the amount of time devoted to practice in keeping records.

Purposes of Record Keeping

Why should students of vocational agriculture keep records of their supervised farming programs? I maintain that the main objective should be to develop the habit of keeping records that they will need and use when they finally become established in farming. Of course, other good reasons have been suggested, such as to provide data for:

1. Determining profits or losses
2. Determining cost of production
3. Planning and improving supervised farming programs
4. Making comparisons between good and bad farming programs
5. Help in buying and selling
6. To provide actual experience in the business of record keeping

All these purposes are fine (many more might be listed) but to me they have little meaning unless the boy actually needs and uses the data he keeps.

Invariably, I recall my own high school day when I discuss this problem of record keeping. As a student I was above average in my class. I was president of the chapter of F.F.A., I made good grades in all my subjects, I had a fairly good supervised farming program, I kept fairly good records up until about mid-way through my senior year, and then I quit keeping records. I almost failed to receive credit for my senior year's work in vocational agriculture because I failed to complete these records. I have asked myself WHY many times, and here, I believe, are the answers:

HOME-FARM FACTS

Owner _____				Location _____		
Tillable acres _____				Total acres in farm _____		
FARM ENTERPRISES				FARMING FACILITIES		
Enterprise	Scope Acres or Head	Total Yield or Production	Productive Man-Work Hours	Kind	Number or Amount	Size or Description
Cash Crops				Work Stock		
Tobacco				Tractor		
				Breaking Plow		
				Disk		
				Harrow		
Livestock				Tobacco Setter		
Beef—Cows				Corn Planter		
Heifers				Grain Drill		
Steers				Mower		
Dairy—Cows				Hay Rake		
Heifers				Manure Spreader		
Bulls				Wagon		
Hogs—Sows				Cultivator		
Feeders				Cultipacker		
Poultry—Hens				Harrow		
Chicks				Hay Baler		
Sheep—Ewes				Other Equipment		
Rams						
Feed Crops						
Corn						
Hay ()						
Pasture						
Cover Crops				Tobacco Barn		
				Stock Barn		
Garden		xxx	xxx	Other Buildings		
Orchard						
Woodland		xxx	xxx			
Weedland		xxx	xxx			
Waste Land		xxx	xxx			
Total Productive Man-Work Hours _____						

1. The record book prescribed for me (and required) did not help me solve my problems in carrying out my farming program—it did not do for me what I had been led to think it would do earlier in my program of instruction.

2. I was led to believe that by keeping records I would earn more money from my farming program. Such was not the case, however, and I am still at a loss to understand how I gained this notion about record keeping. Nevertheless, it had considerable effect on my attitude later on in the program.

3. I was told that if I kept good records it would put me in a position to help my father solve some of his farming problems, but because my record book was kept on the enterprise or project basis, it did not provide information that could be used for such purposes. As a result, he didn't do anything of particular significance in helping or encouraging me to keep accurate records (If it wasn't of value to him, why should he bother, or even take the trouble to learn what it was all about so he would be in a position to help me. The agriculture teacher is hired to do that anyway). I had no help from dad.

4. We didn't do anything with our records after they were completed, except enter them in the Record Book contest, and I felt that my book didn't have a chance of winning anyway, so why bother. One point for scoring record books was neatness. I couldn't write very well. I knew other who could, so I felt that because of this my book wouldn't score very high.

5. Much of the information as required by the book (it had to be recorded on the dotted line) was impossible to obtain and record accurately. Too many estimates had to be made—even with the teacher's help. This was especially true of the self-labor columns in my record book. It was virtually impossible for me to record my own labor accurately on many of my enterprises.

This is a personal illustration and may be somewhat biased, now that I have completed college and have been in the field of teaching for several years. However, I have talked with hundreds of other boys about these very problems, and most of them feel as I did about them.

Adequate Record Books

I am now definitely convinced that our record books, at least most of them as they now exist, present us with the greatest barrier which we have to overcome if good, wholesome record keeping programs are to be developed in connection with our supervised farming programs in vocational agriculture. I can't restrain myself from stating another example of what I mean by inadequate record books.

A few years ago, as one of a group of teachers, I sat in a meeting a few days prior to the date set for students to submit their completed record books for grading, and summarization. In this meeting, the agriculture teachers of the area discussed the procedure for students to use in completing their books. After six or seven hours of argument and discussion as to how this particular book should be summarized, we adjourned the meet-

ing without reaching a final decision as to how we as teachers were to instruct our students to summarize their books. Truthfully, not one in the group knew how to do it. I still don't. How can students be expected to do something correctly and completely if teachers themselves do not know how to do it? Can we actually *teach* under such circumstances? Can we expect such practice to result in *desirable learning*? There can be only one answer: "NO!" Then what's the solution to this very important problem?

Personally, I am not enough of an authority on the matter to give a complete answer. I will, however, endeavor to list here some of the things I think we *must* do if *this business* of record keeping is to become a vital part of a boy's program of development in vocational agriculture.

1. *Proper Motivation*—As teachers we must show the importance of record keeping to each individual student, remembering that a student forgets when what he is to learn *does not seem important to him*. He forgets either because it lacks importance in itself or because he fails to see any apparent relationship between this new piece of information and things that he already knows.

Often we can accomplish this by giving the boys an opportunity to discuss the importance of well kept records for the determination of yields, profits, labor income and other values which they, as students, may suggest. Show the boys some well kept records and summaries for previous years in their own or neighboring departments. Discuss the values and point out evidence of their use in the improvement of a boy's long-time farming program.

If possible, use "human interest" appeal by taking students to the farms of former students or other farmers who are keeping good records. Get these stories first hand for the boys and give them an opportunity to ask questions.

Finally, and of great importance, we must *sell ourselves* on the idea of the record keeping system we are recommending to our students. Unless we as teachers believe in the system, then we can't expect to sell the idea to our students.

2. *Select a Good Record Book*—One that is simple to keep, and can easily be understood by the average ninth grade student. Explain its use *clearly* and *completely* to all students.

Such a book should consist of forms for keeping:

- Record of Sales or Receipts—In order to be able to determine how much a student makes on his farming program, he must have a record of the receipts. Students are interested in the income side of their farming programs.
- Record of Expense—A record of the purchases or cost is absolutely essential. Students want to know and need to know how much profit they made or are making.
- An Inventory—In most cases it will not be possible for a student to determine accurately his profit or labor income by using only the record of receipts and expenses. Many times there will be some things already on hand when he

starts keeping records, or there may be some on hand when the year is closed. Naturally, these items must be considered in figuring income and profit. As a result, an inventory is needed and can be understood by most students.

d. *Productive Records*—Students need and will be interested in keeping a record of production on certain enterprises. Of especial interest and value are the ones for poultry, dairy, and other enterprises, which require special daily and monthly production sheets in addition to the regular receipts and expenses.

e. *Labor Records*—A labor record, if properly kept, will serve to help many students solve various problems that may be encountered with their program. As a rule, labor records are so poorly kept that the writer feels in many cases the record keeping program would be materially strengthened if self-labor records were omitted from the book. However, all hired labor should always be recorded. Space will not permit discussion of this phase completely, but teachers should give this item considerable thought before including it in every book for all enterprises. Maybe a supplementary job of keeping a labor record on dad's dairy herd or poultry flock might teach the importance and value of labor efficiency better than the self-labor record on the boy's own two or three cows.

Use of Records

These five points, as I have discussed them here, are the essentials of record keeping, in my opinion. I will not discuss the value or use of records for supplementary jobs, improvement projects, and the like. I am firmly convinced that we can do a good job of teaching record keeping if we stick to these essentials, but if we add a hodgepodge of other forms, blanks, efficiency factors and production goals, as a part of our book, then about the only result we will get is a class of bewildered students. If we do stick to these five essentials, which the students *can understand and will keep*, we will then have some basis to work from at the end of the year. At that time we can present our forms for figuring labor efficiency and other essential items, and will find little difficulty in showing the importance they have for each student. Then after proper study and summarization, the student will begin the second year with a definite realization of the real importance of record keeping and its meaning to himself and his farming program.

I believe that the record-keeping program of vocational agriculture has now reached the state in its development where the prescribed "dotted line" type of record books are unsatisfactory. Especially if records are kept on a project or enterprise basis. I maintain that we are now ready for the introduction and use of over-all accounting systems or record books for the entire farm. Naturally, such a program will have to be introduced and developed gradually, a book that will serve ninth and tenth year students for keeping records on their supervised farming programs, and can also be used by eleventh and twelfth year boys for keeping rec-

(Continued on Page 22)

Farm Mechanics

R. W. CLINE

Farm shop on wheels

HALBERT W. MILLER, Specialist in Food Conservation and Farm Mechanics, Phoenix, Ariz.

THE IMMEDIATE purpose of the mobile shop unit is to provide an educational medium for veterans enrolled for "On-the-Farm-Training" classes. In the rural areas of Arizona the enrollees are scattered and can meet in groups on an average of only two nights per week. Many enrollees in the same classes live as much as thirty to fifty miles apart and some travel that far to attend classes. Very few of the classes have shops available to them that are properly equipped to offer the shop portion of the course in agriculture. The second purpose of the mobile shop unit is to demonstrate tool care and tool cabinet arrangement. The third consideration is to teach what constitutes a good tool and what tools and equipment the farmer should have in his own shop.

Tools and Equipment

The mobile shop unit "A" is an ordnance closed van, six feet by six feet, two and one-half ton truck and is fitted out with all the tools and equipment necessary to teach skills in woodwork, soldering and sheet metal, plumbing, painting, farm machinery repair, truck and tractor repair and overhaul. A trailer is provided for this unit with a complete welding outfit. The welding unit consists of a 300 ampere, gasoline driven Hobart Arc Welder and a complete Oxygen-Acetylene welding outfit. Mobile shop unit "B" is also a six feet by six feet, two and one-half ton ordnance truck, and is fitted out as a welding unit only. It provides the same facilities for teaching welding as the trailer unit "A."

The trucks and trailer were procured as army surplus property to be used for educational purposes. The welders were received from the same source as were a part of the hand tools. Part of the general shop equipment was from the "Food Production War Training Pro-

gram." The expense of fitting out the trucks and the addition of some equipment was provided by the State Department of Vocational Education.

Instruction

A special welding instructor, Jack N. Jones, handles both the truck and trailer welding units. This instructor is following the same circuit that the general shop truck unit "A" started on in December, 1947. As soon as the present outlined circuit is completed, the special instruction will be discontinued. If enrollment increases materially and if funds are available, unit "B" may be expanded by the addition of the general shop equipment. Two complete shop units would then be in use. The mobile shop unit "A" has an outlined circuit that will take it into each rural community of the state where organized classes in "On-the-Farm Training" are being conducted and where there are no local farm shop facilities available to such groups in high school departments of vocational agriculture. The mobile unit "A" in general farm shop is in charge of Carl A. Miller, who is the regularly employed instructor. When present enrollees have had the welding instruction, the welding unit "A" will be attached to shop unit "A" and the full farm shop course, including welding, will be offered as one unit.

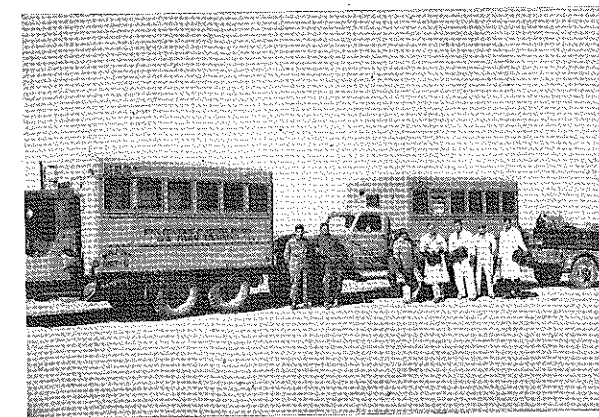
The mobile shop instructor cooperates with the regular "On-the-Farm Training" instructor of each group. The organized shop training consists principally of demonstrations, visual aids, telling and showing the proper use, care, and selection of farm shop tools and equipment. Following the group instruction the teacher spots the truck on the farm of each enrollee for an average of one week where he plans and conducts with the enrollee all projects, skills and training that can be covered in the

allotted time. Each individual is urged to construct a home farm shop, gather up and repair all his shop tools and equipment, and then provide proper storage facilities. This endeavor has met with a ready response. The work has been merely cleaning up and repairing the tools and putting them in one definite spot such as the corner of the shop in old buckets and tubs or on boards inside the barn or implement shop. Buildings originally constructed for other purposes have been remodeled into a regular shop. Some new shops have been planned and constructed. The mobile shops serve the same purpose for the veteran as the school shop does for the high school student of vocational agriculture. The enrollee does not have a well rounded course of instruction in agriculture until he has received this training. The same standards of performance, the fundamental skills and the same standards of testing are maintained as in the regular all-day, four year high school vocational departments. The projects will be larger on the average than in the regular all-day classes. When enrollees have completed the instruction offered by both of these units, they will have had an opportunity to learn the fundamentals of the full farm shop course.

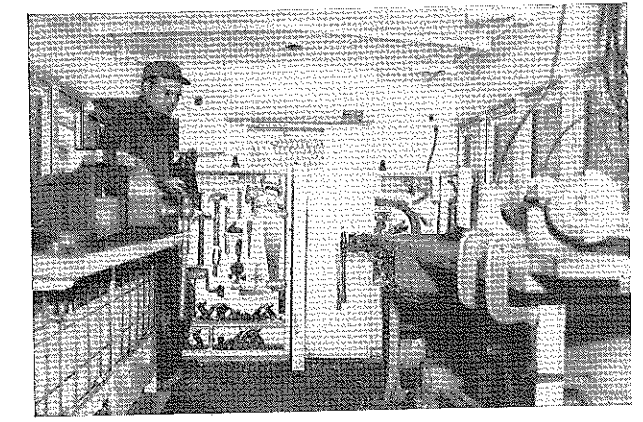
The instructors are paid by the "On-the-Farm Training" program, as are other regularly employed instructors. The expense of operation is also borne by the same program.

Results of the program to date are very gratifying. During the first three months more than sixty trainees in six communities have received shop instruction. The shop units are also used to teach welding to a group of sixteen teacher of veterans' classes and regular teachers of vocational agriculture. These men meet for a period of four hours every Saturday morning.

These mobile units, with proper planning, can be used as on-the-job teacher training facilities to very good advantage. They can be used in every rural community supporting a regular department of vocational agriculture, in the training programs for part-time students, also evening and adult farmer groups. They may be used in summer conferences to put on demonstrations and promote interest in farm shop training. They are fulfilling all our expectations and I am sure, with use and experience, their effectiveness can be improved.



Shop instructors with several trainees. The mobile shop units are ready to move to another community. The trailer contains a complete welding unit.



Shop unit "A" is equipped for teaching woodworking, painting, plumbing, soldering, sheet metal, farm machinery repairing and other phases of shop work.

Our leadership



Harold B. Taylor

Indiana. He taught vocational agriculture at Covington, Indiana, for two years after graduating from Purdue University in 1933.

Mr. Taylor subsequently entered the graduate school at Purdue serving as an assistant in Agricultural Economics and obtained the M.S.A. degree in 1936. He then served as an assistant in farm management research at Michigan State College from 1936-1938.

In 1938 Mr. Taylor returned to Indiana as an itinerant teacher trainer in agricultural education, a position he held until 1946 when he became Associate State Supervisor of Agricultural Education in charge of Institutional-on-Farm Training. He advanced to his present position in 1947.



Percy Kirk

PERCY KIRK is another of the new state supervisors of vocational agriculture, being appointed to the position in Wyoming in 1947. Mr. Kirk was born in Minnesota and was reared in Goshen County, Wyoming. He graduated from University of Wyoming in 1930

with a major in agronomy and minors in animal husbandry and agricultural education. He has since done graduate work in Wyoming and California.

Mr. Kirk taught vocational agriculture at Mountain View, Laramie and Sheridan, Wyoming, for a total of 15 years. Immediately before being appointed to his present position he served as a State Planner in the Soil Conservation Service for one year.

Our cover page

Our cover picture is by Harman and was originally produced for the United States Department of Agriculture and later used for poster purposes by the Office of War Information. It has appeared under the captions, "Man With Sheaves" and "The Fat of the Land Is Here." It won further distinction as one of the annual selections for "U. S. Camera" in 1943. The photograph was secured for use in the Agricultural Education Magazine by Doctor C. S. Anderson, Professor of Agricultural Education, the Pennsylvania State College.

Business of record keeping

(Continued from Page 20)

ords on the entire farm is definitely needed.

Until such a program is developed and carried along with our educational systems in vocational agriculture, little use will be made of record books by farmers.

The writer has made several surveys, most of them incomplete as yet, among farmers to find out how many actually do keep records. Reports thus far indicate that the number in most areas is exceedingly small. However, in areas where a definite over-all farm account system has been developed along with the educational program of a particular community the percent of those keeping records is much greater. The information is not complete enough as yet to make a sound analysis, but so far the reports give no recommendation to the record keeping systems now being used in most departments of vocational agriculture.

This whole business of record keeping presents a tremendous challenge. But if we are really going to lead the way to a better agriculture, we must meet the challenge with definite action.

All-Youth Show

(Continued from Page 7)

lieu of a day of school. State and federal educational and agricultural representatives, congressmen and other notables attended, spoke, ate hot dogs, drank pop, and met a lot of people they didn't know before. Radio stations and newspapers in over a hundred mile radius covered the events.

The Lynchburg Farm Show started 10 years ago as a small corn and grain show in the armory. Soon it outgrew

even this large building and is now held in Lynchburg's new, lighted stadium. Large tents house the farm and home exhibits, except livestock which is stalled behind the grandstand in modern quarters befitting their top flight pedigrees.

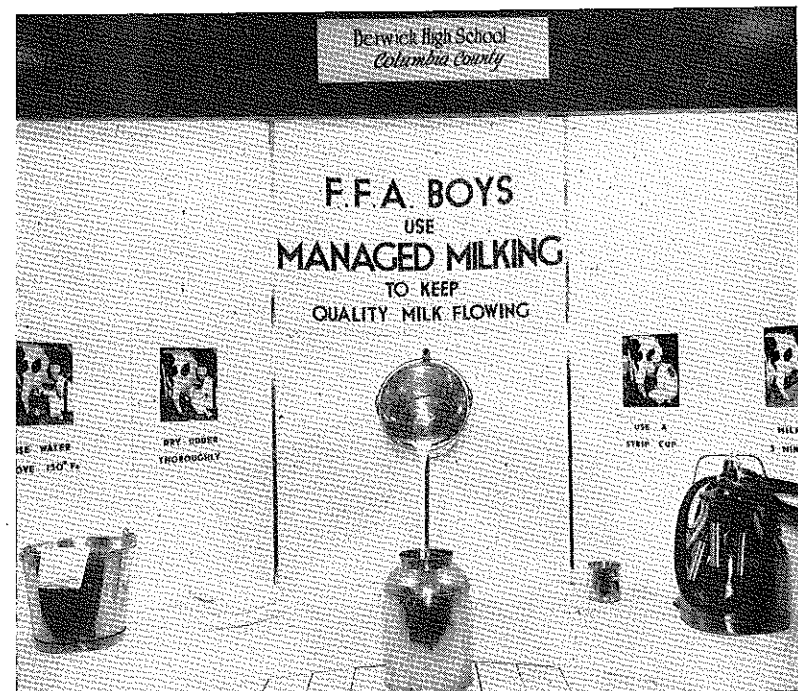
Book Reviews

(Continued from Page 11)

lucidly set forth in language well within the comprehension of students of high school level. The material is organized around the practical activities of soil conservation. The need for the return of organic matter, fertilization, crop rotations, the proper handling of sour and alkali soils, drainage, and appropriate tillage are stressed throughout the book. The plan of presenting the subject matter assumes that the reader is going to make use of the principles agreed upon. This plan of organization makes the text especially helpful to teachers of vocational agriculture and their students, since their farming programs constantly require use and management of soils. The text will prove equally helpful to farmers, to teachers and students in out-of-school youth programs, and to instructors and pupils in veterans on-farm training classes. A. P. D.

The veterans enrolled in the Institutional On-Farm-Training in Alachua county, Florida, have formed a cooperative association and have purchased about \$1,000 worth of tires for cars, trucks and tractors. On this project the veterans were able to save approximately \$400. This group has purchased over \$60,000 worth of fertilizer together, at a great saving to each member. They have plans for other cooperative projects.

Pennsylvania Farm Show



The Pennsylvania Farm Show has been held for more than thirty years. At one of the recent shows the Berwick F.F.A. chapter displayed the use of electricity in heating water, operating the milking machine, and in having a continuous flow (of what looked like milk) from the milk pail.

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

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ds—T. A. White, Monticello
ds—O. J. Seymour, Arkadelphia
ds—J. A. Niven, Russellville
ds—V. H. Wofford, State College
t—Roy W. Roberts, Fayetteville
t—LaVan Shoptaw, Fayetteville
Nt—L. R. Gaines, Pine Bluff
CALIFORNIA
d—Julian A. McPhee, Sacramento
ad—Wesley P. Smith, Sacramento
s—E. J. McMahon, San Luis Obispo
rs—E. W. Everett, San Jose
rs—B. R. Denbigh, Los Angeles
rs—Howard F. Chappell, Sacramento.
rs—A. G. Rinn, Fresno
rs—H. H. Burlingham, Chico
rs—J. C. Gibson, Los Angeles
t—S. S. Sutherland, Davis
sms—Geo. P. Couper, San Luis Obispo
sms—J. I. Thompson, San Luis Obispo
COLORADO
d—E. C. Comstock, Denver
s—A. R. Bunger, Denver
t—R. W. Canada, Ft. Collins
CONNECTICUT
d—Eunnett O'Brien, Hartford
s—R. L. Hahn, Hartford
t—W. Howard Martin, Storrs
DELAWARE
d—R. W. Heim, Newark
s—W. L. Mowlds, Dover
t—Paul M. Hodgson
FLORIDA
d—Colin English, Tallahassee
s—Harry Wood, Tallahassee
t—E. W. Garris, Gainesville
t—W. T. Lofton, Gainesville
it—J. G. Smith, Gainesville
it—J. L. Poncher, Gainesville
it—T. L. Barrineau, Jr., Gainesville
it—Otis Bell, Gainesville
Nt—L. A. Marshall, Tallahassee
Nt—G. W. Conoly, Tallahassee
GEORGIA
d—M. D. Mobley, Atlanta
s—T. G. Walters, Atlanta
ds—George I. Martin, Tifton
ds—C. M. Reed, Carrollton
ds—J. N. Baker, Swainsboro
ds—J. H. Mitchell, Athens
t—John T. Wheeler, Athens
t—R. H. Tolbert, Athens
t—G. L. O'Kelley, Athens
t—A. O. Duncan, Athens
t—T. D. Brown, Athens
Nt—Alex. Tabor, Fort Valley
Nt—S. P. Fugate, Fort Valley
HAWAII
d—W. W. Beers, Honolulu, T. H.
s—W. H. Coulter, Honolulu, T. H.
as—Evelyn Ewing, Honolulu, T. H.
as—Takumi Kono, Hilo, Hawaii, T. H.
t—F. E. Armstrong, Honolulu, T. H.
IDAHO
d—William Kerr, Boise
s—Stanley S. Richardson, Boise
as—Ed. Lovell, Pocatello
t—H. A. Winner, Moscow
t—Dwight L. Kindschy, Moscow
ILLINOIS
d—Ernest J. Simon, Springfield
s—J. E. Hill, Springfield
as—J. B. Adams, Springfield
as—A. J. Andrews, Springfield
as—H. M. Strubinger, Springfield
as—F. W. Proctor, Springfield
as—H. B. Daniels, Springfield
t—H. M. Hamlin, Urbana
t—G. P. Deyoe, Urbana
t—J. N. Weiss, Urbana
t—L. J. Phipps, Urbana
sms—Melvin Henderson, Urbana
sms—H. J. Rucker, Urbana
sms—Harold Witt, Urbana
INDIANA
d—Ben H. Watt, Indianapolis
s—H. B. Taylor, Indianapolis
t—B. C. Lawson, Lafayette
rt—S. S. Croness, Lafayette
it—K. W. Kiltz, Lafayette
it—H. W. Leonard, Lafayette
it—E. E. Clanin, Lafayette
it—I. G. Morrison, Lafayette
IOWA
d—L. H. Wood, Des Moines
s—H. T. Hall, Des Moines
as—M. Z. Hendren, Des Moines
t—Barton Morgan, Ames
t—John B. McClelland, Ames
t—J. A. Starrak, Ames
t—T. E. Sexauer, Ames
KANSAS
d—C. M. Miller, Topeka
s—L. B. Pollom, Topeka
t—A. P. Davidson, Manhattan
it—L. F. Hall, Manhattan
KENTUCKY
d—Watson Armstrong, Frankfort
s—E. P. Hilton, Frankfort
as—B. G. Moore, Frankfort
as—S. S. Wilson, Frankfort
t—Cassie Harmonds, Lexington
it—W. R. Tabb, Lexington
it—Stanley Wall, Lexington
Nt—P. J. Manly, Frankfort
LOUISIANA
d—John E. Coxe, Baton Rouge
s—D. C. Lavergne, Baton Rouge
as—J. J. Arceneaux, Baton Rouge
as—I. N. Carpenter, Baton Rouge
as—J. J. Stovall, Baton Rouge
t—Roy L. Davenport, Baton Rouge
t—J. C. Floyd, Baton Rouge
t—M. C. Garr, Baton Rouge
sms—Harry Braud, Baton Rouge
t—A. Larriviere, Lafayette
t—A. A. LeBlanc, Lafayette
Nt—M. J. Clark, Scotlandville
Nt—D. B. Matthews, Scotlandville
MAINE
s—t—Herbert S. Hill, Orono
as—t—Wallace H. Elliott, Orono
MARYLAND
d—John J. Seidel, Baltimore
s—Harry M. MacDonald, Baltimore
t—Arthur M. Ahalt, College Park
Nt—J. A. Oliver, Princess Anne
MASSACHUSETTS
d—M. Norcross Stratton, Boston
s—John G. Glavin, Boston
t—Jesse A. Taft, Amherst
t—Charles F. Oliver, Amherst
MICHIGAN
d—Ralph C. Wenrich, Lansing
s—Harry E. Nesman, Lansing
s—Luke H. Kelley, Lansing
s—Raymond M. Clark, Lansing
s—John W. Hall, Lansing
t—H. M. Byram, East Lansing
t—G. C. Cook, East Lansing
t—Paul Sweany, East Lansing
MINNESOTA
d—Harry C. Schmidt, St. Paul
s—Ray Cochran, St. Paul
t—A. M. Field, St. Paul
t—M. J. Peterson, St. Paul
MISSOURI
d—Tracy Dale, Jefferson City
s—C. M. Humphrey, Jefferson City
ds—J. A. Bailey, Jefferson City
ds—Joe Moore, Mt. Vernon
t—G. F. Ekstrom, Columbia
t—C. V. Roderick, Columbia
sms—Joe Duck, Columbia

- MISSISSIPPI
d—H. E. Mauldin, Jr., Jackson
s—A. P. Patherree, Jackson
as—R. H. Finackerly, Jackson
ds—E. E. Gross, Hattiesburg
ds—E. E. Holmes, Oxford
ds—V. P. Winstead, State College
t—V. G. Martin, State College
t—N. E. Wilson, State College
t—J. P. Scoggin, State College
t—O. L. Snowden, State College
sms—D. W. Skelton, State College
sms—A. E. Strain, State College
Nt—A. D. Fobbs, Alcorn
MONTANA
d—Ralph Kenck, Bozeman
s—A. W. Johnson, Bozeman
as—Arthur B. Ward, Bozeman
t—R. H. Palmer, Bozeman
t—H. E. Rodeberg, Bozeman
NEBRASKA
d—G. F. Liebenorfer, Lincoln
s—L. D. Clements, Lincoln
as—H. W. Deems, Lincoln
t—H. E. Bradford, Lincoln
t—C. C. Minter, Lincoln
NEVADA
d—Donald C. Cameron, Carson City
s—Lloyd Dowler, Carson City
NEW HAMPSHIRE
d—Walter M. May, Concord
s—Earl H. Little, Concord
NEW JERSEY
d—John A. McCarthy, Trenton
s—H. O. Sarason, New Brunswick
as—O. E. Kiser, New Brunswick
as—W. H. Evans, New Brunswick
NEW MEXICO
s—L. C. Dalton, State College
as—Alan Staley, State College
t—Carl G. Howard, State College
NEW YORK
d—Oakley Furney, Albany
s—A. K. Gotman, Albany
s—W. J. Weaver, Albany
as—R. C. S. Sutliff, Albany
as—J. W. Hatch, Buffalo
ds—L. I. Samuel, Arlington
ds—J. A. Marshall, Naacogoches
ds—T. R. Rhodes, Huntsville
t—E. R. Alexander, College Station
t—Henry Ross, College Station
t—L. V. Halbrook, College Station
sms—W. A. Sherrill, College Station
t—J. L. Moses, Huntsville
t—Ray L. Chapple, Lubbock
t—S. V. Burke, Kingsville
t—E. V. Walton, College Station
it—G. H. Morrison, Huntsville
it—F. B. Wines, Kingsville
it—L. M. Hargrave, Lubbock
it—Feral M. Robinson, Huntsville
sms—Kyle Lettwich, Huntsville
Nt—E. M. Norris, Prairie View
Nt—O. J. Thomas, Prairie View
Nt—E. E. Collins, Texarkana
Nt—S. E. Palmer, Tyler
Nt—Gus Jones, Caldwell
Nt—Wardell Thompson, Prairie View
Nt—Paul Rutledge, Palestine
UTAH
d—E. Allen Bateman, Salt Lake City
s—Mark Nichols, Salt Lake City
as—Elvin Downs, Salt Lake City
t—L. R. Humpherys, Logan
VERMONT
d—John E. Nelson, Montpelier
s—C. D. Watson, Burlington
t—James E. Woodhull, Burlington
VIRGINIA
d—Richard N. Anderson, Richmond
s—F. B. Cale, Richmond
as—R. E. Bass, Richmond
ds—W. R. Emmons, Boykins
ds—J. O. Hoge, Blacksburg
ds—W. H. Legge, Winchester
ds—J. C. Green, Fowhatan
ds—W. C. Dudley, Appomattox
ds—J. W. Sanders, Blacksburg
t—H. W. Sanders, Blacksburg
t—C. E. Richard, Blacksburg
t—C. S. McLaren, Blacksburg
Nt—J. R. Thomas, Ettrick
Nt—A. J. Miller, Ettrick
Nt—M. A. Fields, Ettrick
WASHINGTON
d—H. G. Halstead, Olympia
s—Bert L. Brown, Olympia
as—M. C. Knox, Olympia
as—H. M. Olsen, Olympia
as—E. M. Webb, Pullman
ts—Oscar Loreon, Pullman
WEST VIRGINIA
d—John M. Lowe, Charleston
s—H. N. Hansucker, Charleston
as—S. D. McMillen, Charleston
t—C. W. Parsons, Morgantown
t—D. W. Hill, Morgantown
WISCONSIN
d—C. L. Greiber, Madison
s—Louis M. Sasman, Madison
t—J. A. James, Madison
it—Ivan Fay, Madison
it—Clarence Bousack, Madison
t—Y. E. Nylin, Platteville
t—J. M. May, River Falls
WYOMING
d—Sam Hitchcock, Cheyenne
s—Percy Kirk, Cheyenne
t—Jack Ruch, Laramie