DIRECTORY

Vocational Education In Agriculture

Section I

Directors, Supervisors, and Teacher Trainers

Key to Abbreviations Used

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 As—area supervisor

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as—H. R. Culver, Auburn
as—B. P. Dilworth, Auburn
as—H. W. Green, Auburn
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t—R. W. Montgomery, Auburn
t—D. N. Bottoms, Auburn
t—H. T. Pruett, Auburn
sms—E. L. McGraw, Auburn
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rs—J. Everett Walker, Chico
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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
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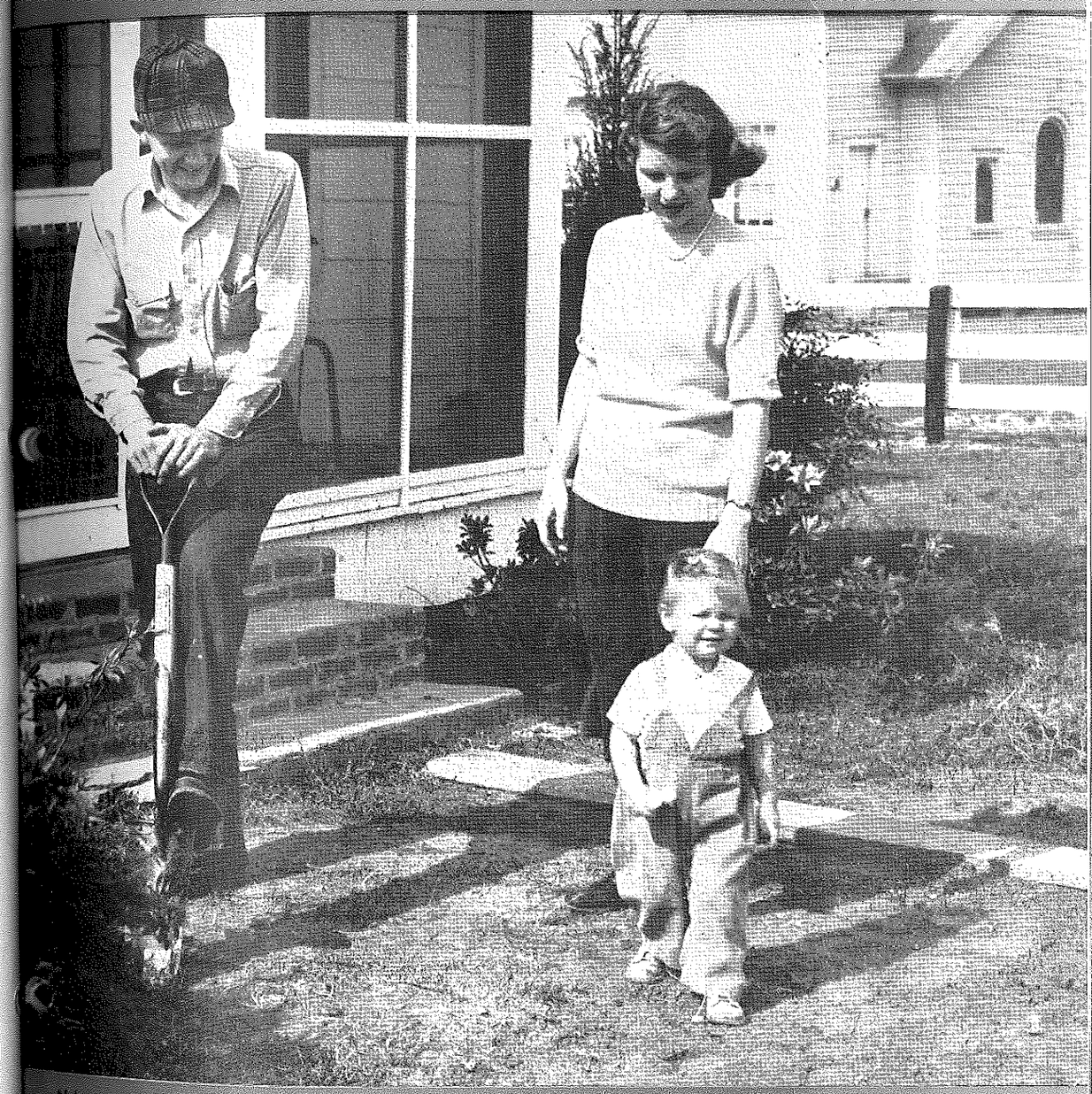
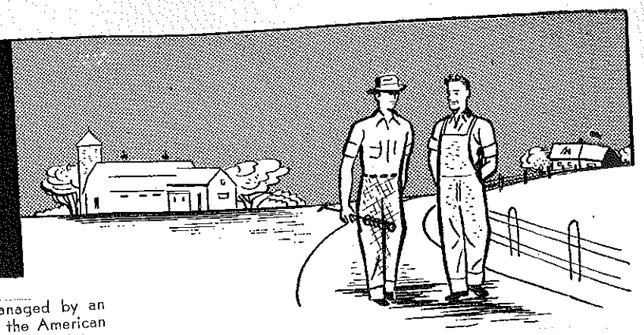


Alabama's Future Farmer of the Year. Story on Page 18.

This Issue Features... **Program Planning**

The Agricultural Education Magazine



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Contents

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Editorials

Building for the fifties

THE key to doing a good job on program building for the fifties is the local teacher of agriculture. The conditions of freedom and acceptance are essential to a wise and full use of the teacher of agriculture as program builder.

Freedom for the teacher to speak out against the status quo—freedom for the teacher to offer suggestions—these we would name as of first importance. The machinery by which we can secure criticisms and suggestions is well known. How to create the atmosphere which will encourage individual teachers to become creative is less well understood. It is a much needed understanding.

Acceptance means that teachers' contributions get beyond the suggestion box or minutes of some committee. Provisions for trying out new designs or modifying older patterns will be required if true acceptance is to be achieved. Actual trial convinces teachers that their ideas are receiving fair consideration. It encourages the attitude of experimentation which will be most useful in building for the fifties.

There is ample opportunity for new ideas as to the nature of the program of vocational agriculture. Granting that the pattern which has come down through the years has much to commend it need not limit or prevent the search for a more promising approach. By law, certain requirements have been established which are basic to any thinking on the problem. However, most of the present restrictions and regulations, found in state plans, go far beyond those of the organic act.

State plans can be changed. The only sound guide to the nature of such changes is the results of careful testing of new concepts and program by teachers in real situations. On the basis of such guides, we can look for more broadly conceived policies and plans for the fifties. We can achieve to the extent that we make it possible for teachers to function in a vital capacity as program builders.

Longer school year

FUTURE Farmers, unlike most other youth of the secondary school, continue their schooling throughout the summer months. The pioneering efforts of teachers of agriculture have been of value in demonstrating the possibilities of a twelve months school year.

The value of informal learning activities in summer is gaining increased recognition and there is a possibility that the school year may be extended to eleven or twelve months for all high school youth. Continued efforts to plan and conduct effective summer programs and to inform school administrators of our progress in vocational agriculture are to be commended.

The longer school year also provides time for the teacher, to work with local groups in planning, to carry on work with adults, to make significant local studies and, to do many other things for which it is hard to find the time when classes are in session. These months of summer are precious—and they constitute a unique opportunity now available to teachers of agriculture.

New volume

MONTHS and years keep on with their steady progress bringing us to Volume 23 of *The Agricultural Education Magazine*. We have introduced a few changes with the initial number of the volume.

The most significant change is the move away from our departmentalized set-up. Basically, it was the position of the editors that we have one program in agricultural education, the parts of which are interacting and inter-related hence not subject to separation. Each community and/or each teacher has a program. And, that program which approaches unity, balance, and symmetry is preferred over one composed of segments and fragments which are not consciously related. Through our new organization we hope to better serve our readers by representing such a unified approach to programs of education in vocational agriculture.

Future programs and their development

J. B. Kirkland

IN the light of the recent developments and future trends in types of farming, occupational opportunities for placement and advancement in farming and for placement in occupations related to farming, what will or what should be the trend of future programs of vocational agriculture? It seems very necessary that we take time to re-examine our purposes before we plot our course for the future. It is encouraging for those of us who have been in vocational agriculture since the early days of the program to look back over the years and feel that we have made remarkable progress. Such retrospection, as enlightening as it may be, is an inadequate guide for planning future programs of vocational agriculture.

It seems more important today than at any time in the history of vocational education in agriculture that we sharpen our vision in order that we may see clearly the direction in which we should go in planning and projecting future programs of vocational agriculture.

Alternatives

If training for proficiency those who are preparing to enter and those who have already entered the occupation of farming is to remain our controlling purpose, we have at least four alternatives in planning future programs of vocational agriculture.

(1) We can continue our present program of offering instruction to all students 14 or more years of age who have facilities for conducting some kind of supervised farming program and devote the remaining time, if any, to conducting programs for young and adult farmers. Our present all-day enrollment in many schools makes it practically impossible for our teachers to spend much time with the out-of-school groups. Last year we had 8,312 teachers conducting all-day programs, while only 3,108 conducted adult farmer programs and 844 conducted young farmer programs.

In 1948, there were 20,200,000 children enrolled in elementary and secondary schools in the United States. Next Year, this number will reach 21,600,000, and by 1955, the enrollment is predicted to be 26,100,000, and in 1960, to be 27,600,000. If the rural schools scattered over the United States receive their proportion of this increase, we may except to have an even greater number of students electing vocational agriculture upon enrolling in high school.

One can readily see that within the next ten years our present staff of teachers of vocational agriculture will have to be expanded to provide instructional programs for our increasing high school population. An expansion merely in accordance for the young and adult farmers to receive the instruction which they want and to which they are entitled.

(2) Another plan for meeting the instructional needs of

(Continued on Page 18)

*Selected from an address given at the A.V.A. convention, Agricultural Education Section, December, 1949.

Carsie Hammonds

Use local surveys

To supplement the data at hand for course building, teaching, community planning and action

CARSIE HAMMONDS, Teacher Education, University of Kentucky

PERHAPS, generally speaking, local community surveys, if made, should supplement the data at hand. But supplementing the data at hand does not mean simply collecting more data. Such data may be neither supplementary nor complementary. The data at hand cannot be supplemented in any true sense of the term until they are interpreted. Teachers need much help in interpreting the wealth of data at hand.

States that are not giving their teachers of agriculture a great deal of help in interpreting the data at hand are missing the mark so far as this subject is concerned. Teachers should not be expected to make much of an interpretation of data unaided and unguided.

You are as familiar as I with the common sources of agricultural data on a county and town or township basis. The U. S. census by counties supplies us with an immense amount of data, *to be interpreted.* A fairly recent development is that of the Annual State Farm Censuses now conducted in each of 14 states.

If you want to be fully informed about the agricultural estimating and reporting services of the U.S.D.A., read its Miscellaneous Publications 703, off the press last December. It tells about sampling and such matters.

I have not attempted to name all the sources of data at hand. You can complete the list.

Using Local Surveys to Supplement the Data at Hand

Different people have different notions as to what constitutes a local survey, to say nothing of whether one should be made and how to make it. There are all sorts of surveys and a multitude of opinions as to their use.

Some people consider the filling in of a home-farm fact form (from 1 to 9 pages) of background information for a boy's farming program as a local survey. I am not so considering it in this presentation. A local survey, as I am using the term, refers to systematically gathering and interpreting certain information on all cases in the area surveyed, as is true of a soil survey, or by a sampling of cases.

Are local surveys needed? May they supply information useful in course building, teaching, community planning, community action? Can a community have a "tailor-made" program of agricultural education without making surveys? Has vocational agriculture experienced a breakdown of the survey concept and its functions, a breakdown in procedure in which it once had an enviable reputation? If there has been a breakdown, whose fault is it? Perhaps it is not the fault of the teachers.

I should like to take the point of

One Thinks With Facts

Reasoning itself may not produce facts, at least of certain kinds. Even good reasoners often deceive themselves and others as to facts because they depend on their reasoning too exclusively when they need not do so. Aristotle, for example, great thinker that he was and the author of 400 books, taught that men had 16 ribs and that women had fewer teeth than men. How he reasoned this out I do not pretend to know.

When and if a survey of the situations is called for, it is not made when the survey forms have been prepared and filled in. Not to interpret a survey is not to make it. What are the facts revealed, what do they signify or indicate or mean? While usually a survey must be tabulated in some form, to stop with the tabulation is to stop too soon. Tabulation and interpretation are different things. Tabulation simply helps make interpretation possible or easy. The question is still to be answered: what do the facts mean to me or to others who are to use them? Suppose for example, the survey shows that the number of pigs saved per litter is 5. What of it? Not to be aware that profitable pork production is impossible with only this number of pigs saved is to miss the point. To relate the 5 to no standard or goal is to fail to know what it means. Why ascertain the fact?

Or suppose that the survey shows that the mean, median, and modal size of the farm business in a community is 215 production man work units. So what? Failure to realize that a good farm income and therefore a good kind of life is impossible with such a small farm business without other income is to make the so-called fact no fact at all so far as the surveyor is concerned; he doesn't think with it, it influences his behavior not a whit.

A word more along this line, The teacher must see beyond the facts as we ordinarily interpret the term "facts." Just what all he must see or perceive I an not sure, but he must see much if he is to *use* a local survey.

A lady received as a present an expensive pair of opera glasses, but she didn't like them. The glasses were precision made with nice focus, plenty of magnification, etc., but she said she found them a little disappointing. She couldn't exactly explain why, but she didn't enjoy the theater any more with them than without them. The good lady really had full reason to be disappointed in her opera glasses. She couldn't see what she was looking for through them because she was looking for the magic of the theater. Bringing the stage and the mole on the hero's nose six times closer to her was only multiplying the vacuum, not filling it.

The teacher of vocational agriculture or other educator must see beyond the facts if he is to use local surveys to

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educational process of great value to those participating in it. Teachers who have made a good survey are proud of what they have done. Of course, as Dr. Hamlin has pointed out in his *Agricultural Education in Community Schools,* not all community study should be done by the agriculture department. Nor should surveys basic to a community program of agricultural education be confined to surveys of individual farms nor even to economic betterment. There is no end to the kinds of local information that may be essential in planning and executing a program or phases of programs in agricultural education.

May we continue to reason together on the need for making surveys. We cannot give training in vocational agriculture separate and apart from situations we need to be acquainted with. We who are using problems in teaching vocational agriculture know that problems represent difficulties to be overcome and that difficulties exist only in situations. The difficulties which people have give rise to the problems to be solved.

In order to have problems for use in *group* teaching, by which we mean problems more or less common to members of the group, teachers must go beyond understanding the individual situations of the group members, as desirable as this may be for individual teaching; they must know the *common elements* of the situations which give rise to problems that are appropriate for group teaching. These common elements must be discovered and their significance interpreted. The teacher must be aware of them and what they mean. Some generalization must take place. To discover or help discover these common elements, evaluate them, and generalize from them *may* call for a survey of individual situations. Of course, a formal survey is not always necessary to securing the needed information. Time does not permit a formal survey of everything, nor may such a survey be needed. While no situation can ever be seen in its entirety, the essential elements in the situation must be made prepotent if they are to be reacted to intelligently. They must be brought to the surface, made to stand out in the individual situations, if generalization from them is to be possible. Too often we are never aware of what

A High Level Young Farmer Program

LEROY BUNNELL, Teacher, Tremonton, Utah

THE department of vocational agriculture has offered a Young Farmer Program for a number of years. Experience has taught us many things about the program—mainly that it should be set up by the Young Farmers and not by the teachers. In other words, the program should be made on an activity basis by the Young Farmers themselves, with the instructors acting mainly as advisors.

As the program now functions at this school, immediately after chapter elections each year the new officers and directors meet to formulate the next year's activities. These activities are based on the following four major objectives suggested by the Utah Young Farmer Association: 1. Leadership; 2. Community Service; 3. Cooperation; and 4. Better Farming. This year seven chapter activities were suggested, which, when formulated with their sub-headings in an annual program, would provide experiences in keeping with the four state objectives. The outline which follows was placed in the hands of the chapter members to give each an opportunity to express his preference of activities corresponding to his needs:

A. *Leadership*
1. Meetings to be conducted on parliamentary basis
2. The chapter officially enter, or have a representative enter:
   a. The state "Chapter of the Year Contest."
   b. The state "Young Farmer of the Year Contest."
   c. The Farm Bureau "Talk Fest."
3. Participate in the Utah Young Farmer Association Convention.
4. Each member have committee responsibilities.
5. Participation in community and church activities.

B. *General Problems with Information Common To All*
1. Agricultural law
2. Farmstead improvement
3. Wildlife conservation
4. The National Forests
5. Farm Credit
6. Rental agreements
7. Agricultural outlook
8. A.A.A. program
9. Newer developments in weed control
10. Importance and methods of grading farm commodities
11. Soil conservation
12. Farm legislation
13. Farm sanitation
14. Why agricultural cooperation
15. Making farm income tax reports
16. Local livestock and crop pest or disease control
17. Newer developments in farm machinery

C. *An Instructional Program*
1. Light frame construction on the farm
2. Farm motors
3. Electricity on the farm
4. Welding on the farm
5. Farm machinery construction or maintenance
6. Farm plumbing and sanitation
7. Repair and maintenance of household appliances
8. Beef, dairy, poultry, sheep or swine production
9. Livestock diseases, feeding, or equipment
10. Grading farm commodities
11. Soils and soil fertility
12. Cooperative marketing
13. Irrigation and drainage

D. *Demonstrations*
1. Application of welding on the farm
2. Concrete work
3. Paint gun operation
4. Spraying noxious weeds
5. Application of commercial fertilizers
6. New farm equipment
7. Seed treatment
8. Spraying cattle for grubs
9. Cutting, curing, or quick freezing meat
10. Killing and dressing poultry
11. Castrating and dehorning.
12. Hormone caponizing
13. Vaccinating livestock or poultry
14. Orchard pruning
15. Taking soil samples for testing

E. *Cooperative Activities*
1. Operate chapter paint gun, feed mixer, weed sprayer, concrete mixer, or other pieces of farm equipment.

(Continued on Page 7)

Agricultural education in a rural community program for Puerto Rico

SAMUEL MOLINARY, Supervisor, Puerto Rico

WITH the full support of government authorities, Puerto Rico is striving hard to increase its agricultural production and to develop industrial facilities in its urban and rural zones. This is necessary in a small country with a population of over 600 people per acre and a high degree of unemployment in the rural section.

In carrying out this task a great deal is expected from the Division of Vocational Education. All farmers of each rural community must be reached with a view to improve their conditions by adequate training and service and to enlist their efforts in the program.

For this purpose the staff of agricultural education is already on the job organizing the communities, improving and enriching courses of studies, recruiting services from various agencies, widening fields for adult education and increasing material facilities.

The organization of the communities to participate in the school work has required changes in the school program. With the cooperation of the pupils, out-of-school youths, farmers, merchants, industrialists, nurses, preachers, and other of its representative members, the community is thoroughly studied as to its needs, problems, facilities, resources, etc.

Once the problems are recognized, studied and analyzed, a council made up of representative members is organized which in turn subdivides itself into sub-committees for action on specific problems.

It is encouraging to notice the earnestness with which rural people are tackling their own problems in twenty-two communities. Very interesting is their attitude with regards to giving preference to action of their own instead of asking for help from outsiders. This may be a new era in community organization in this country.

The teacher of agriculture in the midst of this movement is a very significant man. His foothold in the community, his knowledge of economic and social conditions and his relationship with adults through direct contact has made him a key factor in all the communities where the work is being started.

As the program is coincident with the revision of policies in many government agencies, the teacher has a big share of work in the integration and coordination of the efforts of these agencies in the rural zone. To the initiative and resourcefulness of the teacher a great deal of the success may be attributed.

So far, in a one-year period these community councils in 22 schools have succeeded in getting principals, teachers, pupils and adults working together to attack their own problems. To meet their demands, water supply systems have been assigned; new roads have been planned; rural electrification has been extended to distant wards, latrines have been supplied to new zones; farm shops in schools have been increased in number and adapted to meet the needs of the homes; herd improvement programs are being made to cover remote areas; all school farms were considered in a program of artificial insemination of cattle; F.H.A. loans will be made to graduates; soil conservation will reach every farm in all communities; new food conservation centers have been and will be established; new fields are

(Continued on Page 19)

• • • • • on national study of farm veterans' education

Progress

H. M. HAMLIN, Teacher Education
University of Illinois

THIRTY-SEVEN persons from 15 states, the Philippine Islands, and Israel participated in a school on research in the education of farm veterans held at Robert Allerton Park, University of Illinois, March 20 to 23, 1950.

The school was a project of the Committee on Research in the Education of Farm Veterans of the Agricultural Section, American Vocational Association.

The states represented were Alabama, Arkansas, Georgia, Illinois, Indiana, Kentucky, Louisiana, Mississippi, Missouri, Nebraska, New York, Virginia, West Virginia, Wisconsin, and Wyoming. The Department of Agricultural Economics of the College of Agriculture and the Bureau of Research and Service of the College of Education assisted the Division of Agricultural Education of the College of Education in providing consultants from the University of Illinois for the school.

The work of three previous national conferences in Washington, D. C. in March, May, and July, 1949 was carried forward. Use was made of two publications resulting from the work of these conferences: *A Guide to Studies of the Education of Farm Veterans* and *Forms for Gathering Data in Studies of the Education of Farm Veterans,* both available from the Agricultural Education Division, College of Education, University of Illinois, Urbana, Illinois. An exhibit of reports of studies brought to the conference by attendants was also used.

The conference group recommended that committees on research in veterans education be set up in each region and that the chairman of these committees be added to the national committee. The Central Region has already provided a committee.

The group developed suggestions for four types of studies:

1. A study of the progress of veterans toward establishment in farming and in home and community life.
2. A study of methods of instruction used in the farm veterans program.
3. A study in the Central Region of procedures in veterans education involving an approach different from that in Study 2.
4. A national study, the specific nature of which is to be determined by the national committee, but probably involving items from Studies 1, 2, and 3 regarding which data could be gathered nationally.

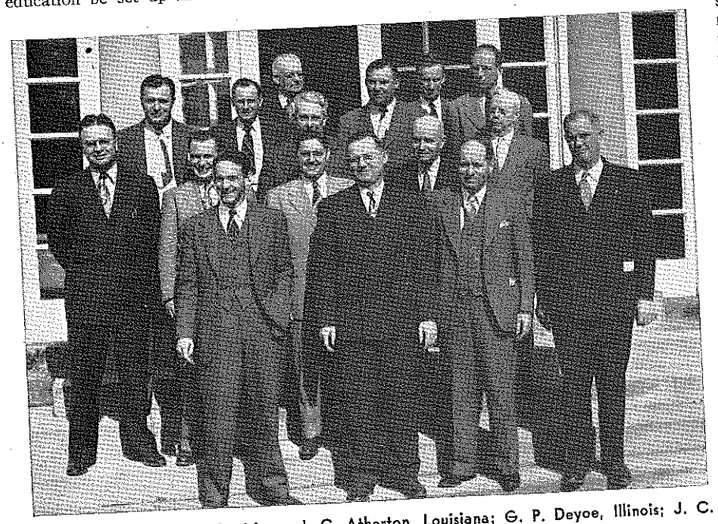
It was reported at the conference that several states are providing part-time or full-time research workers in this field, primarily with the purpose of improving veterans education in these states. It was agreed that, although national and regional studies may be undertaken, some of the most fruitful studies may be made by states, or by institutions, or by individuals. The national committee wishes to encourage wide participation and a diversity of methods of attack, while securing all possible coordination of efforts.

The proceedings of the conference have been mimeographed and are available from the Agricultural Education Division, College of Education, University of Illinois. ●

The Summary of the fourth conference reported herewith is another milestone in the profession's drive to discover values and meanings which the educational work with farm veterans hold for long time programs of education in agriculture. The project sparked with Dr. Hamlin's genial leadership is gaining headway.

Outcomes of the cooperative study may well prove to be the most vital force of the century in giving new direction to the program of education in vocational agriculture.

—Editor



First row—T. S. Colvin, Louisiana; J. C. Atherton, Louisiana; G. P. Deyoe, Illinois; J. C. Floyd, Louisiana.
Second row—U. E. Wendorff, Nebraska; Ray V. Neal, Georgia; R. L. Hayward, Missouri; H. M. Hamlin, Illinois; R. C. Ross, Illinois.
Third row—Miller Brown, Wyoming; J. L. Dailey, Alabama; Melvin Cooper, Wisconsin; W. A. Williams, Indiana; Carl Lamar, Kentucky; H. E. Edwards, West Virginia; B. C. Bass, Virginia.

Improve farm family living

WILLIAM E. MARTIN, Teacher
Sicily Island, Louisiana

A DESIRE for a higher standard of living has prompted the colored veterans enrolled in the On-The-Farm Training Program at Sicily Island, Louisiana to make plans for reaching this end. Since most colored farmers can not very easily expand materially the number of acres they are cultivating and thereby increase their income through larger yields, it was necessary to take other steps to add to their earnings and also to better utilize their incomes. Plans of these veterans call for an increase in the production of livestock and poultry and the production and preservation of a much greater quantity of food for home consumption.

Through the utilization of pure-bred males and in some cases the purchase of purebred cows, the quality of beef and dairy animals on the farm is being upgraded. More farmers are also raising cattle and providing the milk and meat needed for home use as well as having some for sale. Better utilization is being made of hay and other roughages through its conversion into milk and meat. Then, every farmer is being urged to have a flock of high producing chickens. Purebred flocks are replacing the mongrel flocks formerly raised.

Gardens are being better planned and managed so that more foods of a greater variety are produced. Much of this food is being conserved for use throughout the year.

This program is designed primarily to provide a more adequate diet for the farmer with a greater variety of foods, to better utilize the land and crops on the home farm, and to permit the farmer to use a greater portion of his income for other necessities of life besides food. ●

The keystone of American family life consists of rural family values—common interests, cooperation, family group activity, character-building activities, closeness of attachment, interest in the future.

* * *

From 1910 to 1950, the output of the American farm worker increased 121 per cent—the increase was 50% in the past twelve years.

The Milton, West Virginia, F.F.A. officers considering the inclusion of items pertaining to their program. Many valuable suggestions and recommendations originate in chapter officers' meetings.

Activities For An F.F.A. Program

Suggested as an aid to improved design for 1950

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

D. W. Parsons

IN working out the activities for an F.F.A. Program of Work more attention needs to be given to activities that belong to an F.F.A. chapter as such and ones that a chapter can carry out. Also, specific activities should be used and not such meaningless terms as encourage, urge, assist, and like generalities. The members of the chapter must know definitely what it is they are planning to do. The F.F.A. program must set forth specific activities that are to be done by the boys in the F.F.A. chapter as a chapter organization. Boys get training in leadership by themselves doing the things that lead them toward their definite goals as a group.

The national and state association should work out specific programs that each of these will do as an association and refrain from trying to set up a score card and call it *state or national program.* A means of scoring chapter activities is needed by the state and national association to be sure. But let us set this up for what it is and not label it a program of work.

Another criticism of F.F.A. programs are the items listed under the category—Supervised Practice. Here are included all kind of statements that belong under the teaching of vocational agriculture as such. Why call these chapter activities? There are several things that the chapter can do which will contribute to better supervised practice on the part of the boys and at the same time will give leadership training to the boys. Let us think of boy activities and not activities carried on as a legitimate part of teaching vocational agriculture. Let us also not claim credit under F.F.A. for things that are done by the boys as a necessary part of their instruction in vocational agriculture. Below are set forth some activities and ways and means that seem to the writer as suitable for an F.F.A. chapter as a part of their program of work.

SUPERVISED PRACTICE

ACTIVITIES	WAYS AND MEANS
1. Set up standards for chapter degrees	1. a. Committee require each (1) Greenhand to have: (a) One crop and/or one animal enterprise (b) Supplementary job (c) Improvement projects (2) Each chapter farmer to have: (a) One crop and one animal enterprise as a minimum (b) Supplementary jobs (c) Improvement projects (d) A long-time balanced program with continuation enterprises.

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A high level young farmer program

(Continued From Page 5)

2. Organize or promote organization in bull blocks, artificial insemination associations, or rodent or pest eradication programs.
3. Organize a Young Farmer exchange program wherein young farmers either exchange articles or list articles for sale.
4. Cooperatively log out lumber from National Forest
5. Affiliate with other farm organizations.
6. Market livestock and crops through pools.
7. Purchase health and accident insurance cooperatively.
8. Affiliate with Farm Bureau in purchases of oil, gas and tires.
9. Purchase seed, fertilizers, paint, 2-4-D or equipment cooperatively in quantity lots.
10. Purchase of veterinary supplies cooperatively.

F. *Community Service*

1. Organize specific service projects, such as establishing recreation areas, sponsoring street or highway beautification, or promoting other civic improvement projects.
2. Join with other organizations in sponsoring new industries, new crops, or special enterprises for the community.
3. Sponsor legal holiday celebrations for the community.
4. Sponsor or assist with county fair, local stock show, or other educational activities for the community.
5. Offer recognition to accomplishments of other rural organizations such as the Future Farmers, 4-H club, or Boy Scouts.
6. Use cooperatively owned paint gun to paint farm buildings of some unfortunate individual.
7. Sponsor Farm or Industrial tours.

G. *Social and Recreational Enjoyment*

1. Participate in local recreation leagues, such as basketball, baseball or softball.
2. Sponsor an annual Young Farmers banquet.
3. Sponsor bi-monthly or quarterly dances.
4. Sponsor canyon outings, roller or ice skating parties or ski meets.
5. Participate in rabbit hunt.
6. Arranging joint entertainments with neighbor Young Farmer chapters.

The outline suggestions gave the chapter officers an opportunity to formulate their new program of work and organize the desired committees.

It has been a real pleasure to work with the Young Farmers of the Bear River high school area. The pleasure comes through observing the willingness of the young men to assume responsibilities and carry out the assigned activities in conducting *their* program. Their success in the program is certain to carry an important influence in aiding all participants to become securely established on a farm. ●

Agriculture ranks high in adult education programs

HOMER KEMPFER, Specialist for General Adult and Post-High School Education, U. S. Office of Education

A revealing report on the relative scope of adult education in vocational agriculture plus a look at the opportunity for leadership.

Homer Kempfer

MORE school districts provide educational activities in agriculture for adults and out-of-school youth than in any other field except recreation according to a recent nationwide survey.[1] An 81 per cent return on a checklist sent to all districts in communities having a population of 2,500 and above and a 33 per cent return from a list of over 1,200 smaller districts resulted in the following six fields topping the tabulation:

Recreation	1,033
Agriculture	1,004
Homemaking	925
High school subjects for adults	815
Trade and industrial education	799
Arts and crafts—hobbies	748

The above survey is not conclusive, however. Most departments of vocational agriculture are in communities of under 2,500, of which only a few were included in this survey. If the smaller districts were properly sampled, it is very likely that more districts would be found providing agriculture for adults, both vocational and non-vocational, than recreation. State reports of federally-reimbursed programs indicate that the approximately 9,000 departments of vocational home economics serve over 50 per cent more adults than do the 7,500 departments of vocational agriculture in public high schools. Conclusive data have not been compiled, however, to show whether adult programs in agriculture or homemaking are the more numerous.

During 1947-48 federally-aided classes in vocational agriculture enrolled 322,006 out-of-school youth and adults in evening and part-time classes. The adults and out-of-school young farmers outnumbered the in-school youth. Well over nine-tenths of the adults were in evening classes.

Reports from small communities often indicate that a group of farmers is the only adult education group sponsored by the local school. This agricultural group frequently is the nucleus of a more comprehensive community program of adult education in small communities. In small villages and rural high schools it is rare, indeed, to find an adult program of two or more groups without finding a group of farmers studying some phase of agriculture.

Teachers of vocational agriculture, with their experience in working with the adult community, are likely to be most familiar with techniques in involving other adults in educational activities. An illustration is the story of Sac City, Iowa. A Smith-Hughes instructor some years ago extended his acquaintance in the community by talking with men and women in the town as well as with farmers and their wives. While seeking opinions on business and farm affairs he also asked questions to find out who were the most respected and most forward looking men and women in the community. As the school year began he called these key people together. This group was the beginning of an advisory council for an adult education program. The Sac City program has been functioning steadily since, even though instructors and superintendents have changed several times. The annual adult enrollment now is over 600, or better than one for each 10 people in the community. The present council is composed of ten farm men, ten farm women, ten town men, and ten town women. They help plan special interest activities as well as the total program.

In a study of 100 representative organized evening schools having 100 or more enrolled in three or more fields, agriculture occupies a less important place.[2] Most evening schools of this size, however, are located in communities of medium and large size which usually do not have vocational agriculture. Sixteen of the 100 schools reported 48 classes in agriculture for adults while 5 others reported gardening. The 100 evening schools operated a total of nearly 5,000 instructional groups in all subjects.

Illustrative of the approach to agricultural instruction for adults are these examples:

Under the caption "Farming in 1948," the Sheldon, Iowa, Community Adult Education Program lists these topics for successive Thursday nights:

- Report on Farming in Europe
- Stretching our Corn Supply for Swine
- Stretching our Feed Supply for Dairy Cattle, Beef Cattle, Poultry, and Sheep
- Farm legislation
- More and Better Soy Beans
- Crop Rotation and Soil Conservation
- Fertilizer and Soil Conservation
- Farm Concrete and Its Uses
- Outlook for 1948

In addition, the Sheldon Program included classes in accounting, contemporary affairs, elementary sewing, industrial arts, interior decorating, law for laymen, music appreciation, photography, physical education for women, slip covers and draperies, speech, sports for men, typewriting, and a community forum. In all nearly 200 were enrolled.

In California, the department lists these courses for adults in the Salinas evening school (high school and junior college combined). Each course meets only once or twice a week for 3 hours:

- Vocational Agriculture for Veterans —the institutional on-the-farm program
- Diesel Engines
- Farm Machinery and Tractor Repair
- Landscaping the Home Garden
- Poultry Raising and Egg Production
- Vegetable Crops
- Welding

The Marengo, Iowa, adult school utilizes an advisory council and last year conducted 12 activities including a course with the county agricultural agent cooperating as leader. He helped arrange meetings and procured speakers and discussion leaders for individual meetings. The fall series included these weekly meetings with leadership coming from the sources indicated.

- Safe Storage for Corn—Iowa State College
- What Do We Expect from Rural Schools and What is Needed to Get That Return?—Iowa State Teachers College
- Fields of Operative and Cooperative Relationships: F. H. A., N.F.L.A., V.A., School.—Representatives of these Federal agencies.
- Fields of Operative and Cooperative Relationship: A.A.A., S.C.S., Extension Service. — Representatives of these Federal agencies.
- Results from Chemically Treating Weeds This Year—Iowa State College and local cooperators.
- Money for Road Improvement—Sources and Restrictions on Its Use—leader to be announced.
- Results from Spraying for European Corn Borer and Other Insects—Iowa State College.
- Soil and Soil Conservation—St. Ambrose College.
- Louis Bromfield's "Malabar Farm"—Iowa County Soils District.
- Greater Returns from Grasslands—Iowa State College.

The Veterans Training program of the Rochester, Minnesota, Evening Community College includes courses of 4 to 15 weeks each for adults in livestock production, farm management, crops and soils, marketing, fram carpentry, welding and forge, farm machinery, and farm motors.

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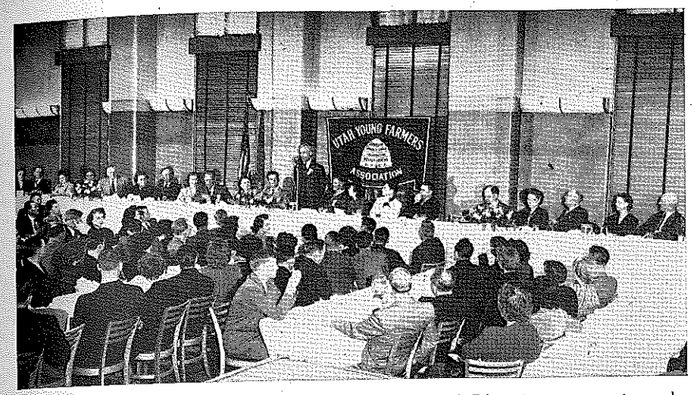
[1] *Adult Education Activities of the Public Schools, a Report of a Survey, 1947-48*, Pamphlet No. 107, Office of Education.

[2] 100 Evening Schools, Bulletin 1949, No. 4, Office of Education.



Dr. R. W. Gregory, Assistant Commissioner for Vocational Education was guest speaker at the Utah Young Farmer Banquet which was a high spot in their convention program.

Making a state young farmer convention click

CAINE CHRISTENSEN, Secretary, Utah State Young Farmers Association

A 1950 model Young Farmer program is built around young farmers' problems, both inside and outside of their fence lines. The program is like a three legged stool. One leg is concerned with the individual farming program of each enrollee. The second leg is centered around class instruction while the third leg features the Young Farmer Organization. If the program is going to make its maximum contribution to the welfare of young farmers each leg of the stool must be strong and substantial.

In the opinion of Utah Young Farmers the annual state convention is one of the highlights of the year. Among the primary purposes of holding a state convention are the obtaining of new ideas, meeting agricultural leaders and fraternizing with young farmers from all sections of the state.

The 1950 annual convention of the Utah Young Farmers Association was held in one of the large hotels in Salt Lake City. State conventions have been held in Utah since 1939 but this year's convention was undoubtedly the most successful to date. It was a two days' affair. Four hundred Young Farmers and their advisers were in attendance from the fifty chartered chapters in the state. All Utah departments with the exception of three or four now have Young Farmer chapters. Approximately one hundred members brought their wives to the convention and there was a section for them under the direction of the state supervisor for home economics.

Items which make Young Farmer conventions click

Outstanding Guest Speakers

Outstanding guest speakers are always an attraction. Special effort has been made to obtain speakers with an outstanding message for young farmers. These young men are always interested in the long time and immediate economic outlook, marketing problems and credit. This year, Mr. I. W. Duggan, Governor of the Farm Credit Administration, Washington D. C. gave two outstanding addresses on "Sound Credit in the Years Ahead" and "The Place of Farmer Cooperatives in the American Economy." Dr. D. A. Broadbent, Assistant Director of the State Agricultural Experiment Station addressed the group on "The Economic Outlook in 1950."

Many Young Farmers traveled as far as 350 miles to the convention, and stated that it certainly was well worth their effort just to hear and meet Governor Duggan.

The Banquet and Dance

The annual banquet and dance is another feature which makes a state convention click. This year the guest speaker at the banquet was Dr. R. W. Gregory, Assistant Commissioner of Education in charge of Vocational Education, U. S. Office of Education, Washington D. C. Outstanding leaders in state government, farm leaders, and civic leaders were guests at the banquet. Good food, good music, and a floor show added interest to the occasion which was attended by nearly 400 persons. The one

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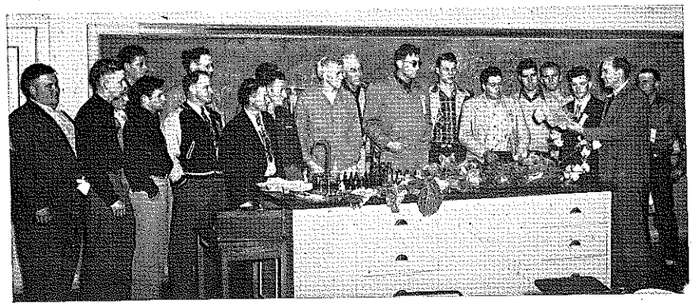
New type of conference

California young farmers 10th annual convention

JOHN D. LAWSON, Supervisor, California

A panel of six outstanding authorities and a moderator presented the highlight feature of the convention on the theme "Agriculture Is Big Business." In the words of S. S. Sutherland, teacher trainer and panel moderator, the panel speakers represented "two centuries of agricultural know-how." After each panel speaker presented five minutes of thought-provoking statements about his specialty, one-minute "buzz session" presented an opportunity for groups of 5-8 Young Farmers to formulate questions. There were six different five-minute talks and six buzz-sessions of one-minute each out of the way in 45 minutes. The Young Farmer audience was then invited to ask any question they desired of the experts and the next hour and a half proved to be one of the high points in California Young Farmer Convention history. The questions were timely, direct and pertinent and the answers reflected knowledge, judgment and experience. Several times during this interesting session spontaneous applause expressed Young Farmer appreciation for skillful handling of a difficult question. At one point the participating audience refused an offer of the moderator to take a one minute stretch! They wanted to drain every drop of information possible from this array of agricultural mental wealth.

Another highpoint was found in a two-hour educational-demonstration-tour of the Cal Poly campus. Young Farmers were segregated into four groups and each group participated in four 30-minute demonstrations. A dairy cattle breeding program, maintenance of farm machinery, soil testing on the farm and selecting beef calves constituted this phase of the program. A combination of "know-how" on the part of the performers and an eagerness to learn something new on the part of the Young Farmers set this up as another "natural."



California Young Farmers combined education with business and recreation at their 10th annual convention. Dr. Logan Carter, soils specialist, demonstrates some "on the farm" methods of analyzing the condition of soils and the need for fertilizers and amendments. The Young Farmers above are from "Superior California."

Pre-vocational education

A study of Vermont's program*

HAROLD R. CUSHMAN, Graduate Student, Cornell University

WHILE serving in the capacity of instructor of vocational agriculture, Woodstock, Vermont, from 1945 to 1948, the author taugh pre-vocational agriculture 7 and 8 in addition to vocational agriculture 9, 10, 11 and 12. During these three years the annual enrollment of seventh and eighth grade boys in the pre-vocational courses approximated fifty. From this brief experience with supplying seventh and eighth grade boys with pre-vocational experiences in the field of agriculture came an increasing realization that a compulsory pre-vocational course which attempts to explore a single industry or occupational area falls short of meeting the needs of either the boys enrolled, or the community being served. Many of the students enrolled in pre-vocational agriculture on a compulsory basis were village boys with neither interest in nor aptitudes for, an agricultural career. Yet this was often the only pre-vocational course taken by boys prior to graduation from high school.

Upon further investigation it was discovered that the pre-vocational experiences offered to boys at Woodstock high school during the years 1945-48 seemed quite typical of those offered to boys in junior-senior high schools throughout the State of Vermont.

Purposes

The main purposes of this study were as follows: (1) To characterize the present program of pre-vocational education offered to boys in Vermont junior-senior high schools; (2) To identify the occupations and/or occupational areas in which pre-vocational experiences are needed by junior-senior high school boys in Vermont; and, (3) To discover how these experiences can be best provided by junior-senior high schools in Vermont.

Methods

Information concerning the nature of the present program of pre-vocational education in Vermont was secured from questionnaires returned by 100% of the junior-senior high school principals and 83% of the teachers of pre-vocational courses.

A follow-up study of the present occupations of 1,000 former students of pre-vocational agriculture who attended ten representative Vermont junior-senior high schools between 1925 and 1937 was also made in order to determine in what occupations junior-senior high school boys in Vermont need pre-vocational experiences.

Findings and Conclusions

Most Vermont junior-senior high schools, as organized today, require each and every student who pursues their course of study to graduation to choose a curriculum. Because of the nature and implications of this choice it is necessary for them to make tentative occupational plans for life. Frequently during the course of this study the opinion was expressed by schoolmen that seventh and eighth grade boys are too young to make even tentative occupational plans for life.

I. *Junior-senior high schools in Vermont are not, in most cases, providing suitable pre-vocational experiences in the occupations likely to be pursued by junior-senior high school boys after they leave school.*

A. The pre-vocational courses offered to seventh and eighth grade boys in Vermont junior-senior high schools were found to be concerned in nearly all cases with providing compulsory pre-vocational experiences in a single occupational area such as agriculture, or industrial arts. Furthermore, most schools (61.70%) offered only one such course, a few (12.77%) offered two, while several (25.5%) offered no pre-vocational course.

B. Pre-vocational courses offered to boys in grades 9-12 of the junior-senior high schools were, with few exceptions, concerned with equally narrow occupational areas such as business, and were fewer in number than those offered to seventh and eighth grade boys. Only two schools (4.2%) offered courses of a pre-vocational nature which endeavored to explore the several major groups of occupations found in the world of work.

C. This study has shown that during the school year 1948-49, 12.77% of the junior-senior high schools in Vermont had the services of a certified guidance counselor working full-time in the field of guidance, but usually part-time in any given junior-senior high school; 31.91% had a person with some guidance training working in the field of guidance either part-time or full-time while 55.32% of the junior-senior high schools in the State of Vermont had no organized program of guidance. From these facts it is self-evident that guidance workers, using the interview and other individual attention techniques could not hope to provide pre-vocational experiences and/or occupational information in the several occupations pursued by the labor force of the United States on an individual basis in view of the several types of guidance service for which these men are responsible and the vast number students served by each guidance worker.

D. The fact that most pre-vocational courses in a given subject matter field are at present taught by vocational teachers in the same subject matter field, should not be lost sight of. One of the big responsibilities and recognized phases of any vocational teacher's job is to recruit students for his vocational classes. Just what effects the personalities of these vocational-minded men have had on the vocational-choices of students subjected to no pre-vocational experiences other than those received in the field in which vocational training is offered by the school has not been measured.

E. The study of the present occupations (Table 1) of 1,000 former students of pre-vocational agriculture has shown that junior-senior high school boys enter all of the major groups of occupations, except domestic service, after leaving school. Pre-vocational courses dealing with single occupational or industrial areas could not possibly be presumed to be meeting the need for pre-vocational experiences and/or occupational information which these boys require as a basis for making intelligent curriculum and occupational decisions.

TABLE 1. The Present Occupations of 1,000 Former Students of Pre-Vocational Agriculture Enrolled in Seventh Grade Between 1925 and 1937 Inclusive.

Occupational Group	Total Number	Total %
Professional and Semi-Professional Workers	72	9.4
Farmers and Farm Managers	84	10.9
Proprietors, Managers, and Officials, Except Farm	125	16.3
Clerical, Sales and Kindred Workers	97	12.6
Craftsmen, Foremen, and Kindred Workers	84	10.9
Operatives and Kindred Workers	153	19.9
Domestic Service Workers	—	—
Protective Service Workers	49	6.4
Service Workers, Except Domestic and Protective	14	1.8
Farm Laborers and Foremen	24	3.1
Laborers Except Farm	66	8.6
Deceased	40	
Unemployed	20	
Student	38	
Unknown	134	
Total	1000	100.

Pioneer Efforts Needed

It is hoped that this study will focus attention on the pre-vocational training offered by junior-senior high schools to their male student body. It is further hoped that, having seen the problem, high school principals, superintendents of schools, and guidance directors will be inspired to develop functional courses in Occupational Information which attempt to utilize local school and community resources to the fullest possible degree. These courses could well replace the pre-vocational courses being presently offered, or if desired, could supplement them. True, the trail is but partially blazed in this area of endeavor, but the need is great. Any school with an interested, experienced teacher who has had at least a basic guidance course from his or her other duties for a period or two a day can make an excellent start in the needed direction. In other situations the person already responsible for guidance may wish to make arrangements to conduct such courses himself as a part of group guidance. ●

If the values of recreation are worthwhile in life generally, then they are also the birthright of every boy and girl, man and woman, who lives in the open country.

*Based on thesis, M.A., University of Ver-

Cooperation

W. A. HALL,

Teacher, Ridgefield, Wash.

Cooperative enterprises conducted by the Ridgefield F.F.A. Chapter provide many experiences for youth to work together as well as the chance to learn and earn.

COOPERATIVE projects first became an important part of the Ridgefield F.F.A. chapter program four years ago. Two members drew up an agreement to rent 14 acres of land and plant 6 acres to barley and 8 acres to Blue Lake beans.

The success of this venture, resulting from their will to do and their carefully made plans, made many boys realize that much opportunity was ahead. Many boys realized that their only opportunity of getting into crop production projects was through carefully planned cooperatives.

The expense of getting crops into the ground and the long wait for returns made it prohibitive for many members to participate so the first help which the chapter needed to give was through the use of equipment. With the aid of $500 from the School District and a $250 loan from the Sears Foundation a tractor with plow, disk, harrow and cultivator was purchased. The boys in farm shop class made a trailer so that the implements could be transported to the projects.

A post hole digger was needed on the very first project to dig 1,800 holes in the bean field. Two boys anticipating the need worked in their shop class and after school hours to get a digger made from the rear axel of a '34 Plymouth. Their record time of digging 200 holes in one hour is an example of the efficiency they displayed in every phase of their project.

Seeing the need for renting more land so that every member who wanted, could have part in a cooperative project, the chapter rented a 50-acre field. The chapter maintained a controlling interest, individual members took as many acres as he felt he could safely handle. Agreements were drawn up on a percentage basis, the boy who had 10% interest must do that same percentage of hours of labor, pay that share of expenses and receive the same in profits. The expenses with the exception of the tractor rent had to be paid as they were incurred. If for some reason a boy was unable to do his work at the time it should be done to the best advantage for the group, then a boy would be hired at regular farm wages to do the job and the investor would pay from his share of the profits. Fortunately for everyone this clause of the agreement was seldom brought into use.

This past season an additional 6 acres was rented for row crops. It was flooded by a broken dike at spring planting time but when the water went down more quickly than was expected, it was planted to sweet corn for late yield. In the harvesting of this crop there were experiences not anticipated. Some of the crop was sold to local housewives for home canning and freezing, a part was used in the school cafeteria while some was trucked into Portland for a large chain store. With a part still remaining to be harvested when there was imminent danger of frost, the Future Homemakers were consulted and with their cooperation on the following day 32 gallons were prepared for freezing and on the second day 634 cans were canned at a near by custom cannery. This is now being sold to the school cafeteria. Food processing had not been contemplated when the project was started but when it became necessary in order to save some of the crops it was found that boys could do that job equally as well as producing the crop.

The program is to be increased by another 10 acres next season. This has been made possible through the school purchase of the land adjoining the present school site. The acreage is to be rented and used by the department until such time as it is needed for a proposed building program.

Although crops have gained much interest, animals have not been forgotten. A swine coöp was started with 10 gilts and 2 boars. Each boy receiving a gilt returned 2 gilts from the first litter. In the next generation each boy receiving a gilt returns one gilt plus $5.00. The one gilt kept the project revolving while the $5.00 was insurance in case of unpreventable loss.

The chapter has been awarded three registered bred heifers by Sears Roebuck Foundation and from them four additional boys have been given oppor tunity to start registered herds.

These co-operative enterprises have offered many opportunities, experiences, and satisfactory financial returns to those boys living on small farms as well as to those of larger farms.

The true character and leadership ability of the individual boy is brought to light during the operation of such enterprises of, by, and for boys. The experimental period is past, cooperative farming is now an established form of projects for Ridgefield Future Farmers. ●

Cooperation in American agriculture is fairly strong. Four out of five commercial farmers belong to one or more cooperative marketing or service associations.

Working With the F.F.A. Executive Committee

PARKER A. WOODHUL, Teacher, Portales, New Mexico

THE prerequisite for the proper use of an F.F.A. executive committee is the realization that the chapter belongs to the boys and not to the advisor. This feeling of ownership cannot be instilled in the boys in chapter meetings alone but must be motivated each day and every day from Greenhand to Young Farmer through class room activities. May I illustrate: A city father had difficulty getting his boys to assist in doing small jobs about the place. He noticed that his neighbor seemingly had no difficulty at all. In order to learn his secret he visited with his neighbor several afternoons and found the answer quite simple. In the place of telling the boys what to do, he asked them how they thought it should be done.

Officer Meeting

Now that the adviser is beyond the telling stage we can begin to figure out a logical plan to accomplish the year's F.F.A. activities.

The newly elected officers in closed session select the eight major committee chairmen (named according to the national program of work), a program chairman and a student council representative. These people make the chapter executive committee. It is in this meeting, too, that the officers are made to feel that a lack of proper preparation will mean certain embarrassment before the chapter at a regular chapter meeting. The officers with the major chairmen meet to allocate members to each committee. Here, too, the chairmen are made to feel that it is stupid to appear before his committee uninformed. Therefore, since all officers and chairmen must keep ahead of the membership, it is necessary to convene prior to each regular chapter meeting. This committee has one other major function and that is to expedite chapter business. The executive committee is not a policy forming group but a recommending one.

Let us hope that by now the boys have realized the benefits from having these discussions prior to each regular chapter meeting.

Principles Of Procedure

1. The president and adviser meet in conference to work out the agenda for the meeting.
2. The president announces the time, place and hour of the meeting.
3. The meeting should be held at night away from school and preferably in a closed section of a coffee shop or cafe.
4. The meeting should be started promptly without ceremony and closed immediately upon completion of business.
5. Beverages, smokes and sandwiches are ordered prior to the call to order and should be consumed during the business session. The consumer pays.
6. The whole meeting must have an atmosphere of informality.
7. All officers should function in their designated capacity.
8. This is a meeting for the boys therefore, the boys should change for good cause.

Results

1. If it is training in leadership you desire, you will get it.
2. Our executive committee meets about 18 times a year.
3. Business transactions in the regular meetings are prompt.
4. Fine fellowship prevails and the adviser should wonder where he is to seat the extra members who come.
5. Executive committees function best for lazy advisers. ●

Sixty-two per cent of our meat is produced west of the Mississippi River and 69% of it is eaten east of it.

Music as an F.F.A. activity

T. C. STORY, Student Teacher, Maynardville, Tennessee

FOR the past fifteen years, members of the Horace Maynard Chapter at Maynardville, Tennessee have had an active F.F.A. string band. The band was organized by C. L. (Doc) Loy, teacher, a great lover of string music himself, who plays the fiddle with the band on many occasions. Mr. Loy believes music and group singing in the F.F.A. chapter go a long way toward developing leadership and cooperation among the individual boys.

There is only one high school in the county. There are from every small community center in the county, F.F.A. members participating in the programs sponsored by the Future Farmer Band.

The band has furnished entertainment for different agricultural clubs at the University of Tennessee, and F.F.A members, advisers and delegates at the Tennessee F.F.A. Conventions on numerous occasions. Through the leadership and guidance of Mr. Loy the band has become one of the most popular F.F.A. bands in the state of Tennessee.

The band plays for all square dances held in the community with the funds received going to help support the chapter. A few of the things the chapter has acquired with these funds are basketball suits, balls, and other equipment for the chapter's team, library of slide films and books for teaching purposes. The community is entirely rural and people take advantage of the entertainment and recreation offered by the Future Farmers of America. Through the musical activity the F.F.A. members are meeting a need of the community and also helping to finance the chapter.

The F.F.A. takes a leading role in sponsoring square dances for all charity work such as the Infantile Paralysis, Cancer and Community Chest drives. Mr. Loy is chairman of the Infantile Paralysis drive in Union County and he makes good use of the band in raising money to meet the county's quota. In the 1950 polio drive the band played for one square dance and raised one hundred and fifteen dollars which went to the Infantile Paralysis drive. ●

Honor to Cannon

J. C. Cannon

ALABAMA'S "Man of the Year" in service to agriculture for 1949 is J. C. Cannon, state supervisor of vocational agriculture as nominated by "The Progressive Farmer" magazine. This announcement was made by the magazine's editor, Alexander Nunn.

Mr. Cannon directs an agricultural education program that is training 40,000 boys, young men, and adults to become more efficient farmers.

A father shares . . .

in the progress of his sons and tells how and why at the Michigan state convention, where he received the honorary state farmer degree

GEORGE ALDRICH, Fairgrove, Michigan

I RECALL to memory an article I read in 1927 written by Macy Campbell. He said, "Rural life in America is decaying. It is slowly slipping down toward peasantry." At that time many students of history believed that peasantry was inevitable, that it was the ultimate end of every agricultural people. They honestly believed that America must go the way all Agricultural Nations of the past had gone. The way conditions were on the farm back in 1927, I half believe that these historians were right. The following year, in 1928, the Future Farmers of America came into existence. In a short time, a chapter was organized in Fairgrove high school and our three oldest sons became members. As time went by, the two younger sons entered Fairgrove high school and they too became members of the F.F.A. As each in turn memorized the Creed, "I believe in the future farming, with a faith born not of words but of deeds," it became my creed also. It was an inspiration and a challenge to me as well as to them. They took their creed seriously. They believed in their ability to work efficiently. They took a greater interest in the farm work as a result of their F.F.A. projects. They had a personal interest in the productiveness of the crops which they had for their projects. The interest the boys took in cutting down the cost of production, increasing their yields, growing certified seeds and producing purebred dairy cattle helped tide us over the years of the depression.

I realize our sons had the good fortune of having some exceptionally fine vocational agricultural teachers as F.F.A. advisers, while they were taking Vocational Agriculture at Fairgrove high school. To their timely instruction, much credit is due.

Although two of our sons are not living on farms, still their work is closely connected with farming. Both are associated with crop improvement work at agricultural experiment stations in other states. The three sons who remained on the farm are pedigreed seed growers and hybrid seed corn producers. I honestly believe I speak for all five sons when I say that through the experience in working together for a common good, we have come to like those same things which have drawn us together intimately and happily. For example, we all love the smell of freshly plowed ground in the spring, the stinging air of middle autumn, the crackle of the sticks and leaves in a thick woods, the changing color of sunrises and sunsets not hidden from view by skyscrapers, the smooth purr of a tractor's engine, golden waves of ripening grain, field upon field of tall corn growing, nights in a tent with the wind circling over our heads while we sleep. We enjoy working and playing together. ●

Mr. and Mrs. Aldrich and four of their five sons. Mr. Aldrich was elected to the honorary State Farmer degree by the Michigan Association of Future Farmers of America. Four of the five sons hold the State Farmer Degree. The oldest son, Ellis, took vocational agriculture before the chapter was established. The sons, left to right are: Ward, Lyle, Richard and Ellis. Samuel, Associate Professor of Agronomy at Cornell, was not present when the picture was taken.

Writing to boys and parents

C. S. ANDERSON, Teacher Education, Pennsylvania State College

C. S. Anderson

A piece of research, the results of which might well be called to the attention of other teachers of vocational agriculture, was recently concluded by Walter Jacoby, Teacher of Agriculture at Kennett Square, Pennsylvania. He investigated one aspect of the problem of public relations, namely, the written ways of informing parents and prospective pupils about vocational agriculture. Mr. Jacoby teaches in a large school serving a wide rural radius and like many teachers he has frequently experienced difficulty in keeping the patrons and pupils informed as to the objectives, functions, opportunities, and the accomplishments of his department.

Mr. Jacoby consulted one hundred teachers of agriculture, about one-third of whom were area advisers, and therefore viewed the problem both as teachers and as supervisors. From this group he found out how others were attacking the problem and some of the difficulties with which they too were confronted.

Types Recommended

In summarization of his data he recommends seven different written communications and gives a suggested calendar indicating the most effective dates to send them out to patrons and pupils. These are the seven he recommends:

1. *A personal letter addressed to each boy who is a prospective enrollee for the next school year.* (June) In a simple and informal manner this letter gives the boy a concept of vocational agriculture, offers to help him in his decision to study vocational agriculture, and invites him to come and talk with the teacher.
2. *A publication about vocational agriculture.* (July) This communication serves as a follow-up reminder. It contains several pages of interesting description about vocational agriculture and when sent by mail it is addressed to the parents. Whenever possible it should be delivered by the teacher in person and made the excuse for a visit

(Continued on Page 22)

Cereals and potatoes make up only 27.5% of the American diet, whereas, two-thirds of the world's population depends on these products for 80 to 90 per cent of their total diet.

Future programs and their development

(Continued from Page 3)

present and prospective farmers is that of selecting more carefully the students who are prospective all-day enrollees and eliminating those who, after one or more years in vocational agriculture, have not demonstrated sufficient interest in agriculture, to initiate supervised farming programs which will aid them in becoming established in farming. If such a plan is followed, the teacher will enroll only those students who have a definite interest in vocational agriculture and who have facilities for conducting farming programs of such size and scope that will contribute toward their establishment in farming on a partially independent basis by the end of the all-day training program. We know that many all-day students are enrolled who will not become farmers or enter occupations related to farming.

A study in my own state showed that only 45% of the American farmers (1928-1947) were farming in 1947, even though approximately 90% of them grew up on farms operated by fathers as full time farmers; 11% were in occupations related to farming—28% in occupations not related to farming.

Kitts, in a study of 800 veterans in a rural area of New York, found that even though ½ of the young men were residing on farms prior to induction, only ¼ of the group who attended high school took vocational agriculture, and less than 1/5, of those who took vocational agriculture in high school, were farming in 1947.

Even though the plan will not meet the approval of some principals, teachers, students and parents, it will reduce the amount of time required for teaching all-day classes and making supervisory visits, and thereby, provide more time for the teacher to conduct programs for young and adult farmers.

(3) A third plan is that of limiting the course of study in vocational agriculture to two, or not more than three years, at the all-day level. I have talked with teachers of vocational agriculture who feel that the instruction acquired by students enrolled in the first and second year agriculture classes has much less functional value than that received by students enrolled in the third and fourth year classes. These teachers have stated that the immaturity of first and second year students and the superficiality of the farming programs selected and conducted by many of them limit the effectiveness of the total program in spite of their attempts to use approved methods in teaching and supervising students at these grade levels.

I have also talked with teachers of vocational agriculture who are equally as firm in their convictions that it is more important for the first and second year students to be enrolled in vocational agriculture than those in the third and fourth year, if it becomes necessary to restrict the all-day course offerings. Many of these teachers defend their positions by citing the benefits such student and F.F.A. activities in the areas of occupational orientation, recreation, leadership, and social intercourse.

No one can question the need for students enrolled in vocational agriculture to develop desirable attitudes, understanding and skills in these and other areas of human activity. Teachers in every subject matter area should be equally concerned with the optimum development of their students in these areas.

The plan of restricting all-day enrollment will likely enable the teacher to have more time to organize and conduct programs for the young and adult farmer groups than will that of following a plan of more careful selection of prospective all-day students.

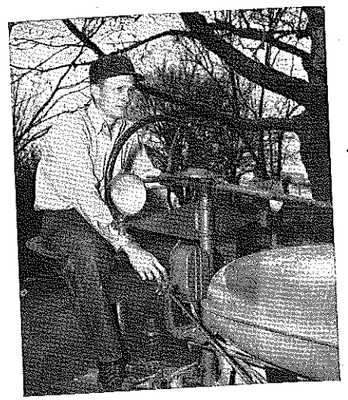
(4) Increasing the number of teachers needed to provide instruction for all types of classes—all day, young farmer, and adult farmer—is another alternative. The advocates of this plan fell that nothing should be done to jeopardize the strength of the all-day program. They likewise consider the instructional program for out-of-school groups a very important phase of the program of vocational agriculture and that provisions should be made to increase the scope of the programs for young and adult farmers. Such a plan, however, leaves much to be hoped for. Perhaps the plan now being used in some states in which local and state funds are used to finance the all-day program while federal funds are used to finance programs for young and adult farmers can be adopted in other states. The continuance of our present type of all-day program and an attempt to expand our young and adult farmer programs sufficiently to enable farmers and prospective farmers to receive the kind and amount of instruction needed for proficiency in farming will require much more money than has ever been appropriated at the national, state, and local levels.

Some agricultural education leaders have proposed that two types of agricultural instruction be given at the all-day level—namely, vocational agriculture for those who are planning to farm, and agriculture for those who will not farm, but will likely engage in occupations in which a knowledge of agriculture will be beneficial. In many sections of the country, especially in those areas in which industrialization has made rapid advances, a greater number of the high school students are entering upon occupations related to farming, such as service occupations, feed and seed dealers, and similar agricultural businesses. Likewise, a larger proportion of young men who become employed in occupations related and unrelated to farming are operating small units of land primarily for subsistence in addition to performing the duties of their principal gainful occupation.

It seems reasonable to assume that high school students who are planning to enter occupations related to farming or who expect to become part-time or subsistence farmers need agricultural instruction, but not the same type and amount of instruction needed by all-day students who will likely become full time farmers. Teachers of vocational agriculture must adjust their instructional programs in accordance with the demands of the occupations in which their students have opportunities for placement.

I have attempted to do no more than redefine the problem "what should be the future trend of programs of vocational agriculture," and suggest some possible solutions. It is not a problem that can be solved by decree from the national or state level. It seems that the solution must emerge from the county and community level. It is at this level that the effectiveness of any program of vocational agriculture can be more accurately evaluated. Programs of vocational agriculture are good to the extent they contribute to the progressive establishment of young men and adults in farming and improve the quality of living of the farm families residing in the community.

J. BRYANT KIRKLAND
Dean, School of Education
North Carolina State College



Our Cover

Alabama's "Future Farmer of the Year"

JOHN W. HARTLEY of the Sidney Lanier F.F.A. Chapter, Montgomery, Alabama, has been named Alabama's *"Future Farmer of the Year."* From the 12,000 active members in the state, he has been pointed out as having the most outstanding farming and F.F.A. program for the past year. This is the first time such an honor has come to an F.F.A. member in Alabama.

John has, through five years of hard work and good management, built his farming program up to an asset value of $141,640.66 of which he owes only $20,900.00. His investments have been primarily in land, farm equipment, and livestock. His farm is located in Matthews, Alabama, 20 miles southeast of Montgomery and his latest purchase of 55 acres of land is now producing some of Alabama's best alfalfa.

—T. L. FAULKNER
Executive Secretary
Alabama

Use local surveys

(Continued from Page 4)

supplement the data at hand. The agriculture teacher must see the relation of the facts to the aim of his work and to his objectives—teaching objectives and other objectives. He must see their relation to his ideals and to his other concepts of good farming, good farm life, and good community life and to human development including the learning process. He should see a great deal beyond the facts as such. A survey alone will not fill the vacuum.

If teachers should make surveys, teacher trainers and supervisors must lend a hand. This may be done in a number of ways and combinations of ways.

1. Appropriate suggested forms for making a few important kinds of surveys may be worked out for teachers. Special forms for an orderly entry of data are nearly always necessary to making a useful survey. Good teachers are often very poor at working up survey forms. Just what kinds of surveys we should work out suggested forms for is anybody's judgment. Always, of course, the survey must accomplish the specific purpose or purposes for which it is intended. A few possible kinds are listed toward the end of this article.
2. Teachers may be trained to work out forms for gathering significant and needed information. This may be done on a graduate level if not on an undergraduate level.
3. Teachers may be trained in tabulating the information and in interpreting and using it. This ability is not innate.
4. Give individual teachers help in working out forms and in interpreting and using their findings. Such services should be rendered teachers. Even such a simple device as a distribution sheet (of acres, head, etc.) may be very helpful in interpreting an enterprise or similar survey.
5. Teachers need to possess basic functioning concepts in vocational agriculture if the information gathered is to contribute to improving the instruction over what it should be otherwise. After all, this is the major justification for making most surveys. There is an urgent need for basic concepts, perhaps for some *new* concepts.

The president of Harvard University pointed out a few years ago that the great advances in science have come, not from the collection of new data, but from the developing of new concepts. Chemistry, for example, said he, gained more impetus from Dalton's atomic theory than from Priestley's discovery of oxygen.

Some Possible Kinds of Helpful Local Agricultural Surveys

1. Simple survey of crops and animal enterprises to secure information on acres or number of head, perhaps yield or production, and sales of selected products. Such a survey may be very useful in course building, revising courses, and teaching.
2. A survey of *results* farmers are getting—yields of production, price received, and the like. One may also wish to make a brief survey of practices followed. Perhaps results are usually the more important to find out. (May wish to survey results by former students or present students.)
3. Farm mechanics survey, for any one of several purposes: to get information on kind and amount of farm mechanics work done on farms of the community, opinion as to the farm mechanics skills which high school boys (or other group) should acquire, farm mechanics facilities and equipment in the community, major items of machinery on the farms.
4. Survey of agricultural opportunities in the community, including opportunities in farming, related occupations, etc.
5. A continuous survey of farm sales in the community, including who buys each farm, his age and where he is from, amount paid, price per acre, terms of sale, condition of buildings and fences, reasons for the sale, and the like.
6. Survey of "how farm people live"—the conveniences they have, and other indexes of a standard of living.
7. Farm family survey. Its purpose might be to know the *people* on the farm, to get acquainted with them, as contrasted with knowing the farming.
8. Survey of former students in vocational agriculture.
9. A survey of prospective students in vocational agriculture in order to study them (especially needed where there is not a good program of prevocational agriculture). ●

It is impossible to give complete instruction since education is a life-time process. Consequently instructors must have standards, expressed or unexpressed, as to the proficiency they aim to secure.

* * *

Close acquaintance between instructor and pupil is essential to instruction in vocational agriculture and homemaking.

Activities for an F.F.A. program (Continued From Page 7)

ACTIVITIES	WAYS AND MEANS
2. Recommend boys for State Farmer Degree	2. a. Have a committee to select and help promising freshmen plan their supervised practice program. b. Officers see that possible candidates get the necessary leadership training. c. Committee help and check the filling out of the application.
3. Recognize boys who are carrying on the best supervised practice work	3. a. Select a chapter Star Farmer. b. Give awards to three high boys in each year with best programs and practices. c. Give awards for best record books in each year and enter these in regional contest.
4. Provide facilities for improved practices and programs.	4. a. Chapter organize a P.C.A. or set up a chapter loan fund. b. Chapter buy seeds, fertilizer, plants, sprays and dusts, dusters and sell to boys. c. Chapter treat seeds and livestock for boys. d. Chapter have a pig ring as a source of good pigs.
5. Chapter have boys enter the State F.F.A. Contests and Shows.	5. a. Chapter have a committee pick the best boy to enter and help him fill out the blank for: (1) Farm Mechanics (2) Home Improvement (3) Soil and Water Conservation (4) Best dairy boy. b. Committee pick out and get boys to enter Feeder Calf Show and Sale and Dairy Show. c. Have local Ham, Bacon and Egg Show and send best to State Show.
6. Have a supervised practice tour.	6. Chapter organize and arrange a tour of boys' parents, principal, and superintendent to visit boys' enterprises.
7. Get pictures of boys' supervised practice work.	7. Chapter finance taking of pictures for slides and display board.

Group discussion . . .

A method of training teachers of adults

BURTON W. KREITLOW,
Assistant Professor of Education and Agriculture, University of Wisconsin

ONE of the most severe and persistent criticisms leveled at teacher education has been its abundant use of words and meager use of experience as a means of preparing teachers for the field.

Graduate student seminars dealing with educational methods and techniques often leave the student with the conviction that when he trains teachers it will be different. Like most New Year's Resolutions, it soon gives way to former experiences and the one time graduate student—now Professor of Education—is more and more concerned about making it through two pages of lecture notes at each meeting of his classes. Such backsliding when one faces the task of training teachers for adult classes in-excuseable—but not unusual.

In the training of students who will some day teach adult classes it is proving to be highly desirable to use group discussion and the conference method in the classroom, and as the springboard for field study. Rather than verbal recommendations for the future use of discussion methods or board descriptions of the use of small groups in the teaching of adult classes, the writer is using the small group method in a course labeled, Principles of Adult Education. It is felt that a future teacher of adults will be able to apply the group discussion to his own teaching much more effectively after having experienced rather than merely read of its advantages.

It isn't easy to convince a class the first day of a semester that group discussion methods will give them what they want from a course described as dealing with the philosophy and practice of adult education. However, by the time the semester is half over, they are convinced that they are gaining far more in terms of the adult education program than would have been possible by the use of other methods.

To develop the initial understandings of the small group method a mimeographed paper describing its use in an adult class is given to the students. A condensation of this material follows. Certain ideas expressed follow closely the concepts of democracy developed in the classes of Dr. Theodore Brameld when he was Professor of Educational Philosophy at the University of Minnesota. Dr. Brameld is now at New York University.

The Use of Discussion Groups

For group thinking to succeed in the classroom, every member of the group must assume his full share of responsibility. Intelligent participation in group activities is based upon knowledge of the subject and the ability to work with others toward common goals. For this reason, please read the following suggestions carefully.

1. *Why do we use discussion groups?*

A. Democracy requires the widest possible *participation* in solving problems and making decisions. If this is true, then students (both college and adults) and teachers need *experience* in participation. By the use of group discussion techniques we move from the usual "talk-democracy" to a "do-democracy." Group thinking is a fundamental technique used to gain democratic experience and which, as it becomes fruitful and efficient, influences our conduct as citizens in the democratic community itself.

B. Your instructor does not have the final answers for all the problems in adult education. The way we will find the best answers to our problems is by means of a sharing of knowledge and experiences. The group should be wiser than any individual member of the group and it should be wiser than the sum of its members.

C. Group thinking cultivates our appreciation of, and respect for different kinds of attitudes, beliefs, and backgrounds. We are able to learn from others by entering into their own personalities. At the same time others are learning from us. Your group should be able to produce results or solutions to problems different from any previously held by individual members. When the results are sound integrations of the "group mind," you will recognize your own growth in learning.

D. The more each one contributes, the more democratic your group discussion becomes. The value of your group is reduced if you are *absent* or *silent*. Do not hesitate to contribute even if you think you may be wrong. Respect the views of others, even if you find it necessary to disagree with or modify what they say.

E. The purpose of your discussions should not be to debate or argue over differences. It is not a "bull session." Your purpose is to arrive at the best *group decision* after careful consideration of the problems at hand. When your group cannot reach a unanimous decision, feel free to report opposing viewpoints.

II. *How is your group to get started?*

A. (The mechanics of forming a group of from five to eight members is given.)

B. (The mechanics of selecting a chairman and recorder, are given.)

C. The chairman's job will be to keep discussions moving toward your goal of maximum agreement about the problem before you.

D. Don't be discouraged if you don't get as far as you'd like in your first meetings. Begin your meetings promptly.

III. *Suggestions to group members.*

A. Prove to your instructor that students will take responsibility if given a chance.

B. Don't make speeches. Get to the point, help each other along.

C. Be willing to do special reading between class periods so that your solution of problems will be based on all that is known about the problem.

D. Be careful not to over-protect your own pet ideas or prejudices.

E. Don't give in just because you're outnumbered or because you want to make a decision before the end of the class period.

F. Keep in mind the objective of creative thinking and integration.

IV. *Suggestion to discussion leaders*

A. Prepare in advance whenever possible. Break the problem down into its important parts.

B. Plan the time carefully so that all phases of the problem are considered. If you can't finish in the time allotted, carry the discussion over until another time.

C. Keep the discussion within bounds. If it wanders, restate the point of discussion and start again. (A good tangent is not always useless.)

D. Keep the ball rolling. No speeches.

E. If differences of opinion occur, bring them out into the open. Don't cover up basic differences.

F. Summarize when a point is finished, when the discussion becomes confused, and shortly before the end of the class period.

G. The group chairman should not necessarily continue as discussion leader after the first meeting. He should handle routine meetings of the group, appoint discussion leaders, and be responsible for filing all group reports with the instructor.

The area of work defined in the original course structure was explained by lecture method and by instructor led discussions. From that point on the small groups of the class begin to find the problems which their group desired to solve. Decisions as to the problems to follow are made by the group themselves. The following list of problems and actions taken by different groups indicate the type of activity they are engaged in.

A. What are the procedures involved in initiating an adult education program? This problem was studied, summarized and presented to the entire class in the form of a socio-drama.

B. What are the needs and interests of industrial workers? This entire project remained within the small group. It was expanded to include needs and interests of farmers, homemakers and business and professional workers.

C. What are the problems of those attending adult classes? The group choosing this problem spent many hours in adult schools in the vicinity thus arriving at their conclusions as a result of *voluntary* field work.

D. What are the interests and needs of those attending adult classes? This problem was also solved by combining library research with field trips to nearby adult and vocational schools. A survey was conducted by the group and the results presented to the entire class.

E. How effective are educational radio programs as a method of adult teaching? This group worked closely with the university radio stations to uncover the solution to their problem.

The problems studied, the means the student used to solve the problems and the students reaction to and evaluation of this new experience in a college class is very encouraging. During the eighth week of the semester a recent class of five groups and thirty-five students were asked to evaluate their own group. Their names were not on the evaluation sheet and all possible precautions were taken to insure valid answers. The self evaluation techniques proved very valuable to the individual groups concerned and as a guide for group guidance used by the instructor.

The questionnaire concerning the five class discussion groups follows*. The blanks preceding each item contain the number of students in the class of thirty-five who chose that particular reply. Many helpful comments appeared in the open-end questions and they were analyzed by the group in strengthening their group activity.

Questionnaire concerning your discussion group:

1. Have you ever taken part in a semester length discussion group before you joined this class?
   - 7 yes
   - 28 no
2. How do you like your discussion group?
   - 19 I like it very much.
   - 14 I like it moderately well.
   - 1 I'm neutral, it's just another class.
   - 1 I dislike it in a mild sort of way.
   - 0 It's a complete waste of time.
3. If this discussion group were just starting out, do you think you would want to have the leader you have now or would you rather have a different leader?
   - 26 The leader we have now.
   - 9 A different leader.

   What is the reason for your answer?.....
4. If your class had an opportunity to discontinue the discussion method by class voting, how would you vote?
   - 2 I would vote to discontinue discussion.
   - 33 I would vote for continuation of discussion.
   - I'm undecided.

   If you favor discontinuation, tell why.....
5. Below is a list of criticisms sometimes made of other discussion groups. In the blank preceding each statement indicate whether the criticism is true or not true for your group.

True	Not true		
8	27	a.	The chairman does too much of the talking.
5	28	b.	After we get through discussing a subject, there is still a lot of disagreement.
4	31	c.	Most of the group just sit around while a few do all the talking.
2	33	d.	We don't talk about interesting subjects.
7	28	e.	We talk about a lot of things but never do anything about them.
11	24	f.	The chairman can't keep us on the subject.
18	17	g.	There is too little reading done on the subject before we come to the discussion.
1	34	h.	The conclusions are always the chairman's conlusions.
4	31	i.	The majority of the group are more interested in killing time than in getting something done.
6	29	j.	We end up discussing the problems that we think the instructor wanted discussed, not those we want to discuss ourselves.

6. Are you getting to know any of the new people you met in your discussion group well enough to take part in social affairs with them?
   - 19 No, I see them only in class.
   - 16 Yes, some of us get together outside of class.
   - 0 I didn't meet any new people in my discussion group.
7. Do you feel that you are learning anything about adult education in your discussion group?
   - 16 Yes, much more than I could learn from lectures or reading.
   - 10 Yes, about what I would learn through any other classroom method.
   - 7 I think I learn less but I don't think I'll forget any of it.
   - 2 I learn very little in the discussion group and much of that is common knowledge anyway.
   - 0 No, I learn nothing, it's just pooling of ignorance.
8. Any additional comments evaluating your discussion group will be carefully considered. .....

It is evident that the discussion and conference method can be used in teaching a course in the principles and philosophy of adult education. Once experienced in a classroom situation, these future teachers of adults will be in a far better position to try these methods in their own classes than those individuals who read about group discussions and conferences in books. The figures indicate that over one-half of the students in this particular class liked their experience very much and sixteen of the thirty-five students felt that they learned more about adult education in discussion groups than they could have learned by hearing lecturers and studying textbooks.

Successful experience in the use of group discussion methods and its acceptance by future teachers as a worthwhile means of studying the philosophy and practice of adult education point the way to further development of this and other experience type teaching techniques for classroom use. The question every teacher trainer must face is whether or not experience type teaching does a better job of preparing a teacher for the the field than our more traditional lecture-study-test methods. The experience of adult teachers in the classroom, in conference, in program planning and in coordinating community activities is such that its very nature demands the experience of participation in these activities while preparing for the adult teaching field.

The classroom must become a workroom where tomorrows teachers of adults obtain the experience of group participation that will be the foundation of a successful adult program. ●

*The questionnaire follows in part the design of one used by the New York Adult Education Council and its original form appears in *The Story of a Discussion Program* edited by Alice Bullaine and Winifred Fisher. New York Adult Education Council, 254 Fourth Avenue, New York 10, New York.

Death takes two leaders

Ray Fife

DR. RAY FIFE, Professor in Agricultural Education at The Ohio State University, died Tuesday, May 16th in Mt. Carmel Hospital, Columbus. Burial took place in Van Wert County, Ohio, where Dr. Fife began his professional career as a rural school teacher and county superintendent of schools.

Dr. Fife was one of the pioneers in Agricultural Education in the United States during its most crucial period. He was president of the American Vocational Association from 1933 to 1935 and had been president of New Mexico State College from 1936-1938. Recently, he served as chairman of the Research Committee of the North Central Region for vocational education in agriculture. From 1921 to 1936 he was the State Supervisor of Vocational Agriculture in Ohio. He authored numerous articles in the *Agricultural Education Magazine* as well as other agricultural and educational journals.

Dr. Fife graduated from The Ohio State University in 1917 and received his Doctor's Degree from Columbia University in 1929. He was a member of the National Education Association, King Avenue Methodist Church (Columbus), Phi Delta Kappa, Alpha Zeta, Iota Lambda Sigma and University Lodge F. & A. M.

John Wheeler

DR. JOHN T. Wheeler, Professor of Agricultural Education at the University of Georgia died on May 17. Dr. Wheeler was one of the early workers in vocational education and, he continued to pioneer in his chosen field throughout a lifetime of service and leadership. The major years of his professional life were spent in Georgia. His contributions to the literature in the field, and his teachings made him a respected leader. His wholesome influence and genial personality made him an effective leader.

Agriculture ranks high

(Continued From Page 17)

Winfield, Kansas conducts two courses —farm machinery repair and farming occupations. The adult program at Lincoln, Nebraska, offers farm machinery repair, dairy cattle and milk production, poultry and egg production, and courses in livestock, fruits, and grains.

Illustrative of the specialized adult classes in schools in larger cities not having vocational agriculture are the semester courses in gardening offered by the Hoover Evening High School in San Diego:

Gardening—a Workshop
Gardening—Planning and Building
Gardening—Soil Analysis

Amherst Central School in New York offers a sequence of Gardening I and Advanced Gardening.

No doubt a great many other organized evening schools offer agricultural courses for adults; these illustrations are merely some which came to light in a sampling study. It is sincerely hoped that teachers of vocational agriculture will continue to look upon themselves as spearheads of a more comprehensive community program of adult education in increased thousands of village and rural high schools of this country. ●

Making a state young farmer convention click

(Continued From Page 9)

hundred Young Farmers who brought their wives, the invited guests and others participated in dancing after the banquet.

Recognitions and Honors

A state public speaking contest is held in connection with the state convention. This is participated in by the eight district winners which are selected from chapter participation on a district basis. There are two state winners and they in turn give their addresses (on some timely agricultural subject) before two general sessions of the convention.

The Young Farmer of the year is selected first on a chapter basis, then on a district basis, and finally from the eight district candidates one receives the recognition of a "Young Farmer of the Year" for the state. This is a very coveted honor and receives much publicity in state papers and farm magazines. The selection is based on farming activities, leadership, cooperation, and community service.

The "Chapter of the Year" is another much sought after recognition at the state convention. To be considered, a chapter must first win the designation of "Chapter of the District." The eight district chapter winners then present their achievements in writing to a state committee which eventually designates one as "Chapter of the Year" for the state. Achievement is based on cooperative activities, community service, quality of chapter meetings and other items.

The State Young Farmer officers appoint the evaluating committees and trophies are given to the winners. This competition, while not extensive, is enough to keep Young Farmers on their toes and adds pep and morale to the convention.

District Reports

The state Young Farmer executive committee is composed of the president, vice-president, secretary, executive secretary, reporter, adviser, and eight district directors. The district directors each report outstanding chapter accomplishments of their districts and also district wide activities including luncheons, picnics, and farm tours. This is always an interesting session of the convention as it serves as a clearing house for ideas on Young Farmer chapter activity.

Attendance prizes, lots of community singing and good vocal and instrumental musical numbers interspersed between speakers add interest and life to the convention.

After the 1950 two day session the Young Farmers returned home in high praise of the convention program. They had received valuable information which would help them to be better farmers. They felt proud to have chosen farming as their occupation. As Young Farmers they had renewed determination to exert more dynamic leadership in their chapters and in their communities.

State Young Farmer conventions that

Writing to boys and parents

(Continued From Page 17)

with the parents and the prospective pupil.

3. *An annual report of the activities and accomplishments of the agricultural department.* (July) This is a mimeographed report and is sent as far as possible to *all* patrons of the school district. The teacher will distribute many of these reports during his farm visitations.
4. *A personal letter addressed to the parents of each new boy.* (August) In this letter the teacher expresses to the parents his pleasure that their son has decided to enroll in vocational agriculture. He touches briefly on the influence of parental cooperation and invites them to visit the school at their earliest opportunity.
5. *A letter to the parents about the Future Farmers of America.* (September) This letter goes only to parents of new pupils. It informs them in detail of the F.F.A. organization.
6. *A publication about supervised farming.* (October) This communication sent only to parents of new pupils outlines the responsibilities of parents, pupil, and teacher in the supervised farming program of the boy. Parental cooperation is solicited. It contains a suggested long time farming program and assumes that the boy will eventually become an established farmer.
7. *A special publication about farm mechanics.* (November) The program is mentioned here particularly for the benefit of parents of new pupils but the publication may be sent to all parents. The school shop facilities are described, and the parents and pupils urged to use them.

Fully developed samples of each of the above letters and communications are included in Mr. Jacoby's summary of the study.

Agricultural education - - -

(Continued from Page 5)

plowed; purebred animals are added to herds; recreation activities, such as projection of films, are reaching the most remote areas; doctors and nurses are visiting places never sought by them before; the experiment stations are using school farms for regional tests; college professors and teacher trainers are being recruited for community work; supervisory staff members are coordinating and integrating activities with agencies, departments and other concerns; small industries for the rural zone have been studied; establishment of graduates is being planned.

Is this enough? No, many more things will have to be done and those started must be carried on to reach the highest degree of accomplishment. This is the way in which agricultural education in Puerto Rico is expected to make a valuable contribution to help improve conditions in the rural zone. We are

A. P. Davidson

Book Reviews

FARM STRUCTURES, by H. L. Barre and L. L. Sammel, pp. 650, illustrated, published by John Wiley and Sons, Inc., list $7.00. A technical presentation of the principles of functional analysis, design and utilization of materials for farm structures. This text is of college level and should prove helpful to farm mechanics teachers in the field of vocational education in agriculture in furnishing essential information on functional analysis, space utilization, selection and utilization of materials, and design of farm structures. APD

* * * *

THE MARKET MILK INDUSTRY, by Chester L. Roadhouse and James L. Henderson, pp. 716, illustrated, published by McGraw-Hill, list price $7.00. This text is of college level. The 25 chapters cover both the theoretical and the practical phases of market-milk production and the processing of related products. The illustrations are well chosen and of high quality. Vocational agricultural teachers and teachers of veterans-on-farm classes will find this text of value as a reference. APD

Special assignment

Henry Brunner

HENRY S. Brunner was on assignment to Germany during April and May. He served as Consultant in Agricultural Education for Food and Agriculture Division, OEA, and worked over the entire area of Western Germany. Dr. Brunner's assignment was to prepare a survey of the system of vocational agriculture training offered by the agricultural and special winter schools, and to participate in, and lead a conference on comparative programs for vocational training in agriculture.

The winter school system is, in many respects, excellent, but over-emphasizes skills and underemphasizes citizenship and social competence. The Germans are now seeking means of improving the systems.

pectation a reality, and a good one too. And through all this effort, a new school will emerge as a strong, dynamic, community nucleus working for the welfare of its people, the Island and the Nation as a whole.

An Ohio teacher of vocational agriculture finds opportunity to use his knowledge and skills gained in the tractor schools in teaching his students the principles of tractor maintenance.

Tractor schools for Ohio teachers

WILLARD H. WOLF, Teacher Education, Ohio State University

TWO-DAY schools in Preventative Maintenance for Tractors are being provided for the 262 regular instructors of vocational agriculture and the 544 instructors of veterans in Ohio. By the end of last December a total of 20 schools with an enrollment of 409 instructors had been conducted. Seventeen additional schools are scheduled to accommodate the remaining teachers in Ohio.

Schools for the regular instructors of vocational agriculture preceded those for the veteran teachers, the reason being that the advanced classes for high school boys are giving major emphasis to problems of agricultural engineering this year and farm management in 1950-51.

Paul Pulse, Assistant State Supervisor, and Willard H. Wolf, Instructor in Agricultural Education, have been in charge of the schools. As preparation for the instruction these men attended the Regional Instructor's School at Michigan State College held last spring under the direction of A. H. Hollenberg, Specialist in Farm Mechanics for preparing teachers in Preventative Maintenance for Tractors. John Everett, Wilbur C. Stevenson, and John Borton, teachers of vocational agriculture, have assisted in the program by conducting three of the schools.

Shop facilities of the department of vocational agriculture which will accommodate five to six tractors along with the other accessories are considered when selecting the department for the training sessions. The enrollment ranged from 20 to 25 men for the schools. An oil company in Ohio provided the oil and other lubricants needed to service the tractors used in the schools.

The student's manual, *Care and Maintenance of Farm Tractors,* prepared by Hollenberg and Johnson of The United States Office of Education was used in the courses. The two-day sessions do not, however, provide sufficient time to complete all work included in the manual. Demonstrations and opportunities for experience are provided in ignition, carburetion, air cleaner, crank case lubrication, transmission and differential lubrication, front wheel bearing service and cooling systems.

Directory

Vocational Education In Agriculture

Section II

Directors, Supervisors, and Teacher Trainers

Key to Abbreviations Used

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 As—area supervisor

OFFICE OF EDUCATION, WASHINGTON, D. C.

Earl J. McGrath, 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, R. E. Naugher, A. W. Tenney, E. J. Johnson and W. N. Elam, Program Planning; A. H. Hollenberg, Farm Mechanics.

MISSOURI

d—Tracy Dale, Jefferson City
s—C. M. Humphrey, Jefferson City
ds—Joe Moore, Mt. Vernon
t—G. F. Ekstrom, Columbia
t—C. V. Roderick, Columbia
sms—Joe Duck, Columbia
Nt—J. N. Freeman, Jefferson City

MONTANA

ds—A. W. Johnson, Helena
as—Arthur B. Ward, Helena
t—H. E. Rodeberg, Bozeman

NEBRASKA

d—G. F. Liebendorfer, Lincoln
s—Lewis Klein, Lincoln
as—L. D. Clements, Lincoln
t—H. W. Deems, Lincoln
t—G. E. Rhoad, Lincoln
t—C. C. Minteer, Lincoln
t—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
as—J. L. Perrin, State College

NEW YORK

d—A. K. Getman, Albany
s—R. C. S. Sutliff, Albany
as—W. J. Weaver, Albany
as—J. W. Hatch, Albany
as—A. E. Champlin, Alfred
as—E. G. Lattimer, Albany
t—R. R. Hoskins, Ithaca
t—W. A. Smith, Ithaca
t—E. B. Mott, Ithaca

NORTH CAROLINA

d—J. W. Smith, Raleigh
s—A. L. Teachey, Raleigh
rt—Roy H. Thomas, Raleigh
as—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
t—C. C. Scarborough, Raleigh
Ns—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
t—A. C. Kennedy, Columbus
t—Willard Wolf, Columbus
rt—Ray Fife, Columbus

OKLAHOMA

d-s—J. B. Perky, Stillwater
as—W. R. Felton, Stillwater
as—Tom Daniel, Stillwater
ds—Byrle Killian, Stillwater
ds—Hugh D. Jones, Stillwater
ds—Cleo A. Collins, Stillwater
ds—Benton F. Thomason, Stillwater
ds—Marvin Bicket, Stillwater
t—C. L. Angerer, Stillwater
t—Don M. Orr, Stillwater
t—Chris White, Stillwater
t—Robert Price, Stillwater
t—Clifford Kinney, Stillwater
t—James Elliott, Stillwater
Nt—D. C. Jones, Stillwater

OREGON

d—O. I. Paulson, Salem
s—Ralph L. Morgan, Salem
as—M. C. Buchanan, 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—Samuel Molinary, San Juan (acting)
as—Rafael Muller, San Juan
as—Juan Acosta Henriques, San Juan
as—Federico A. Rodrigues, San Juan
ds—Juan Melendez, Cayey
ds—Gregorio Mendez, Arecibo
ds—Frederico Carbonell, San Juan
ds—Nicolas Herandez, Mayaguez
t—Fernando del Rio, Mayaguez
t—Juan Robles, Mayaguez

RHODE ISLAND

st—Everett L. Austin, Providence

SOUTH CAROLINA

d—Verd Peterson, Columbia
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, Columbia
ds—W. M. Harris, Chester
ds—C. G. Zimmerman, Florence
t—J. B. Monroe, Clemson
t—B. H. Stribling, Clemson
t—F. E. Kirkley, Clemson
t—W. C. Bowen, Clemson
t—T. A. White, Clemson
Nt—Gabe Buckman, Orangeburg
Nt—W. F. Hickson, Orangeburg

SOUTH DAKOTA

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

TENNESSEE

d-s—G. E. Freeman, Nashville
as—J. W. Brimm, Nashville
as—J. W. Carney, Nashville
ds—S. L. Sparkes, Nashville
ds—H. N. Parks, Gallatin
ds—L. A. Carpenter, Knoxville
ds—H. C. Colvett, Jackson
ds—T. J. Hendrickson, Gallatin
t—N. E. Fitzgerald, Knoxville
t—B. S. Wilson, Knoxville
t—R. W. Beamer, Knoxville
t—G. W. Wiegers, Jr., Knoxville
sms—A. J. Paulus, Knoxville
Nt—W. A. Flowers, Nashville
Nt—H. L. Taylor, Nashville (on leave)
Nt—David Hamilton, Nashville

TEXAS

d—W. E. Lowry, Austin
s—Robert A. Manire, Austin
as—George H. Hurt, Austin
as—Vannoy Stewart, Austin
As—O. T. Ryan, Lubbock
As—C. D. Parker, Kingsville
As—A. B. Childers, Marfa
As—O. M. Holt, College Station
As—J. B. Payne, Stephenville
As—L. I. Samuel, Arlington
As—J. A. Marshall, Georgetown
As—T. R. Rhodes, Huntsville
As—R. B. Thomas, Jr., Commerce
As—K. D. Chandler, Nacogdoches
As—Emmett L. Tiner, Alpine
As—Walter Labay, Plainview
t—E. R. Alexander, College Station
t—Henry Ross, College Station
t—W. W. McIlroy, College Station
t—J. L. Moses, Huntsville
t—Ray L. Chappelle, Lubbock
t—T. L. Leach, Lubbock
t—S. V. Burks, Kingsville
t—B. B. Shaw, College Station
it—R. 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
Nit—O. J. Thomas, Prairie View
Nt—E. E. Collins, Texarkana
Nt—S. E. Palmer, Tyler
Nt—Gus Jones, Caldwell
Nit—Wardell Thompson, Prairie View
Nt—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. D. Watson, Burlington
as—Cedric Lafley, Burlington
t—James E. Woodhull, Burlington

VIRGINIA

d—Richard N. Anderson, Richmond
s—F. B. Cale, Richmond
as—R. E. Bass, Richmond
as—T. B. Dowing, Ivor
ds—W. R. Emmons, Boykins
ds—W. R. Legge, Winchester
ds—J. C. Green, Powhatan
ds—W. C. Dudley, Appomattox
ds—J. A. Hardy, Blacksburg
ds—J. O. Hoge, Blacksburg
N-ds—C. B. Jetter, Martinsville
t—H. W. Sanders, Blacksburg
t—T. J. Horne, Blacksburg
t—C. B. Richards, Blacksburg
t—C. S. McLearen, Blacksburg
t—B. C. Bass, Blacksburg
t—T. J. Wakeman, Blacksburg
t—E. G. Thompson, Blacksburg
t—Olive A. Salem, Blacksburg
Nt—M. A. Fields, Petersburg
Nt—J. R. Thomas, Petersburg
Nt—A. J. Miller, Petersburg

WASHINGTON

d—H. G. Halstead, Olympia
s—Bert L. Brown, Olympia
as—M. G. Knox, Olympia
as—H. M. Olsen, Olympia
as—J. W. Evans, Olympia
as—Robert Corless, Olympia
t—E. M. Webb, Pullman
t—Oscar Lorcen, Pullman
t—David Hartzog, Pullman

WEST VIRGINIA

d—John M. Lowe, Charleston
s—H. N. Hansucker, Charleston
as—S. D. McMillen, Charleston
as—H. E. Edwards, Charleston
ds—Guy E. Cain, Charleston
ds—W. H. Wayman, Clarksburg
ds—Byrl L. Law, Elkins
t—D. W. Parson, Morgantown
t—C. W. Hill, 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. Achsacher, 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

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

THE AGRICULTURAL EDUCATION MAGAZINE

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A knowledge of the soil is essential to its wise use.

This Issue Features... **Conservation**