DIRECTORY . . . Institutional On-Farm Training (continued from page 215)

Name	Position	Address
	LOUISIANA (continued)	
I. C. Cowart	Subject Matter Specialist	Baton Rouge
R. C. Stringfield	Asst. Subject Matter Specialist	Baton Rouge
J. J. Stovall	Specialist in Conservation	Baton Rouge
	MAINE	
	(Same personnel as for regular program)	
	MARYLAND	
Lee W. Adkins	Assistant Supervisor	Baltimore
	MASSACHUETTS	
Wilbur T. Locke	Supervisor	Boston
	MICHIGAN	
	(Same personnel as for regular program)	
	MINNESOTA	
	(Same personnel as for regular program)	
	MISSISSIPPI	
H. L. Davis	State Supervisor	Jackson
George Bridges	Itinerant Instructor	Ethel
C. W. Burrage	District Supervisor	Cleveland
L. W. Craig	District Supervisor	New Albany
A. E. Evans	Special Supervisor	Jackson
A. C. Everett	Special Supervisor	Jackson
V. E. Graham	Special Supervisor	Hattiesburg
S. H. Gunter	District Supervisor	Laurel
C. D. Luckett	Itinerant Instructor	Vicksburg
C. W. Makamson	District Supervisor	Newton
A. S. Reed	Itinerant Instructor	Water Valley
A. G. Shepherd, Jr.	District Supervisor	Houston
J. K. Simpson	District Supervisor	Pickens
R. H. Sullivan	District Supervisor	Magee
J. J. Norman (Negro)	District Supervisor	Jackson
	MISSOURI	
Robert L. Hayward	Assistant Supervisor	Jefferson City
Clovis Jones	Assistant Supervisor	Jefferson City
O. D. Bramstetter	Assistant District Supv.	Rosendale
J. D. Harris	Assistant District Supv.	Huntsville
J. A. McKinney	Assistant District Supv.	Salem
	MONTANA	
	(Same personnel as for regular program)	
	NEBRASKA	
	(Same personnel as for regular program)	
	NEVADA	
	(Same personnel as for regular program)	
	NEW HAMPSHIRE	
	(Same personnel as for regular program)	
	NEW JERSEY	
	(Same personnel as for regular program)	
	NEW MEXICO	
John W. Riley	District Supervisor	State College
Robert Mims	District Supervisor	Albuquerque
Charles Hudson	District Supervisor	Clayton
Marshall Stanley	District Supervisor	Portales
	NEW YORK	
	(Same personnel as for regular program)	
	NORTH CAROLINA	
A. G. Bullard	Subject Matter Specialist	Raleigh
H. T. Gryder	Assistant Supervisor	Taylorville
W. W. McClure	Assistant Supervisor	Louisbury
T. H. Mills	Assistant Supervisor	Welcome
B. L. Lunsford	Assistant Supervisor	Asheville
K. E. Stokes	Assistant Supervisor	Severn
C. Marion Butler	Assistant Supervisor	Clinton
W. A. Blaunt (Negro)	Assistant Supervisor	Greenboro
J. W. Warren Jr (Negro)	Assistant Supervisor	Greensboro
	NORTH DAKOTA	
William K. Gamble	Assistant Supervisor	Fargo
Everett A. Tool	Assistant Supervisor	Fargo
	OHIO	
J. H. Lintner	District Supervisor	Columbus
Paul Hartsook	District Supervisor	Toledo
Paul Pluse	District Supervisor	Hillsboro
L. B. Fidler	District Supervisor	Columbus

Name	Position	Address
	OKLAHOMA	
Bonnie Nicholson	State Supervisor	Stillwater
G. J. Dippold	Teacher-Trainer	Stillwater
William R. Hare	Assistant State Supervisor	Stillwater
Cecil L. Maynard	Assistant State Supervisor	Stillwater
S. D. Center	Auditor	Oklahoma City
L. O. Hansen	Auditor	Moore
Velden R. Swigard	District Supervisor	Moorcland
Howard Richardson	District Supervisor	Snyder
Clifford H. Burton	District Supervisor	Chattanooga
John A. Hightower	District Supervisor	Pauls Valley
Carl L. Smith, Jr.	District Supervisor	Stillwater
Dale Dupy	District Supervisor	Stillwater
Sewell G. Skelton	District Supervisor	Claremore
Von H. Long	District Supervisor	Okemah
Murl R. Rogers	District Supervisor	Hugo
Jack R. Houser	District Supervisor	Stigler
Foreman Carlile	District Supervisor	Vian
	OREGON	
Allan Lee	Assistant Supervisor	Salem
E. J. Stevens	Assistant Supervisor	Salem
	PENNSYLVANIA	
	(Same personnel as for regular program)	
	PUERTO RICO	
Salvador Vazquez Vargas	Assistant Supervisor	
	RHODE ISLAND	
	(Same personnel as for regular program)	
	SOUTH CAROLINA	
P. G. Chastain	State Supervisor	Columbia
E. B. Few	District Supervisor	Honea Path
H. M. McCallum	District Supervisor	Chester
A. L. Smoak	District Supervisor	Walterboro
S. W. Epting	District Supervisor	Columbia
J. H. Yon	District Supervisor	Loris
O. R. Koon	District Supervisor	Florence
	SOUTH DAKOTA	
	(Not under State Department of Education)	
	TENNESSEE	
	TEXAS	
B. C. Davis	State Supervisor	Austin
Curtis Bell	District Supervisor	Commerce
Charles L. Bodden	District Supervisor	Stockdale
Zane G. Brewer	District Supervisor	Lubbock
William C. Brewer	District Supervisor	Paducah
J. A. Chandler	District Supervisor	Huntsville
C. W. Cox	District Supervisor	San Antonio
Paul Creech	District Supervisor	College Station
Silas Grider	District Supervisor	Henderson
H. O. Harris	District Supervisor	Denton
Charles Harrison	District Supervisor	Dallas
O. K. Hoyle	District Supervisor	Seymour
A. A. Martin	District Supervisor	Edinburg
Thomas R. Neely	District Supervisor	Lubbock
William T. Nelson	District Supervisor	Paris
Reginald Pinkard	District Supervisor	Comanche
Scott Russell	District Supervisor	Taylor
Durward S. Stewart	District Supervisor	Huntsville
R. L. Tate	District Supervisor	Meridian
Fred H. Wadley	District Supervisor	Arlington
Jesse C. Young	District Supervisor	Cotulla
	UTAH	
Fred Cornaby	Area Supervisor	Richfield
	VERMONT	
	(Same personnel as for regular program)	
	VIRGINIA	
	(Same personnel as for regular program)	
	WASHINGTON	
	(Same personnel as for regular program)	
	WEST VIRGINIA	
	(Same personnel as for regular program)	
	WISCONSIN	
Ivan G. Fay	Supervisor	Madison
M. W. Cooper	Assistant Supervisor	Madison
H. M. Nelson	Assistant Supervisor	Madison
	WYOMING	
Miller Brown	State Supervisor	Cheyenne
Robert E. Helvey	Area Supervisor	Big Horn
O. J. Deveraux	Area Supervisor	Greybull

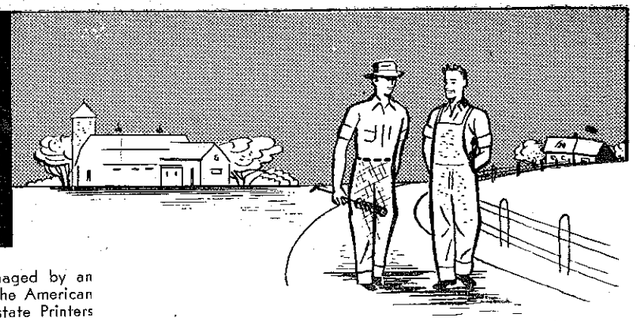
THE AGRICULTURAL EDUCATION MAGAZINE

VOLUME 23 APRIL, 1951 NUMBER 10

Local Advisory Committee—California
(See Page 221)

This Issue Features... **Evaluation of I.O.F. training**

The Agricultural Education Magazine



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

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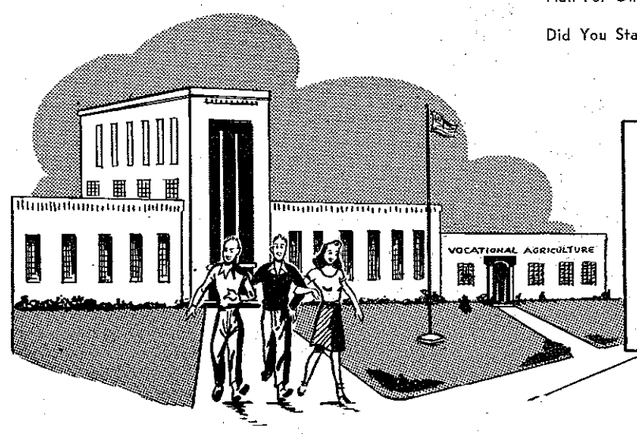
Contents



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Editorials

PICTURE OF THE MONTH CONTEST

A Picture of the Month Contest for teachers of vocational agriculture and veteran teachers will start with the July issue of *The Agricultural Education Magazine*. The purpose of the contest is to stimulate more interest in better pictures to tell stories relating to work in Agricultural Education. The "Picture of the Month" will be run along with the runners-up in a full pictorial page of each issue beginning in July, 1951.

Following are some suggestions and conditions for initiating the contest:

1. Only teachers of vocational agriculture and teachers of World War II veterans are eligible to enter pictures in this contest.
2. The teacher submitting the winning picture of the month will receive a $10.00 check from the magazine immediately after the picture is published.
3. The best picture of the 1951-52 fiscal year will be selected in July, 1952 from the twelve winning monthly awards. A check of $50.00 will be paid to the teacher whose picture is adjudged the best picture of the year.
4. All pictures must relate to some bona fide activity or work in Agricultural Education.
5. All black and white photographs submitted must be printed on glossy surface photographic paper and should be enlarged to either 5" x 7" or 8" x 10" in size. No color transparencies will be accepted.
6. No photographic print published by the magazine will be returned to the owner. However, such pictures will not be used after publication without permission of the owner.
7. Other photographic prints received by the Editor of Photography will not be returned to the owner except by request and unless a self-addressed and stamped envelope is forwarded with the print for this purpose.
8. All prints will be held until the picture of the month is selected.
9. All photographs must be submitted three months prior to publication date.

Suggested Schedule for Submitting Photographs:

Months to Submit Photographs		*Months Photographs Selected to be Published*	
1951		1951	
	April		July
	May		August
	June		September
	July		October
	August		November
	September		December
	October	1952	January
	November		February
	December		March
1952	January		April
	February		May
	March		June

10. It is desirable to publish pictures representing seasonal activities in their natural season. However, to do this, pictures have to be made a year ahead of publication. In so far as practical, pictures submitted should be as nearly seasonal as possible.

Data To Be Furnished With Each Picture

11. The following data should be furnished with each photograph entered in the contest:
    Name of Contestant.....
    Address .....
    School .....
    Teacher .....
    Vocational Agriculture or Veterans
    Camera Used .....
    Film Used .....
    Exposure { Lens opening ..... / Shutter speed.....
    Title of Picture.....
    .....
12. All pictures should be mailed to J. K. Coggin, State College Station, Raleigh, North Carolina, in time to be received by the first of the month.

Those interested are urgently requested to mail pictures for use in the July issue in time for them to reach Raleigh, North Carolina by April 1, 1951.

J. K. COGGIN, Teacher Education
North Carolina State College

Evaluation as a foundation for method

THE family cow can select the most tasty grass. However, she does not, so far as we know, judge its effect on her milk production. The ability to evaluate action is unique. It can be highly developed in man. It can and should be fundamental in the teaching of agriculture.

To develop skill in evaluating farm operations and management, is recognized by many as a desirable general objective of instruction in agriculture. As a purpose it can best be achieved if we utilize evaluation more freely as a foundation for method.

Making evaluation a foundation for method would require that we provide numerous, varied and frequent opportunities for learners to evaluate. Items like the following would be included: (1) Learners are lead to examine their value system, their personal objectives, and course objectives. (2) The selection of learning experiences is considered with a view to discovering better ones or improving the sequence. (3) Individual and group contributions are evaluated as a guide to improving the functioning of the learning group.

In addition to the foregoing we would continue to place emphasis on evaluating farming programs, skills in the farm shop, and the like. However, we would work harder to develop students' consciousness of evaluation as a learning process—we would place more emphasis on the students' part in evaluation. We would work to secure student understanding of the place that evaluation should have in their daily lives. We would work to develop students' knowledge of, and skill in using, techniques of evaluation appropriate to their needs.

One criterion for the success of training programs in agriculture could well be the extent to which the individual u[illegible]ed evaluation as a means of improving efficiency. Only as we put a solid foundation of evaluation under the entire structure of our farmer training methods can we expect to satisfy the criterion. We can't improve the cow's ability to evaluate but we can improve the farmer's ability to evaluate.

What is of value?

A question to be answered before we judge the effectiveness of our teaching*

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

H. M. Hamlin

EVALUATION is the key to the improvement of agricultural education. We shall not improve if we value too highly what we have. Evaluation is the point in agricultural education at which students, parents, and the public are most interested. All of the issues of agricultural education come into focus in evaluation. Advisory groups are the best means we have found of getting what we need after we have found out what we need through evaluation. They are a major means of extending participation in agricultural education to those affected by it. They are very useful in helping the public to understand modern thinking about education as we introduce it into our program.

The Nature of Evaluation

The way we evaluate depends upon our value systems. To evaluate means "to determine the value of." We have largely shunned consideration of values in agricultural education. We have tried to be practical, or scientific, or both, but we have commonly tried to avoid being philosophical.

Where then have we got the values which have guided agricultural education? Certainly we have had values and I suspect that our success has been due, to a considerable extent, to our having had relatively sound value systems.

Identifying Common Values

We have apparently got our values quite incidentally and accidentally from our individual parents, teachers, religious leaders, and other associates. We do not know the sources of many of them; do not understand why we hold them; cannot defend them when we are confronted with conflicting values. There should, of course, be individual, community, state, and national differences in value systems, but must there be the confusion we have today and the canceling of each other's efforts because we do not agree about values on which we could agree?

Our students, young and old, are at least as confused about values as we are. Never have people been confronted with so many conflicting value systems. As a result, they shift recklessly from one to another, or they may come to doubt that anything has value.

Browning saw the beginning of a situation in the nineteenth century which has become almost intolerably worse in the twentieth century, when he wrote:

> "Now who shall arbitrate?
> Ten men love what I hate,
> Shun what I follow,
> Slight what I receive:
> Ten who in ears and eyes match me;
> We all surmise,
> They this thing and I that.
> Whom shall my soul believe?"

John Dewey declared in his *Human Nature and Conduct* that "at some place on the globe, at some time, every kind of practice seems to have been tolerated, or even praised." Once that did not matter much to Americans, but now we are exposed to every kind of thinking and practice that exists or has existed in the world.

We have witnessed the turning of highly educated intellectuals to Communism because they saw in it a higher system of values than the American system could provide them. Now we see many of them turning away from it to accept American values which they should have found acceptable all of the time had they been properly educated.

Can we find common, agreed-upon values amidst the confusion to guide us (students, teachers, the public) in agricultural education? I think we can and that they will come from five sources:

1. From agreement regarding "the common wants of men," which nearly all men in all times and places have expressed.
2. From our democratic, Christian tradition.
3. From the tested experience of individuals and groups.
4. From local customs and traditions. (Some have sound bases; others are irrational or outmoded.)
5. From the reflective thinking of individuals and groups.

Where would the emphasis fall in a permanent, universal system of values? On two cornerstones, I think:

1. The worth and dignity of the individual and the necessity for maintaining his integrity.
2. The desirability of group experiences through which the individual fulfills himself, for "we are all parts, one of another," as St. Paul said.

From these basic values, we get implications such as these:

1. The individual rights and liberties guaranteed by our Bill of Rights.
2. Government by consent of the governed.
3. The scientific method as a means whereby individuals may think for themselves or in groups according to a system of rules which helps them to approach "the truth" in many areas as closely as possible and removes from them the necessity of accepting as true the dicta which others announce.
4. The necessity for educating individuals to make the most possible of themselves, to exercise their rights and perform their responsibilities, and to work helpfully with others.
5. The need for helping individuals to use their minds and keep them sane, so that they may bring all possible meaning and order into their life experiences.

The list of implications could be endless. These are only illustrations. The last three emphasize the importance of education in a society dedicated to these transcendant values. But it must be education that contributes to these ends, not "any old education."

Straying From Charted Values

Has agricultural education ever departed from these basic values? Disregarded them? I think it has. Often we seem to subordinate people to agriculture, assuming that some practice in agriculture is inherently valuable and that everyone ought unquestioningly to use it. We have sometimes evaluated the pigs a boy has produced, rather than the changes in the boy which agricultural education has helped him to make. The man who made more money raising livestock than raising cotton, but who still preferred to raise cotton, may have a better system of values than one who thinks that money is the highest value.

We have sometimes been autocratic, rather than democratic, in our procedures.

We have sometimes overemphasized the selfish aims of individuals and under-rated the values of group experiences.

We have sometimes opposed or bypassed local value systems, perhaps better than those we have offered as substitutes.

We have sometimes tried to substitute teacher values for student values with no advantage to the student.

We have sometimes emphasized unthinking acceptance of practices and ideals, instead of aiding the development of thinking individuals.

We have often failed to deal conscientiously with values as we work with our students.

Not only are we wrong when we bypass value system; we fail when we do. A study by the U. S. Department of Agriculture in Stephenson County, Illinois, illustrates this point. For 16 years systematic efforts to introduce soil conservation had been made in the county, yet 1,625 of the 2,600 farms in the county had been untouched by these efforts. It was found that the acceptance

(Continued on Page 229)

*Based on an address, *Evaluating the Effectiveness of Teaching*, given at the West Virginia State Conference for Teachers of Agriculture.

Effectiveness of I. O. F. training

In meeting needs of Negro veterans*

CHRISTOPHER C. CHUNN, Graduate Student, Ohio State University

ARE the needs of the Negro veteran enrolled in institutional on-farm training being discovered and provided for? Are the veterans aware of the problems confronting them in becoming established in farming? It is these and other pertinent questions, that supervisors, head teachers, teachers, and the general public must concern themselves.

In a recent study, the author attempted to investigate the effectiveness of institution on-farm training in serving the needs of Negro veterans in Limestone, Madison and Morgan Counties, Alabama.

Procedure

Sixty veterans, twenty from each county included in the study were interviewed, personally. This represented approximately a 25 per cent sample of the Negro enrollment at that time. Because of the small number of teachers, their appraisal was not solicited.

Since the state of Alabama, to a great extent, delegates authority for setting standards for enrolling and remaining in the training program to county boards of education, copies from each county were secured and examined. On the basis of standards set forth in the three counties a list of possible problems was prepared and grouped under the following headings:

1. Securing a farm and establishing business practices on entering into a work agreement.
2. Increasing the efficiency of crop programs.
3. Increasing the efficiency of livestock programs.
4. Establishing a soil conservation program.
5. Improving buying and selling operations.
6. Improving rural living.
7. Improving the "balance" of farming operations.

On a questionnaire sheet veterans were asked to rate individual problems under each area in terms of their importance. The veterans were also asked to evaluate the help received from the program, with special emphasis on the three types of instruction in use—classroom, individual and field trips. For simplicity the veterans were asked to appraise the program on the basis of a three-point rating scale, "great," "same," and "no."

In tabulating results the great, same, and no responses were given a 2, 1, 0 weighting respectively.

Considering the broad range of differences that might exist among a group of adults, and the bearing that these differences might have upon the smoothness at which the training program might operate, certain background information was asked for in the interview. Data were secured on age and marital status, education, effect of war upon occupational status, and future plans of the veterans.

Findings

According to the veterans' responses, as to the importance of problems, tabulated on the 2, 1, 0 scale, the areas with weighting rank as follows:

1. Problems in increasing the efficiency of crops, 86.4.
2. Securing a farm and establishing business practices, 80.6.
3. Problems in improving buying and selling operations, 76.2.
4. Problems in increasing the efficiency of livestock, 66.8.
5. Problems in improving the balance of farming operations, 68.1.
6. Problems in establishing a soil conservation program, 61.8.
7. Other problems, 58.6.
8. Problems in improving farm buildings and farm appearance, 34.5.

With reference to the effectiveness of the three types of instruction in helping

(Continued on Page 237)

*Based on a Master's thesis, Ohio State, 1950.

Get help from your advisory committee

JOHN LA JEUNESSE,
Teacher, Willow Glen, California

UP TO three years ago the thought of working with an advisory committee produced nothing more than a cold sweat. It must be said that these laymen, a prune and cherry grower, a poultryman, a diversified farmer, a county agricultural commissioner, and a farm advisor probably came to our first meetings with as many misgivings about the job as we did. As soon as they understood the program, they took to the work with a great deal of enthusiasm.

The association with these men in carrying on the work connected with the I.O.F. program has been most enlightening and gratifying. Their advice and counsel have been invaluable and readily available. In spite of the fact that their work load was increased, they insisted on giving each veteran applicant a personal interview of fifteen minutes. It might be added that both the veteran and the committee profited by this action and certainly, when they approved a trainee you could rest assured that he was well qualified.

Cover Photo Shows
Author La Jeunesse, second from the right, at work with his committee.

On the other hand, when a trainee was not complying with the full extent of the law, the committee was there ready to shoulder the responsibility of advising that individual of the error of his ways and assist him out of the program. Talk about taking the load off the instructor, boy! they are wonderful. If you run into a particularly knotty problem they are willing to go on the farms with you and help arrive at a solution. (This has happened on several occasions.)

As busy as these men are, they often stay after the meetings and discuss current local agricultural problems. One would be surprised at the volume of up-to-date information gained from these informal discussions.

As for promotional work, one could not find a better way to inform the community of the work being done in the program. These citizens know what is going on and don't mind explaining the job that is being done.

In conclusion, it should be said that if one wants someone to help shoulder responsibility, give counsel and advice to the instructor and trainees, help keep them posted and up-to-date, and to promote the program in the community, by all means, organize an I-on-F advisory committee. ●

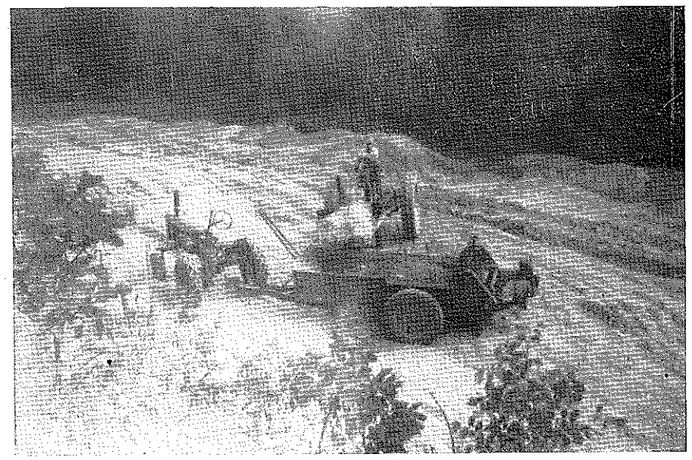
Flattery will sometimes make friends, but it isn't a sure preservation if you want to keep them.

● Measuring results of teaching farm veterans

ROBERT THOMAS, Teacher, Madison, Indiana

WHEN my class started we used what was called a monthly progress report. We took a survey of the several most important crops for the purpose of calling them supervised crop projects and a survey of the most important kinds of livestock calling them supervised livestock projects. This progress report asked for trainee's name, total acres, crop acres, pasture acres, number of different kinds of livestock projects. It was excellent for using once and set up an overall picture of the trainee group and their farming. But using it more than once, it was a useless repetition. Our reporting was changed to a quarterly basis. During that quarter travel time for farm visits gave me a chance to analyze that problem and develop something which seemed to me to be much better as a progress report. In analyzing the problem, there were trainees of second or third grade common school to small amount of college training level. One or two seemed to have a blank in their minds where they should have had the results of their common and high school training. A few were so deficient that you could not read what they wrote. A monthly written examination was clearly out because of these factors.

Loading Marl with powerloader



SOIL IMPROVEMENT

What were we trying to teach these trainees anyway? Naturally it was summed up in the word agriculture. Practically adult agricultural education. And what is that? Well, one of the instructors at last August workshop stated it was mainly getting a farmer to change from his present practice to an improved one. Wo do it by use of any or all the good educational devices necessary to effect this change. If this is agricultural education, then results could be measured in terms of farm improvement practices completed. Having admentioned to our state leader at a district conference. Being the true educational leader which he is, he encouraged me to take class-room time and open discussion and work out a list of farm improvement practices which were thought to be essential to our school area. We made an outline consisting of Soils, Crops, Livestock, Conservation vanced this far with the idea it was Practices, Home and Farm conveniences, Leadership Activities and Health. Then we took three class periods to put in under these heads the farm improvement practices considered essential to what we thought would be an improved agriculture in our area.

Open ditch drainage project

No mention is made of Farm Accounting which is of outstanding benefit in veterans farm training because in our set up it is the principal required subject. If you make a list of farm improvement practices, make it for your own particular school area. For instance our area is almost uniformly the same type of farming and the area west of ours is different in topography, kind of soil, soil fertility problems, drainage, kind of crops, livestock diseases, activities and ailments of the people.

Before the next progress report was due each trainee was given a sheet of paper and as the list of farm improvement practices was read he was supposed to list those he had completed by the end of that quarter. They were all supposed to be new practices but one or two old ones got into the list because of their value. These reports were typed and made a part of the regular quarterly report to the state office.

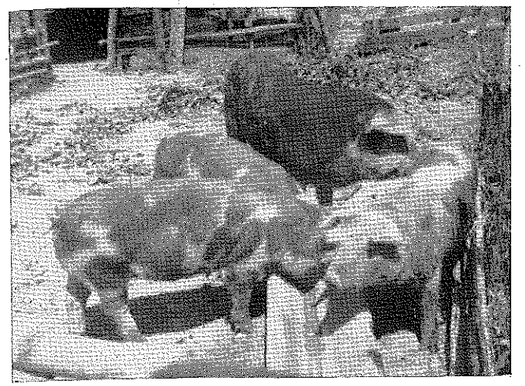
Long Time Plan

Having been in agricultural education more or less since 1923, the most amazing part about it is the lack of a definite farm improvement plan on the part of about 50 per cent of the farmers. So after more miles of farm visits and no criticism on the quarterly survey the idea of a long time Farm Improvement Program evolved. It seemed finally that ten years would be the best time base. It seemed necessary to make the headings in the outline cover the main problems confronting the trainees in the school area on a measurement base of completion. The outline we used was not very good, it may have been too much in detail, it may have indicated too clearly the trend of the teacher's thought. The trainees copied some of its details directly into their reports.

Ten Year Farm Improvement Program

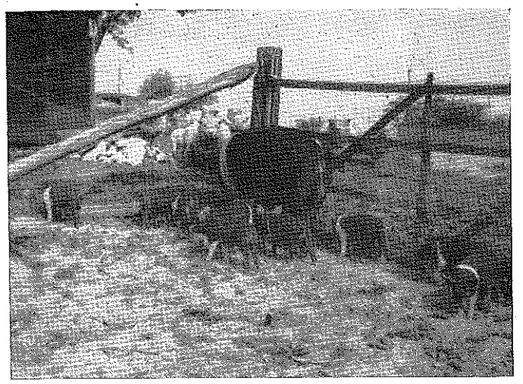
1. Soils
   a. Conservation practices to prevent erosion.
   b. Permanent and sufficient water supply for house and livestock.
2. Crops
   a. Best adaptable varieties.
   b. Rotations
   c. Cover crops
   d. Fertilization
   e. Enough cash crops
   f. Enough forage crops
   g. Pasture fertilization
3. Livestock
   a. Raise best females
   b. Use best bred sires
   c. Use pasture and hay more, not so much grain and concentrates.
   d. Pasture hogs
   e. Feed all livestock minerals. Especially milk cows to mineralize dairy products used by family.
4. Physical Equipment
   a. Buildings
   b. Fences
   c. Machinery
   d. House conveniences
5. Perpetual problem planning how to get improvements done for least possible cash outlay.
6. Activities in relation to Health.
7. Select 3-5 Improvement Projects for present year which will give greatest returns in
   a. Increased income
   b. Reducing labor
   c. Satisfaction of living

An annual survey should be taken to determine the amount of completion especially during the possible four years of his training and then hope that agricultural economic conditions are good enough that he may complete the program in the following six years. This measurement is to apply to all trainees and the farms they are now on.



When they start

LIVESTOCK IMPROVEMENT



Later

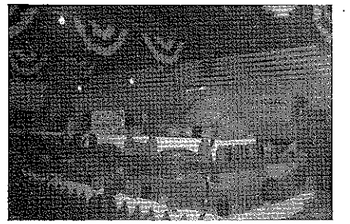
Periodic Review and Evaluation Form Veterans Institutional On-Farm Training

INSTRUCTIONS: This review and evaluation is to be made semi-annually during the months of June and December. *Prepare in triplicate.* Send one copy to the State Department of Education, Division of Institutional On-Farm Training, submit a second copy to the Chairman or Secretary of your County Committee, and keep the third copy in the veteran's individual local school file.

In making the evaluation the teacher should work with the veteran in appraising his status under the sub-items relating to A, B, C, etc. Ratings should be S=Satisfactory; Q=Questionable; U=Unsatisfactory. Use (?) where facts are inapplicable or not available.

On the basis of this detailed rating made by the teacher *and* student, the teacher will next rate the items A, B, C, etc., in the columns at the right using the same key as stated above. Having made this general rating the teacher should in view of the total situation make an overall evaluation of Satisfactory; Questionable; or Unsatisfactory and certify the same to the County Committee for their consideration and recommendation for: Unqualified continuance; Probation; or Interruption by the local school.

	S	Q	U
A. *Cooperation of the Veteran in the Training Program*: 1. Attendance off-farm instruction ( ) 2. Attendance on-farm instruction ( ) 3. Attitude toward the program ( ) 4. Desire to improve in farming ( ) 5. Cooperation as a member of the group ( )			
B. *Farm Accounting Program*: 1. Inventories ( ) 2. Monthly entries ( ) 3. Summary (to determine returns for productive labor) ( ) 4. Analysis (to determine weaknesses in farm organization) ( )			
C. *Individual Training Program*: 1. Recorded on VT-Ag. 9 ( ) 2. Entries evaluated periodically ( ) 3. New entries made from time to time ( )			
D. *Veteran's Progress in Relation to Possibilities*: 1. Managerial decisions ( ) 2. Farm Improvements ( ) 3. Veterans increased investments in farming ( ) 4. Educational attitude ( ) 5. Social attitude ( )			
E. *Farm Facilities*: 1. Provide a full time occupation for veteran ( ) 2. Capable of supporting the veteran and his family under normal circumstances ( ) 3. Scope of enterprises ( ) 4. Diversity of enterprises ( ) 5. Adequate written lease or partnership agreement ( )			
F. *The Teacher's Overall Evaluation of this Case (Check)*			

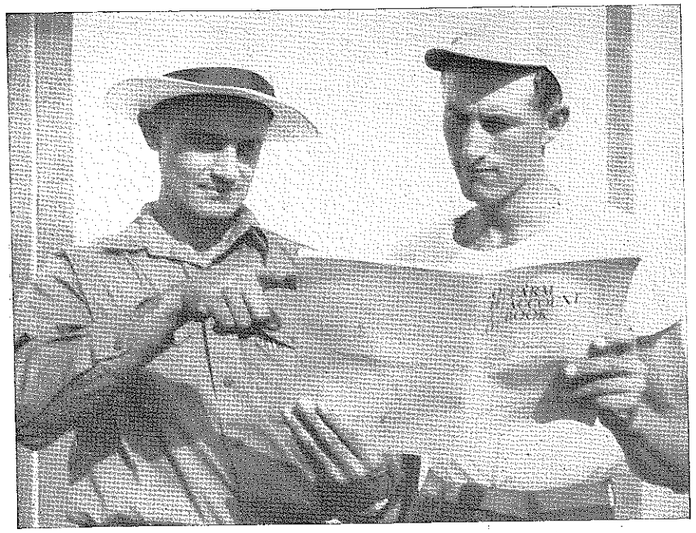


Local exhibit shows produce from veterans farms.

The next measurement is that of Production Records on Crops. If the trainee does not learn to take better care of his soils and increase its productiveness resulting in a gradual increase in crop production, his agricultural training is a failure. Also in connection with this measurement is membership in a five-acre corn, 10 ton tomato, 1000 bushels onion and 500 bushels potato clubs or any other competitive set-up in relation to crop yield. These are in addition to the records of the usual yields of all other crops grown on the trainee's farm.

The measurement of Production Records on Livestock is similar. Percentage of chicks raised to six weeks age

(Continued on Page 230)



Floyd Damschroder, Woodsville, Ohio, checks accounts of veteran trainee.

Two approaches required in . . .

Ohio evaluation of I. O. F. training

L. B. FIDLER, Supervisor, State Department of Education, Ohio

SELF-APPRAISAL can be an interesting and challenging activity. Without a periodic evaluation, the status quo frequently becomes the standard for effort and achievement. With the foregoing principles in mind the Ohio program has been under rather rigid inspection during the last few months by supervisors, teachers, veterans, and county advisory committees.

The idea of periodic evaluations is not entirely new or original with Ohio. An effort has been made however, to devise forms and set up procedures particularly applicable to Ohio problems. This brief article, touches upon the high points of the project.

The evaluation has been approached from two standpoints. First, from the angle of individual veteran's program and achievements, and second, from the teacher's instructional program and accomplishments. The project was formally launched at the annual conference of veterans instructors in June, 1950.

Evaluating the Individual Veteran's Program

The procedure for evaluating the individual veteran's program is briefly as follows:

The state staff devised a special form, designated as VT-Ag. 11. (Note: Original ideas for this form came from a similar form devised by the Maryland people working with this program.) The plan for using the form provides that they shall be completed in triplicate by the teacher and veteran working together, usually during a farm visitation period. The forms were supplied in quantity by the state office. Teachers were to sit down with the veteran and secure his frank personal appraisal of a series of sub-items relating to five major aspects of his program. The five major considerations were:

1. Cooperation of the veteran in the off-farm and on-farm training program; attendance, cooperation, attitude, etc.
2. Farm accounting program; inventories, condition of records, summaries, analysis, etc.
3. Individual training program; in written form, complete, progressive, etc.
4. Veteran's progress in relation to his possibilities; quality of decisions, improvements, educational attitude, social attitude, etc.
5. Farm facilities; adequacy, diversity, etc.

An example of the break-down of these major points is illustrated from number one above. The veteran is asked to rate such sub-items as: "Attendance off-farm instruction;" "Attendance on-farm instruction;" "Attitude towards the program;" "Desire to improve in farming," and cooperation as a member of the group. The ratings used were S= Satisfactory, Q=Questionable, and U= Unsatisfactory. Each of the five major items were similarly broken down for rating.

After the veteran with the help of his instructor has rated all of the sub-items the forms are carefully considered by the teacher and a final evaluation is made by him of the five major items. The last step in the evaluation is for the teacher to determine his final over-all rating on each individual case.

When the teacher has completed the evaluation as described above he certifies his action by affixing his signature following which he presents one copy of each completed form to the County Advisory Committee Chairman, one copy to the state office and retains one copy for the local school's records.

At a later date the district supervisor usually plans for a meeting with the County Committee and the veterans teachers of the county, to review these evaluation forms. At this meeting the individual evaluations are reviewed, with particular attention being given to problem cases. These meetings result in a recommendation to the local school stating whether the veteran should be "Continued in Training," "Placed on Probation," for a specified time, or "Interrupted."

The evaluation is made semi-annually, in June and December. The June evaluation forms sent to the state office become one of the items of the teacher's annual report for permanent state records.

The value of such a program can only be judged by the outcome or results. It would evidently be difficult, if not impossible, to determine the exact effects of the evaluation on the individual or total state program; however the following results have been observed. Many teachers have stated that the opportunity of a frank detailed consideration of individual programs by the teacher and veteran working together usually results in decided improvements. Teachers genuinely appreciate the understanding and support of the County Committee and the state staff in dealing with problem cases. Such a procedure tends to lift the total burden of responsibility off the teacher.

Veterans have come to more clearly recognize their opportunities and responsibilities. County Committees have in several cases demonstrated new and increased interest in the program. The placing of a considerable number of veterans on a specified period of probation, and actual interruption of training of some has frequently resulted in increased effort and respect for the program.

It certainly cannot be said that every teacher and every veteran has responded favorably to this new evaluation program, but, it can be said, without fear of serious question, that a sincere and thorough appraisal, with constructive recommendations for improvement will add new tone and quality to the program.

Unquestionably the periodic evaluation of individual veteran's programs is a significant step in the direction of improvement.

Evaluating the Individual Veterans Teacher's Program

The second phase of the Ohio evaluation applies to the local teacher's overall instructional program; both on-farm and off-farm. This evaluation is frequently done by the teacher himself as a basis of personal rating, and sometimes by the supervisor as a basis for assisting the teacher to improve his program. In extreme cases it may serve as a basis for deciding whether the teacher shall be recommended for re-certification or which teacher should discontinue as classes terminate and are combined.

(Continued on Page 229)

Farm accounting an educational tool

E. J. O'CONNELL, Teacher, St. Cloud, Minnesota

THE "Farm Management Summary" made on 87 farmers enrolled in Institutional On-Farm Training in the Agriculture Department of Technical High School, St. Cloud, Minnesota is a basic financial record. Farm accounts are means to an end in the educational programs of teachers and in the management programs of farmers.

The statistics were compiled from financial records kept in the "Minnesota Farm Account Book" during 1949 by 87 trainees who had been farming from one to three years as owners, renters or partnerships (veteran controlled) in 36 townships of Benton, Sherburne and Stearns Counties of north central Minnesota. Farmers were identified by name only in the copies of the report especially prepared for the instructor to use with his own trainees.

The report emphasized the place of the farmer's management as the key element in farm operation. It illustrated the need of knowledge, understanding, judgment and use of agriculture education by veterans. The study has supplied us with a summary of facts basic to the reasons for successful or unsuccessful farm operations. It has indicated the necessity for self evaluation and improvement in use of agriculture practices. Working out the basic data by direct on-farm discussion of individual records by veterans and instructors has served to bring the problems and use of the account book closer to our needs than if they were sent away for analysis. Emphasis should be placed on how and why the financial results turned out as they did rather than the place any individual farmer holds in position of competitiveness. Facts in the analysis are a basis for arriving at conclusions in terms of management factors, considered as keys to efficient operation, in getting the greatest net return for labor and capital invested in the farm business. From these facts we plan for further instructor-trainee discussion, formulate ways and means toward improvement in operations and establish a more definite need for specific or general kinds of instruction.

INCOME DISTRIBUTED BY PRINCIPAL SOURCES

Expense Areas Whole Farm Basis—1949	Your Farm	Average of 80 Farms	%	16 Most Profitable Farms	%	16 Least Profitable Farms	%
Livestock Purchases		$434.29	8.0	$ 347.53	6.1	$ 634.78	9.4
Misc. Crop Stock and Farm Expense		306.88	5.6	351.04	6.1	298.17	4.4
Feed Bought		573.74	10.5	535.42	9.2	700.84	10.8
Labor and Custom Work Hired		388.10	7.2	443.56	7.7	437.87	6.7
Bldgs., Power, Stock, Crop Equip. Bought		1792.51	33.3	2265.00	38.9	2052.55	31.4
Power, Fuel and Parts Cost		586.08	10.8	552.93	9.2	649.80	10.0
Upkeep of Bldg., Stock, Crop. Equip.		181.78	3.3	174.63	2.7	176.70	2.5
Taxes		131.40	2.2	104.92	1.6	187.13	2.9
Cash Rent		133 96	2.5	208.36	3.3	69.93	1.1
Total Cash Expense		4528.74	83.4	4983.39	84.8	5207.77	79.1
Interest on Capital		668.71	12.2	755.71	13.0	784.69	11.9
Other Book Expense		264.70	4.4	132.19	2.2	568.24	8.9
Total Expense Account		5462.15	100%	5871.29	100%	6560.70	100%
Operators Labor Income		1074.51	13.8	2629.05	40.2	670.79	10.3

EXPENSE DISTRIBUTED BY PRINCIPAL AREAS

Income Source Areas Whole Farm Basis—1949	Your Farm	Average of 80 Farms	%	16 Most Profitable Farms	%	16 Least Profitable Farms	%
Dairy Products Sold		$1562.95	23.9	$2280.80	26.9	$1156.49	19.7
Dairy Cows or Stock		713.56	10.8	785.75	9.2	697.24	11.9
Beef Cattle Sold		133.97	2.0	118.49	1.4	216.49	3.7
Hogs Sold		1054.65	16.2	1154.05	13.4	1170.34	19.7
Chickens and Eggs Sold		554.48	8.3	617.09	7.2	617.86	10.5
Sheep, horses, wool		23.60	.4	9.40	.2	69.39	1.1
Rental and Misc. Crops Sold		296.22	4.4	543.69	6.4	317.01	5.3
Power, Crop or Equip. Sold		229.21	3.7	302.28	3.3	347.98	5.8
Agr. Adj. Receipts		7.57	.2	2.17	.1	10.50	.3
Off Farm Work		106.95	1.7	88.29	1.1	142.60	2.5
Total Cash Income		4683.25	71.6	5902.01	69.2	4746.66	80.5
Increase in Capital		1499.89	22.8	2275.64	26.9	829.31	13.9
Family Living Off Farm		353.52	5.6	322.69	3.9	313.94	5.6
Total Farm Receipts		6536.66	100%	8500.34	100%	5889.91	100%

Valuable Outcomes

The statistical material, facts, graphs, and charts indicate that the study was of value. Its use on the farm and with the farmer in arriving at reasons basic to results and need for changes in management procedures is of greatest value. Farmers were interested in "Why did I make less from my cows than some other fellows who did things about the way I did?" Instructors raised the question "You kept the cows to produce milk, the sows to produce pork, the hens to lay eggs, why didn't they do the job good enough?" Others posed the question "Where can the expenses be cut and the income be increased for farmers who begin with small capital?"

Some veterans protested when confronted with the results, but were willing to discuss problems based on the facts in their own accounting records which would otherwise have been impossible.

Business people who were sent copies of the report were surprised to learn that thousands of dollars worth of future business would be possible if new farmers could be established in the area. Implement dealers were interested in expenses for equipment and crop operation. Bankers were interested in credit and progress of beginning farmers. All comments were based on study of progress to date rather than how well this farm group rated in comparison with others. As these farmers become established they will, in general, be compared to the farmers of the community rather than just to those who are beginning farmers. ●

How do they do it?

AT one stage of her journey *In Wonderland, Alice* had to run very fast in order to keep from losing ground. Perhaps as theachers we get that same feeling. When and if we do it is time to hop off and find a stationary sanctuary where we can do some thinking.

Thinking alone may not be sufficient to induce change in the situation. As usual we will come up with a number of possibilities. One would be to reduce the number and scope of our activities. Another would be to discover more efficient ways of getting things done.

The latter possibility has much promise. In every region or area there is a teacher who is able to accomplish the seemingly impossible of staying in place or even gaining ground though he proceedes at a leisurely pace. Let us find the success secrets of such individuals. They may furnish us a clue to resolving our difficulties. Spring is a good time to visit neighbor-teachers and see how they do it.

West Virginia veterans making progress toward establishment in farming

JOHN B. SWECKER, District Supervisor, Vocational Agriculture, Elkins, West Virginia

A REVIEW of studies made to determine the progress of veterans enrolled for Institutional On-Farm Training in four central West Virginia counties reveals some very encouraging information. The studies were conducted by John B. Swecker, District Supervisor of Vocational Agriculture, Elkins, West Virginia; James C. Falkenstine, Vocational Agriculture Teacher, Bruceton Mills, West Virginia; Ernest F. Bond, Vocational Agriculture Teacher, Lost Creek, West Virginia, and Harold Jones, Vocational Agriculture Teacher, Moundsville, West Virginia, in the respective counties of Upshur, Lewis, Harrison and Marshall.

Although different methods were employed by the individuals in making the studies, their objectives were essentially the same; and the results obtained were very similar. Each study provides conclusive data which indicates that a large percentage of the veterans are using the training program to become established in farming. The veterans have benefited from their subsistence in that they have increased their equity in the farming business. The educational program which includes classroom instruction and on-farm instruction (both group and individual) has been invaluable to the veterans in planning and carrying out a balanced farming program.

The changes made in the farming status of veterans was one of the important factors, common to all of the studies, which indicated that progress was being made toward farm ownership. Table I shows the number of veterans who have become farm owners during the course of their training.

A large percentage of the farms were purchased by veterans who were in training on a partnership or renter basis and were not satisfied with their opportunity for establishment. After acquiring their own farms, it was necessary for a large percentage of them to start with a small farm business; but by using good farm planning, management, and recommended practices, they are building up farming programs which will insure establishment in farming and which will provide the veterans and their families with a satisfactory standard of living

Size of Business

Instructors in most cases have endeavored to work closely with the veterans to plan balanced farming programs which would provide for maximum efficiency in production and satisfactory incomes for the veterans and their families.

measuring the size of business as it applies to the livestock programs. A large number of the veterans have culled their foundation stock and have adopted the practice of using purebred sires; therefore, the qualities of the livestock on the farms have improved considerably and the net returns have been greater.

The number of acres planted to crops, such as corn, small grains, and truck crops, remained relatively stable during the period veterans were in training. This is due primarily to the topography of the land on which the veterans are training. A large number of them have realized the folly of cultivating steep land and have resorted to a grassland type of agriculture. They are also increasing the number of acres seeded to legumes and legume mixtures to provide roughage for winter feeding.

There are a number of factors which have limited an extensive increase in the size of business of veterans while they have been in training. Some of the factors are as follows:

1. Low carrying capacity of pasture.
2. Little knowledge of dusts and sprays and hybrid and/or certified seed.

TABLE II: Increase In Veterans Livestock Program

	At Beginning of Training	*When Survey Was Made*	*Increase*
Dairy	1,490	2,184	694
Beef	947	1,214	267
Ewes	2,029	2,197	168
*Brood Sows	44	75	31
*Fat Hogs	240	315	135
Horses	369	414	45
Laying Hens	16,253	20,107	5,824
Broilers	3,590	6,953	3,363
Turkeys	14	128	114

*Only three counties reporting.

TABLE I: Number of Veterans Becoming Farm Owners During Their Training Period.

County	Number of Veterans Studied	Farm Owners at Beginning of IOF Training	Farm Owners When the Study Was Made	Per Cent Increase in Farm Ownership
Upshur	55	30	37	12.7
Lewis	*54	20	26	11.1
Harrison	36	5	10	13.8
Marshall	98	24	45	21.4
	243	79	118	16.0

*Does not include employer-trainees.

The data included in Table I, above, indicates rather conclusively that the veterans enrolled for Institutional On-Farm Training are anxious to become established in farming on their own farms. Of the 243 veterans studied, only 79 (32.5%) of them owned their own farms when they enrolled for training. At the time the studies were made, 118 (48.5%) of the same 243 veterans had acquired farms. This was an overall increase of 39 farm ownerships or 16 per cent of the total enrollment.

The increases in the number of livestock on veterans' farms have not been as extensive as they would have been if the productivity of the pastures and meadows had been at a high level, when the veterans enrolled for training. However, as Table II indicates, veterans are conscious of the need for increasing the size of theiir farming businesses through increased livestock programs and have made progress toward this goal.

It is to be recognized that quantity alone is not the only criterion for

3. Poor quality of roughages produced.
4. Unproductive soils, resulting from excessive soil erosion.
5. Poor quality of foundation livestock.

The veterans have taken steps toward overcoming the limiting factors and definite improvements have been noted.

Pasture Improvement

Pasture improvement is of major importance to West Virginia farmers, and the success of an agriculture program in the state hinges on the efficient utilization of roughages by livestock.

Veterans have taken the lead in this phase of agriculture, and are doing outstanding jobs of improving their pasture land. Renovation, application of lime and phosphate according to soil requirements, clipping, and controlled grazing are the major practices being followed.

When the studies of the four counties were completed, it was found that 193 of the 243 veterans had followed one or more of the above mentioned practices

(Continued on Page 228)

Local progress report on 61 veterans

Who have completed institutional on-farm training

R. O. HARRIS, Teacher, Clarksville, Virginia

R. O. Harris

Distribution of veterans

Of the sixty-one veterans included in this report, forty-three (76.7%) had received their training in Mecklenburg County, where classes have been in operation longer than in the other counties. Pittsylvania and Halifax Counties were the only other counties reporting more than one veteran. In Pittsylvania, eight veterans had completed their training and in Halifax County, seven veterans had completed their training.

Length of training

The training periods of these veterans ranged from twelve to forty-eight months. The average training period was 28.7 months. Only thirteen veterans (21%), were in training less than twenty-four months. Thirty-four veterans (56%), received from two to three years training and fourteen veterans (23%), received from three to four years of training.

Farming status

At the beginning of their training, thirty-three veterans (53%), were sharecroppers, twelve veterans (20%), were partners, nine veterans (15%), were renters, six veterans, (10%), were owners and one veteran (1.6%), was an employer-trainer. At the end of their training, the number of owners had increased from six to fourteen, an increase of 133.3%. The number of partners and employer-trainers remained the same, but the number of renters decreased from nine to seven (22%), and the number of sharecroppers decreased from thirty-three to twenty-seven (18%) —a definite improvement in farming status during the training period.

Net worth at the beginning of training

At the beginning of their training, these veterans reported a net worth ranging from $0.00 to $10,000.00, with an average net worth of $1,475.40. Nine of the veterans, (15%), reported no farming capital at the beginning of training, and of the fifty-two veterans who reported some farming capital, thirty-two (61.5%) had less than $1,500.00, and only three reported a net worth of more than $5,000.00.

Subsistence received

The average amount of subsistence received by these veterans while in training, was $2,700.00. The subsistence allotments ranged from $1,500.00 to $4,500.00. Approximately 40% of the veterans received from $1,500.00 to $2,000.00 and 26% received from $3,500.00 to $4,500.00.

Expenditures

In an attempt to determine the efforts which the veterans had exerted to improve their farming situations, a check was made on their expenditures in the following areas:

a. *Land and Buildings*

Forty-one of the veterans (67%) had spent nothing at all for land and buildings. The average amount spent by the twenty veterans who had invested in land and/or buildings was $2,675.00. The amount of land purchase ranged from 10 to 175 acres. The average number of acres purchased was 83.5. Only three veterans (18%), purchased less than 50 acres of land; forty-one per cent of the veterans purchased more than 100 acres and forty-one per cent purchased from 50 to 100 acres. With the present large number of small, unprofitable farms in this area of the State, it is encouraging to see these veterans purchasing larger acreages of land.

b. *Livestock and Poultry*

With one exception, all of the veterans included in this report had made some investment in livestock and poultry. These expenditures ranged from $100.00 to $1,500.00 with an average expenditure of $451.67. Twenty-one of the veterans (34%), had spent $500.00 or more to improve their livestock and poultry enterprises—adding to the family income, as well as increasing the family food supply.

c. *Farm Equipment and Improvements*

Ninety-five per cent of the veterans had made some expenditures for farm equipment and improvements. These expenditures ranged from $100.00 to $2,500.00. The average amount spent was $570.69, and 37% of the veterans had spent from $500.00 to $2,500.00 for equipment and improvements.

d. *Household Furniture, Equipment and Home Improvements*

Fifty-nine of the veterans (97%), had invested part of their income in furniture, equipment and home improvements. These improvements ranged from $100.00 to $2,000.00. Sixty-one per cent of the veterans had spent from $100.00 to $500.00 for household furniture and equipment and twelve per cent had spent from $1,000.00 to $2,000.00. The average expenditure was $509.26.

Increase In Net Worth

The increase in net worth was determined for each individual by adding all expenditures made for improvements of a permanent nature while in training. The total expenditures varied from less than $500.00 to $7,000.00, and the average increase in net worth for the sixty-one veterans included in this report was $3,285.70. This increase in net worth is approximately $600.00 more than the average amount of subsistence received by the veterans while in training. This is, of course, as it should be and suggests that the income of the veterans, both from subsistence and production is being invested wisely.

Number of Veterans Still Farming

Forty-nine (80.3%) of the veterans included in this report are still farming. Less than 20% of them are engaged in other occupations, construction, mining and various forms of public work.

Summary

Sixty-one veterans, admittedly, represent too small a proportion of the veterans who have, since its inception, been enrolled in Institutional On-Farm Training in Floyd, Franklin, Halifax, Mecklenburg, Pittsylvania and Pulaski Counties, for these findings to be far-reaching for the total program. They do however, for the veterans involved, definitely suggest real improvement in those areas of the farming program included in the report. Moreover, they indicate that the program has made a real contribution in helping these veterans to become established in farming and suggest that its contributions in improved rural living throughout this area might be far-reaching.

There is little doubt that, when combined with similar data from other areas, these findings would emphasize rather impressively, the values of Institutional On-Farm Training. ●

Keep it up

THE National Study of Veterans enrolled in the I.O.F. program is well underway. A number of states have completed the field work. The study is reported as very worthwhile from the standpoint of the local program.

It has helped individual veterans to obtain a more complete picture of their progress. It has given instructors, in many instances, a broadened concept of program, content, and method.

The balance of the I.O.F. training should be the better as a result.

Local centers and states may well plan to continue using these schedules each year as one means of evaluating the program for farm veterans.

Service is needed

A study of 225 applications for State Farmer degrees indicates that most California Future Farmer chapters are not taking advantage of the many opportunities to perform community service functions in their respective areas. Of a total of five points allowed on the application, no candidate received more than three and many of them nothing.

—The California Future Farmer

West Virginia farmers making progress

(Continued from Page 226)

to improve 3,271 acres of their pasture land. More desirable species of grasses and legumes have been the result of permanent pasture treatment, and supplementary pastures have affored a longer grazing period, with more uniform grazing throughout the season.

In addition to pasture improvement, veterans are producing a better quality of roughage by incorporating legumes and more desirable species of grasses into their seeding mixtures.

Soil Conservation

The veterans enrolled for I. O. F. Training realize the need for practicing soil conservation. They have found that a sound farming program cannot be carried out on eroded fields, and they know that their future welfare depends on stopping soil erosion and starting soil building.

Results of the studies reveal very encouraging information in regard to the soil conservation practices adopted and being carried out since the veterans enrolled for training.

Table III illustrates this very conclusively.

Use of progress report records

ELLSWORTH I. BESEMER, Farm Veterans Teacher, Charlevoix, Michigan

WHEN I began my class of veterans in the Institutional On-Farm Training Program, May 3, 1948, there were no instructions given on how to record changes and improvements in the veterans' farm programs. After the first round of farm instructional visits I realized that there was a wide variation in the scope, experience and equipment of the various veterans. I wanted a written record of their plans for the year and for future years.

I devised a one page form of three sections to show:

Section I—Kind of Work. (This referred to the present year.)

Section II—Changes in farm program for next year.

Section III—What is yet needed on the farm or in the home.

On the right hand side was a column for remarks.

My use of progress records has been one of changes and growth which even now is subject to further revision to fit individual needs.

The second form used was based on the annual report for 1948-49 required by the State Department of Public Instruction. This was completed for each veteran and then a summary was made for all veterans enrolled.

As a part of one class period each veteran worked out the man work days for his farming program for the year. The same was worked out for an expanded program which might be inaugurated the following year.

At the end of the first year after the farm account books were summarized I made a summary and analysis of all the account books. This summary was based on tables similar to the tables in the Michigan State College Farm Management study for the area.

The summary tables were—

1. Comparison of Gross Income, Expenses and Labor Income.
2. Relation of Size of Farm to Farm Earnings.
3. Size of Business.

In each table the columns for comparison were—averages for the area for 1935-39; 1947; 1948 G.I.; and Your Farm.

In 1949 and 1950 the averages were added in columns so that each veteran could see the comparison of class averages for three years. Alongside, was the column in which was written the figures for the veteran's own farm.

My record of a veteran's progress were scattered on three or four different and not very easily comparable forms. I wrote about thirty letters to schools in Michigan and to the Departments of Public Instruction in several states. There were fourteen replies, mostly from the states. Their progress records varied from none to rather detailed ones. The states that had more detailed reports centered the progress to be shown around approved practices, crop and livestock plans and management efficiency items.

It would seem from the brief study made that a Veteran's Progress Report could well contain the following sections, set up so as to show changes for each of the years in the program.

1. Information about trainee, course of study, acres owned or rented, date entered, etc.
2. Financial statement.
3. Crop plan.
4. Livestock plan.

(Continued on Page 239)

TABLE III: Soil Conservation Practices Adopted By Veterans.

Practices	*No. Veterans*	*Amount*
*Signed with S.C.S. during training	75	
Contour Furrows	12	106 Acres
Diversion Ditches Constructed	23	14,395 Feet
Farm Drainage	65	25,263 Feet
Contour Planting	109	1,171 Acres

*Does not include Marshall County.

Upgrading Livestock

The veterans have learned that they can increase the size of their business and realize a higher income by improving the quality of their livestock as well as by increasing the number. They have studied selection in the classroom and during on-farm group instruction meetings. The information gained was put into practice on their farms. The first need was for culling undesirable animals from the herds and flocks. This practice has been carried out by a large number of veterans and the culls have been replaced by better foundation stock.

In addition to improving their foundation stock, the veterans made extensive use of good purebred sire for further improving the quality of their livestock. Before enrolling for training, ninety-five veterans made use of purebred sires. At the time the studies were made, this number had increased to one hundred and seventy-one. This is conclusive evidence that I.O.F. enrollees are using to an advantage the training they have received by putting into practice the recommended practices for efficient production.

General Practices Adopted

A number of veterans used certified and/or hybrid seed for the first time and are continuing it as a good practice. By learning the why and the how of certified and hybrid seed, they know that it is a practice that they should not fail to carry out. One hundred and sixty-five of the veterans were using this practice before enrolling for training. This number increased to two hundred and nine at the time the studies were made. This indicates that forty-four used certified and/or hybrid seed for the first time, after enrolling for I.O.F. Training.

The use made of dust and/or spray increased considerably as a result of the training program. Before enrolling for training, 140 veterans had adopted the practice of dusting and spraying. This number increased to 214 at the time the studies were made. Sixty-four veterans used dust and/or spray for the first time after enrolling for I.O.F. Training and were continuing its use as a part of their farming program.

It is the opinion of the writer that the information presented is sufficient to conclude that progress toward successful establishment in farming is being made by a majority of the veterans enrolled for I.O.F. Training in West Virginia. The progress has not been outstanding in all cases; however, the overall results are encouraging. It is evident that farming methods have been improved, and that the I.O.F. Program has made valuable contributions to agriculture in West Virginia. ●

What is of value?

(Continued from Page 220)

of new soil-saving practices depended upon the values held by individuals and groups. Individuals who felt no responsibility to society now or to posterity later used the soil to gain their present ends with little thought of conserving it. Soil-saving fitted in with the beliefs of certain religious and nationality groups, but it was irrelevant to the values of other groups. The investigator concluded that a program to induce change "must make sense in terms of the basic values, motivations, beliefs, and desires of the people."

The Processes of Evaluation

The processes of evaluation go on all of the time, whether we will that they shall or not. Evaluation is in terms of the objectives students have, and these depend upon their philosophies and values.

We have often overemphasized ways and means in evaluation: the technical qualifications of teachers, the programs they are conducting, the facilities available. These should be considered in evaluation, but the primary emphasis should be upon outcomes, that is, upon progress toward desirable educational objectives.

The only real objectives are those of our students, conscious to them and pursued by them. Teachers and others can suggest desirable objectives and help students to clarify their proposed objectives. There is no suggestion in this statement that the whims of students are to be followed. On the contrary, a major part of the educational process is to help students in finding objectives worth pursuing.

Evaluation and the Student

Educational objectives, the objectives with which teachers are concerned, have to do with growth and change in students. Agricultural objectives have to do with changes in agriculture. The only way teachers can change agriculture is by assisting their students to change themselves so that they, in turn, may change agriculture.

Our students are interested in the purposes of their own education. They are able, with our help, to develop educational objectives which the public, that supports our work, can approve.

Our students can develop, with some guidance, standards for validating proposed objectives. Some of the standards pupils have set have come out about as follows:

1. Will the attainment of the objective help me? Others?
2. Is the objective in line with accepted values?
3. Is it in harmony with other objectives already accepted?
4. It is feasible?

The objectives students seek are commonly abilities. They want to be able to do something they cannot do now. But they recognize that certain interests, appreciations, understandings, ideals, standards, and skills are associated with or prerequisite to the abilities they desire.

Real objectives in agricultural education are individual objectives. Real learning is individual learning. Individuals with common objectives can be taught in groups. Groups, such as the F.F.A. or class groups, can stimulate and guide individual learning.

Objectives without realistic evaluation in terms of them are largely worthless, mere New Year's resolutions.

Students May Learn to Evaluate Their Own Progress Toward Objectives

Learning to learn is an important outcome of good education. Students should learn that setting objectives and evaluating progress are integral parts of learning, that learning will not proceed effectively without them. As students advance in their schooling they should become more able independently to set their learning goals, decide on their learning processes, and evaluate their learning products. If instead they become more dependent on teachers in order to learn, their "education" has failed them.

The Teacher's Role

Evaluation as an integral part of learning and teaching is needed in (1) determining need and readiness; (2) cooperative student-teacher planning in which the evaluations to be applied are spelled out; (3) judging progress toward objectives; (4) judging accomplishments at the end of an activity, a unit, a course, or a series of courses; (5) replanning programs of study after the accomplishments of previous programs are known.

The kind of evaluation I have talked about calls for the use of a variety of known procedures and the ingenious development of the other procedures. Among our main reliances are:

1. Accomplishments in farming.
2. Tests (oral, written, performance).
3. Interviews with students.
4. Observations of student behavior.
5. Records.
6. Deferred results after completing a course or after graduation.

Teachers will need to undergo preparation for a different approach to evaluation. They need, first of all, to develop their own integrated and defensible value systems, not for imposition upon others, but as guides in working with others. They must know the value systems of those with whom they work and respect them though they may not accept them. They should know how the value systems of Catholics, Republicans, Veterans, and other groups will affect their work with these groups. They should not be shocked when they find that others do not value the things they value. They should learn to work with others in situations where there are differences regarding important values. Advisory groups often present such situations. Teachers should become skillful in helping the members of such groups to agree upon the things about which they need not differ though they differ greatly about other important matters.

Conclusions

1. We should give evaluation its proper, commanding place in agricultural education.
2. To evaluate we must be conscious of values, be able to discriminate among possible values.
3. Evaluation is a shared process, not a prerogative delegated exclusively to teachers.
4. There can be no sound evaluation without sound objectives.
5. We cannot expect learning unless there is evaluation at every stage of the learning process.
6. Although the procedures for implementing this concept of evaluation are crude; it is better to use crude methods for evaluating the right things than to use refined methods for evaluating something that is wrong or unimportant.
7. Students and the public are interested in the evaluation of agricultural education; they are evaluating it; we had better take them into partnership with us in evaulation. ●

Ohio evaluation of I.O.F. training

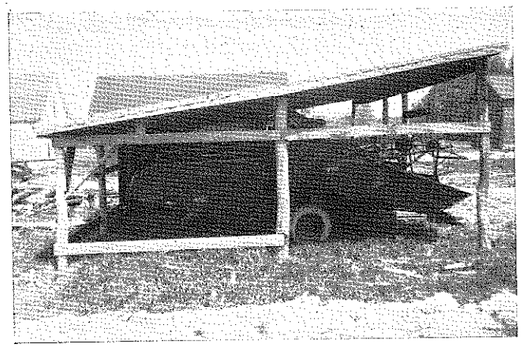
(Continued from Page 224)

The local program evaluation form is comprised of a series of thirty significant items arranged in sequence as they relate to different phases of the program. The form is so arranged that the items may be individuallyy scored in the left hand margin on a four point basis, vis., "Superior," "Adequate," "Needs Development," and "Does Not Meet Minimum Standards."

A few samples of items are: "Annual course of study is complete on VT-Ag. 8 and planned in detail for the next month." "All self-proprietor veterans have satisfactory farm account records which are up to date (Based upon examination of several books)." "Lesson plans are used in all class sessions (Sample plans available)." "Teaching aids are effectively used (Examples:———)." "Shop projects are based on the needs of the veterans." "A good working relationship exists between the veterans instructor and the vocational agriculture teacher." "Morale of class is good, proper order and respect shown." "Class room facilities are adequate."

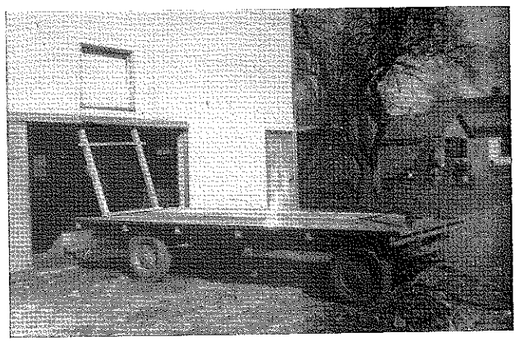
This phase of the Ohio evaluation program has not been uniformly used over the state, but the supervisors appear to be increasingly recognizing its value. Teachers who really want to improve their program find in it a device for locating their weak spots. Supervisors find it useful as a supervisory aid; in either case its value in largely influenced by the enthusiasm and thoroughness with which the appraisal is made.

In conclusion it may be said that the combination of the two evaluation plans described in this article have, in the judgment of those who have worked with them, produced some splendid results. There is undoubtedly need for modification and improvement of the techniques used. There is reason to believe that the basis of rating in the individual veterans evaluation form could be improved. That item is under consideration now. ●



Storage

IMPROVING FARM EQUIPMENT



Construction

Measuring results of teaching farm veterans

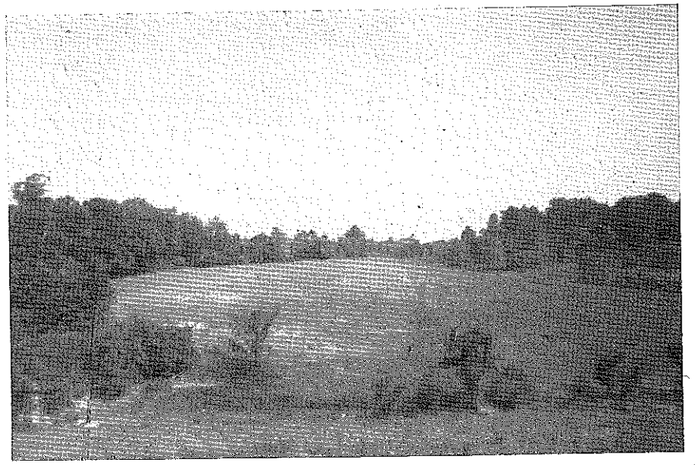
(Continued from Page 223)

number of pigs farrowed, percentage raised to market age, pounds of milk from each cow and pounds of butter fat, and amount of feed used on units of chickens, hogs and cows, are some items included.

Another pertinent *measure of results* is that of leadership activities. This is not justifiable unless we can all support the highest ideals of education. If you please a literal interpretation of the word education, which comes from combining two Latin words e-out and duco-to lead. (To lead out the talents and capabilities of those you teach to the greatest extent possible.) Under our type of civilization what is more needed than leadership ability? If we accept this interpretation of education developing leadership is the number one factor and subject matter becomes the second factor. In other words developing leadership is the highest desired result but subject matter is the vehicle by which development of leadership is carried.

Outcomes in Leadership Area

1. Stand on his feet before the class and discuss an agricultural or other subject rather clearly and so everyone in the room may hear.
2. Act as a discussion leader on his special agricultural subject in any meeting in the school area or county.
3. Act as a discussion leader in any organization agricultural or otherwise of which he is a member such as Farm Bureau, Parent-Teachers and Veterans Organizations.
4. Apply the agricultural knowledge gained in the classroom to his farm in such a manner that the results are above the average for his community.
5. Act as a representative of his area in formulating plans and policies for better agricultural school and health programs.
6. Develop his curiosity relative to facts of agriculture and life.
7. Be able to answer reasonably with the latest information any agricultural question asked by any of his neighbors.



From brush land

SPECIAL PROJECT

To improved pasture

Goals related to health must necessarily include:

1. Maintain sanitary condition of house and farm premises.
2. Fertilize the garden patch with the most complete mineral mixture obtainable.
3. Feed at least 5 per cent complete minerals to all livestock especially the dairy cows if he has children in the family.

This next item of measurement may cause you to chuckle. But the idea of an instructor teaching one to four years of agriculture without requiring his students to keep a permanent notebook for Basic Agricultural Information is to me the essence of a minus-zero-failure. Let's look for its possible value

(Continued on Page 231)

Outcomes of the veterans' program

WATSON FOWLE, Supervisor Veterans' Institute, Traverse City, Michigan

OUR veterans on the job training program in farming was started in March, 1946 when a Veterans' Institute was organized by the Traverse City Board of Education in cooperation with the State Board for Vocational Agriculture.

Since that date, we have had 185 veterans enrolled. Many of these veterans terminated their training program or have dropped the training program for several reasons, such as: employed to work in the city; moved away from the region; or due to an impossible farm situation. In addition to this number, we have 176 veterans currently enrolled in classes with eight instructors. A study of these men reveals that 80 veterans have completed their training program since the institute was started in 1946. It further reveals that only 80 enrollees of the original 185 completed the program. The small percentage of completions is not as serious as it may seem when we consider that many of the young farmers were not too sure which vocation they preferred to follow.

Case Studies

Case studies have been made by the individual veterans' instructors. Roy Bannen reported these data from one of his veterans' progress report blanks. The veteran, Gerald Conant, started the course in March of 1946. Mr. Conant states that after being enrolled in the course for a year, he was convinced that he did want to farm in this northern Michigan region. He had a desire to locate here because he realized the opportunities available to a farmer in the northern part of Michigan.

His dairy herd has been placed in the Artificial Breed Association of this county. Mr. Conant states that now 0-20-20 fertilizer is being applied to all the hay land. This farm never had commercial fertilizers applied before. Plans for cultivation on the contour were worked out by the veteran and the instructor. The neighbors did not find veterans cultivating up and down the slopes as was true of most farmers in the past. A special acreage of white pines, now three years old, was planted on the steeper slopes. During the four years of the training program a part of the veterans subsistence pay has gone into the enlarging of his farm business and in the purchase of 40 additional acres of land.

A six page progress report is kept by each veteran as a part of the veterans' records in the course. This report includes observations and participation in eight areas of activity, namely, *Personal Progress*—social duties, responsibility, etc.; *Farmstead*—homes, buildings and landscaping; *Farm Management* — increased size of business, farm accounts, etc.; *Land*—acreages, soil-building practices, and proper use; *Farm Crops*—recommended varieties, yields, and preferred cultivating practices; *Livestock*—amounts, sanitation, production, etc.; *Machinery*—inventory, repair, care, and maintenance: *Safety* — fire prevention, cautious use of machinery and equipment, hazards, etc.

A sample form for *Progress Report* follows.

PROGRESS REPORT
Veteran's Institute, Traverse City, Michigan

Name..... C-..... Date Started.....
Address..... Entitlement..... Status.....
Training Approved..... Change of Status.....
Age..... Dependents..... Single or Married.....
Size of Farm.....Acres Tillable Acres..... Type of Farm.....

PERSONAL PROGRESS

Class contribution, attitudes and habits, cooperation on farm calls, job responsibility, employer's attitude, family responsibility, farm and home activities, community responsibility, recreation, hobbies, managerial ability, etc.

DATE PROGRESS

FARMSTEAD

New construction, remodeling, electricity, sanitary facilities, heating system, landscaping, painting, water system, insulation, home food supply, farm family living, etc.

DATE PROGRESS

FARM MANAGEMENT

Increase size of business, improve crop-livestock ratio, efficient use of labor, efficient use of machinery, farm accounts, efficient use of buildings, etc.

DATE PROGRESS

LAND

Changes in acres owned or rented, improved land, proper land use, conservation practices, soil building practices, etc.

DATE PROGRESS

FARM CROPS

Proper kinds and acreage, improved varieties, better seed, manures and commercial fertilizer, liming, cover crops, green manure crops, control of weeds, insects and diseases, marketing improvements, cultivation practices, increased yield, proper use of woodlot, reforestation, improved pastures, approved practices, etc.

DATE PROGRESS

LIVESTOCK

Proper kinds and amounts, increased quality, control of insects and diseases, improved marketing, efficient use of home grown feeds, improved management practices, increased production per unit, approved practices, etc.

DATE PROGRESS

MACHINERY

Purchase of equipment, repair or rebuild machinery, efficient use of, winter care of, etc.

DATE PROGRESS

SAFETY

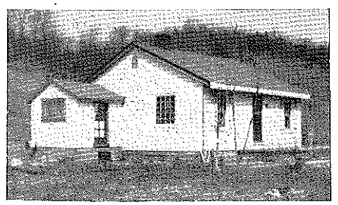
Fire, life and limb, use of machinery, removal of hazards, etc.

DATE PROGRESS

Measuring results of teaching farm veterans

(Continued from Page 230)

by the way it works. Any worthwhile agricultural information is usually discussed in class and most of the trainee's minds dwell on it while the discussion lasts. Then the instructor may ask for a summary statement by some member, the instructor writes it on the board, the student reads it there, he copies it into his notebook and many of them read it over after they have written it down to make sure it is correct. Altogether we have possible seven repetitions and if the trainee does not retain it in his mind he has it in his notebook for reference. This accumulation of basic information enables him to answer many agricultural questions asked him by neighboring farmers and enchances his prestige as a leader in his community. It should contain formulae and names of materials which have a specific use in farming. If he does not keep a farm record book all manner of information may be put in his note book particularly the breeding dates of his farm animals.



Improving family living.

EVALUATION of farmer classes

M. S. MURRAY, Teacher, Cameron, Wisconsin

FARMING is not only a way of making a living but, as instructors of agriculture in Northwestern Wisconsin are learning adults and young farmers are interested in making it a way of life.

At least the survey of 15 or more departments in that section indicate that the additional income coming from more efficient practices has been used to remodel homes, farm buildings, to provide electricity and major electrical farm appliances including food freezers, milk coolers and refrigerators, to improve farm and home landscaping including windbreaks and woodlot plantings.

So it's not only the teaching of crop production, soils, the selections of livestock and the newer varieties of oats, barley, potatoes, strains of hybrid corn that are interesting those people who are attending more than 200 evening classes. They want to know the newer points of production to be sure, but they are keenly interested in the other phases.

From the survey in that area on the interest in improving rural farms and homes comes some interesting information.

An Area Survey

In the survey made to find some indication of just how many farm and home improvements have come about as a result of part-time or adult class work, many interesting figures have come to light.

From the department located in the point of the state where one can go no farther north, Karl Helwig, the instructor in the Superior Vocational School, reports that over 50% of his part the students have remodeled barns and homes, 45% of them have added major electric appliances, a number have landscaped grounds.

Chief benefits also, Helwig adds, are the increasing number of young and adult farmers who have paid off farm mortgages, enjoying more prosperity and freedom from the worries from mortgages and bills. Helwig has spent 15 or more years in that community.

From the New Richmond department at New Richmond, Wisconsin, where T. J. Madden, instructor there for almost 30 years, states that 11 farm homes have been remodeled, 15 homes have added water systems and plumbing, 20 have added the major electrical appliances, 12 have planted windbreaks.

F. J. Haugh, formerly instructor and now superintendent of the Dunn county agricultural school at Menomonie, reports the activity of two social groups formed in addition to the major remodeling of homes and farm buildings on 47 farms, additions of 12 water pressure systems, while 14 places have added major electrical service appliances.

At Osceola, Wisconsin, 12 homes underwent major remodeling operations; 6 have added water systems, 5 or more have done major landscaping, and 9 windbreak jobs says Howard Askov the instructor there.

Another typical report comes from W. J. Steneman, Frederic where 47 farmers reported that they had made water purity tests of their wells. Sixteen others had completed major building repairs, no less than a dozen made grounds improvements.

At Cameron where the writer has been in the same department about the same length of time as the other instructors, a dozen or more farmers have built new barns or remodeled present structures. Ten new and remodeled houses were built, a score or more have built new milk houses and added mechanical coolers, and water pressure systems to houses and barns, 10 have landscaped houses, 15 have planted windbreaks and shelter belts.

Erle E. Barber, who has spent more than 15 years at Ladysmith adds more information not sent by the other departments. Along with major building improvements on 15 farms the adding of concrete walks from the house and other buildings.

From the other departments have come reports of other activities which include the rearrangement of buildings, shortening time for farm chores, the landscaping on many rural school and church grounds.

In all cases the instructors report that their aid has been asked and help freely given. The individuals of their communities have been regular attendants at both part time and adult classes.

It's the new bathroom in the houses, the deep freeze in the kitchen, the picture windows in the new and remodeled homes, yes, and the automatic dishwasher in the kitchen, the automatic furnace, fire place, bath in the home and in the yards that makes that home a more pleasant place to live.

Yes, farming is no longer a way of making a living, it's a way of life. A more pleasant way of living through associations with their neighbors in adult and part time classes in vocational agriculture. There is more time for living. ●

Did we do what we set out to do?

D. A. STORMS, Teacher, Plant City, Florida

HOW can we measure the success or failure of our so called G. I. On-the-Farm training program? Certainly enough veterans have completed their entitlement of training to furnish information for the evaluation of the program. Reviewing the purpose of the training we find it was "to provide training in farming that will better enable the veterans to make a good living through farming and live well on their farms." Have we accomplished this purpose? Hillsborough County has had one of the largest, if not the largest training program, in Florida with approximately 600 veterans taking training and over 50% either completing their training time entitlement or being interrupted for other reasons. Of this number a large percentage have purchased farms and have become established in farming. Many who owned farms have been able to expand their operations by purchasing tractors and other farm equipment; installing irrigation system necessary for success in our type of farming, many have added stock and poultry to their other types of farming activities. Many also have added additional acres to their former farming land and are operating on a large scale.

Early Objectives

At the time the program was started several objectives were set up to achieve a long term program, among these were—

Larger farm units: Due to the intensive nature of strawberry raising which is the main crop in the Plant City area our county average for farm size is less than ten acres. Most of these farms had neither milk cows nor vegetable gardens nor sufficient acreage for pasture or home fruit growers. A vegetable garden and home milk cow, especially where there were children in the family, was included in this objective. Considerable success has been achieved. Still another objective was to improve home living. Many homes were without screens, and other facilities that go to make the farm home a better place to live. Records are kept of these accomplishments and we find most of the veterans have added a number of these improvements.

Indications of Progress

Keeping accurate farm records is required in the program and one of the objectives was to instill in the minds of our trainees the value of accurate farm records that they might continue in this practice after the training period was over. We think this has been accomplished, to a great extent in so much that farm production records reported by the Bureau of Agricultural Economics, United States Department of Agriculture, Orlando, Florida, stated the records of the veterans taking On-the-Farm training were most accurate and dependable. Another objective that has been well carried out was improvement practices in land use, foremost in this was the pH testing for correction of land acidity, practically all farms are carrying out this important practice, in conjunction with this was included the planting of summer legume cover crops and crop rotation. Due to the fact that in Florida several crops a year are grown on the same land the practice of crop rotation, cover crop raising and regular pH testing is very important for successful farming. It has been accepted as important procedure by our veteran trainees. There are many other objectives

(Continued on Page 237)

A follow-up study of American farmers in Georgia

HULAN HALL, Graduate Student, University of Georgia

Hulan Hall

THERE has been much speculation on the part of the writer concerning the percentage of recipients of the American Farmer Degree who, after receiving the degree, continue in the field of agriculture, particularly in the field of farming. Studies made in Georgia and other states have indicated that a relatively small percentage of former pupils in vocational agriculture have remained on the farm. Since recipients of the American Farmer Degree make up the most highly selected group in the F.F.A. organization, the investigator believed that a higher percentage of American Farmers were either farming or were in related occupations. To satisfy these speculations, recently, a study was made by the writer.*

The purpose of the study was to determine the present and interim occupations and to obtain certain other related information of the F.F.A. members who had received the American Farmer Degree in Georgia between 1929 and 1948, inclusive.

Procedures

Examination of the records revealed that 68 former F.F.A. members had been awarded the degree during these twenty years. The addresses were obtained for each of the 68 recipients. A questionnaire was used and a total of 54, or 79.41 per cent, were returned. The returned questionnaires were classified into three groups. Group I covered the years of depression and recovery, 1929-1937; Group II included the pre-war and war years, 1938-44; and Group III covered the post-war era, 1945-1948.

Findings

Regarding interim occupations, it was found that the participants in the study had been engaged in a total of 33 different occupations. It was also found that 85.18 per cent of the recipients had been engaged in farming at some time during the period covered by the study. A larger percentage of the more recent recipients had been engaged in farming at some time since leaving school than those who had received the degree earlier.

The study also revealed that American Farmers tend to be somewhat stable in job selection. In studying the number of different occupations engaged in by the recipients, it was found that 62.96 per cent had been engaged in only one occupation, 24.08 per cent in two occupations, and 13.00 per cent in three or more different occupations.

Regarding present occupations, it was found that a total of 64.82 per cent of the American Farmers were farming at the time the study was made, and 20.34 per cent were in related occupations. This shows that 85.16 per cent of the participants were either farming or in occupations for which vocational agriculture should have helped train them.

The percentage of farm ownership of those American Farmers who were found to be farming was high. All the former participants who had received their degrees prior to 1945 were found to be owners of their farms, while 83.33 per cent of those who had received their degrees between 1945 and 1948, inclusive, were found to be owners. A total of 91.43 per cent of the 35 farmers were owners.

It was found that 19 recipients of the degree were not farming. Only one of these 19 expressed no desire to farm. Eighteen expressed a desire to farm at a later date.

Financial reasons dominated as reasons given for not being in the business of farming. A total of 11, or 57.89 per cent, of the 19 non-farmers gave this as their reason.

Other Related Information

There was found to be a tendency for American Farmers to come from larger farms during the last few years. While 83.33 per cent of American Farmers of Group I came from farms of less than 201 acres, only 47.84 per cent of those of Group III came from farms of that size group. While only 8.33 per cent of the American Farmers in Group I came from farms of over 400 acres, 21.74 per cent of those of Group III came from farms of this size group.

It was found that the parents of American Farmers were primarily owners. Of the 54 participants in the study only one came from a rented farm.

Twenty-two, or 40.74 per cent of the 54 participants in the study attended college; of these 18, or 81.82 per cent, attended agricultural colleges. Thirteen, or 59.09 per cent, of the 22 who attended college, graduated.

A total of 48.15 per cent of those participating in the study had served in some branch of the military service.

Of the 54 participants in the study, only one was found to be residing outside the state and he was living in Jacksonville, Florida. All American Farmers engaged in farming were found to be farming in their home county.

Conclusions

The following are some conclusions and generalizations which the writer reached at the close of the study.

1. As compared with findings from known studies made in other states, a larger percentage of Georgia American Farmers remain in the business of farming.
2. Recipients of the American Farmer Degree in Georgia who farm tend to farm as owners.
3. American Farmers in Georgia generally come from families where the parents are well established in the business of farming on relatively large owned farms.
4. Georgia American Farmers tend to remain in farming or in related occupations.
5. American Farmers in Georgia tend to remain in their home state, and those who farm, farm near their parental homes.
6. American Farmers in Georgia who attend college tend to enroll in colleges of agriculture. ●

*A Study of F.F.A. Boys Awarded the American Farmer Degree in Georgia for the Years 1929 through 1948, with Special Emphasis upon Present and Interim Occupations and Higher Education. A problem in Applied Education, M.Ed. Degree, University of Georgia.

An Ag teacher's reward

What salary will the position pay?
Is the question applicants ask,
Few care little for the location
Or even for the type of the task;
An ag teacher thinks of other values
Whenever he is looking for work—
It is services to be rendered
And the duties he dare not shirk.

Rural boys are waiting the day
For someone to help them to learn
To solve the many pressing problems
On projects they carry to earn;
Real help they are needing and love
When the outlook is dark and drear,
Because of conditions they face
And when no person seems to care.

Leadership practice is needed,
Which the F.F.A. can now give,
And a leader who can teach them
How to farm and also how to live;
Guidance should help them want to become
The best that is in their power,
With the willingness to study daily
And stay at work each trying hour.

American farmers should be striving
To meet the many changes of today,
Serving as leaders of their area
As well as making their crops pay;
Homes should look a little better
Because pride is spread far and wide.
People are happy in their work
And faces always beam with smiles.

A chance to help in this service
Is what qualified men should see,
A challenge to give of themselves
In helping youth decide what to be;
It is desirable to have funds
To pay for rent, food, and even toys,
But the daily reward you can earn
Is growth you stimulate in boys.

—E. W. GARRIS
University of Florida

Instruct those in your care cheerfully; you will gain the reward.

Getting hot under the collar doesn't help you to get up steam.

Test your metal with the spark test

E. W. FOSS, Professor of Agricultural Engineering, Cornell University

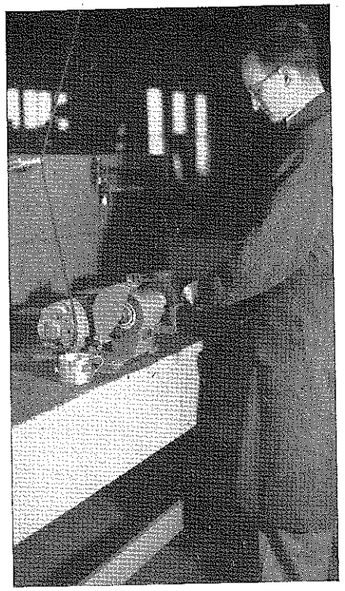
THE arc and oxy-acetylene welders found in most high school agriculture shops since the war time courses, have been of tremendous interest to the boys in the vocational agriculture shop classes. While the welding procedures with bronze welding rod, all purpose steel, high carbon steel, and hard facing rods are all important, do your boys know how to identify the metals they are to weld? The ability to identify the metal to be welded must be learned before any welder can do good work:

1. The choice of using arc or gas may depend upon the metal—particularly where preheating is needed.
2. The choice of welding rod is absolutely governed by the type of metal to be worked on.
3. The welding procedure—high vs. low heat; preheating or not; and straight vs. step welding is determined by type of metal.

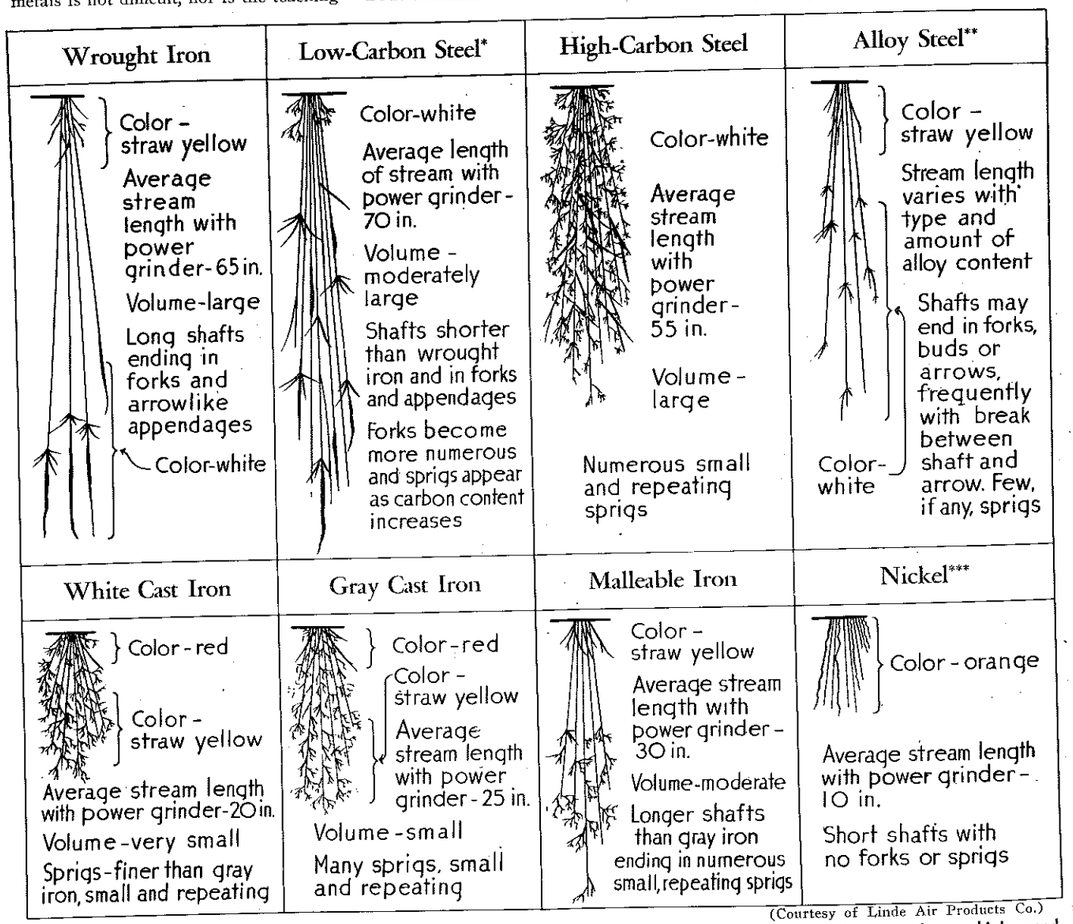
Learning to identify the common metals is not difficult, nor is the teaching of this information. Probably the following are the most common metals found around farm and home that may need welding.

a. Mild iron and structural steel shapes, such as bolts, bars, rounds, angles, car frames, pipe and tubing, etc.
b. Tool steels, such as common tools, reinforcing rod, spring steel, axles, and some machined parts.
c. Cast iron, such as gears, sprockets, machinery frames, engine blocks.
d. Mallable iron, such as mowing machine cutter bar guards, pipe fittings.
e. Brass and bronze castings, including bushings and seed plates.
f. Aluminum sheets and castings.
g. Zinc base metals or die cast metal, such as pulleys, automobile door handles, etc.

To identify these, let's classify them. Both aluminum and die cast metals are light grey in color, depending upon the degree of polish. Aluminum is much lighter than zinc base metals and aluminum castings do not usually show the detail or fineness of the other. These can, therefore, be separated by relative weight. To teach this, have samples of each for your classes to handle and work on.



Using the grinder to make the spark test.



(Courtesy of Linde Air Products Co.)

A chart showing the type of spark stream thrown from a grinder when different types of metals are being ground on a high speed grinder.

Brass and bronze are yellow to bronze or gold in color with both requiring bronze welding rod. The brass castings being more difficult to weld (or hard solder).

Most of the welding is done on irons and steels. These can be separated into rolled shapes and castings. Each material has a ready means of identification, that of the high speed grinder.

Study the chart which is printed with this article or look it up in your welding manual. You will note these differences when you try the different metals on your grinder. After you have picked out these differences call your class together and give them this demonstration. What are these differences?

1. A pure iron melts at a higher temperature than an alloy or a high carbon steel. The color of the sparks will, therefore, be whiter—less yellow or red.
2. A pure iron (with little carbon) will throw off sparks that are round and do not break into forks and sprigs.

The above two points, when watched for, will identify the common irons and steels, particularly if you will notice by the shape of the metal and the marks common to all castings, whether it is a casting or not.

Cast iron being of high carbon content and containing many elements other than iron, will throw off red to yellow sparks that break into many forks and sprigs. The stream of sparks will not travel more than a few inches. White cast iron will have fewer sprigs and forks than grey cast iron—many white cast irons showing no forks or sprigs.

Malleable cast iron will show a medium yellow in color, will have few sprigs and forks, and the sparks will travel much farther than the two other castings.

Cast steel (occasionally found in auto parts, etc.) will show white or light yellow in color with many forks and sprigs.

Mild iron and structural steels will show light yellow to white in color with the amount of sprigs and forks dependent upon the amount of carbon, varying from none to considerable.

Tool steels will show white to light yellow in color with a profusion of sprigs and forks.

Non-ferrous metals (or metals other than iron) will not show any spark when these metals are ground.

To become proficient in this you must try it out and train your eye to the differences that do exist. When you have become familiar with it, do demonstrate these points to your welding classes so that they can do a better job of welding. Learning to identify the metal is the first step in learning to weld. ●

Washington's Master Chapter Plan

GLEN R. ZIEGLER, Teacher, Deming, Washington

THE Master Chapter Plan was suggested by advisers at the State F.F.A. Convention in the spring of 1946 and was readily adopted by the delegates and carried home to their chapters. The plan did not originate in Washington, however, as Oregon, Utah, and several other states have used similar schemes. The plan is simple but has been very effective in stimulating local chapter activity in Washington. Prior to the adoption of the Master Chapter Plan, only a limited number of chapters entered the state or national contest. Others figured that they could not break into this select circle as they had no place from which to start and little idea of what to do. Now many chapters participate and are ready to step in as any of the top ones falter.

The thought back of the Master Chapter Plan was to set certain minimum requirements or goals which, if attained by a local chapter, would lead to a well-balanced and desirable program of work. We think that the program is accomplishing this goal, doing immeasurable good for Future Farmer organizations throughout the state. It has given the local chapter something to get its teeth into. Now, with Master Chapter requirements listed in some conspicuous place in the agriculture room, goals are completed and marked off the list in turn. About thirty to forty per cent of our chapters earn Master Chapter certificates each year, but most of the others are stimulated by the plan, with some chapters failing on only one or two goals.

Each year at the state F.F.A. convention, a committee works on our Master Chapter Plan with minor revisions often resulting. Twenty of twenty-three listed requirements must be completed to receive a certificate for 1950-51. However, seven of these are "musts," being necessary for qualification and are briefly as follows: Having a program of work in the State office by December 1, having all state and national dues paid by January 1, sending a delegate to the state convention, preforming some recognized community service, initiating seventy-five per cent of Greenhands by November 1, initiating Chapter Farmers by December 1, and sending a copy of the annual budget to the state office by December 1.

Applications are first scored by the State F.F.A. Executive Committee and they pass recommendations on to a committee of vo-ag instructors at their summer conference for final action, a 10" x 14" framed certificate is awarded each qualifying chapter by the state association.

The idea has not been to increase or stiffen requirements to eliminate chapters, but rather to keep the goals within the reach of every chapter to encourage participation.

The program has been very successful in Washington in increasing local chapter activities as evidenced by the increased number of State Farmer applicants, participation in public speaking and parliamentary procedure contests, community service projects, enlarged supervised farming programs, actual participation in the state convention, and in many other ways. All indications are that we will continue the plan and with a little more help from chapter advisers we may be able to double our number of Master Chapters within a very few years. ●

New national adult education organization

FOR more than a year, work has been under way toward the development of a new national adult education organization to replace the American Association for Adult Education and the Department of Adult Education of the National Education Association and to involve large numbers of persons engaged in adult education who have been members of neither. Excellent progress has been made. The magazines of the two associations were combined, beginning in October, 1950, into *Adult Education*. It is now possible to buy for three dollars a membership in either organization which includes a year's subscription to the magazine. Memberships should be sent to the Department of Adult Education, N.E.A. 1201 Sixteenth St., N.W., Washington, D. C. or to the American Association for Adult Education, 167 Public Square, Cleveland 14, Ohio.

A meeting to organize the new association is to be held somewhere in the middle west in May, 1951. The first convention of the new organization is to be at Los Angeles in October, 1951.

It is estimated that the new organization may have a membership of 100,000 within the next few years. Adult education is on the march and will become increasingly important as we try to prepare adults for their part in the national emergency. One of the greatest drawbacks to the development of adult education in the country has been the lack of a strong national adult education organization. Adult educators, though very numerous, are divided in many camps. Twenty-two states now have state aid for adult education in the public schools, but in many states and communities public education is still considered to be for children only. Only through active adult education organizations can adult education get the attention accorded other forms of education.

H. M. HAMLIN
University of Illinois

Practice teaching . . . it can be fun

BOB GREER, Student Teacher, Moscow, Idaho

MOST college seniors majoring in education look forward to their period of practice teaching with varying degrees of anxiety. The cause for their apprehension is quite simple: few of them are really certain of how to best handle a class or of what to expect from a particular class.

We recently spent two weeks at Fruitland High School, in southern Idaho, teaching classes in vocational agriculture. Despite our earlier qualms, we thoroughly enjoyed our brief stint at teaching and look forward to the next session, this time with anticipation.

Fifteen other trainees who did their teaching at the same time, and in the same general vicinity, reported similar sentiments. Upon comparing experiences, this group of prospective teachers arrived at a number of conclusions regarding teaching in general, and practice teaching in particular.

Directing Interest of Students

The factor upon which they placed the most emphasis was that of keeping students interested in the material being presented. This appeared to be more difficult, and consequently of greater importance for practice teachers than it was for the regular instructors. Undoubtedly the reason for the difference was that students did not have as much respect for the practice teachers.

An incident related by one of the student teachers serves to illustrate the last point. It was his second day of practice teaching, and the trainee was having a good deal of difficulty maintaining order in his class of sophomores. One of his students, hulking football player, was sprawled back in his chair like a boxer between rounds, and was loudly conversing with the boy next to him. The teacher walked over to him and firmly asked him to "sit up to the table and be more quiet."

"Aw, we don't have to listen to you! You're just a practice teacher," the boy snapped back.

For the rest of that period, the teacher had to nearly shout to make himself heard above the din created by the class. When it was finally over, he sought help from the regular instructor. Together they devised methods of stimulating class interest.

Next day, the practice teacher started class out by telling a story about a watermellon patch with such fast-growing vines that they wore the melons out, just dragging them around. When the laughter subsided, he announced a field trip through a cooperative cannery, planned for the following Tuesday. From then on, he was very careful to keep up class interest at all times, even if it meant stopping a discussion and bringing in something entirely different. When the trainee was finished with his session of teaching, the formerly antagonistic football player approached him to wish him luck in his teaching career.

Some other good means of promoting interest besides telling anecdotes and conducting field trips are: showing film strips and slides, giving demonstrations, discussing current happenings in the community or problems encountered by the boys, and asking guest speakers in to talk to the group.

We had to take up a lesson on cooperatives with our freshman group, so we arranged for the manager of a local fruit cooperative to give a short talk. Then the boys asked him a number of pre-arranged questions such as:

"How is it possible for the cooperative to pay a higher price for fruit?" and "Are members informed about operations of the cooperative?"

Introduction Needed

The boys not only enjoyed it, but also learned a great deal about cooperatives.

The fifteen student teachers with whom we consulted reported that the manner in which a practice teacher introduces himself to the class may be important in commanding respect from his students. One trainee stated that he spent more than fifteen minutes in introduction with each of his classes the first day. He told them where he was from, related some of his farm experiences, and discussed some points about his college life. This introduction served to put both the students and the teacher at ease, and allowed him to proceed on a familiar tone.

However, it was observed that a practice teacher must avoid over-familiarity with students. He should make sure that they address him as "Mr." rather than "Lee" or "Frank" if he wants to retain their respect.

Another factor in obtaining students' respect was that of maintaining discipline at all times. If disciplinary action was not administered as soon and as often as it was needed, things quickly got out of hand.

On one occasion, we had some difficulty with a boy who persisted—even after two warnings—in making noise by sliding his chair back and forth. We sent him into the adjoining shop with a book on farm arithmetic and seated him in plain view of both the class and the instructor. After about fifteen minutes, we called him back in to give the class a lesson on how to calculate the amount of grain in a bin.

The practice teacher's biggest source of assistance can, and should, be the regular instructor. Since he is familiar with the boys in the class, and knows their short-comings, as well as their capabilities, it is well to consult him frequently. Also, it is for him to decide what phases of instruction should be emphasised the most, and which the least.

Knowledge Counts

The trainees with whom we talked told us that the best cure for lack of confidence by practice teachers is a thorough knowledge of the subjects to be taught.

If he is to teach soil formation, heredity, farm mathematics, lettering, and give a demonstration on electrical wiring, the prospective teacher should do some special research on each of these subjects before leaving on his trip. It is also very advisable to take along bulletins, pamphlets, and other reference materials—the more the better. The trainee may pass them out for the class to read, as well as using them as source materials.

Some points that a prospective teacher might keep in mind if he wishes to be a success, are the following:

High school boys are generally about as restless as a band of colts corralled for the first time; sophomores are particularly hard to control. However, they are also quite inquisitive and will respond readily to teaching that includes sufficient interest factors.

A session of practice teaching may be enough to send a man into a nervous breakdown. On the other hand, it can be extremely enjoyable if the trainee knows what to expect and comes prepared. As one of our colleagues remarked as he was leaving the town where he had done his practice teaching:

"Say, you know that was really a lot of fun! Those high school kids are pretty sharp, too. You know what the little rascals told me after my last class? They said I was a darn good teacher. I think they meant it, too." ●

Guide for teaching farmer cooperation

Circular E-34
Farm Credit Administration
U. S. Department of Agriculture

This concise publication fulfills a long-felt need for an outline which busy teachers of agriculture can use in planning a series of lessons on agricultural marketing and farmer cooperation.

The contents of this circular were developed through a series of regional and state workshops. These meetings were attended by supervisors, teacher trainers, teachers of agriculture, veterans' instructors and representatives of the American Institute of Cooperation, the Farm Credit Administration, the United States Office of Education, the state agricultural colleges and farmer cooperatives in the area.

The circular outlines 5 teaching units and suggests numerous questions and references designed to enable the teacher to make local application of the teaching materials. It concludes with a concise bibliography of publications and films.

Teachers desiring a copy may procure one by writing to the Information and Extension Division, Farm Credit Administration, U. S. Department of Agriculture, Washington 25, D. C.

OSCAR R. LE BEAU

If you were another person, would you like to be a friend of yours?

Effectiveness of I.O.F. training

(Continued from Page 221)

veterans solve problems, the veterans feel that they have been helped more in some areas than others. There is also a difference in the trend of effectiveness of the three types of instruction. The effectiveness of the type of instruction by problem area rank as follows:

A. Effectiveness of classroom instruction.
   1. Problems in improving buying and selling operations, 78.4.
   2. Problems in establishing a soil conservation program, 73.6.
   3. Problems in increasing the efficiency of livestock programs, 73.3.
   4. Problems in increasing the efficiency of crop programs, 72.6.
   5. Problems in improving country living, 69.9.
   6. Problems in improving the balance of farming operations, 69.6.
   7. Problems in securing a farm or entering into a work agreement, 69.4.
   8. Problems in improving farm buildings, 43.4.

B. The effectiveness of individual instruction in helping veterans solve problems by area, ranked according to the average weighting per problem.
   1. Problems in increasing the efficiency of crop programs, 74.4.
   2. Problems in improving buying and selling operations, 73.
   3. Problems in increasing the efficiency of livestock programs, 71.8.
   4. Problems in establishing a soil conservation program, 70.4.
   5. Problems in improving the balance of farming operations, 67.5.
   6. Problems in improving rural living, 66.7.
   7. Problems in securing a farm, 64.8.
   8. Problems in improving buildings, 52.1.

C. The effectiveness of field trips in helping veterans solve problems. Ranked on the basis of the average weighting of problems per area.
   1. Problems in establishing a soil conservation program, 77.8.
   2. Problems in increasing the efficiency of crop programs, 77.6.
   3. Problems in improving buying and selling operations, 75.4.
   4. Problems in increasing the efficiency of livestock programs, 70.5.
   5. Problems in improving rural living, 64.8.
   6. Problems in improving the balance of farming operations, 64.3.
   7. Problems in securing a farm on entering into a work agreement, 61.4.
   8. Problems in improving buildings and farm appearance, 43.4.

Background Information

Data revealed in the study showed that:

1. The average age of the veterans interviewed was 28.6 with a range of 21 to 37 years.
2. The average number of years completed in school by the veteran was 6.5. Nine veterans had studied vocational agriculture for one or more years, and only one had been enrolled in an adult farmer class at any time.
3. Fifty-seven of the veterans plan to continue farming, whereas three plan to engage in other work after their G.I. entitlement expires.
4. With reference to their desire for further educational training, fifty-four veterans replied that they would like to enter an adult or young farmer class after the termination of their G.I. eligibility.
5. Entering the Armed Forces had little effect on the occupational status of the veterans. Fifty-seven of the 60 veterans say they would be farming if they had never served in the Armed Forces.
6. The average size farm, viz. 41.05 acres operated by Negro veterans is considerably smaller than that of all farms in the counties included in the study.

Conclusions

1. Negro veterans enrolled in institutional on-farm training are conscious of their need for agricultural instruction; and they are willing to take advantage of opportunities that might be of help to them.
2. Problems encountered in securing a farm and establishing business practices are most important to Negro veterans in the counties included in the study.
3. Problems encountered in improving farm buildings and appearance, are considered to be of minor importance to Negro veterans.
4. Although there is a slight variation in the trend of effectiveness of the three types of instruction, each type is generally more effective in areas in which problems are considered most important.
5. Because of the low level of educational background of the veterans enrolled, teachers are certain to face difficulty in making subject matter interesting.

Recommendations

As a result of this study, and for the improvement of the training program in the three counties, the author recommends:

1. That greater stress be placed on adult education classes, both agricultural and academic.
2. That the need for larger size farms be emphasized to Negro veterans.
3. That teachers exercise greater effort to assist veterans in securing loans for financing farming programs, so as to alleviate share renting and to enable veterans to farm alone.
4. That the type of instruction that is most effective in solving problems in a particular area be relied upon as much as Public Law 377 will permit.
5. That teachers place more emphasis on the need for improving country living, farm buildings, and farm appearance.
6. And that the teaching be built chiefly around areas in which the problems are most important. ●

Education is a better safeguard of liberty than a standing army. If we retrench the wages of school masters, we must raise those of the recruiting sergeants.—EVERETT

Did we do what we set out to do?

(Continued from Page 232)

in the program but one other that has been particularly stressed is the value of co-operative effort not only in buying and selling of farm supplies and products but also the value of social and recreation activities. Class and county wide organization has shown the veterans the financial benefit of working together. Two thousand dollars was saved in one year by buying seed co-operatively. A co-operative selling organization brought better prices for a recognized standard vegetable pack. Tractor and irrigation firms offered liberal discounts to this county veteran's organization that had 300 members. Probably the most worthwhile co-operative effort was demonstrated socially as the veterans, their wives and families met regularly for an evening of refreshments and entertainment with perhaps an interesting movie or a talk by the home demonstration agent.

It is important to observe the concern shown for a class member who has had a misfortune and the willingness of fellow classmates to co-operatively help to relieve the burden. One veteran lost his home by fire and fellow classmates pitched in and helped rebuild. "Butch," the baby son of a veteran was dying with Leukemia, classmates and members of other classes raised over $400.00 to help on the blood transfusions. Another veteran's twelve year old son was slowly wasting away with an unknown muscular disease, over $200.00 was subscribed by trainees to send the boy to a specialist. Over $400.00 was raised for the polio fund when the wife of one veteran was striken and gave birth to a baby son while paralyzed. These and many other cases are examples of co-operative effort to help fellowmen.

How is our veterans On-the-Farm training evaluated? Certainly by figures that show the improved farm practices; the many new tractors and farm equipment; the many home conveniences; the neat new farm houses and buildings; the vegetable gardens, milk cows and poultry flocks; but most clearly by the veterans themselves in the new outlook they have on life, the new relationship with one another and the new confidence in themselves to do a better job of farming.

Public opinion is our most serve critic, especially in programs that require the spending of large amounts of money but the public also knows the strength of our nation lies in its ability to produce food and if our farming veterans are receiving help in becoming better farmers and better citizens, it is accepted as a worthwhile project and we are happy to say our most severe critic has put the stamp of approval, as far as we can determine in this area on the Institutional On-the-Farm Training program for our farming veterans. ●

Children in some states get 7 times as much dental care as in other states, more than twice as much medical care. All states now require school attendance at least up to 16 years of age.

Plan for on-farm teaching this summer

ARTHUR MELLOR, Teacher, Lodi, California

WITH the coming of summer, the teacher can catch up on a lot of on-farm visiting that he has lacked time for during the spring months. Other activities have crowded in increasingly; with the closing of school as a climax. Project visiting has suffered as a result and now the time is at hand when it can be corrected.

During the school year the beginners received most of the visits. They needed them. The older boys with immediate needs received visits too, but not enough. There never are enough project visits, and boys like them. They feel honored to have the teacher come out and go carefully over what they have accomplished.

Securing Efficiency

There is no better chance to *teach* than while going over a boy's farming efforts. The farm account book, one of the most difficult things to teach in the classroom, is a lot easier to explain when alone with the boy. Questions regarding his livestock or crops, that the boy has wanted to discuss, can be gone into right on the ground. Planning for the future and even a little advice and help on personal problems are simplified during the project visit.

Some argue that it is best to notify a boy prior to a summer project visit; but most boys' plans are pretty well fixed, and probably the time spent writing and mailing cards will be largely wasted. Another thing, it ties the teacher down to a fixed schedule. In the long run, card writing will probably be junked as one more unnecessary frill.

Mapping one's visits so as to cover as many projects as possible in a day is a real help. The summer passes all too rapidly and being able to look back on time well spent is very satisfying.

One way to map the visits is to have a small card for each boy. It can bear his name and kind of farming enterprise and the pack of cards can be alphabetized for ease in handling. Supposing one plans on visiting up around the north east section of the district. He goes through the cards; pulls out six, eight, ten or more and arranges them in order of the best route of travel. Once visited, the cards can be kept as a separate pack to be added to until the entire original group has been visited.

Setting a goal, so to speak, of visiting a certain number of boys in the day gives a zest to the job that is lacking in a day of hit or miss visiting.

Materials Needed

There are several things that are handy to have along when visiting projects. First come the farm account books and supply of extra pages, particularly diary and journal pages too.

One of these books can be left with the boy, if he desires it, in place of his regular book. This takes care of his summer entries which can in turn be transferred to the regular farm account book at the teacher's next visit or upon the boy's return to school in the fall. This practice prevents the loss of many regular school farm account books and makes life a lot easier for the teacher when it comes time to complete state reports.

Other things that can be taken along are lists of money owed by the boys to the chapter and some odd items depending on one's needs. The list of money owed finds a place in summer visiting because many boys earn money then and can make payments more easily than at any other time. The odd items might consist of a cattle weighing tape, a sharp knife or a Gillette razor blade or two, or any other odds and ends useful to the person concerned.

Rather than carrying materials loose on the front seat, a container can be made. A stout carton can be cut down in height to accomodate the project books and pages, with the visit cards, money list and odd items in a prepared space. On return at night, the carton with its orderly contents can be lifted out entirely. It all helps toward making the work pleasant and, incidentally, more efficiently carried out.

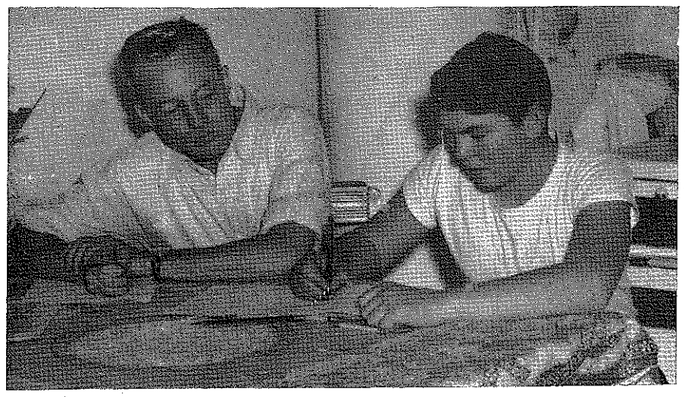
Beginning teachers are sometimes hesitant about project visiting, not knowing how they will be received. This feeling is groundless. First of all, a boy is glad to be visited. He is grateful and frequently will say so. Furthermore, his mother and dad are pleased that their son is getting some attention. In addition to this, the teacher is a busy man. So the only sensible thing is to make the most of every minute.

Drive up, pull to a halt, look through the file for John's account book, (maybe you have stopped half a mile from the house, looked in John's account book and have familiarized yourself with the present status of the project) and greet John if he has heard you and is coming out the door. Get out and say, "John, do you have anything to go in the book?" Walk over with him to his stock or crops. The ice is broken. Go to work and help him all you can.

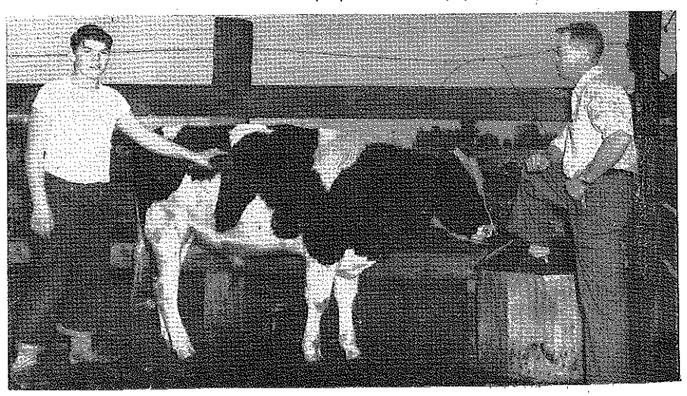
Work hard at inspecting John's project. Be thorough. Don't skim over it lightly. The boy has probably looked forward to your visit so do all you can for him, and make it a point to stop in on the way back to the car and say hello to mom or dad. Tell them John is doing fine and see to it that he is. That is your job.

Keep brief notes of every project. John likes to see it done. It makes him feel that the visit is important and

(Continued on Page 239)



The author checks actual projects and the pupil's records.



Twenty questions for teachers... Did you start right?

ARTHUR M. AHALT, Teacher Education, University of Maryland

A. M. Ahalt

THE main purpose of this article is to present some fundamentals that help teachers of agriculture become successful. Teachers with many years of experience may find it refreshing even though it is written primarily for beginning teachers.

Since beginning teachers receive much advice early in the year, these suggestions have been delayed purposely. Perhaps they will come to you after the lull, or they may become buried among a continuing flood of suggestions. They are designed to give the spring lift which teachers so often say is needed. You may be doing those things suggested in which case we hope this serves to renew your faith in yourself. You may have forgotten some items and receive help by their recall. Consider the following seriously, as they apply to your situation.

1. Have you managed to retain your sense of humor? Pupils like a teacher who can see their side and laugh with them. They lose respect, however, if they are allowed to engage in prolonged frivolities.

2. Do you have faith that you are in a worthwhile profession? The combination of molding the lives of future citizens through teaching and helping to provide for man's fundamental wants through the production of goods for food, clothing and shelter certainly puts our profession on a high level.

3. Have you become acquainted with the patrons and parents of the school? One of the biggest advantages in teaching agriculture comes from the visits made to the homes of the pupils. Former graduates of vocational agriculture in the community form a reservoir of good will that should be tapped. The same is true of agricultural leaders.

4. Have you attended meetings of local agricultural and civic organizations? Of course you should not push yourself into these organizations, but you will not need to if you show an interest, ask about their progress from members and accept invitations to participate and cooperate.

5. Are you, the teacher, *talking* and *doing* too much in class? It is a good rule never to do anything yourself that a pupil can do reasonably well, and never tell a class anything that some class member could contribute. Give your pupils every opportunity to perform, for by so doing they learn.

6. Are you planning your units and lessons carefully? Some of the best teaching you do will be done behind your desk outside of class.

7. Are you formulating your objectives carefully for each unit and lesson? A teacher with a hazy objective will teach a hazy lesson and then, no doubt, blame the pupils for doing poor work.

8. Are you keeping your pupils busy at worthwhile activities? Interested and working pupils seldom cause trouble. Even the weaker pupils have interests, if they can be found. Keep trying with them, but realize we cannot expect to meet all needs, even though we optimistically keep trying.

9. Are you using class demonstrations, experiments and other visual aids? Too many teachers lean on textbooks as crutches, following them page by page and chapter by chapter, but the sharpest teachers use them as intended along with other devices. Many teachers also use verbalisms when a simple visual aid would make a point clearer.

10. Do you use a variety of ways to attack lessons? Nothing is more deadening to pupils than to follow the same general pattern on each job. Variety is said to be the spice of life.

11. Do you take time to make your assignments clear and definite? If you feel like complaining about your pupils' lack of attention and inability to follow instructions check them for clarity and then be lenient. You would be surprised how poorly adults and even college students (sh-h-h-h and teachers too) follow easy directions.

12. Do you really try suggestions offered by your principal and supervisors? Benefit by their experiences. Their suggestions, if properly applied, will generally be valuable to you as an individual, to the school and finally to the administrators themselves as they attempt to create a better school.

13. Do you have a course of study for each class? This may be difficult to prepare the first time you try, but a predetermined plan is certainly superior to performance day by day. Such a plan might be likened to a blue print for a house and is most important for a beginner.

14. Have you made the Supervised Farming Program and the Future Farmers of America a part of the course of study? These two features are so basic to the success of the agricultural program that they should not be allowed to become side issues.

15. Do you take time to train for proper manners and behavior? If needed, nothing will be of greater value to your students.

16. Do you handle your own discipline problems? Only the most flagrant cases of misbehavior should be sent to the principal.

17. Is your classroom and shop in order? A good teacher is usually a good housekeeper. Pupils soon lose respect for teachers who are unable to keep their surroundings in good order.

18. Do you know the proper procedure for getting supplies and equipment needed? If you are discouraged about not getting equipment, go at once to your principal and find out what you can do to help speed things up.

19. Do you have a plan for keeping up-to-date? While you recently graduated from college with the latest information you will be surprised how quickly you will fall behind if you do not systematically look for new developments in agriculture and new techniques in teaching.

20. Have you joined your professional organizations? You are just a beginner and money is probably scarce, but teachers' organizations do much for the profession and for you. You would not think of failing to do your share of work in the harvest field, so why fail here.

To summarize these points briefly we would say that teachers of agriculture need a philosophy that embraces enthusiasm, optimism, faith in the profession, wholehearted cooperation with pupils and fellow workers, a constant desire to improve and a day by day cheerful attitude to overcome new problems and attain new goals. ●

Use of progress report records

(Continued from Page 228)

5. Approved practices for each enterprise, including farm buildings and machinery, farm garden, and farm management measures of efficiency.

I set up a Progress Record based on the above sections and have been filling them out on my farm instructional visits. The veterans are interested and seem anxious to compare their records for the present year with the previous year or years. They outline projects and activities they want to carry on for the next year as we look over the Progress Reports and ask my approval for their undertaking.

I have found the Progress Reports act as an incentive and a means of stimulating the veteran to plan ahead. ●

Plan for on-farm teaching this summer

(Continued from Page 238)

that he is important. Also, that note might come in very handy. John might ask you some time later about the date of that visit. He might want to relate some other happening to it. Or you might need the date yourself. Finally, if you make a count and find you have averaged 3½ visits per pupil during the year when you thought you could easily make five, you have something to shoot at next year.

Yes, when all is said and done, summer project visiting is mighty satisfying and summer is nearly here, so let's get at it. ●

The percentage of persons under 18 in the total population is increasing, and will continue to do so for at least 15 years.

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

. . . 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—T. E. Dale, Jefferson City
s—Carl M. Humphrey, Jefferson City
ds—James A. Bailey, Jefferson City
ds—J. C. Moore, Mt. Vernon
ds—J. B. Rutledge, Portageville
ds—R. D. Hagan, Warrensburg
t—G. F. Ekstrom, Columbia
t—C. V. Roderick, Columbia
sms—Joe Duck Columbia
nt—J. N. Freeman, Columbia

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

NEBRASKA
d—G. F. Liebendorfer, Lincoln
as—L. D. Clements, Lincoln
it—H. W. Deems, Lincoln
s—H. F. Duis, Lincoln
as—U. E. Wendorff, Lincoln
as—B. E. Gengery, Stanton
as—Wm. D. Lutes, Lexington
as—Elvin Schultz, Crete
as—Stewart A. Woods, 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
as-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. C. Lattimer, Albany
t—E. 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. Dodlton, 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—F. 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 C. 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 Bickel, 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. G. Buchanan, Salem
t—H. H. Gibson, Corvallis
t—Henry Ten Pas, Corvallis

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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 Henriquez, 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

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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, Mart
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—E V. Walton, College Station
it—G. H. Morrison, Huntsville
it—F. B. Wines, Kingsville
it—L. M. Hargrave, Lubbock
it—Feral M. Robinson, Huntsville
it—Ray Epps, Huntsville
sms—Kyle Leftwich, Huntsville
Nt—E. M. Norris, Prairie View
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

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as—Elvin Downs, Salt Lake City
t—S. S. Richardson, Logan

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as—Cedric Lafley, Burlington
t—James E. Woodhull, Burlington

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t—E G. Thompson, Blacksburg
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as—J. W. Evans, Olympia
as—Robert Corless, Olympia
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t—Oscar Loreen, Pullman
t—David Hartzog, Pullman

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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—John B. Sweeker, Elkins
t—D. W. Parson, Morgantown
t—C. W. Hill, Morgantown
Nt—W. T. Johnson, Institute

WISCONSIN
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s—Louis M. Sasman, Madison
t—J. A. James, Madison
it—D. C. Aebischer, Madison
it—Clarence Bonsack, Madison
t—Walter T. Bjoraker, 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.

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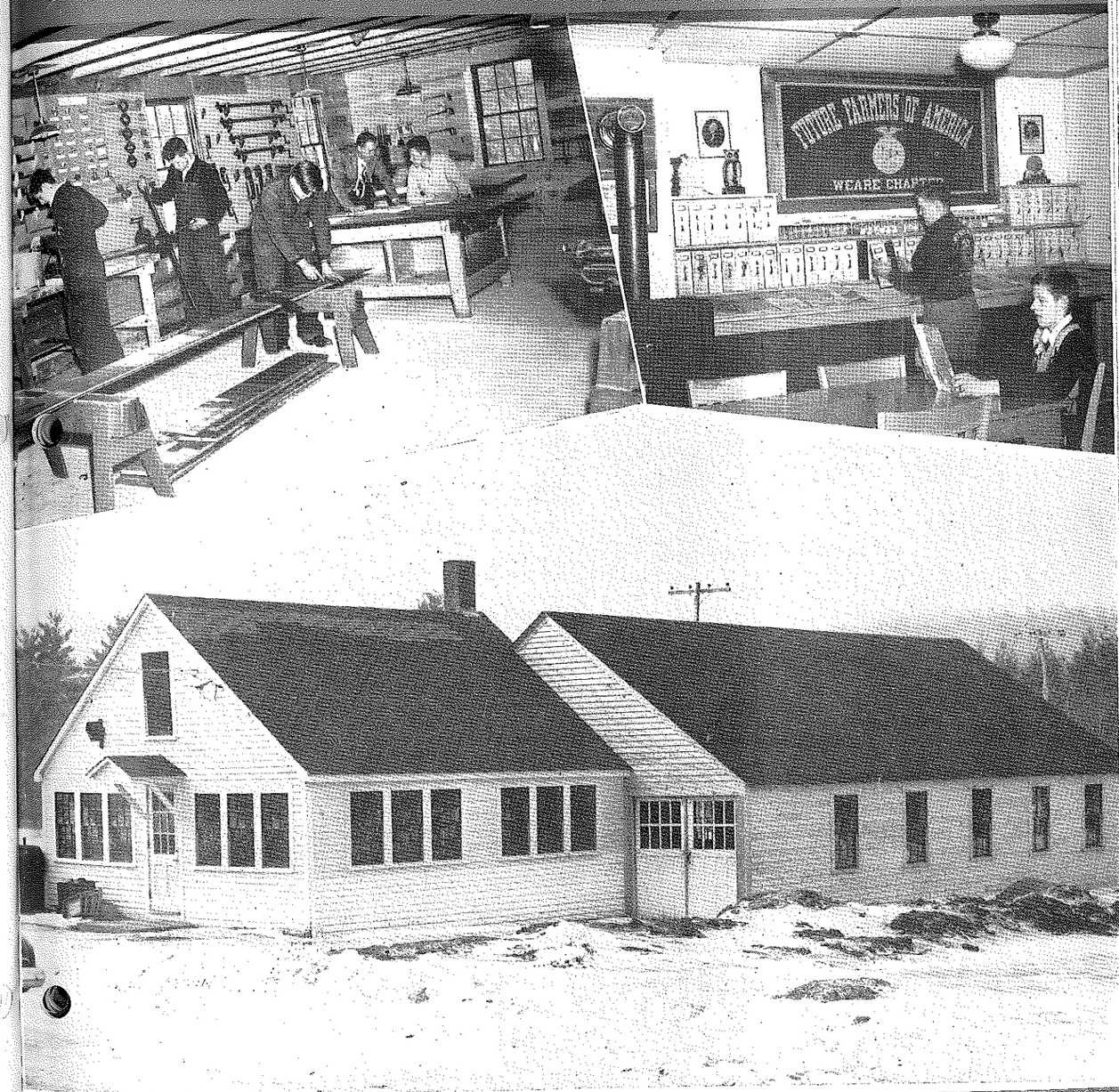

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