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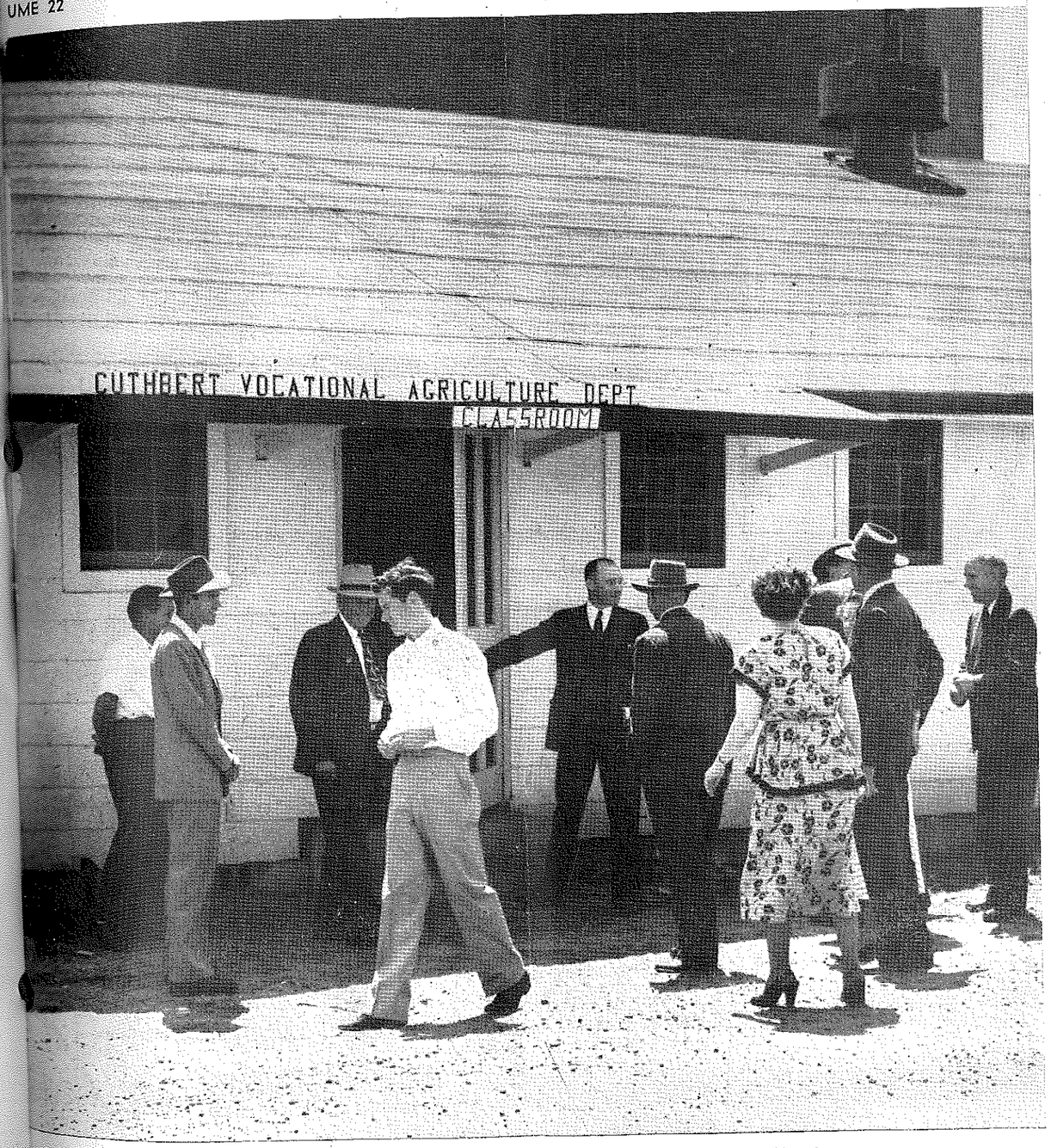
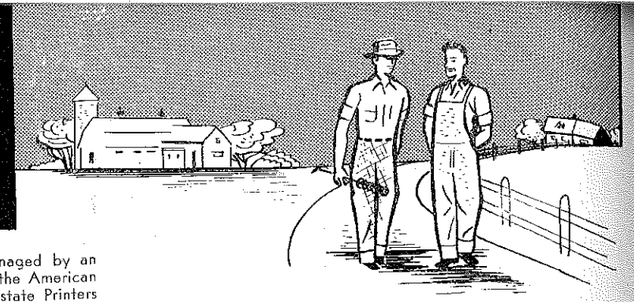


Local advisory committee, teachers, and school officials, Cuthbert, Georgia, inspect new building for Vocational Agriculture, which they helped to plan. (Story on page 6)

The Agricultural Education Magazine



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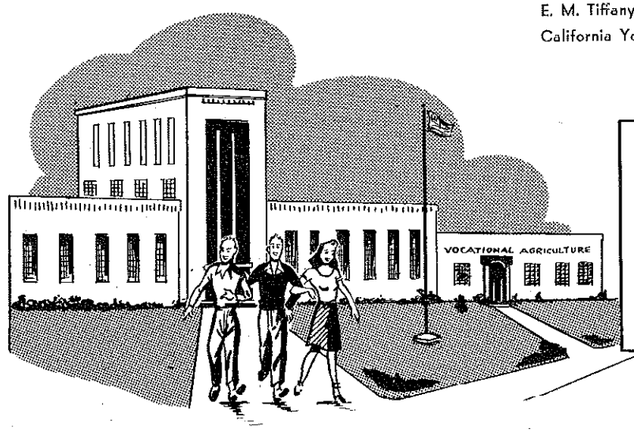
Contents



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Editorial Comment

New design

THIS ISSUE emphasizes *program planning*. Planning is a real issue, world wide in scope, which concerns us, one and all. The problems are many. To what extent shall planning be done for us by experts? To what extent shall such planning be a cooperative process in which those who are directly concerned participate? What role shall the expert play? How much freedom can be given to citizens groups? What type of planning holds the greatest values for our society?

We are searching for some answers to like questions on the problem of planning local programs in agricultural education. We do not believe that the job is or ever will be completed. Planning the local program will constitute a continuing challenge to teachers of agriculture.

The process of planning is important. In the article by W. R. Brown, considerable emphasis is given to the participation of community representatives. Making it possible for many persons to participate is regarded as an essential factor in our country and, this principle merits recognition when we plan our programs for local communities. Such action with others is consistent with the philosophy and tested experience of modern education. As a result of utilizing the cooperative approach much valuable support will be gained for carrying the program from planning board into reality.

The designs for our programs in agricultural education, 1949-50 model, can be given shape in months of summer. Freedom from classroom routine insures sufficient time for beginning this project even though we have other important activities underway. The effectiveness of our program, personal security and job satisfaction, may be enhanced as a result of attention to the important activity of planning.

Our job of planning appears to embrace several major items. It includes and is based on objectives, cooperatively determined in terms of individual and community needs. It requires a division of departmental time and services among groups to be served. It provides for identification of group and individual problems. It includes the basic pattern of systematic instruction for individuals and groups. It anticipates and provides for evaluation. These five items provide a simplified outline of steps or problems to be considered in cooperative planning for education in vocational agriculture.

This approach is democratic and dynamic. There is danger of using old patterns when, in fact, the changes of our times may have made them obsolete. There is a danger that without the dynamic approach to planning our work we will over emphasize certain features at the expense of more pressing needs. The pressure of a rapidly changing technology in agriculture, the developing demand of young farmers to be served, the increasing scope of general education in secondary schools, and the realization of failure on the part of some teachers to achieve objectives under current conditions are aspects of the changing tide. Building new local programs in vocational agricultural is going to require the cooperative efforts of teachers, administrators, and community representatives to insure efficient designs which will enable vocational agriculture to move forward.

Getting these changes in program will be easier with help of local council or committee. Change is easy to resist but hard to stop. Making periodic adjustments in programs is one means of keeping abreast. And, local councils can share in responsibility for bringing new ideas into the program or changing the emphasis on phases of the current program.

Teachers *can lead* in developing new designs with the help of advisory councils. Major changes such as the reduction of total class time for the high school group or increasing services to young and adult farmers will require careful planning with administrative officials. Not many communities can or should undertake major experimentation in redesigning programs. However, most state plans now include provisions for experimentation in the design of local programs which make it possible to initiate programs of quite different character. There is a need for the trial of major innovations. We should select for trial the most promising of the ideas which develop. Teachers and administrators must have courage to introduce these new concepts for a vital program. Teachers searching for new ways to achieve a common goal deserve the backing and support of our profession. *New and improved designs for vocational agriculture are likely to emerge only through cooperative efforts of teachers and community representatives.*

Well done —1946-1949

George Ekstrom

GEORGE EKSTROM! Your service as Editor of our magazine was of the highest quality. Never satisfied to give less than your best you have in consequence contributed richly to the advancement of Agricultural Education. *Your leadership we respect.*

Never were you daunted, even by scarcity of copy or our humble efforts at composition. Under your untiring leadership the magazine was enlarged, cover pictures were introduced and other new features instituted for the improvement of our publication. Your service occurring during a period of readjustment which involved additional heavy responsibilities for you in your regular work meant some real sacrifices on your part. *Your hard work and courage we commend.*

You have gained new friends—a host—one and all they join in acknowledging a professional debt in your account. Your friendly and cooperative leadership has gained the sincere appreciation of your co-workers which may, in part, balance accounts.

Your friendship we value.

Well Done

Strength in established patterns

THE MATTER of teacher emphasis was given considerable attention at the North Central Regional Conference. It was estimated that approximately 85 per cent of the Federal Funds for vocational agriculture were expended in the All Day school, and that approximately 15 per cent of the Federal Funds were spent for part time and adult classes. Some of the leaders think that the reverse of this situation would be in order. We very much doubt if such an extreme change of emphasis is desirable at this time.

Space forbids debating herein the relative emphasis to be given as between instruction in vocational agriculture offered in-school and out-of-school groups. However, we recommend caution in playing with ideas that would transfer our major instructional emphasis from the All Day group to the out-of-school groups. Some of our states have never been able to crack the academic shell that encompasses their secondary school programs, and workers in such states usually are very receptive to the idea that we can reduce our day school instructional emphasis to a bare minimum and justify our program largely upon our educational efforts with the older youth and adult farmer groups.

Many agricultural educational workers hold the opinion that vocational education in agriculture in our secondary schools will be stronger if we continue to give our major attention to the All Day student, and cooperate with the existing agricultural agencies in a planned educational program for out-of-school youth and adult farmers. Certainly we are not ready to move out of the All Day school; or to reduce to a bare minimum

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Estimating opportunities in farming

H. PAUL SWEANY, Teacher Education, Michigan State College, East Lansing

H. Paul Sweany

PROGRAMS of vocational agriculture should be planned in terms of the number of persons who are engaged or likely to become engaged in farming as a career. It is a better index of need for training than mere residence on a farm. It's difficult though, to determine the number of opportunities in farming. An estimate which has been carefully determined is better than totally disregarding the issue because an exact answer cannot be obtained. Several methods have been used to determine the opportunities in agriculture. Some will be referred to briefly and another will be submitted in more detail.

Merritt[1] estimated in 1937 that there would be 200,000 opportunities in agriculture annually of which 100,000 would be on farms which would not provide an adequate standard of living. There were 400,000 males 10 years of age on farms. These data have caused agricultural leaders to conclude that only one half of the farm youth would have an opportunity in agriculture.

Anderson and Ross[2] secured the number of farm operators who intended to leave farming in the next five years in an effort to determine the number of opportunities in farming. In addition they counted one-half of the operators who were uncertain regarding their future plans as to opportunities in agriculture. They added those who would be expected to die each year. Twelve and six-tenths per cent of the operators were found to offer opportunities in the next five years, or approximately 2.5 per cent per year.

McKain and Metzler[3] studied the changes in the operation of land as shown by the records of the Soil Conservation Service. In Solano County, California, 226 changes were made in a total of 2,022 units in the county. Three-fourths of the operators continued in farming. There were 54 cases where replacements were needed. Of these 54 cases 20 retired, 12 quit farming, 10 died, and 12 were unaccounted for. This is approximately 2.6 per cent of the operators to use as an estimate of opportunities each year.

Robertson[4] and others used the number of young men who began to farm either as partners or as operators in the previous five years as an indication of the number likely to begin in the next five years. They used the estimates of farmers and township committeemen of the soil conservation program to verify the estimates based on the previous five years.

McClelland[5] discovered opportunities in terms of changes that were anticipated during the coming year. He found that for every 100 farms there were 6.6 farms for sale, four farms for rent, 2.9 farms wanting full-time labor, 19.2 farms wanting part-time labor, .5 farms offering a full-time share arrangement, and 1.2 farms offering a part-time share arrangement.

Woods[6] computed the length of operative life of farmers from census data of the ages of farm operators. One can use the length of operative life to determine the percentage of farm operators who would be replaced each year.

The Studies of Opportunities Have Limitations for Local Use

The studies such as those which have been reported have certain weaknesses which should be mentioned. Merritt's estimates of opportunities were made for the United States as a whole but conditions in states vary so that the number of opportunities in farming for farm youth would be greater or less than fifty per cent as the case may be. Other studies which base their estimates of opportunities on a single year or, at best, on five years are subject to larger sampling errors than those which are based on a larger number of years. Wood's method of computing the operative life assumed that the number in the age interval of greatest frequency was the maximum number of that age group who had entered farming. If the number was only 80 per cent of the operators of that age group it would overestimate the length of the operative life of a farmer. It seems safe in saying that his estimates of operative life would be too high.

Determining Opportunities in Farming from Census Data

In order to overcome some of the objections to the methods which have been used in estimating the number of opportunities another method has been developed. Its features are that estimates of operators dropping out of farming are based on a percentage determined for thirty years, that estimates of the number of replacements are corrected for the trends toward increased size of farms, and that estimates may be made for counties and even townships.

Although Michigan data are used to present this method, census data of any state can be used. The data are found in the reports of the 1940 Census of Agriculture. The basic data are included in Table 1. It showed the number of operators in each age group for the four decennial census years since 1900. A casual observation of the table would lead one to several conclusions. Some of them are as follows:

Basic Trends

1. That the number of operators is tending to decrease but that the decrease by decades was interrupted by an actual increase between 1930 and 1940.
2. That the number and percentage of operators in the age intervals under 45 years of age are tending to decrease.
3. That the number and percentage of farm operators in the age intervals over 55 years of age are tending to increase.

TABLE 1: The number of farm operators by age in Michigan[7] 1910 to 1940

Age	1910	1920	1930	1940
Under 25	6,589	5,775	2,901	3,749
25-34	35,759	34,327	18,313	21,317
35-44	49,925	47,591	39,088	34,644
45-54	52,360	47,260	43,301	47,977
55-64	38,060	37,474	35,146	41,135
65-over	23,615	21,650	25,051	30,454
Total reporting age	206,308	194,077	163,800	179,276
Not reporting age	652	2,370	5,572	8,313
Total	206,960	196,447	169,372	187,589

Determining the Number of Farm Operators Entering or Leaving Farming

Some of the less obvious facts may be seen by reading the table diagonally to discover what happens to a given group over a 30 year span. Take, for instance, the group that was 25-34 years of age in 1910. The group had increased by 11,832 in 1920 census (47,591-35,759). Only 4,290 fewer operators were reported for the group in the 45-54 years of age interval in 1930. This decrease is only slightly more than the number that would be expected to die from the group in the ten-year period. The loss from the group between 1930 and 1940 is only 2,166 which is less than the number that would be expected to die. It seemed apparent that persons of this age group entered farming after they were 50 years of age.

The net number of new operators who began farming between 1910 and 1920 was 47,514. This number was obtained by determining the increases in number within age groups and adding to them the number of operators who would be expected to die and who were replaced during the decade. For example, there were 27,738 more in the group 25-34 years of age in 1920 than had been in the group under 25 years of age in 1910. It was found that 213 of those under 25 years of age in 1910 would be expected to die before 1920. Assuming that did happen, they would have to be replaced by a like number to maintain the increase of 27,738 reported above. Futhermore, there were 2,655 fewer operators in the group 45-54 years than there had been in the group 35-44 years of age in 1910. It was found that 3,245 operators from the group 35-44 years of age in 1910 would be expected to die before 1920. The decrease of 2,655 would account for all but 590 of those expected to die. Therefore, 590 were needed to be added if the group were to be only 2,655 fewer than ten years earlier.

In all, at least 59,715 operators had left farming for some reason and at least 47,514 had entered farming. This shows that not every farm operator is replaced. The difference is not the exact decrease in the number of farms because 1,718 more operators failed to report their age in 1920 than did in 1910.

The number of deaths from a group may be computed for an age group by using the mortality rate for persons of such age. Dublin and Lotka[8] reported the rates for Michigan males in 1929-31 which were used in computing the number of deaths expected for the different age groups which are shown in the loss columns in Table 2. There is no known way to determine the number leaving farming and being replaced by members of their own age group except for those dying. In the younger age groups there are undoubtedly operators who have quit farming and have been replaced by new operators of the same age group.

The percentage loss of operators from age groups has been computed to determine the number of persons who will leave the farm operator population in the future. It may be obtained by dividing the number known to have left farming by the number in the group at the beginning of a decade. Table 3 shows the percentage loss per year for decades and also for the thirty year period. The percentage figures determined for data obtained over a thirty year span will be used to calculate the number likely to leave openings for farm operators between 1940 and 1949.

It can be seen in Table 3 that loss from the total farm operator population has usually been slightly above the 2.5 per cent level. It can also be seen in Table 2 that the replacements in decades has varied. Two causes contributed to this variation; one was the increase in the average number of acres farmed by farm operators, and the second was the decrease in the total acres in farms. This latter cause was due to the demand for farms which reflects the attractiveness of agriculture for earning a living in comparison with other occupations. One can remove some of the variation in the total number of operators by subtracting the change in the number of operators that may be attributed to the addition or removal of land from farming. There has been a decrease of 1.34 per cent in the number of farms in Michigan per decade which may be attributed to the increase in amount of land operated by farmers over the thirty year period prior to 1940. Based on the number of farms in Michigan in 1940 there would be a decrease of 251 farms between 1940 and 1949 inclusive due to an increase in the number of acres farmed by operators.

TABLE 3: The percentage loss per year from age groups in ten-year periods and for the thirty-year period, 1910-1940.

Age group	1910-1920	1920-1930	1930-1940	1910-1940
Under 25	.323%	.323%	.323%	.323%
25-34	.382"	.382"	.382"	.382"
35-44	.652"	.901"	.652"	.738"
45-54	2.843"	2.563"	1.176"	2.245"
55-over	6.490"	5.762"	4.941"	5.792"
Total	2.894%	2.678%	2.254%	2.630%

TABLE 2: The net gain or loss in the number of farm operators in particular age groups as shows in reports for two consecutive census years and the estimated deaths for age groups within decades.

Age Group in earlier census	Between 1910 and 1920 census reports		Between 1920 and 1930 census reports		Between 1930 and 1940 census reports	
	gain	loss	gain	loss	gain	loss
New group (under 25) in latter census	5,775		2,901		3,749	
Under 25 (15-24)	27,738		12,538		18,416	
Under 25 deaths and replacements	213	213	187	187	94	94
25-34	11,832		4,761		16,331	
25-34 deaths and replacements	1,366	1,366	1,311	1,311	700	700
35-44		2,655		4,290	8,889	
35-44 deaths and replacements	590	590*			2,548	2,548
45-54		14,866		12,114		2,166
45-54 death and replacements					2,926	2,926*
55-over		40,025		34,073		29,743
	47,514	59,715	21,698	51,975	53,653	38,177

*Deaths partially accounted in the decrease in the number of operators of the group during the decade.

TABLE 4: The estimated number of farm operators leaving farming per year between 1940 and 1949 inclusive.

Age Group	Number of Operators 1940	Estimated Percentage Loss per Year	Number Leaving Group per Year
Under 25	3,749	.323	12
25-34	21,317	.382	81
35-44	34,644	.738	256
45-54	47,977	2.245	1,077
55-over	71,589	5.792	4,146
Not reporting age	8,313	2.630	219
Total	187,589	XXX	5,791

The estimated number of farm operators leaving the farm operator group per year in Michigan during the 1940's was found to be 5,791. This number was obtained by determining the expected loss from each age group as shown in Table 4.

(Continued on Page 22)

[1] Eugene Merritt. *The Opportunity in Agriculture for the Farm Boy*, U.S.D.A. Ext. Ser. Cir. No. 264, pp. 4, 12. May, 1937.

[2] A. T. Anderson and R. C. Ross. *Postwar Farm Jobs and Farmers' Purchase Intentions*, Illinois Extension Circular 592, p. 12.

[3] W. C. McKain, Jr. and W. H. Metzler, "Measurement of Turnover and Retirement of Farm Owners and Operators." *Rural Sociology*,

[4] L. S. Robertson, H. F. Ainsworth, O. E. Baker, and N. T. Frame. *Rural Youth in Indiana*. Indiana Ag. Exp. Sta. Bulletin 467, pp. 18-19, 1942.

[5] J. B. McClelland. *Opportunities for Placement and Establishment on Farms in Selected Ohio Communities Where Vocational Agriculture Is Taught*. Doctor's Thesis (unpublished), p. 134. Ohio State University, 1940.

[6] Ralph Woods. "Agricultural Education," *Vocational Education*, 42nd Yearbook, Part I. National Society for the Study of Education, p. 199. 1943.

[7] United States Bureau of Census. *Census of*

[8] L. S. Dublin and A. J. Lotka. *Length of Life*. Appendix Table 2, p. 351, Ronald Press Company, 1936.

Professional

S. S. SUTHERLAND B. C. LAWSON

The democratic way in program planning

W. R. BROWN, Teacher Education, University of Georgia

W. R. Brown

THE WRITER would like to perface this article with two quotations, the first from Dr. O. C. Aderhold, Dean, College of Education, University of Georgia, and the second from Dr. John T. Wheeler, Head, Department of Vocational Education, University of Georgia.

Dean Aderhold states that:

To perpetuate the great American heritage the school must become a dynamic positive force. The objective of the school should be to promote the democratic way of life by promoting the use of intelligence in the solution of all problems. This objective gives direction to the school program. The use of intelligence makes possible more intelligence. The practice in intelligent sharing makes possible more to share. The implications involved in the preceding statement of objectives are that individuals and groups are confronted with problems and that these problems, or needs, constitute a sound basis for curriculum building.[1]

Dr. Wheeler says:

"We are entering a new era in Agricultural Education and the way out is through local planning."[2]

The fundamental aim of vocational education in agriculture is to raise the standards of farm practices and to improve the quality of living of farm people through the educative process. In other words, the ultimate objective is to get better farmers on the land by developing a program for training present and prospective farmers to think reflectively through the problems that confront them. This philosophy would seem not to be inconsistent with that of Dewey, Kilpatrick, Studebaker, Lancelot, Bode, and other great thinkers in the field of education.

Need Faith in Democratic Practices and Principles

To achieve this aim to the highest degree requires participation by the people concerned in the development of a well planned program designed to deal effectively with the persistent problems of these people. We speak of democracy in education, and yet, in all too many instances, our educational programs and processes have little of democracy in them. We give lip service only to the democratic process and to the building of programs to meet the needs of the people.

The "School Leaders Manual" issued by Education Panel, Georgia State Department of Education gives the following five principles of educational planning:[3]

1. All the people, both lay and professional, who are affected by the school program should have a part in its planning.
2. Educational planning should be based upon problems discovered through the study of factual data, and a program should be agreed upon only after the best practices have been explored.
3. The planning process is as important as the product of the planning.
4. Members of a planning group should work in terms of long range objectives. At the same time, group action should be taken on those parts of the program that require immediate attention.
5. Provisions should be made for the development of local leadership in order that educational planning may be continuous.

Ample evidence is at hand to substantiate the charge that programs in agricultural education, as well as school programs in general, are still largely planned and directed from above, in spite of the fact that state policies in many instances direct that such programs be locally planned.

point that the writer would like to make, in relation to planning programs of education, is that the evaluation of any program should not be left solely to the one chiefly responsible for its direction. Such evaluation is the joint function of the teacher, the administrator, and the people concerned, or their representatives.

It has been said that it is dangerous to allow the people to have a voice in determining the kind of program in vocational education in agriculture that they shall have. A recent research study by the writer reveals the fact that a considerable number of teachers in at least one state hold this belief, or else have simply not taken the trouble to explore the possibilities of local planning. Some facts brought out in this study are as follows:

1. Twenty-five per cent of the teachers in this state, old and new, have not made use of local planning groups, or advisory councils, in any way.
2. Thirty-three and one-third per cent of the teachers largely used the advisory council as a rubber stamp to approve programs planned by the teacher alone.
3. Forty-seven per cent of the teachers reporting the use of a local planning group stated that the school principal did not attend the planning meetings regularly.
4. Nineteen per cent of the teachers reported no other school person as participating in the program planning.

However, the picture obtained in this study was not without its brighter side. L. H. Cook, a successful teacher of agriculture for 20 years at Rentz, Georgia, stated that he had had the assistance of a local committee in planning the program of work for his department for years, long before he had even heard of the term "advisory council" applied to such a planning group.

J. G. Bryant, a teacher widely recognized for the outstanding work which he has done at Social Circle, Georgia, in directing a program which has shown the way in meeting the needs of the people of his community, especially as regards food production and preservation, has had the assistance of a local planning group for a number of years. He says that this planning group has been invaluable in the following ways:

1. Defining specific and persistent problems.
2. Setting up objectives and goals.
3. Determining ways and means of attaining the objectives.
4. Gaining understanding and support for the total program throughout the community.

Methods and Materials

W. A. SMITH

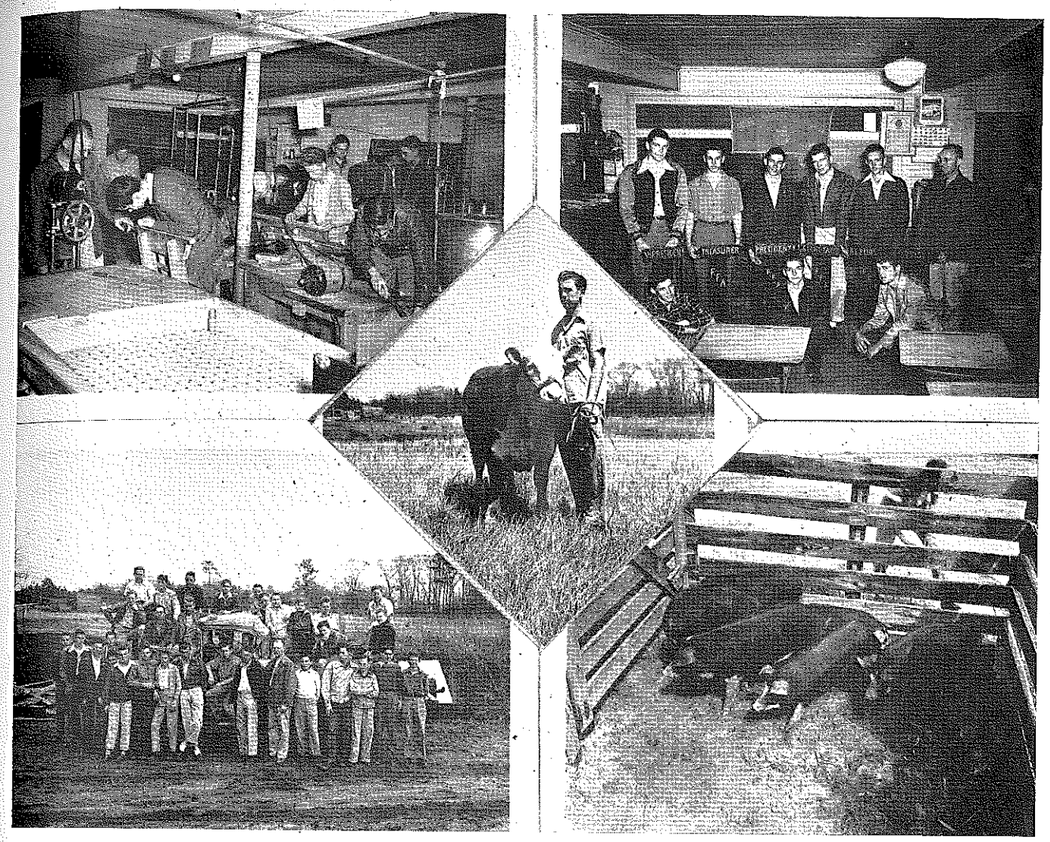
Values for Teachers

In other instances teachers of agriculture are guilty of undertaking to set up and carry out their own little programs without the counsel and assistance of anyone; or worse still, they race without plan from one activity to another, trying in a vague sort of way to render assistance to the farm people in their communities. Such teachers accomplish little of lasting value and wear themselves out in the process. The most intelligent teacher is incapable of assuming the entire responsibility for setting up the general and specific goals for a program that should of necessity reach a large number of people in a great many ways. Neither is one person alone capable of setting up the specific procedures required and assuming the sole responsibility for attaining these goals. This would be impossible even within the framework of broad and flexible goals on the state level, notwithstanding the fact that such general goals serve a useful purpose in giving direction to program planning. Another

[1] O. C. Aderhold, *A Philosophy of Vocational Education in Agriculture*, University of Georgia Press, Athens, Ga, 1940.

[2] John T. Wheeler, Lectures in Education 773, University of Georgia, August, 1947.

[3] School Leaders' Manual, Education Panel, Georgia State Department of Education, Atlanta, 1940, p. 2.



Careful planning is needed to initiate and carry out the many activities included in the Cuthbert Program. Top left, maintaining tools; top right, leadership training; center, F.F.A. member and champion calf; lower left, active members of chapter and advisor; lower right, purebred gilts for pig chain.

5. Members serve as nucleus of advisory committees in adult class centers.
6. Assisting with carrying out the planned program.
7. Establishing policies concerning use of facilities of the department.
8. Gaining the understanding and hearty support of school administrators.
9. Helping to gain the understanding and cooperation of the parents of all-day boys.

V. O. Smith, who has been teaching in Heard County, Georgia for 19 years and is known as one of the outstanding teachers in his state, attributes much of the success of his program during the past several years to the assistance and support of his advisory council.

At Blakely-Union High School, in Early County, Georgia, E. H. Cheek, a teacher who has led his F.F.A. chapter to state and national honors, last year organized an advisory council of eight members. This council represents each of the major divisions of the school district and meets twice each school year. The first meeting is devoted to the study of the community's needs, from an agricultural education standpoint, and the projection of the year's program of work built around these needs. Goals and ways and means of attaining these goals are set up; adult centers for the year are designated; special shop courses, such as use and maintenance of farm machinery, etc., are set up; in-school class schedules are worked out; responsibility of council members in assisting with the carrying out of the program is established. The second meeting, near the end of the school year, is devoted to evaluating the program in light of objectives and accomplishments.

During his first year as teacher of agriculture at Screven High School, Screven, Georgia, A. E. Kitchens, with the assistance of local school officials, organized an advisory council of twelve members. He led this council in (1) making a critical study of the human and agricultural resources of the rural county in which the school is located, (2) visiting other schools in order to determine the types and effectiveness of the programs in their departments of vocational agriculture, (3) evaluating the past program at Screven High, and (4) setting up a new program based upon the needs of the people, with goals and procedures to be followed in attaining them. This council assists with the organization of adult classes, and helps in numerous ways in carrying out the program of work. It meets quarterly.

Also on the bright side of the picture, let us not lose sight of the fact that three-fourths of all the teachers in the state studied did make use of advisory councils, in one way or another, in developing their departmental programs of work. In the case of new teachers and teachers in present position one year or less, 60 per cent have already established advisory councils and nearly all of the others plan to do so within the year.

Experience With An Advisory Council

A department of vocational agriculture was established at Cuthbert High School, Cuthbert, Georgia, in 1938 with the writer as the first teacher. Prior to the war, he had worked long and hard trying to plan and carry out a worthwhile program. However, this program had been largely the teacher's program, except for limited and intermittent assistance from school administrators. Housing and facilities for the department were wholly inadequate.

In the late fall of 1945, the writer returned to his position as teacher of agriculture at Cuthbert, after three years in the armed forces. The situation was much the same as before the war. However, by the summer of 1946 so many problems confronted the writer, as he tried to pitch his program on a sound

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Democratic planning

(Continued from Page 7)

basis, project worthwhile goals, and budget his time so as to be able to at least partially meet the demands being made upon him, that he began to see at last that the job was too big for one man alone. He began to seek the assistance of school officials, leading farmers, and former F.F.A. members in obtaining more adequate facilities and in projecting a program to meet the needs of the community.

In the late summer of 1947, the local principal, Mr. W. M. Patterson, and the writer, selected and submitted to the county board of education the tentative membership for an advisory council for the department. The council, as approved by the board of education, contained seven members, one from each of seven neighborhood communities within the school district. Two farm women, mothers of boys and girls in the local school, were made members of the council. One member was the president of the county Farm Bureau; one member, a progressive young farmer, was a former F.F.A. member. One member was a livestock farmer and manager of the local livestock market; and the others were general farmers. The principal and one member of the county board was designated as ex-officio members of the council. The two veteran's teachers also met with the council, and the county school superintendent attended some of the meetings.

Even before approval and formal organization of the council, the teacher of agriculture consulted the members individually and in groups in setting up a tentative program of work for the department. Many helpful suggestions came from the members as to the kinds of problems that should be dealt with, and ways of identifying the persistent problems of the community.

First Steps in Planning

At the first meeting of the full council in the early fall of 1947, the following steps were taken in laying the basis for sound program planning:

1. Officers were elected, and the duties and functions of the council were established.

2. The overall purpose of the school was discussed, and a beginning philosophy of education was tentatively agreed upon.

3. Last year's program of work for the department was studied and evaluated.

4. Procedures and accomplishments of local planning groups in other school communities were reviewed.

5. Tabulated data from the United States Census of Agriculture, in the form of a "Farming Type Study of Randolph County," was analyzed to gain some insight into the scope of the problem before the group.

6. An analysis was made of certain local school census data (number of farm boys enrolled, occupations of parents of school children, etc.).

7. A study was made of department records relative to the occupations of former F.F.A. members.

Members of advisory council, school officials, veterans and regular teachers, cooperate in building a program of work for the department of vocational agriculture at Cuthbert, Ga.

8. Procedures and techniques for getting a more complete enumeration and classification of specific problems confronting the people of Cuthbert School District were set up. Some of these were:

   a. Make a study of records in local offices of P.M.A. and county agent to determine number and type of farmers in the district who should be reached.
   b. Conduct a poll of all groups being reached by the department to ascertain specific problems of the members.
   c. Conduct a systematic survey of 25 representative farms throughout the district to identify additional problem areas and needs.
   d. Tabulate and summarize the data obtained in each of the above.

In the succeeding meetings the council analyzed the data compiled by the above means.

A poll of 45 adult farmers in three classes, 52 young veteran and non-veteran farmers in three classes, and 54 all-day boys in four classes identified 28 large problem areas with which the department needed to deal in the in-instructional program. (Note: only those problems mentioned by ten or more people were considered.)

In the case of the systematic farm survey project, 21 surveys were completed on fairly representative farms. Among the facts revealed by these farm surveys, the following are significant:

1. Only 19 per cent of the farms could be classed as well terraced.
2. Less than 15 per cent of them could be considered to be carrying out good soil building practices, all things considered.
3. Nine and five-tenths per cent of the farms depended upon crops alone as source of income, 47 per cent chiefly upon crops, and 4.7 per cent upon livestock alone, but 85 per cent used some livestock along with crops as sources of income.
4. Fourteen and three-tenths per cent of the farms had crop yields which could be considered good.
5. Sixty-six and seven-tenths per cent of the farms had no improved permanent pasture, and only 4.7 per cent had a sufficient acreage to take care of the livestock on the farm.
6. Less than 10 per cent of the farms provided a sufficient acreage of temporary grazing.
7. In the case of crop fertilization practices, in only 14.3 per cent of the cases were they equal to or better than specialists recommend.
8. Fences on 71.5 per cent of the farms were in a poor state of repair, largely from lack of good posts.

The summarization largely contrasts percentages for the best practices with percentages for the poorest practices, as it is felt that these are sufficient to show the magnitude of the various problem areas. For most items the survey forms used in this study provided also for tabulating data representing average, or middle ground, practices, which when added to the above mentioned categories would account for 100 per cent of the cases.

The majority of the problems revealed in this summary were identical with those which were tabulated in the poll mentioned in this article. This gave double assurance that the group was getting a look at some of the real problems of the farm people in this school district. Therefore, a program planned by the council to deal with these problems would be a real school community program of vocational education in agriculture, in every sense of the word.

The second meeting of the council was held two weeks after the first, and a third meeting was held one month later. As all of the above mentioned data were presented to these lay people and the principal, it was a source of genuine satisfaction and great inspiration to the writer to see how eager they were to analyze the data, to get out the problems, and to project a program for the school, through its department of vocational agriculture, to deal positively with these problems. Here was "democracy in action." The groups to be reached had participated in suggesting the problem areas to be dealt with, their representative and professional people sat down together to map out the program for getting the job done.

The council, after much discussion and careful weighing of factors involved, drafted a program of work for the department, setting forth groups to be reached, types of activities, and goals for each, facilities to use, and designated the responsibility of the various persons concerned in carrying out the program. The outline of this program follows, however, certain of the details are omitted.

Program Planning Contributed to the Following Outcomes

1. A program more closely tied to the needs of the people in the community.

2. A better understanding on the part of school officials of the kind and scope of educational program being undertaken by the department of vocational agriculture.

3. A new building for the department completed and readied for an expanded program. This building comprised the following: (a) a 40′ x 60′ shop with more equipment, (b) a 30′ x 40′ canning plant, (c) a 20′ x 30′ classroom, plus (d) a 10′ x 10′ office, and (e) an 8′ x 8′ tool room.

4. An improved evening class program in which real problems were dealt with in two old centers and in one new center—result increased acreage in (a) winter grazing, (b) winter cover crops, (c) improved pasture.

5. A plan for cooperative farmers' market placed before the county Farm Bureau Executive Committee and acted upon favorably.

6. The procuring of electrical hot bed equipment and a project for the F.F.A. chapter to grow out disease free sweet potato plants for people in the community.

7. Better working relationship between the veterans' teachers and the regular teacher.

8. An extremely successful county fair sponsored jointly with the Farm Bureau, the county agent's office, and the vocational agriculture department of a near by school.

Corn contest day—E. H. Cheek, teacher

9. Better cooperation on the part of parents in setting up worthwhile project programs.

10. Strong support for a young teacher who took over when the writer transferred to the University of Georgia.

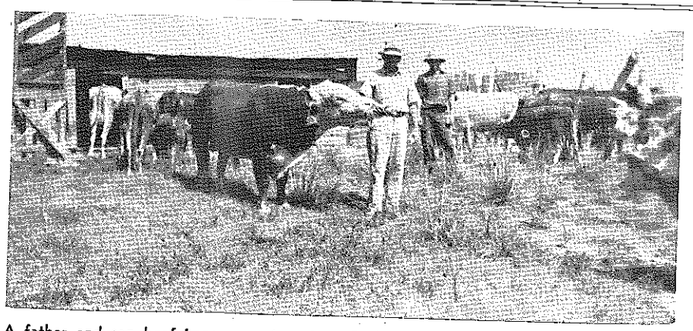
11. An expansion of pig chain projects due to interest of a local breeder of purebred hogs.

12. The decision of the council to meet bi-monthly to evaluate and replan the program as necessary.

CUTHBERT HIGH SCHOOL PROGRAM OF WORK*
DEPARTMENT OF VOCATIONAL AGRICULTURE
Kind Of Program And Facilities To Use

Groups to Reach	Class Work	Shop Work	Supervised Farming	F.F.A.	Canning Plant	Other Activities
I. All-Day Boys A. Reach all boys who can profit by training. B. Have 4 classes at present—enough to insure individual instruction.	(Regular Teacher) 1. Deal with real problems. 2. Based upon individual practice program and F. F. A. group projects. 3. Schedule in morning to allow teacher to devote afternoon to project supervision, also so veteran classes can use classroom in afternoon.	1. Develop skills needed by farmers. 2. Work to grow out of practice programs and F. F.A. work. 3. Install shop equipment in new shop. 4. Emphasize development of skills in use of hand tools. 5. Provide for instruction in using and maintaining farm machinery.	1. Well-rounded practice program. 2. One or more productive enterprises. 3. Two or more improvement projects. 4. Five or more supplementary farm jobs. 5. Schedule supervision in afternoon. 6. Have practice programs large enough to challenge student to do best job and to be a real learning situation. 7. Develop long-time programs.	1. Emphasize leadership training. 2. Continue worthwhile project contests: a. Local b. District c. State 3. Livestock shows—more local shows. 4. Home and school improvement work—emphasize. 5. Pig chains—expand the two now have. 6. Continue work in school forest. 7. Support County Fair.	1. Gain skills in operation as opportunity arises. 2. Gain skills in preserving food, when possible. 3. Install equipment in new plant.	1. Cooperate with civic clubs. 2. Work with Farm Bureau. 3. Complete new building. 4. Construct sweet potato hot bed. 5. Sponsor home orchard disease and insect control work.
II. Adult Farmers: A. 3 classes: 1. Coleman 2. Settles Store 3. Bethel B. Increase number reached. C. Members of Advisory Council to assist.	(Regular Teacher) 1. Hold more organized classes. 2. Deal with members' farm problems. 3. Teach more operative jobs and conduct field trips to make instruction more effective.	1. Schedule afternoon shop period as soon as possible. 2. Set up schedule of charges for use of equipment. 3. Schedule one-half day per week.	1. Give all possible individual instruction on farms of members.		1. Give assistance with food preservation problems in season. 2. With improved facilities need to work for wider use—50 more families.	1. Assist with livestock disease, insect and parasite contol, but less on service basis and more on teaching basis. 2. Make school sprayers and pruners available
III. Young Farmers: A. Veterans: 1. Two classes 2. Organize third class as soon as possible. B. Non-Veteran: 1. One class. 2. Increase membership. 3. Advisory Council to assist.	(Veteran Teachers) 1. Conduct class according to regulations of state department and Veterans Administration. 2. Deal with real problems of members. 3. Develop instructional program to place emphasis as in adult work. 4. Schedule in afternoon to avoid conflict with in-school groups. (Regular Teachers) 1. Same as adult. 2. Conduct classes as at Cuthbert.					

*Portions of the Program Plan have been omitted.—EDITOR.



A father and son beef improvement project. Dad is a member of local advisory council and farmer class; the son is enrolled in the veterans class.

Use summaries to improve farming programs

ROY HEFTY, Teacher, Orangeville, Illinois

MANY boys have been disappointed because the boar owned by some other boy was the one that the judge selected as the grand champion. Is it a greater accomplishment for a student to have exhibited the grand champion boar than it is to have raised a litter of hogs with a gain of 100 pounds for 300 pounds of feed used? One of our boys exhibited the grand champion boar at the sectional fair this year, and I know the boy, as an exhibitor, and I, as his instructor, felt that we had accomplished something. A few weeks after the fair, all of the boars he had raised were sold at a good price. No one asked, "How much feed did it take to put on 100 pounds of weight?"

Not long ago some of my students and I were out to look at some gilts for project work. Some one made the remark about the lack of uniformity in color of the gilts. The breeder made the remark, "With this breed we are paying much attention to efficiency of gain and not uniformity in color." This brought up the question in my mind, "Are we stressing efficiency of production as much as we should?"

I feel that we, as teachers of agriculture, can make the students, and thus, the farmers, more efficiency conscious by summarizing our projects in such a way that the feed used per unit of gain or per unit of production is brought out in the summary. What should be included in the summary of a project? In a swine project we use the following table: (This is in addition to the financial summary as given in the Illinois project book.)

Name of student.....

Date	1948
Number of litters in project	
Number of pigs farrowed	
Number of pigs at eight weeks	
Av. weight at eight weeks	
Lightest litter weight (8 weeks)	
Heaviest litter weight (8 weeks)	
Number at six months	
Av. weight when sold *or*	
Av. weight at six months	
Feed used per 100 lbs. gain	
Average amount of feed used for 100 lbs. gain. (This figure is the average for all hogs raised by students with swine projects.)	
Kinds and amount of feed used per pig:	
Average weight of hogs	
Lbs. or Bus. of corn	
Lbs. or Bus. of oats	
Lbs. or Bus. of other low protein feed	
Lbs. of high protein feed	

Students Make Good Use of Summaries

What use can be made of the swine project summary? The students can see what progress is made from year to year since this sheet can be used for four years. Possibly the main value of such a summary is that each student can compare feed used with that used by the average feeder in the local department. In other words the figures are more real to him than some he may have read in a bulletin or magazine.

The summary is also very helpful in planning the farming program for another year. The boy who has used more feed than the average usually has some questions to ask or an explanation to give, that is if he is an alert student. The information can also be used in estimating feed requirements.

A summary chart can be used to advantage for any productive project and in all cases the feed used per unit of gain or per unit of production should be the objective. The main thing is that we have a definite plan to follow—what works in one department may not work in another.

Do we have boys who carry a so-called improvement project because, "Teacher said that every boy has to keep herd records?" No! Our goal is not to have 100 per cent of the dairy herds on test, it is to have 100 per cent of the herds that are on test show some improvement because of testing. If we are to make use of our records, we should have some simple summary chart to help us. At one glance on the chart the farmer can tell how many cows he has which are producing below the standards he has set for minimum production. The summary also shows what progress is being made from year to year. A copy of a summary chart filled in by one of our students in agriculture who has kept production records for three years is shown.

ANNUAL SUMMARY—DAIRY HERD IMPROVEMENT

Number of cows in each division

Butte fat Production	'45-'46	'46-'47	'47-'48	'48-'49
Below 200 lbs.	2	1	1	
200-225	4	1	0	
225-250	2	1	1	
250-275	4	3	2	
275-300	2	2	4	
300-325	1	3	4	
325-350	1	2	3	
350-375			1	
375-400			1	
400-425				
Over 500				
Herd average	242.3	276.1	297.9	
No. over 300	2	5	9	

Owner of Herd.....

Tester .....

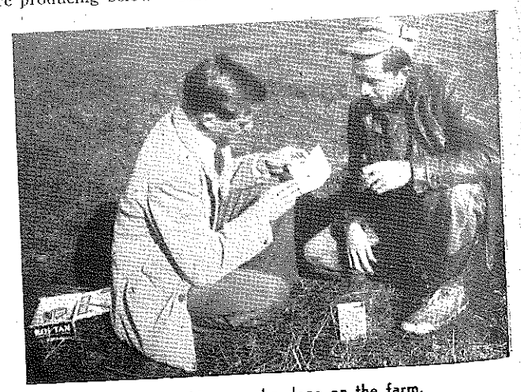
Two Ford tractors and equipment go to make Battle Ground, Washington F. F. A chapter's net worth total $13,952.12. Different types of grasses will be planted on their observational farm for local farmers and F.F.A. boy's benefit.

Visiting is not enough

H. E. EDWARDS, Assistant State Supervisor, Charleston, West Virginia

AM I providing on-farm instruction to my students or am I merely visiting them? Visiting students is not enough. The word *visit* has been used far too many times in the past when discussing on-farm instruction. Teachers of vocational agriculture have spent many hours visiting students when teaching was the primary purpose of the trip to the student's farm. Neither Federal nor local funds have ever been appropriated for the purpose of *visiting* students.

litter that used only 340 lbs. of feed per 100 lbs. gain.



Best teaching can be done on the farm.

Farming Programs

C. L. ANGERER

It has been recognized since the beginning of vocational education in agriculture that the individual farming program of the student is a very essential part of his learning. It is through his farming program that the student has opportunity to put into practice the skills and abilities studied and learned in the classroom. Improved farm practices are not learned thoroughly until they are applied in connection with an actual farming program.

Many of the essential farming skills and abilities cannot be taught adequately within the confines of the classroom but must be taught on the farm of the individual student. Every young man, whether a high school student, a young farmer or a veteran has many individual and personal needs that affect his chances for successful establishment in farming. In solving these problems, the student needs personal help from a teacher who understands and knows the conditions under which he has to work. On the farm, these problems can be properly analyzed and definite workable solutions reached.

The need for good on-farm instruction is always present. Surveys of all-day students, young farmer and adult farmers show that such instruction is wanted. The Institutional On-Farm Program has re-emphasized this phase of vocational agriculture by providing that seventy-five per cent or more of the teacher's time shall be spent giving individual on farm instruction. The students enrolled in the Institutional On-Farm Program frequently give high praise to teachers with only average abilities in the classroom because those teachers have done an outstanding job in providing practical and inspirational on-farm instruction. The results being obtained in this program definitely prove the value of such instruction.

The fact that individual on-farm instruction is accepted as an integral part of the vocational agriculture program on a nation-wide scale does not automatically sell it on the local level. The teacher still will be criticised or commended in accordance with his activities and the results he obtains.

Teaching Activities

It is the responsibility of every teacher either to teach or to *visit* when he makes a trip to the farms of his students. If teaching is the purpose of the trip, the following suggested activities may help in doing a better job:

A. Become thoroughly acquainted with the student and his farm.
   1. Learn his personal characteristics, habits, past experience, and physical capability.
   2. Become acquainted with all members of the family.
   3. Discover his occupational desires and future goals.
   4. Find out the present financial status of the family.
   5. Obtain the details of rental or partnership agreements.
   6. Survey all buildings, equipment, livestock and land on the farm-record definite information for future use.
   7. Discuss with the student his plans for future farm improvement.

B. Assist the student in planning his farm business.
   1. Plan the long-time cropping program for the farm.
   2. Plan the pasture and woodlot management program.
   3. Determine a suitable livestock program for the farm.
   4. Plan for an adequate home food supply.
   5. Prepare a long-time plan for permanent farm improvements.

C. Assist the student in putting his plans into action.
   1. Assist in locating and securing good breeding stock.
   2. Contact other agricultural agencies and coordinate the help given by them.
   3. Assist in locating credit facilities.
   4. Help set up an adequate farm record system.
   5. Assist in developing satisfactory markets.
   6. Make periodic evaluations of the farm business with the student.
   7. Continually encourage an increase in the volume of business.

D. Teach needed skills and abilities.
   1. Assist in determining new skills needed.
   2. Provide individual instruction at the time the skill is needed.
   3. Develop pride in good workmanship.
   4. Create a desire to learn new skills and abilities.

E. Assist the student in taking his place in the community.
   1. Give encouragement if things are not going too well.
   2. Compliment students on progress made and give constructive criticism when needed.
   3. Develop in the student a desire for participation in community affairs.
   4. Encourage investment in the farming business.

Each of these activities can be further expanded. The main idea is to learn to *see* problems and point them out to the student, to anticipate needs and have a ready solution for them, to teach skills and abilities, to promote the desire to learn new skills and abilities, and to *round out* the course of classroom instruction in order to reach the goal of all vocational education in agriculture—that of training young men and adults to become successfully established in farming. This goal cannot and will not be reached by the teacher who is merely *visiting* his students.

Problems of individual instruction

ELVIN SCHULTZ, Supervising Teacher, Crete, Nebraska

IN considering problems of individual instruction during the summer period, one must consider the supervised farming program as a whole. We cannot take a single phase of the supervised farming program, such as the summer period and expect to solve all of the problems, but it is one of the best periods for individual instruction. We realize that the supervised farming program is one of our more important phases of teaching vocational agriculture in our high schools. We place the major emphasis on our classroom and shop instruction, *but we must not forget that a good follow up on summer visitations will many times do more in actually getting results and solving problems than merely talking and discussing in the classroom.* The teaching phases of classroom and shop instruction should be correlated with the home visitations in order to accomplish our goals.

There are no two boys alike, and therefore, we cannot hope to solve each one's individual problems in group instruction in our classroom and shops alone. We need to go out on the boy's home farm under actual conditions and help him individually work out the solutions to some of his problems. In many instances, during our visitations in the school year, we do not have the allotted time to do the necessary supervision for some of the seasonal jobs, and during the summer period there is more time available to make visits and help in planning his program.

We all learn by doing—I am of the opinion that too many of us are using too much of the "classroom" type of instruction and are getting too far away from the laboratory method of teaching. Our best and more practical laboratory is the boy's home farm. The boy's problems are there and we can more easily see what he needs in helping to solve them. *If many instructors are like myself, we are so busy with our all-day program, veterans training programs, adult classes, and other regular school activities, that we just can not find time enough to make the necessary visits during the school term.* But if we plan our summer program carefully, we can make the necessary check-ups and offer suggestions for a more satisfactory farming program by means of these summer visitations. We should not neglect however, the seasonal type of supervision, such as needed for a sow and litter project in the spring or fall, poultry project in spring or fall, crops projects in spring and fall. But I believe that during the summer supervision, plans for the coming year should

(Continued on Page 19)

FELLOWSHIP

EDITOR'S NOTE—We introduce a new section which will feature in brief form news and ideas of especial interest to teachers. Send your contributions to the Editor or Special Editors.

"A Place for Everything"—J. W. Fraker, teacher of vocational agriculture at Stryker, Ohio, uses this chart case for storage as well as for displaying his charts in the classroom. All charts are of standard size, 22 inches by 28 inches and are located in the file by means of a filing system. In the picture Mr. Fraker is acquainting Lyle Condon, a student teacher with the charts which are available in the department. (submitted by Mr. Ralph Woodin)

Badger state plays host to summer session, American Institute of Cooperation

TIE A STRING around your finger, and don't take it off until you get to the summer session of the American Institute of Cooperation at the University of Wisconsin, Madison, being held August 22-26, 1949. This event affords an unusual opportunity for all vocational agriculture workers, F.F.A. boys, young farmers, and veteran trainees to combine education and recreation in one summer trip. This season of the Institute is the 21st, and this year marks the 25th anniversary of the founding of the American Institute of Cooperation. With this background of experience Dr. Asher Hobson, University of Wisconsin Agricultural Economist and Chairman of the Institute Board of Trustees, with the assistance of Dr. Karl Butler, President of the American Institute of Cooperation, and committees whose membership is drawn from all parts of the United States, are preparing the program which is intended to meet the needs of all who are interested in securing the solutions to pertinent problems in the field of farmer cooperatives. It is anticipated that this one-week conference will attract approximately 2,000 people.

—*News Letter on Cooperation*

From A Letter

RALPH J. WOODIN,
Ohio State University

It seems to me that teachers of vocational agriculture are always interested in new ways of doing the job. It seems to me that many of these ways and means could be presented by means of photographs. For example, an Ohio teacher may have an original idea on filing bulletins while a man in California may have a novel decorative scheme for his Future Farmer banquet. The thought occurred to me that a section of the Magazine might be entitled, "Some Ways and Means For," or "Now, We Do It This Way" or "Timely Tips for Teachers." A picture and a brief paragraph would be all that would be necessary to convey the idea.

On-farm visits

We, teachers, in the Veterans Training classes have an opportunity that no other teachers have — that is on-the-farm-teaching. There are probably as many approaches to this teaching as there are teachers, but in most cases I have found on-the-job teaching the best. Since we try to make our lessons seasonable, in most of our visits we find the men doing the kind of work that we discussed in class at some recent date.

We could, if we chose to do so, sit down with the trainee and discuss the subject, but in most cases that discussion will go in one ear and out the other. They have work on their minds and that two hours of discussion may mean considerable loss of time to them. So, when I say on-the-job teaching I mean to go directly to the farm and help the veteran do the job that he is doing. He will profit more by ten minutes of that kind of instruction that you give him at the end of a corn row than by two hours of discussion at the house.

I go dressed for any kind of work, and I carry in my car anything that I might need, such as land level, crank duster, vaccinating needle, a good sharp knife for castrating, and a bottle of horn stop. Also, I always carry a bunch of farmers' bulletins and the latest copies of the best farm magazines. For the women and children I try to have some literature that is interesting to them. I beg my neighbors for all old magazines—even the comic sections for some of the children who do not have much to read.

Do they appreciate these things? Just come and go with me sometime and see the children's eyes light up when they see me get out of the car with some magazines for them. Also, the women appreciate them just as much, if not more. I believe that we have missed one good opportunity in not including the women in the classes, for they are just as interested as the men. In fact several of the women have told me that they wished there was some provision that they could get the same training.

L. Glenn Zinn, West Virginia

Advisory councils meet

PERHAPS the first state meeting of members of advisory councils connected with departments of vocational agriculture was held during Farm and Home Week at the University of Illinois.

About 60 persons attended. Fifteen active councils were represented. Five schools in which councils are to be organized were represented. Most of the time was given to reports of the activities of the councils represented. Leslie E. Heiser, long-time member of the advisory council and M. J. Scott, teacher of vocational agriculture, of Fisher, Illinois, reported regarding the history, present status, and plans of the Fisher council. Questions were raised regarding the limits which should be placed upon the council activities, the use of councils advisory to boards of education, the persons to whom councils should be advisory, and the differences between advisory councils for vocational agriculture departments and community planning councils.

Each council was asked, following the meeting, to evaluate the proceedings and to react to certain proposals regarding another meeting in 1949. All fifteen of the councils responded. All favored another meeting in 1949. Ten councils recommended meetings in the forenoon and afternoon instead of a forenoon meeting such as that held this year. Some typical comments included in the reports were:

"Having these sessions helps spotlight council work. Better council work will result. More councils will be used."

"Very excellent idea! Let it continue. How about four regional meetings?"

"The meeting this year was especially good because it stopped when enthusiasm was still high and everyone left still discussing the issues. This creates healthy interest."

"I think each agriculture teacher and his superintendent should receive a letter from the University notifying them of this meeting at least two or three weeks ahead of time."

"I believe a good start has been made and that it was very favorably received by the council representatives present."

H. M. Hamlin, Teacher Education, University of Illinois

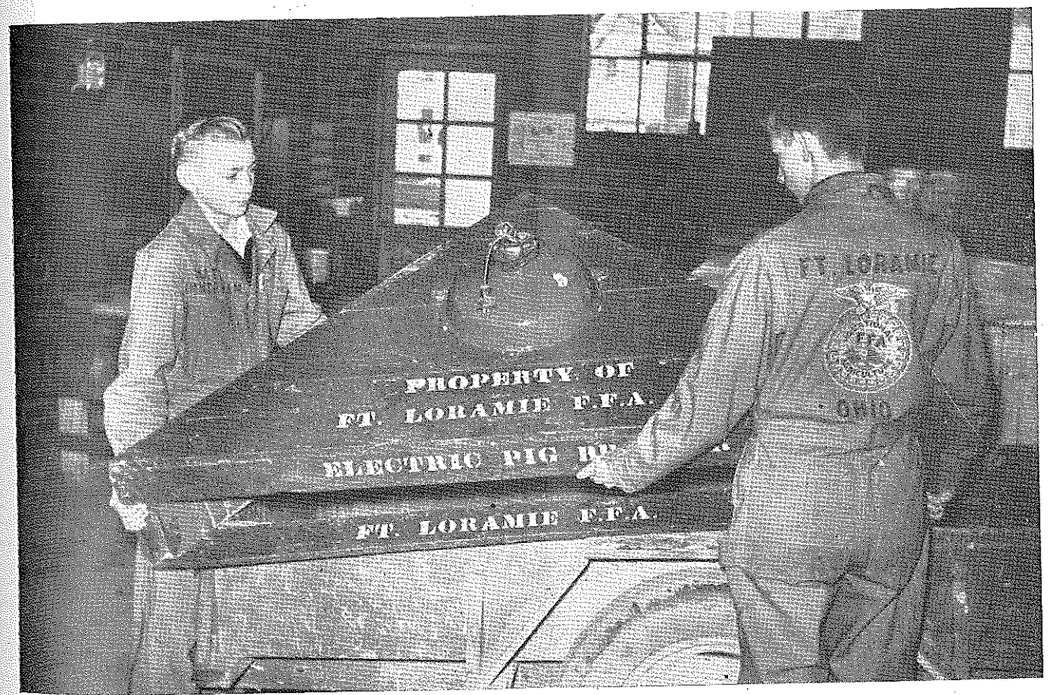
Visiting circuits

MR. A. C. HALE, Vice-President N.V.A.T.A., Camden, Arkansas

THE CHAIRMAN of the committee for professional improvement of the National Vocational Agricultural Teachers Association is searching the field for ideas that will help bring about improvements. One of the ideas back of the establishment of the National Vocational Agricultural Teachers Association was to make for more convenient exchange of ideas. The national organization is now functioning. The next step is to get a plan for exchange. For a starter here is one to think about. This one, if enough interest is shown, might be used to earn credit toward advanced degrees. Visiting circuits might be set up for exchanging ideas. To take one circuit for example, three or four teachers to a car might start from four regions of the country. Each group planning its circuit, to visit vocational agricultural teachers farmers and points of interest on the way to a common meeting place of the four groups. Here meetings could be held for exchange of ideas of the situation at home as well as that studied on the way. At the conclusion of the conference other visits could be made on the return trip.

By planning with departments to be visited the best time could be arranged for arrival to see special activities in crops, animals or special construction as barns or other activities.

In time a directory for special activities of departments might be published for the convenience of those wishing to take part in organized travel.



Future Farmers of Ft. Loramie, Ohio, own a pig brooder which is loaned to chapter members during the farrowing season. H. C. Horstman, teacher of vocational agriculture at Ft. Loramie, says that the brooder has saved hundreds of pigs for chapter members during the past few years. After a boy has borrowed it and used it on a litter, he almost always builds one of his own, Mr. Hortsman says. (submitted by Mr. Ralph Woodin)

Organizing a young farmer program

RAY AGAN, Teacher, Story City, Iowa

Ray Agan

IS THERE A place for a class in vocational agriculture for out-of-school young farmers in a community which has a program for high school boys, a large adult farmer group, and four on-the-farm training classes for veterans? This was the problem which faced me when I started my duties as teacher of vocational agriculture at Story City, Iowa.

At first impression, it seemed that only a very few young farmers would be interested in further instruction in a young farmer class due to the large membership in the school for adult farmers, and in the veterans four classes. A large number of graduates from this area attend college since the Story High School is located only twelve miles from Iowa State College.

A list of 45 eligible Young Farmers was obtained. This list was then divided among two young farmers and the instructor who interviewed each man on the list.

The interviews were made for the purpose of *selling* the program wherever necessary and obtaining information from the young farmers which could be used in organizing an interesting and a worthwhile program of instruction in agriculture. The interviews were also a good source of information concerning other prospective students.

The young men helped to select the first advisory council. Each prospective member was asked to name a young farmer who would be a good member of the council which was to serve as a planning committee.

When it was possible, the ground work for individual supervised farming programs was established at the time of the first visit. Generally, supervised farming activities were centered about the main farming interests of students. One young farmer hoped to get a stand of alfalfa on a certain field and was glad to have help in planning practices to be followed. Another student's main interest was his hog enterprise. Another was buying feeder cattle. All welcomed help through supervisory visits.

After the interview, the interviewer made a record on a survey card of information about the student. The record included farming interests, education, and experience. This information was used by the council in planning the program.

After a tally was taken of the survey cards, the newly nominated council met to elect officers and plan the twenty class meetings for the coming year.

It was decided by the council to send animated cartoon announcement cards to prospective students before each of the first few meetings. This plan worked quite successfully in that thirty-four of the forty-five young men interviewed responded by attending some of the class meetings. Ten had perfect attendance records and several missed only one or two sessions.

Discussion of organizing a Young Farmers of America chapter began after the class had met several times and after interest had been expressed in such an organization.

After adoption of the constitution and by-laws officers were elected, and committees were appointed. The membership was purposely limited to those who regularly attended young farmer classes in vocational agriculture in order not to infringe on the young peoples' organizations of the Farm Bureau and other similar agencies.

We feel that the Young Farmers of America chapter will be the life of our young farmers class in vocational agriculture by taking responsibility for the policies of the class and giving the program permanence and continuity throughout the year. The organization should help to interest members in seasonal activities throughout the year. The program will extend beyond the minimum twenty weeks of class instruction which is required by the Iowa State Plan for Vocational Education.

It is the opinion of some of the members of our group that a nationwide organization of young farmers would greatly help to stimulate interest in vocational farm youth work in our nation. The organization could make a contribution to young farmer class instruction similar to that made by the Future Farmers of America to the high school program of vocational agriculture.

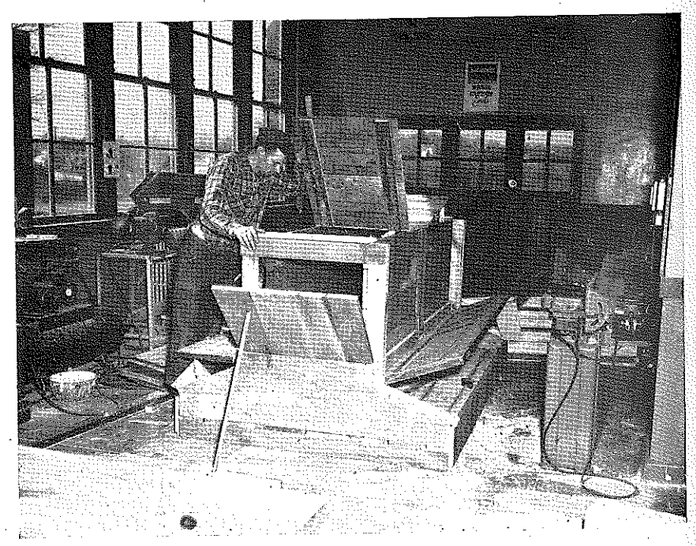
Adult farmers build farrowing crate

LACY F. ENTERLINE, Teacher,
Sharon, Pennsylvania

IN THE EARLY part of a shop program for adult farmers one of the men asked me about plans for a pig brooder. I told him that I felt that the farrowing crate was better suited to his needs, especially with very young pigs. I helped him to find the articles in the *Country Gentleman,* and after some study of the situation we agreed to go ahead with the construction of a crate. He has had the device in operation on his farm since last January and has had two sows farrow in it, without special attention, and without the loss of a pig while they were in the crate. The crate being small, is heated considerably from the sow's body and provides protection from chilling until the young pigs are dry. It also provides, through its safety hutches, protection from mashing and trampling.

The sow compartment was twenty-four by thirty-six inches in the clear, and eight feet long. It had a gate ten inches from the back end, so the sow could not back against the back shutting door. The safety hutches at the sides of the sow compartment and opening into it for the entire length were seventeen inches wide on either side of the main compartment. At the outer edge they were four inches high and sloped up to twelve inches high at the crate side. The two hutches at the sides and the ten-inch space at the back of the crate are inaccessable to the sow and a place of safety for the young pigs.

The hutches were equipped with full length lift type doors to provide for inspection of the young pigs. The main entrance door was at the rear of the crate. In the front end we had a door three-fourths of the way down for feeding purposes. We had a built in trough in the front, but a self feeder and waterbowl may well be substituted.



Farrowing crate proves popular shop project.

Farmer Classes

J. N. WEISS — MARK NICHOLS

Veterans like to learn why

L. GLENN ZINN, West Virginia

I AM NOT a teacher by profession. Most of my life has been spent on a farm—I'm just a plain farmer. Since I am not a professional teacher, my methods are not at all orthodox. There are times, I know, that some of my superiors and supervisors are vexed at my methods of teaching.

My methods are, in a way, a protest against what I call, for want of a better name, the "This Way Method." Too many people, who are working with farmers, either have the idea that most of the farmers cannot grasp the "why" of things or else it is easier to teach when they just present a few rules that they wish the students to follow. In other words, the teaching has been mostly on the "how" side and very little on the "why."

If I were teaching all-day boys I might be tempted to follow the HOW school of thought. It would be the easier method, but when I am teaching grown men that have experienced things, while in the service, that I will never know about, I do not have the nerve to try to set down a bunch of "hows" for them to follow.

And, so in every class I try to get at the WHY of the subject we are studying. *Why* do certain plant foods react one way when applied to one plant and maybe in another way on another plant? *Why* do we make one kind of seed bed for potatoes and another for oats? *Why* do we feed a cow in full milk one kind of feed and a dry cow another kind?

Suppose we teach them *how* to do the work on the farm now. We know, and they know, that most likely in less than five years from now some other way altogether different will be advocated.

The *whys* change too but not nearly so fast as the *hows*. For example, one member of my class, two years ago, wanted instructions in making sure that he would get a set of grass on the land he intended to sow down the next spring. This land was rather thin and needed organic matter more than anything else. Naturally, a cover crop or two would have been the answer, but he did not have time for that and did not have any manure; during one class period we took up the matter of supplying organic matter and *why* it was important. The matter was gone into thoroughly with figures to show the amounts of organic matter furnished by various crops. Finally, the class concluded that since his field at that time was in corn his best bet was to husk the corn and turn down the fodder. That was considered heresy in this community for corn stover is still considered one of the most valuable

High yields reward veteran.

feeds on the farm by the majority of the farmers. But, the veteran was convinced that this was the best thing to do. I suggested that he make a demonstration out of it by cutting half of the corn and taking it off the field and husking the other half and leaving it on the field. The land was all plowed alike and sown to oats the next spring with liberal amounts of fertilizer and a generous sowing of clovers and grasses, including ladino clover.

On the land where the fodder had been taken off the oats did not get high enough to harvest for grain and had to be mown for hay. On the other part there was an excellent crop of oats and an excellent crop of clovers and grass. Pictures taken in August show clover nearly knee high on the part where the stalks were turned down, and the other part was about shoe top high. On the strip where the stalks were, the ladino clover was in full bloom; the rest showed very little bloom.

The class either saw this field or the pictures, and last fall a lot of stover was left on the ground to add organic matter.

Another example is the story which was published in a recent issue of the magazine *Better Crops With Plant Food* of the high yield of corn that four of my veterans got. How did four farmers come to put so much fertilizer on an acre of corn when about three hundred pounds is considered enough in this section, and five hundred pounds was about as high as anyone would advocate in West Virginia?

We had been studying about the application of fertilizer during several class sessions. The question came up as to why it was necessary to apply fertilizer and about how much it would take to enable an acre of land to produce a hundred bushels of shelled corn. We could not find an authority on the amount we would need to apply, but we did find that chemists said that this amount of corn would take from the soil about 140 pounds of pure nitrogen, 50 pounds of pure phosphorus, and 100 pounds of potash.

The men in the class agreed that if we wanted to grow that much corn, we had better apply sufficient plant food and forget what might be in the soil. They reasoned that if the crop took out so much, it would have to be replaced if we didn't want to impoverish our soil. Only four of the men tried the experiment; it took a lot of nerve to break away from the old customs completely.

There are neighbors of these four men who will argue that this much corn cannot grow on an acre of land; although some of them saw it measured and helped haul it to the crib.

Value of new practices proved; corn on right yielded 111 bushels of shucked corn per acre, that on left yielded 87 bushels.

For what? or, what for?

HARRY W. KITTS, Teacher Education, University of Minnesota, St. Paul

Harry Kitts

THAT phrase of the Smith-Hughes Act ". . . . who have entered upon or who are preparing to enter upon the work of the farm. . ." stimulates many teachers of agriculture to action. Some might ask *What For?* Others might reply *For What!*

Have the objectives for instruction of rural out-of-school youth changed considerably since the passage of that federal legislation in 1917? Do we, as workers in agricultural education, need to shift our emphasis? The writer made a study of eight hundred veterans of World War II who lived in a rural area of New York State in an attempt to find out what jobs they were doing and what training they desired, if any. The findings were not startling or unique; but, to analyze the facts and plan a new approach to meet the needs of young farmers may be desirable.

1. *Forty-eight per cent of the original group had migrated from the region.*

Sociologists have stated for years that approximately one-half the farm reared boys in New York State left the home farm and sought employment in other occupations or in occupations allied to agriculture so this figure is not unusual. Therefore, our first duty should be to provide the type of training that will adapt those young farm men to earn a wholesome living regardless of where they live. For the individuals who remain in the area and engage in farming, the procedure is well defined. These men should receive instruction which will assist them in becoming established in farming. They desire instruction in managerial problems, negotiating agreements, production and marketing problems, aid in developing new skills and approved practices, planning and developing a continuous, expanding and reorganized farm business to fit changing economic conditions.

The youth seeking employment in a related agricultural occupation such as a feed store, farm implement shop or agricultural service needs to know such fundamentals as balanced rations, market trends and farm credits to better qualify himself to serve customers. If he has had instruction in soil testing, fertilization practices, new crop varieties, management practices to increase yields, reduce disease and improve the quality of the product he can increase his value to the community. The potential banker or credit worker needs to understand farm finance, farm organization and problems of production and marketing. The youth planning to be a rural minister, or doctor, or any of the many other occupations allied with rural living might profit from instruction in fundamentals of production and marketing or the sociological aspects of rural living. The emphasis on the instruction would vary but the instructor could assist both groups.

2. *The average salaries of the workers in all occupational classes rose over the pre-war salaries.*

Seventy per cent of the veterans employed at the time of induction were earing less than $1,600 yearly and none of the group studied earned over $2,400 annually. In 1947, only 11 per cent of the employed veterans were earning under $2,000; over 60 per cent were earning over $2,400, and six per cent had annual incomes exceeding $3,600. Salary earned was a vitally important factor when many veterans shifted from one place or type of employment to another. Many had developed little or no appreciation for other than monetary values in life.

3. *For what do we train our students while they attend school?*

Almost a third of the veterans were employed on jobs for which they had had little or no specific training. Almost as large a group (27 per cent) were on jobs not related to their specific training. Nine per cent of the veterans were on jobs related to their high school training; 15 per cent on jobs related to higher or special training. Guidance is a problem in many schools, especially the small rural school. However, the instructor of agriculture, as does every other teacher, has an obligation to give personal counseling and guidance to the members of his all-day, his young farmer and his adult students. He can render valuable personal service because he has a parent-pupil-teacher rapport that is so vital to successful teaching and guidance.

The instructor of agriculture and his school administrators should be expected to achieve better results in their guidance, training and placement than was indicated in this study. Seven of the nine high schools in this rural region offered a complete agricultural sequence in their secondary school curriculum. Half of the 800 veterans resided on farms prior to induction. However, only one-quarter of the group who attended high school took vocational agriculture, and less than one-fifth of those who took vocational agriculture in high school were employed in agricultural occupations in August, 1947. Of the forty-seven veterans engaged as full-time farmers in the region:

- 20 veterans, or 42.6 per cent, had been enrolled in vocational agriculture in high school
- 7 veterans, or 14.9 per cent, had training in industrial arts
- 15 veterans, or 31.9 per cent, had academic training
- 5 veterans, or 10.6 per cent, had not attended high school

Of the 97 veterans employed in August, 1947 who received at least one year of instruction in vocational agriculture in high school:

- 1.0 per cent was employed in the professional and semi-professional class
- 7.2 per cent were employed in the proprietor, managerial class
- 3.1 per cent were employed in clerical sales work
- 6.2 per cent were employed in service occupations
- 19.6 per cent were employed in agriculture
- 31.9 per cent were employed in skilled and semi-skilled work
- 22.7 per cent were employed in manual or unskilled work
- 8.3 per cent were continuing their education in schools

Such data indicate the need and opportunity for greater selection of students studying vocational agriculture in high school. It also emphasizes the need for agricultural instruction for the over 50 per cent of the men who are now farming and have not had any agricultural instruction. Dr. W. I. Myers, dean of the New York State College of Agriculture, stresses the need for this training when we consider the importance of farming on the highly competitive scale of today. The average investment per worker on U.S. farms is about the same as in industry. But the capital required in industry is provided by investors, whereas the farmer has to finance his own farm, livestock and equipment. As if the problem of refinancing a farm business every generation were not enough, the farmer today has to be a marketing analyst, an efficiency man in problems of production and management, possess knowledge of disease prevention and control, have mechanical ability, assume civic responsibility as well as many other demands unknown to his farm ancestors.

4. *The study indicated definite farm trends for the group of veterans engaged in farming.*

a. Economic and labor conditions in 1947 probably had considerable influence on the farm business organizations. Indications were that most farmers, necessitated by a labor shortage and high wages for farm hands, had reduced their number of animal units approximately 10 per cent from pre-war levels. The decrease in poultry was most severe, undoubtedly prompted by the unfavorably high cost of feed grains compared to egg and meat prices. The general crop farmers were devoting more time to raising all the grains and cash crops possible with limited labor and they had greatly reduced their animal enterprises to make the time normally spent in caring for the animals available to work on the crops.

b. From the best data available (census data on county basis, three farm management studies in the region from 1927 to 1940, and a prewar-postwar comparison of the farms studied) the trend for increased size of the farm operations is continuing upward. Just as the census data indicated a 30 per cent increase in total acres per farm in the region from 1875 to 1945, the dairy farms on which veterans lived had been enlarged by over 30 per cent between the prewar-postwar comparison. And, this expansion of business, both in total scope and efficiency, was upward. With approximately the same man equivalent (1.8) in all the farm management studies, the man work units per man have increased from an average of 209 in 1927, to 214 in 1937, 222 in 1940 and 328 on the farms of veterans in 1947.

c. Before World War II, many individuals reached middle age by the time they were farm owners. Dr. S. W. Warren, professor of farm management, Cornell University, indicated in a 1928 study that the average age of first becoming an owner-operator in northern Livingston County, New York, was 36 years. He stated in 1945 that the average age of farm operators was increasing rather than decreasing during the period 1907-1942. There is no reason to believe the age of becoming an owner-operator decreased while the average age of the farm operator increased. But, of the farming veterans studied, 40 per cent were owner-operators by the age of 30 years. Ownership at such an early age, undoubtedly accompanied by a lack of managerial experience, indicates an opportunity for work with this group of men.

A tabulation, by percentage, of the prewar and postwar farming status of the selected individuals engaged in farming is shown herewith:

Farming Status	Percentage Engaged Prewar	Postwar
Sole owner	..	21.3
Joint owner	4.2	19.1
Farm manager	1.1	..
Cash renter	..	4.3
Cash enterprises	16.8	6.4
Share enterprises	..	10.6
Wage hand away	19.0	12.8
Wage hand home	32.6	17.0
Unpaid family labor or home without definite allowance	26.3	8.5

If these veterans are an indication of a trend, the number of young men engaged in farming today as hired hands or with indefinite family agreements is declining. They are advancing up the ladder to farm ownership at a faster rate than their predecessors and need guidance and assistance.

d. Educational achievement was highly correlated with attainment of farming status. All college graduates were sole owners or joint owners except one who had a favorable agreement as a wage hand at home and hoped to negotiate a partnership agreement in the near future. Although there was a wide distribution of the other veterans, those with the least education, in general, were the lowest on the ladder to farm ownership.

e. There was no apparent correlation between age of veteran, months since discharge, prewar farming status of veteran of the prewar or postwar farming status of the father with the postwar farming status of the veteran.

5. *A comparison of the prewar and postwar occupational classes of employment indicated a high degree of instability.*

Only about one-third of the veterans returned to their prewar jobs. Major reasons for changing jobs were:

(1) Dissatisfaction with working conditions, including such things as type of work beng done, assigned shifts, noise, distance from home.

(2) Job discontinued. Many veterans had worked on war production enterprises which no longer existed after their discharge.

(3) Low salary or wages. This factor was highly important. If the veteran could secure another job, even in a field foreign to his past training or experience, at a higher salary, the financial return was generally sufficient motive to change.

(4) Lack of interest in old job. Several veterans had traveled, had experienced different types of work, and developed an apathy toward their previous type of work.

AMOUNT OF EDUCATION

Farming Status August, 1947	Total Number Veterans	8th Grade or Less	High School		Institutions			
					Non-Degree		Degree	
			Incomplete	Complete	Incomplete	Complete	Incomplete	Complete
Sole owner	10		2	6				2
Joint owner	9		2	5				2
Cash renter	2		1	1				
Cash enterprise	3			2	1			
Share enterprise	5		1	2			2	
Wage hand away	6	1	2	2			1	
Wage hand home	8	1	2	3		1		1
Unpaid family labor	4	3			1			
Part-time	12	2	4	5			1	
Total	59	7	14	26	2	1	4	5

17.4 per cent had postwar employment in skilled and semi-skilled class

43.4 per cent had postwar employment in manual or unskilled work

31.9 per cent had post war employment in agriculture

The fact that less than one-third of those in agriculture before the war returned to that class of employment should cause some alarm.

6. *We, as teachers, are interested in the educational phase.*

a. Of the 77 veterans inducted directly from school, one half returned to school after discharge to continue their education.

b. Seventy per cent of the veterans attending institutions of higher learning were enrolled in either professional courses such as law or medicine or in technical engineering.

c. Seventy per cent of the entire group were not receiving any postwar training. Only 44 veterans, or 10 per cent of the group, were enrolled in educational programs at the local level. And 34 of these individuals were enrolled in veterans on-the-farm training programs.

What are the implications from such a study?

Many veterans expressed a dislike for school. They quit school because of the formalized, disinterested presentation of much irrevalant material. They feared any program that might be offered by the school would have many of the elements which caused their earlier dislike for school. Others had witnessed, and even participated in prior attempts of the school to offer an educational program for out-of-school youth. Many veterans had no desire to express themselves until they knew more about the type of program that would be offered, who would give the instruction, and the place and usefulness of the

(Continued on Page 22)

(5) Established own business. Small enterprises such as service station operators, or store owners were developed by several veterans who desired to gain independence by becoming their own bosses.

Those veterans who were definitely trained in certain employment categories such as engineer, mortician or craftsman prior to induction seldom shifted from one job to another or from one type of work to another after their return from service. Or, in the case of the unskilled laborer, where 55 per cent returned to their prewar class of employment, it was probably due to a lack of any specific training. Of those veterans with prewar employment in agriculture,

- 1.5 per cent had postwar employment in proprietor, manager, official class
- 2.9 per cent had postwar employment in clerical sales work
- 2.9 per cent had postwar employment in service occupations

Studies and Investigations

E. B. KNIGHT

This is based on Mr. Kitts' doctoral dissertation. Mr. Kitts received his degree from Cornell University in 1948.

National conference on research

Related to future programs of agricultural education

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

FUTURE PROGRAMS of agricultural education in the public schools and the research needed to determine and establish them were the subjects of a national conference held at the U.S. Office of Education, Washington, D.C., March 1 to 4, 1949.

The idea that such a conference should be held originated in the Research Committee of the Agricultural Section of the American Vocational Association during the convention at Milwaukee in December, 1948. It was approved by the Agricultural Section and by the Research Committee of the A.V.A. H. M. Hamlin of the University of Illinois was authorized to work with L. M. Sasman, Vice-President for Agriculture of the A.V.A. in arranging the conference and choosing the conference personnel. The Executive Committee of the A.V.A. authorized the expenditure of $1,000 for the conference.

The personnel of the conference comprised teachers, supervisors, teacher-trainers, members of the staff of the Agricultural Education Service of the Office of Education, members of the staff of the U. S. Veterans Administration, and a representative of the Farm Foundation. Teachers, supervisors, and teacher-trainers included were the following:

Teachers (representing the National Vocational Agriculture Teachers Association)
- A. C. Hale, Camden, Arkansas
- C. W. Seabold, Reisterstown, Maryland

Supervisors
- H. C. Fetterolf, Pennsylvania
- L. M. Sasman, Wisconsin
- T. G. Walters, Georgia

Teacher-Trainers
- H. M. Hamlin, University of Illinois
- J. B. Kirkland, North Carolina State College
- W. H. Martin, University of Connecticut
- S. S. Sutherland, University of California

Two teachers of farm veterans from Pennsylvania, J. W. Corman of Kennett Square and D. E. Womer of Howard, served the conference as consultants. G. B. Gunlogson, President, Western Advertising Agency, Racine, Wisconsin, who has studied young farmers education extensively was unable to attend because of illness but submitted a statement of his views.

The conference spent the first day in reviewing the situation in agricultural education and listing problems currently needing study. The second and third days of the conference were devoted to the work of two committees: a committee, under the chairmanship of J. B. Kirkland, to consider studies of the educational program for farm veterans and its implications for future programs of agricultural education, and a committee, under the chairmanship of S. S. Sutherland, to consider research related to our regular programs of agricultural education in the public schools.

In the forenoon of the final day of the conference, a group of 14 representatives of governmental agencies and agricultural and educational organizations met with the conference group to consider the proposals of the committee on studies of farm veterans education. Included in this group were W. A. Minor, Assistant to the Secretary, U.S.D.A.; Wilbur Justi, Youth Director, National Grange; Karl D. Butler, President, American Institute of Cooperation; John H. Davis, Executive Secretary, National Council of Farmer Cooperatives; I. W. Duggan, Governor, Farm Credit Administration, U.S.D.A.; Sherman Johnson, Assistant Chief, Bureau of Agricultural Economics, U. S. D. A.; Charles Q. Kelley, Executive Assistant to the Administrator, Farmers Home Administration, U. S. D. A.; Douglas Ensminger, In Charge of Educational Research, Extension Service, U.S.D.A.; B. D. Robinson, Head of Education Section, Division of Information, Soil Conservation Service, U.S.D.A.; R. W. Gregory, Assistant Commissioner for Vocational Education, Office of Education; Edna P. Amidon, Chief, Home Economics Education Service, Office of Education; and Homer Kempfer, Specialist for General Adult and Post High School Education, Office of Education.

Each of the persons present at this meeting indicated that studies of the farm veterans program should be made if possible and that these studies would have implications for all forms of agricultural education and for education generally. They agreed that their agencies would send representatives to a later meeting with a group representative of vocational education in agriculture to attempt to plan a specific study for which a governmental agency or a private foundation might be willing to provide the required funds. It was agreed that an independent agency, rather than one associated with the veterans program, should make the study, but in making it, such an agency should involve as many as possible of the people and agencies interested in the education of farm veterans. A meeting to include representatives of the agencies represented at the March meeting is planned.

In the afternoon of the final day of the conference, the report of Professor Sutherland's committee was considered and arrangements were made for following up the conference. H. M. Hamlin, W. H. Martin, R. E. Naugher, and L. M. Sasman were designated to arrange and attend the May meeting with representatives of other groups to plan a study of the education of farm veterans.

All persons attending the conference were enthusiastic about the possibilities of farm-veterans program. Any study that is made will be an attempt to learn why the program has succeeded where it has succeeded and to find the implications for future agricultural education of successful work with veterans. It will in no sense be an "investigation" of veterans education. Weakness will be found in it, and they have their lessons for agricultural educators, but the emphasis will not be upon discovering weaknesses.

The committee studying the regular public-school programs of agricultural education recommended two studies to be conducted as widely as possible over the United States:

1. A study to develop techniques for computing teacher loads. It was believed that the common procedure of counting only the time spent in the classroom teaching of high-school classes in computing teacher loads is very unfair to teachers and very detrimental to the best development of agricultural education. It was proposed that studies be made of the time required by teachers who organize their work well in carrying on their principal activities, such as teaching a high-school class and supervising the farming programs of class members, teaching an evening class and working with its members out of class, advising a chapter of the F.F.A., and providing and maintaining facilities for teaching. Teachers would be asked to indicate time actually spent and time that could well be spent in conducting each activity.
2. A study to determine the probable demands for agricultural education in the public schools.

There was recognition that the field of agricultural education has been constantly expanding and that further expansion is to be expected. It was suggested that studies be made of the groups within communities who are eligible for agricultural education and need it. Out of such studies should come revised conceptions of the nature of a "complete program of agricultural education" in a community. It was the belief of the group that there will be a continuing and growing demand for agricultural education on the part of many persons who are ineligible for classes in vocational agriculture.

The committee on the regular program listed a large number of additional problems which were believed to require study. It is the hope of the committee that regional research conferences to be held this summer in each of the regions and state and community groups will concern themselves with these studies.

The reports of the two conference committees have been made available to all attending the spring regional conferences. A teacher interested in securing them may get them from the supervisor or teacher-trainer in his state.

The A.V.A. subcommittee met again May 16-18 to do further planning. Consultants met with the committee on May 17 and a tentative agreement was reached as to the nature of the study, specific problems to be studied, and personnel requirements. Plans were made for a small group to spend two weeks in Washington preparing work sheets and detailed schedules.

Make it yours

IT IS YOUR magazine and mine. Over ten thousand copies of *Agricultural Education Magazine* are printed each month. Most of us read it. It's a means of communication. How effective it is in serving our profession depends upon us. It is not alone the responsibility of the Editor and staff to make it click. It exists for teachers. Teachers, write for it! Get other teachers to write. Make the magazine serve you and your profession.

To aid in making contributions, themes or major areas of emphasis are suggested for the period commencing in September. It is planned to feature contributions in these areas; other topics will be included. Look over the themes. Which one is for you? Check it. Make a date to write. Copy must reach the editor by the fifteenth of the third month preceding mailing. Get your contribution ready in time if it is to be a featured topic. Review your prime efforts with friends, if you like. Forward it to a member of the state or university staff or send it directly to one of the special editors. Make the magazine yours through writing as well as reading.

Special Areas of Emphasis

Publication Month—October
Copy Due—July
Teaching Through Farming. Initiating, supervising and evaluating farming programs of adult, young farmer, veterans and all-day students.

Publication Month—November
Copy Due—August
Livestock. Articles may be included on the teaching problems in connection with livestock enterprises, cooperative livestock production, shows, and marketing days.

Publication Month—December
Copy Due—September
Solving Problems Together. Emphasize teacher-supervisor conferences, teacher training activities, district or regional teachers' meetings, working with community groups, and group leadership.

Publication Month—January
Copy Due—October
Young Farmers. Emphasis will be given to young farmer activities; special efforts will be made to secure contributions dealing with the veterans' training program.

Publication Month—February
Copy Due—November
Crops. Articles on teaching problems in connection with crops; place of crop projects in supervised farming programs; cooperative projects in the production of crops; and cooperative marketing may be included.

Publication Month—March
Copy Due—December
Salaries, Tenure, Contracts. It is desired to have articles which bear on these important items.

Publication Month—April
Copy Due—January
Evaluation. Articles should feature evaluation of special phases of work in vocational agriculture and evaluation of the total program, contributions on special technics, new instruments and other aids would be welcome.

Publication Month—May
Copy Due—February
Placement. Articles may be included which deal with father and son partnership, surveys of farms for sale or for rent, placement for work experience as part of the supervised farming program, the apprenticeship type of training program for young farmers and supervision of individuals who are in a placement situation.

Publication Month—June
Copy Due—March
Teacher Organization. Perhaps this should read teachers' organizations. In any event, it is desired to have contributions dealing with district or regional teachers' organizations, state teachers' organizations, and the national organization. Special projects and activities of these groups should be featured.

Problems of individual instruction

(Continued from Page 11)

be carefully worked out, thereby, making it easier for the boy to carry on his project program during the school year.

Even in the summer visits when I review the record with individuals they begin to ask questions and we have really entered into a good discussion, usually about current problems of concern to either the boy or his father.

Our aim and purpose as teachers of agriculture, as I see it, is to teach the boys the different approved agriculture methods and practices in farming. By our supervision, in the way of home visitations, we can readily check his project program, suggest the necessary changes for improvement, and also evaluate his results.

I find that by using the following record sheet for each boy in my vocational agriculture classes I can show him the value and importance of careful planning in order to make a well rounded supervised farming program. I take this sheet with me on each home visitation. We can check the progress, offer suggestions, and have something concrete and definite to work with in a conference period at a later date during the school year. This tends to give a clearer picture of the boy's farming activities.

Crete Vocational Agriculture Department Record of Students Supervised Farming Program

Name: Gordon Busboom Address: Crete, Nebraska Phone: 9572

Parents Name: Ben H. Address: Same

Residence: 2½ miles west of Crete

Projects:	First Year—1946-47	2nd Year—1947-1948	3rd Year—1948-1949	4th Year
	Beef Fattening—2	Beef Fattening—1 Sow and Litter—1 Corn—5 Acres Oats—5 Acres	Beef Fattening—2 Sow and Litter—4 Corn—10 Acres Oats—5 Acres Dairy Heifer—1 (Reg. Purebred)	
Farm Betterment Projects:	1st Year	2nd Year	3rd Year	4th Year
	Eradicate bindweed Eradicate pests	Eradicate bindwood Paint farm buildings Contour fields Eradicate pests	Paint farm buildings Beautify home Build new fence Farmstead cleanup Livestock Improvement Crop Improvement Plant trees Build farm pond	
Supplementary Farm Jobs or Farm Skills:	1st Year	2nd Year	3rd Year	4th Year
	Treat calves' horns Treat cattle for grubs	Treat calf horns Ring pigs Vaccinate pigs Castrate pigs Treat cattle for grubs	Marking animals Treat cattle for grubs Treat calves for warts Treat calves for horn (dehorn) Treating seeds Butchering Vaccinating Castrating Culling poultry Test cows Fit calves for show	

Date of Visits:									
1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
Oct. 8 1946	Mar. 11 1947	Aug. 16 1947	Nov. 20 1947	Mar 5 1948	July 15 1948	Sept. 21 1948	Dec. 10 1948	Jan. 18 1949	

(The back of the record sheet is used for notes and recommendations.)

F. F. A. activities that develop leadership

JAMES W. HATCH, Supervisor, Albany, New York

WEBSTER defines a leader in a number of ways. The definition most closely associated with the purposes and ideals of the Future Farmers of America Organization, however, designates a leader as; a guide or a conductor. In pursuing the meaning of the term—to lead—we find Webster stating that to lead is to direct in action, thought or opinion; to be foremost among.

In expanding the title of this brief discussion it seems appropriate to further define the term activity. Our authority states that activity denotes a state of action; an instance of being active; or a sphere of action, such as social activities or in the instance of this discussion leadership activities. In keeping with these several definitions, therefore, it is the intent of this article to focus attention on that sphere of Future Farmer actions which require one or more individuals to become proficient and therefore foremost in guiding and directing the action of the group. Our thesis shall be, that those activities that develop the abilities, to guide and direct actions, thought and opinions, among the greatest number of Future Farmer members are the activities most worthwhile to the chapters and their members.

It would be futile to attempt to list or describe all or many of the activities of Future Farmer members and chapters that contribute to the development of the ability to lead in the sense indicated above. There are, however, a few basic activities or spheres of activity commonly undertaken by Future Farmers everywhere. These basic activities if properly organized may result in an augmented capacity for leadership. This increased capacity may be found in individual members and in the group as evidenced by effective organization.

Planning Program Provides Many Opportunities

There are three spheres of action that seem to demand consideration in any discussion of F.F.A. activities that develop leadership. It may be assumed that an understanding of the purposes and ideals of the Future Farmer Organization is an essential common denominator to each of these spheres of action.

Of prime importance is that sphere of action pertaining to the planning and development of the Annual Program of Activities of the F.F.A. Chapter. When all members participate and when the program is built up of spheres of activities appealing to the members and appropriate to the accomplishment of the purposes of the F.F.A. the planning and development of a chapter program of work can be a major factor in developing leadership ability among the members. If the development of the chapter program of activities it to result in a maximum of growth for leadership it is important that all chapter members have a part in its planning and development. This can be effectively accomplished when the executive committee initiates adequate procedures, such as:

1. Proposed activities should be grouped according to elements of similarity as they may contribute to a central theme such as one of the purposes of the Future Farmer Organization.
2. A representative committee should be assigned to develop plans and programs for each group of activities.
3. Each committee should be headed by a chapter member who has demonstrated ability to assume and carry responsibility and who has maturity and judgment to lead his committee.
4. The membership of each committee should include those who need experience in committee work, generally the Greenhands and younger Chapter Farmers.
5. Committee recommendations should be made in the form of a carefully organized, properly presented committee report.
6. Adequate provision should be made for consideration of all recommended program activities by the entire chapter membership prior to final adoption.

A second sphere of action embraces all regular and special meetings of the chapter. Through the medium of such meetings it is possible to enhance the leadership experiences of all members. To be most effective meetings should fulfill at least the following:

1. A schedule of regular meetings should be incorporated in the program of chapter activities, at a designated time and place.
2. The agenda of business for each meeting should be posted in advance where it may be inspected by all members.
3. The assignment of responsibilities to committees for carrying out seasonal activities of the chapter program should be regularly attended to at chapter meetings.
4. Committees should be representative of the entire chapter and give opportunity to all members to participate in carrying out the chapter program of activities.
5. Participation of all chapter members in meeting activities should be provided for and encouraged.

When chapter meetings are planned and conducted to provide a medium for participation of each member in one or more of the accepted activities of the chapter, they may be expected to contribute materially to the development of leadership ability.

The third sphere of action that seems pertinent to this discussion, of F.F.A. Activities That Develop Leadership, is that which deals with the implementation of action spheres one and two above. Many of us are prone to look upon training in parliamentary procedures, public speaking, news reporting, discussion leadership and other comparable activities as being ends in themselves. It seems more legitimate to assume that activities within this category are the means to the accomplishment of a broader end, rather than an end in themselves. Activities of this sort may be considered to be the tools of leadership and as such must be thoroughly understood and used wisely and skillfully by Future Farmers. Their use is essential to a well constructed program of activities and to its promotion and successful completion. The program of activities of every chapter of Future Farmers of America should include provisions and activities designed to equip the members with the tools of leadership. Training to develop skill and to effectively use those tools is likewise essential.

The brief reflection upon the problem of leadership development among Future Farmers does not pretend to creative suggestion but rather to review and present in relief the broader aspects of the experiences and programs within the organization throughout the nation. It is evident that the Farmers of the Future will be better equipped to serve as competent leaders and followers to the degree that the Future Farmers of this generation participate in growth promoting activities, are equipped with the tools of leadership and skilled in the techniques of their use.

Future Farmers of America

H. N. HANSUCKER

The Farm Fire Prevention Scholarship Awards, offered by Old Line Capital Stock Fire Insurance Companies through the Farm Underwriters Association, are being continued for the college year of 1949-50. Under this program, South Dakota has been awarded two individual scholarships and in addition the Farm Underwriters Association will provide two $50 cash awards to the two chapters carrying on the most effective farm fire prevention program during the year.

The Worden, Montana F.F.A. Chapter received $400.00 from the State Association to purchase purebred breeding ewes and $375.00 to purchase bred gilts as part of a livestock improvement program sponsored by the Sears-Roebuck foundation. The chapter also has 410 head of feeder lambs and 48 head of feeder steers on feed at the present time.

Planned summer camping trip

DAN K. MIZNER, Adviser, Deer Lodge, Montana

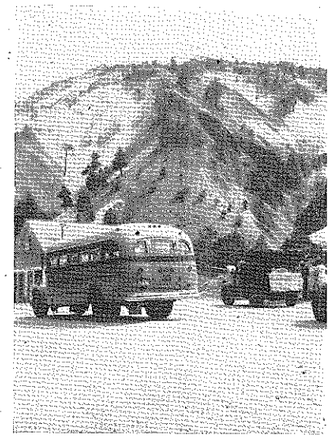
THE Deer Lodge chapter of Future Farmers decided to take an extended camping trip through the southwestern United States last summer in order to become acquainted with what the area looked like and to become better acquainted with the rest of the west. Having taken a trip through the northwest in 1947 the members decided in November that Old Mexico or California be the destination for the 1948 trip. The recreation committee was given the responsibility to obtain information and plan the trip. The committee chairman reported at the next meeting, and it was decided to start a thrift bank in order that members could start saving money for the trip. All of the thirty members, started to put money each week or month into savings.

The committee wrote to the Conoco Oil Company at Denver, Colorado, and obtained a tour-aid of the southwest. They then decided how many days to be gone and the number of miles to travel each day so that arrangements could be made for camping. After deciding where we would camp each night, letters were written to the Secretary of the Chamber of Commerce in each city to be visited, requesting information on camping facilities. After we received answers to all of the letters, plans were made for the necessary sleeping bags, tents, and tarps for shelter.

The itinerary was laid out on a map with stops marked and mileage to be covered each day. The approval of the board and the pricipal were obtained, and a form was prepared to be mailed to the parents of each member planning to take the trip. This letter, or form, was a detailed outline of the trip to be signed by the parents stating that their permission was given for their son to take the trip, and also releasing the F.F.A. chapter, the school board, and individuals of any responsibility for accidents or injuries. Each boy was required to turn in one of these signed forms before he could take the trip.

After these arrangements were made, letters were written to the cities where we planned to stop, telling them approximately the date we would arrive and asking permission to use camping facilities. The next step taken by the committee, was to obtain transportation. Again the school board was visited, and permission to rent a school bus with driver furnished at 12 cents per mile was obtained. Also it was decided that a pick-up truck would be needed to carry all of the bedding and equipment. One of the active graduate members volunteered to rent and drive his pick-up for the trip for six cents a mile.

A "grub box" was built in the farm shop to fit across the back end of the pick-up and a rack built to carry the tents and bedding. Transportation was estimated at about $800 for approximately 4,000 miles of travel, and an additional $450 was estimated for food. There was to be no lodging cost as each member brought his own sleeping bag or bed roll. The total amount was divided among the members and an estimate was made as to how many members would be taking the trip. This was approximately twenty-five, which made the cost $50 per boy. This amount was then deposited with the treasurer. All food purchases were made by the adviser and the committee in charge. Canned goods and potatoes were donated or purchased before leaving so that only such items as meat, bread and fruit, needed to be purchased on the trip.



A stop at the Big Rock Candy Mountain in Utah. Note pick-up truck with grub box at right of bus.

It was decided that we would leave on June 16 and return on July 3, making an eighteen-day trip. Twenty-two members actually made the trip which took us through Montana, Idaho, Wyoming, Utah, Arizona, Nevada, and California. Included in the points of interest visited were Bryce Canyon, Zion Canyon, Grand Canyon, Sequoia, Yosemite, Titon, and Yellowstone National Parks; also Hoover Dam, Hollywood, Los Angeles, Griffith Park and Zoo, San Francisco, the Golden Gate and Oakland Bay bridges, as well as many farms and factories. We were guests of the National Broadcasting Company in Los Angeles and attended the Jack Carson—Eve Arden evening show and broadcast, following which we toured the entire N.B.C. building.

The trip covered 3,987 miles and the final cost to each member was $48. During the trip we took 800 feet of movie film and 160 still pictures to be used in our scrap book and as entertainment for the parent and son banquet.

The members of the chapter have covered some 6,500 miles in two summers on camping trips through the Canadian Parks, northwestern states and the southwestern states. They have been in eight western states and Canada on these trips.

BOOK REVIEWS

TWO HUNDRED YEARS OF AGRICULTURAL EDUCATION IN GEORGIA, by John T. Wheeler, pp. 397, illustrated, published by The Interstate, list $3.15. The development of agricultural education in Georgia from Colonial times to present is set forth in an interesting manner. The author portrays the efforts of the people of Georgia to develop a type of education that might deal with the actual problems of living in the world of reality. Factual data on which the text is based were first compiled in 1940 as a part of a research project fostered by the United States Office of Education. Dr. Wheeler expanded and completed this research project. The objectives of this book are limited largely to the organized efforts to establish the teaching of agriculture in the public schools. One should not overlook the story told by the excellent illustrations used in the text. The rare portraits of many workers in the field of agricultural education contained in this book tell a story of a lifetime of devotion to the cause. As the book unfolds the story, chapter by chapter, the portraits of the same individual may appear first in young manhood, again in mature years, and then in advanced age. In this connection it seems appropriate to call attention to the portraits of Dudley M. Hughes appearing in chapters eleven, twelve and twenty-one. While this book has a Georgia setting, educators in agriculture, throughout this nation, will profit by reading it because of the basic importance of its content and philosophy.

A. P. Davidson

* * *

RURAL ELECTRIFICATION, by J. P. Schaenzer, Fourth Revision, 1948, pp. 342, illustrated, The Bruce Publishing Company. List price $3.76. The revised text makes a distinct contribution to the field of rural electrification. A comprehensive treatment of electricity and electrical mechanism as applied to present-day America is presented on a level designed to meet the teaching procedures of secondary school instructors. The first three chapters present an interesting picture of electricity as a means of power, its manufacture and distribution, and its introduction as a means of service to rural districts. The remaining portion of the text is devoted to a complete study of the installation, operation, and maintenance of electrical mechanism used on the farm and in the home. Six new chapters have been added covering the following areas: Pig Brooder, Home and Farm Freezer, Irrigating, Sweet Potato Curing and Storage, Barn Cleaner and Silo Unloader, Electric Fence, Fly Screens and Traps. Illustrations are numerous and well chosen, and a new appendix lists electrical appliances for home and farm.

Estimating opportunities in farming

(Continued from Page 5)

If one assumes that there will be no decrease in the amount of land in farms in Michigan, the estimate of 5,766 opportunities for farm operators per year in Michigan is conservative.

Determining the Opportunities in Farming in Counties and Townships

Many teachers who read this are more interested in knowing the number of opportunities in the county or a township. For this reason the number of opportunities are computed for Ionia County, Michigan. The age grouping in the census is slightly different for counties than it is for states as shown in Table 5. The percentage losses for the new class intervals for age was computed from Table 4. For example, the number of operators in the group under 25 years of age and those for operators 25-34 years of age were added as were the number leaving farming from each group. The percentage loss was obtained by dividing the number leaving farming by the number of operators in the two groups. In a similar way the percentage loss was determined for the new age group, 35-54 years of age.

TABLE 5: The estimated number of farm operators leaving farming per year in Ionia County, Michigan between 1940 and 1949.

Age Group	Number of Operators 1940	Percentage Loss per Year	Number Leaving Group per Year
Under 35	461	.371	2
35-54	1,315	1.613	21
55-over	1,147	5.792	66
Not reporting age	118	2.630	3
Total	3,041	XXX	92

Ninety-two farmers would be expected to leave the farm operator group each year between 1940 and 1949 inclusive in Ionia County. Over the past thirty years (1910-1940) there has been a 4.36 per cent decrease in the number of operators in Ionia County due to the increase in the number of acres farmed by each operator. Based on this rate there would be 13 operators leaving farming each year who would not be replaced. This would leave a net of 79 opportunities per year in Ionia County.

This is equal to 2.6 opportunities per 100 farm operators.

The ages of farm operators in townships are not available in the census. If one wishes to determine the number of opportunities per year in North Plains and Odessa townships in Ionia County with 149 and 205 farm operators respectively, he may compute the number by multiplying the number of farm operators by 2.6 per cent. In this case the number of opportunities would be 4 and 5 respectively for North Plains and Odessa townships.

The method described determines the number of opportunities for farm operators in light of the age of the present operators. If the farm operator population has a high percentage of the farmers in the older age intervals the number of farm operators leaving farming will be higher than a farm operator population with age group more nearly the same number. Tenants are usually younger than owners. Townships with a high percentage of tenants probably will have fewer opportunities in farming than a township where ownership is high.

The Significance of the Number of Opportunities upon School Organization

It can be seen that a school that would draw its students from townships such as the two mentioned above would have no more than nine future farm operators in a single grade in school. Schools which draw their students from three or four similarly populated townships would have grades with 15 to 20 potential farm operators in them. This is an argument for larger secondary school areas in many predominantly rural states.

E. M. Tiffany

Author of F.F.A. Creed

(A recent telegram informed us of the death of E. M. Tiffany on March 12, 1949.)

Mr. Tiffany's greatest contribution to the cause of agricultural education was in writing the Creed of the Future Farmers of America. The F.F.A. Creed was officially adopted by delegates to the Third National F.F.A. Convention, 1930. In 1935 a framed copy of the Creed was presented to Mr. Tiffany by the National F.F.A. Organization.

Plans were made to have a special feature honoring Mr. Tiffany in connection with the 21st National F.F.A. Convention last fall, but his health prevented the consummation of the plan. However, Dr. J. A. James, Head Teacher Trainer, University of Wisconsin, under whom Mr. Tiffany had worked while engaged in teacher training did prepare an interview with Mr. Tiffany in which he was asked what inspired him to write the F.F.A. Creed. To this question Tiffany replied . . . .

"All I can say about my own prompting in the choice of words is that if I didn't get inspiration from what I thought was wrapped up in the name Future Farmers of America, then I didn't have any inspiration. Sincerely, I do believe I felt what I wrote. Maybe that is what inspiration means."

It must have been a source of great satisfaction to Mr. Tiffany to know that the Creed he wrote for the Future Farmers of America Organization has been read and studied by approximately 1,000,000 farm boys during the first twenty-one years of the life of the organization. Thousands of agricultural education workers and others interested in rural leadership are grateful for his inspiring message to rural youth.

Kansas Future Farmer, April, '49

For what? or, what for?

(Continued from Page 17)

training in their lives. Such skepticism, perhaps, was justified on the part of many servicemen. However, they would be interested in a program offered at the local level so it would not interfere with their daily work

The program of agricultural instruction should be available to more than the all-day group of students. Young farmers, adult farmers and parents of the all-day students each represent separate groups for which programs should be developed. But, the instructional methods and organization of the material should be tailored to meet the needs of each group. Effort should be made to relate the school program to the needs of the individual as well as to the community and society. The program should:

(1) Represent the needs and desires of the people of that particular community

(2) Aid men to become proficiently trained to enter into and become soundly established in farming

(3) Offer training that will develop needed skills, furnish information on trends and new scientific developments in agriculture

(4) Develop an attitude toward an appreciation for rural life that will attract and hold the ablest farm youth in rural areas

(5) Develop and utilize rural leadership

(6) Stimulate cooperative and community activities

The acceptance of the institution on-the-farm training program for veterans indicates a need for expansion of the facilities of our departments of vocational agriculture. A broad program as outlined in the previous paragraph requires the services of more than one teacher. To adequately supervise the farming programs of the all-day classes as well as maintain a year-around program for the other groups and make the desired home visitations necessitates taking part of the program outside the confines of the classroom. It also requires the acceptance of a new concept of the duties of a teacher of vocational agriculture and his assistants by many school administrators and members of the community.

The Future Holds A Challenge In Young Farmer Education

The program for vocational training in agriculture has advanced steadily during the past thirty years. If we are to maintain a vitalized program of vocational training to assist the farmer of today and tomorrow with his manyfold problems, we will continue to utilize men of wisdom, courage and vigor in our rural secondary schools. With the properly planned and executed program the future of programs for out-of-school people in agriculture is challenging. We need not ask *FOR WHAT* are we training these men. We should say we are assisting in training men—*WHAT FOR* —for a successful career as American farmers.

State officers, left to right: Byron J. McMahon, State Adviser; Oscar Wedegaertner, Oakdale, President; Leo Yates, Colusa, Vice-President; Bob Bowman, Bakersfield, Secretary; John Gobbi, Jr., Petaluma, Treasurer; Donald Boyd, Clovis, Reporter; John D. Lawson, Assistant State Adviser.

California Young Farmers' state conventions

JOHN D. LAWSON, Assistant State Adviser
San Luis Obispo, California

THE Ninth Annual Convention of the California Young Farmers Association proved to be the most successful one we have ever had, not because it was the largest in terms of attendance, but because of the valuable exchange of ideas which are being applied in local community chapter programs as a direct result of this convention.

First on the program was a roll call of chapters with each of the six regional presidents calling on one delegate from each of his chapters to give a two-minute report of its 1948 program. Each chapter report briefly outlined its most successful activity of the year and named its number one objective for 1949. The topics each chapter would like discussed during the convention were also named and the state secretary listed them on a blackboard. The value of this method of calling the roll was clear. Many delegates scribbled notes when their ears caught a good idea.

After the agenda for the convention's business had been listed, our State President Herluf B. Fries, announced his committee appointments, and the delegates broke up into eight committees to consider matters of primary interest to them. Each committee had a chairman, vice-chairman, and adviser and each delegate was given complete freedom of choice in deciding which committee meeting he would attend. Participation at these meetings was enthusiastic and their reports back to the convention were well-received.

President Fries had three questions which he presented to the assembly during times when ballots were being counted or other matters caused a lag in the program:

1. What kinds of Young Farmer Chapter activities help build up the treasury?
2. How can a Young Farmer Chapter attract newly-graduated high school students and keep them interested in the Young Farmer program?
3. What are some effective ways of cooperating with the local F.F.A. chapter?

Each of these questions stimulated immediate response and an impressive list of activities was compiled in each case. This was another way of giving delegates an opportunity to stand on their feet and boast about their local chapters. It is granted that there were several supervisors and teachers present who could have given a commanding speech on any one of these topics, and perhaps enumerated most of the items which were named by the delegates. But how different it was in effectiveness to have this come from the Young Farmers themselves.

Yes, we had some professional speeches, and good ones too, about the irrigation water problem in California, cooperation with adult farm organizations and the like, but at least 90 per cent of the convention was Young Farmer inspired.

They are a lively, spirited and aggressive bunch, these Young Farmers, and they will do much during the coming years not only to keep all farm organizations alert and responsive, but also to keep the local, regional, and state leaders of agricultural education abreast of the times.

Strength in established patterns

(Continued from Page 3)

our educational efforts with this group, in order to give our major educational emphasis to the out-of-school and adult farmer groups. To give serious consideration to such a change would seem to this writer to be fraught with dangerous consequences.

A piece of research carried on in one of our states which was frequently referred to, purports to prove that agricultural education for students of secondary school age is as effectively attained through the Day-unit classes as through the All Day classes. If this be true and can be proved, we would be on the way to save much time, energy, expense and many headaches. We seriously question whether from two to four hours of instruction per week, coupled with a few supervisory visits during the month is adequate preparation for the business of farming, and we doubt if this pattern can compare with the training given in an All Day department of vocational agriculture. Of course, a great deal will depend upon what is being measured and the validity of the measuring device.

We are sorry not to be able to report in this issue the many fine ideas presented at the conference; that is, ideas that struck our fancy. Most of the major ideas presented will be published in the Agricultural Education Magazine. We are still unconvinced as to the need for a complete reversal of teacher emphasis as between the All Day and the Part-time and Adult classes.

A. P. Davidson, Teacher Education,
Kansas State College, Manhattan

R. I. Grigsby, Acting U. S. Commissioner of Education
R. W. Gregory—Ass't Commissioner for Vocational Education
W. T. Spanton—Chief, Agricultural Education
D. M. Clements—Ass't Chief, Agricultural Education

Specialists:
H. B. Swanson—Teacher Training
A. H. Hollenberg—Farm Mechanics
E. J. Johnson—Program Planning
R. E. Naugher—Part-Time and Evening
A. W. Tenney—Subject Matter
W. N. Elam—Program Planning

d—directors s—supervisors as—assistant supervisors
rs—regional supervisors ds—district supervisors FFA—specialist FFA
t—teacher trainers it—itinerant teacher trainers
rt—research workers Nt—Negro teacher trainers
sms—subject matter specialists fms—farm mechanics specialists

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

ALABAMA
d—B. E. Cammack, Montgomery
s—J. C. Cannon, Montgomery
as—J. L. Dailey, Montgomery
as—L. L. Sellers, Auburn
as—H. F. Gibson, Auburn
as—T. L. Faulkner, Auburn
as—H. R. Culver, Auburn
as—B. P. Dilworth, Auburn
as—R. W. Green, Auburn
t—S. L. Chesnutt, Auburn
t—R. W. Montgomery, Auburn
t—D. N. Bottoms, Auburn
t—W. A. Broyles, Auburn
sms—E. L. McGraw, Auburn
Nt—Arthur Floyd, Tuskegee
Nt—F. T. McQueen, Tuskegee
Nt—E. L. Donald, Tuskegee

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

ARKANSAS
d—J. M. Adams, Little Rock
s—C. R. Wilkey, Little Rock
as—S. D. Mitchell, Little Rock
ds—T. A. White, Monticello
ds—O. J. Seymour, Arkadelphia
ds—J. A. Niven, Russellville
ds—George Sullards, Jonesboro
t—Ray W. Roberts, Fayetteville
t—LaVan Shoptaw, Fayetteville
Nt—L. R. Gaines, Pine Bluff
nt—A. G. Kirby, Pine Bluff

CALIFORNIA
d—Wesley P. Smith, Sacramento
s—B. J. McMahon, San Luis Obispo
rs—B. R. Denbigh, Los Angeles
rs—Howard F. Chappell, Sacramento
rs—A. G. Rinn, Fresno
rs—J. C. Gibson, Los Angeles
rs—G. A. Hutchings, San Luis Obispo
rs—M. K. Luther, San Jose
rs—R. H. Pedersen, Fresno
rs—J. Everett Walker, Chico
t—S. S. Sutherland, Davis
t—E. M. Juergenson, Davis
t—H. H. Burlingham, San Luis Obispo
sms—Geo. P. Couper, San Luis Obispo
sms—J. I. Thompson, San Luis Obispo
sms—John D. Lawson, San Luis Obispo

COLORADO
d—E. C. Comstock, Denver
s—A. R. Bunger, Denver
as—Irwin C. Elliott, Denver
t—R. W. Canada, Ft. Collins
t—E. J. F. Early, Ft. Collins

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

DELAWARE
d—R. W. Heim, Newark
s—W. L. Mowlds, Dover
t—Paul M. Hodgson, Newark
Nt—Wm. R. Wynder, Dover

FLORIDA
d—T. D. Bailey, Tallahassee
s—Harry Wood, Tallahassee
t—E. W. Garris, Gainesville
t—W. T. Lofton, Gainesville
ds—J. G. Smith, Gainesville
ds—F. L. Northrop, Gainesville
ds—T. L. Barrineau, Jr., Tallahassee
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—W. R. Brown, Athens
sms—Ray V. Neal, Athens
sms—A. O. Duncan, Athens
FFA—T. D. Brown, Atlanta
FFA—A. L. Morris, Atlanta
Nt—Alva Tabor, Fort Valley
Nit—S. P. Fugate, Swainsboro
Nt—B. Anderson, Fort Valley
nit—McKinley Wilson, Fort Valley

HAWAII
s—W. H. Coulter, Honolulu, T. H.
as—Riley Ewing, Honolulu, T. H.
t—F. E. Armstrong, Honolulu, T. H.

IDAHO
d—William Kerr, Boise
s—Stanley S. Richardson, Boise
as—E. L. 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—P. W. Proctor, Springfield
as—H. R. Damisch, 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—W. H. Witt, Urbana

INDIANA
d—Deane E. Walker, Indianapolis
s—H. B. Taylor, Indianapolis
t—B. C. Lawson, Lafayette
t—Ralph Bentley, Lafayette
it—K. W. Kiltz, Lafayette
it—H. W. Leonard, Lafayette
it—E. E. Clanin, Lafayette

IOWA
s—H. T. Hall, Des Moines
as—M. Z. Hendren, Des Moines
as—G. F. Barton, Des Moines
t—Barton Morgan, Ames
t—John B. McClelland, Ames
t—I. A. Starrak, Ames
t—T. E. Sexauer, Ames
t—C. E. Bundy, Ames

KANSAS
d—C. M. Miller, Topeka
s—L. B. Pollom, Topeka
t—A. P. Davidson, Manhattan
t—H. E. Kugler
it—L. F. Hall, Manhattan
it—Loren Whipps, Manhattan

KENTUCKY
d—Watson Armstrong, Frankfort
s—E. P. Hilton, Frankfort
as—B. G. Moore, Frankfort
as—S. S. Wilson, Frankfort
as—Floyd Cox, Lexington
as—W. C. Montgomery, Frankfort
t—Carsie Hammonds, Lexington
t—W. R. Tabb, Lexington
t—Stanley Wall, Lexington
Nt—P. J. Manly, Frankfort

LOUISIANA
d—J. R. Gamble, Baton Rouge
s—W. J. Parent, Baton Rouge
ds—I. N. Carpenter, Baton Rouge
ds—C. P. McVea, Baton Rouge
ds—Gordon Canterbury, Baton Rouge
FFA—Delmar Walker, Baton Rouge
fms—Curtis Jacobs, Baton Rouge
Nit—M. J. Clark, Baton Rouge
Nt—C. H. Chapman, Baton Rouge
Nit—E. C. Wright, Baton Rouge
t—A. Larriviere, Lafayette
t—A. A. LeBlanc, Lafayette
t—Roy L. Davenport, University
t—Malcolm C. Gaar, University
t—J. C. Floyd, University
t—Harry J. Braud, University

MAINE
d—Morris P. Cates, Augusta
s—John A. Snell, Augusta
as-t—Wallace H. Elliott, Orono

MARYLAND
d—John J. Seidel, Baltimore
s—Harry M. MacDonald, Baltimore
t—Arthur M. Ahalt, College Park
Nt—Claud C. Marion, 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
as—Luke H. Kelley, Lansing
as—Raymond M. Clark, Lansing
as—E. A. Lightfoot, Lansing
t—H. M. Byram, East Lansing
t—H. Paul Sweany, East Lansing
t—Guy Timmons, East Lansing
t—Raymond Garner, East Lansing

MINNESOTA
d—Harry C. Schmidt, St. Paul
s—G. R. Cochran, St. Paul
as—W. J. Kortesmaki, St. Paul
t—M. J. Peterson, St. Paul
t—H. W. Kitts, St. Paul
t—W. T. Bjoraker, St. Paul

MISSOURI
d—Tracy Dale, Jefferson City
s—C. M. Humphrey, Jefferson City
ds—J. A. Bailey, Jefferson City
Nt—J. N. Freeman, Jefferson City
ds—Joe Moore, Mt. Vernon
t—G. F. Ekstrom, Columbia
t—C. V. Roderick, Columbia
sms—Joe Duck, Columbia
d—H. L. Madden, Jr., Jackson
s—A. P. Fatherree, Jackson
as—E. E. Gross, Hattiesburg
as—E. W. Holmes, Oxford
as—V. P. Winstead, Morton
as—T. V. Majure, Utica
as—A. E. Strain, Long Beach
t—V. G. Martin, State College
t—J. F. Scoggin, State College
t—O. L. Snowden, State College
t—D. L. Williams, State College
as—A. E. Strain, State College
Nt—A. D. Fobbs, Alcorn
Nt—A. G. Gordon, Alcorn
Nt—R. H. Durden, 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. Liebendorfer, Lincoln
s—L. D. Clements, Lincoln
as—H. W. Deems, Lincoln
t—C. E. Rhoad, Lincoln
t—C. C. Minteer, Lincoln
fms—M. G. McCreight, Lincoln

NEVADA
d—Donald C. Cameron, Carson City
s—John W. Bunton, Carson City

NEW HAMPSHIRE
d—Walter M. May, Concord
s—Earl H. Little, Concord
t—Philip S. Barton, Durham

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

NEW MEXICO
s—L. C. Dalton, State College
t—Carl G. Howard, State College

NEW YORK
d—A. K. Getman, Albany
s—R. C. S. Sutliff, Albany (acting)
as—W. J. Weaver, Albany
as—J. W. Hatch, Albany
as—A. E. Champlin, Alfred
t—Roy A. Olney, Ithaca
t—R. E. Hoskins, Ithaca
t—W. A. Smith, Ithaca
t—W. R. Kunsela, Ithaca

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

NORTH DAKOTA
d—E. F. Riley, Wahpeton
s-t—Ernest L. DeAlton, Fargo
as-t—Shubel D. Owen, Fargo
as-t—Winston H. Dolve, Fargo

OHIO
d—J. R. Strobel, Columbus
s—Ralph A. Howard, Columbus
as—W. G. Weiler, Columbus
ds—E. O. Bolender, Columbus
ds—F. J. Ruble, Columbus
ds—D. R. Purkey, Columbus
t—Ralph E. Bender, Columbus
t—W. F. Stewart, Columbus
t—Harold G. Kenestrick, Columbus
t—R. J. Woodin, Columbus
fms—A. C. Kennedy, Columbus
rt—Ray Fife, Columbus

OKLAHOMA
d-s—J. B. Perky, Stillwater
as—W. R. Felton, Stillwater
ds—Byrle Killian, Stillwater
ds—Hugh D. Jones, Stillwater
ds—Cleo A. Collins, Stillwater
ds—Benton F. Thomason, Stillwater
FFA—Tom Daniel, Stillwater
t—C. L. Angerer, Stillwater
t—Don M. Orr, Stillwater
t—Chris White, Stillwater
Nit—D. C. Jones, Langston

OREGON
d—O. I. Paulson, Salem
s—Ralph L. Morgan, Salem
t—H. H. Gibson, Corvallis
t—Henry Ten Pas, Corvallis

PENNSYLVANIA
d—Paul L. Cressman, Harrisburg
s—H. C. Fetterolf, Harrisburg
as—V. A. Martin, Harrisburg
t—Henry S. Brunner, State College
t—William F. Hall, State College
t—C. S. Anderson, State College
t—David R. McClay, State College
t—Glenn Z. Stevens, State College

PUERTO RICO
d—L. Garcia Hernandez, San Juan
s—Nicholas Mendez, San Juan (on leave
s—Samuel Molinary, San Juan (acting)
as—Rafael Muller, San Juan
as—Juan Acosta Henriquez, San Juan
ds—Frederico Carbonell, San Juan
ds—Juan Melendez, Cayey
ds—Gregorio Mendez, Arecibo
ds—Nicolas Hernandez, Aquadilla
t—Juan Robles, Mayaguez

RHODE ISLAND
st—Everett L. Austin, Providence
s—R. D. Anderson, Columbia
as—W. E. Gore, Columbia
ds—W. M. Mahony, Honea Path
ds—W. R. Carter, Walterboro
ds—F. L. Barton, Chester
ds—C. G. Zimmerman, Florence
t—J. B. Monroe, Clemson
t—B. H. Stribling, Clemson
t—P. E. Kirkley, Clemson
t—W. C. Bowen, Clemson
t—T. A. White, Clemson
Nt—Gahe Buckman, Orangeburg
Nt—K. M. Keyes, Orangeburg

SOUTH DAKOTA
d—H. S. Freeman, Pierre
s—H. E. Urton, Pierre
t—Stanley Sundet, Brookings

TENNESSEE
ds—G. E. Freeman, Nashville
as—J. W. Brimm, Nashville
as—J. W. Carney, Nashville
as—S. L. Sparks, Nashville
ds—H. N. Parks, Gallatin
ds—L. A. Carpenter, Knoxville
ds—H. C. Colvett, Jackson
t—N. E. Fitzgerald, Knoxville
t—R. S. Wilson, Knoxville
t—R. W. Beamer, Knoxville
t—M. M. Clendenen, Knoxville
sms—A. J. Paulus, Knoxville
rt—E. B. Knight, Knoxville
Nt—W. A. Flowers, Nashville
Nt—H. L. Taylor, Nashville

TEXAS
d—W. E. Lowry, Austin
s—Robert A. Manire, Austin
as—R. Lano Barron, Austin
as—George H. Hurt, Austin
rs—O. T. Ryan, Lubbock
rs—Vannoy Stewart, Commerce
rs—C. D. Parker, Kingsville
rs—A. B. Childers, Mart
ds—O. M. Holt, College Station
ds—W. E. Williams, Alpine
ds—J. B. Payne, Stephenville
ds—L. I. Samuel, Arlington
ds—J. A. Marshall, Nacogdoches
ds—T. R. Rhodes, Huntsville
t—E. R. Alexander, College Station
t—Henry Ross, College Station
t—W. W. McIlroy, College Station
sms—W. A. Sherrill, College Station
t—J. L. Moses, Huntsville
t—Ray L. Chappelle, Lubbock
t—T. L. Leach, Lubbock
t—S. V. Burks, Kingsville
it—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
it—Ray Epps, Huntsville
sms—Kyle Leftwich, Huntsville
Nt—E. M. Norris, Prairie View
Nt—O. J. Thomas, Prairie View
Nit—E. E. Collins, Texarkana
Nit—S. E. Palmer, Tyler
Nit—Gus Jones, Caldwell
Nit—Wardell Thompson, Prairie View
Nit—Paul Rutledge, Palestine

UTAH
d-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. O. Watson, Burlington
as—H. R. Cushman, Burlington
t—James E. Woodhull, Burlington

VIRGINIA
d—Richard N. Anderson, Richmond
s—F. B. Cale, Richmond
as—R. E. Bass, Richmond
t—E. G. Thompson, Blacksburg
as—T. V. Downing, (Forestry), Ivor
ds—W. R. Emmons, Boykins
ds—J. O. Hoge, Blacksburg
ds—W. R. Legge, Winchester
ds—J. C. Green, Powhatan
ds—W. C. Dudley, Appomattox
ds—J. A. Hardy, Pulaski
N-ds—C. B. Jeffer, Martinsville
t—H. W. Sanders, Blacksburg
t—C. E. Richard, Blacksburg
t—C. S. McLaren, Blacksburg
t—B. C. Bass, Blacksburg
fms—T. J. Wakeman, Blacksburg
Nt—J. R. Thomas, Petersburg
Nt—A. J. Miller, Petersburg
Nt—W. A. Fields, Petersburg

WASHINGTON
d—H. G. Halstead, Olympia
s—Bert L. Brown, Olympia
as—M. C. Knox, Olympia
as—H. M. Olsen, Olympia
as—J. W. Evans, Olympia
as-t—E. M. Webb, Pullman
as-t—Oscar Loreen, Pullman
fms—Dave Hartzog, Pullman

WEST VIRGINIA
d—John M. Lowe, Charleston
s—H. N. Hansucker, Charleston
as—S. D. McMillen, Charleston
t—D. W. Parsons, Morgantown
t—R. C. Butler, Morgantown
Nt—W. T. Johnson, Institute

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

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

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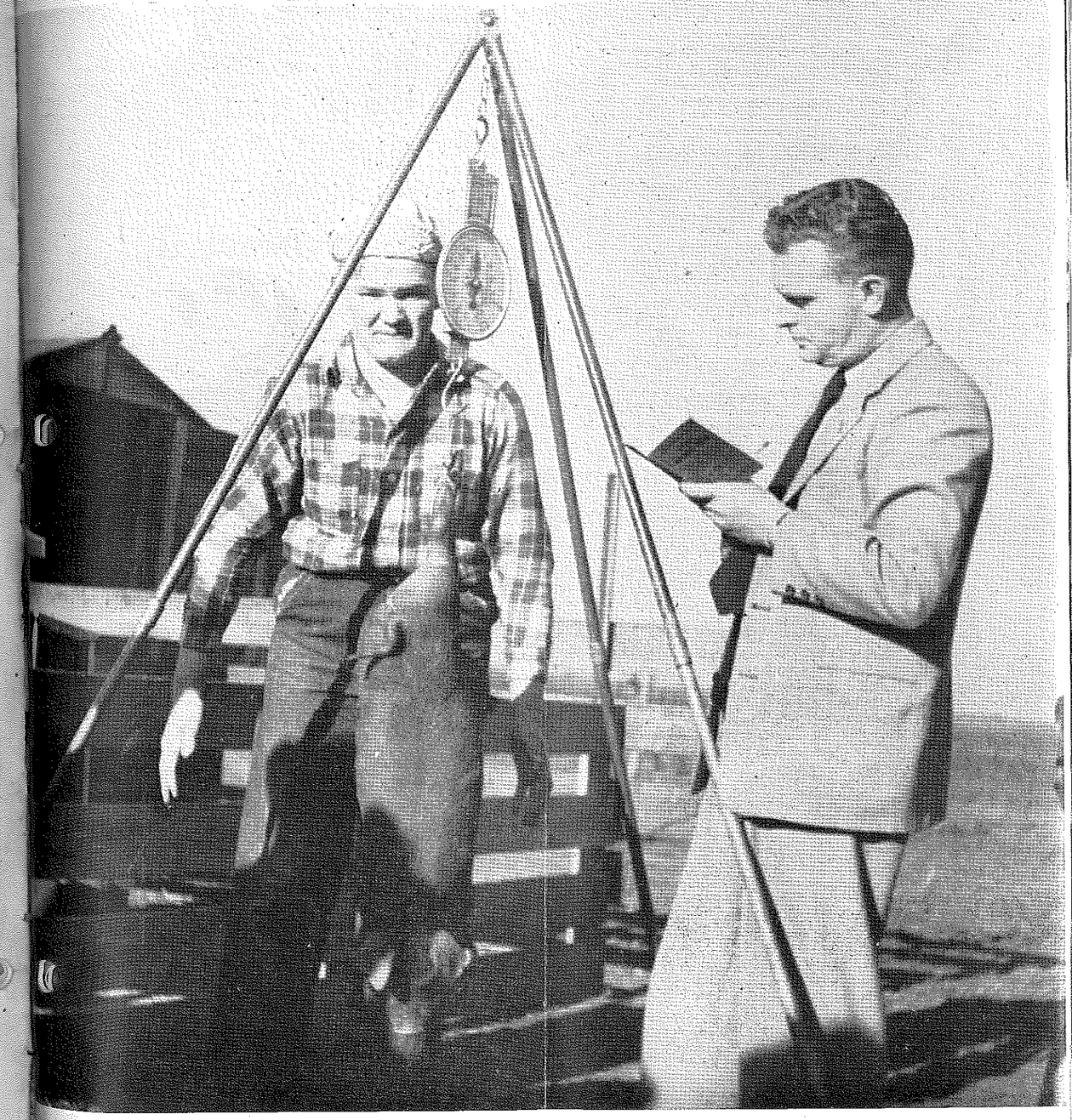

Robert Howey, teacher, Newark, Illinois, and Stanley Nelson, student, check weights of pigs and litters which are managed cooperatively by Stanley and his father. (Photograph by George Deyoe, Illinois).