Directory

Vocational Education In Agriculture

Section I

Directors, Supervisors, and Teacher Trainers

Key to Abbreviations Used

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

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

ARIZONA
ds—J. R. Cullison, Phoenix
t—R. W. Cline, Tucson
t—W. A. Schafer, Tucson

ARKANSAS
d—J. M. Adams, Little Rock
s—C. R. Wilkey, Little Rock
as—S. D. Mitchell, Little Rock
it—J. R. Tucker, Little Rock
ds—T. A. White, Monticello
ds—O. J. Seymour, Arkadelphia
ds—J. A. Niven, Russellville
ds—George Sellards, Jonesboro
t—Roy W. Roberts, Fayetteville
t—LaVan Shoptaw, Fayetteville
t—Denver B. Hutson, Fayetteville
Ns—L. R. Gaines, Little Rock
Nt—A. G. Kirby, Pine Bluff

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

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

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

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

FLORIDA
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s—Harry Wood, Tallahassee
t—E. W. Garris, Gainesville
t—W. T. Loften, Gainesville
ds—J. G. Smith, Gainesville
ds—F. L. Northrop, Gainesville
ds—T. L. Barrineau, Jr., Tallahassee
Nt—L. A. Marshall, Tallahassee
Nt—G. W. Conoly, Tallahassee
sms—A. R. Cox, Tallahassee

GEORGIA
d—M. D. Mobley, Atlanta
s—T. G. Walters, Atlanta
ds—George I. Martin, Tifton
ds—C. M. Reed, Carrollton
ds—J. N. Baker, Swainsboro
ds—J. H. Mitchell, Athens
t—R. H. Tolbert, Athens
t—G. L. O'Kelley, Athens
sms—Ray V. Neal, Athens
t—A. O. Duncan, Athens
as—T. D. Brown, Atlanta
as—A. L. Morris, Atlanta
Nit—Alva Tabor, Fort Valley
Nit—S. P. Fugate, Swainsboro
Nt—B. Anderson, Fort Valley
Nit—McKinley Wilson, Fort Valley

HAWAII
d—W. H. Coulter, Honolulu, T. H.
s—C. F. Ferdun, Honolulu, T. H.
ds—Takumi Kono, Hilo, T. H.
t—F. E. Armstrong, Honolulu, T. H.
as—T. Horii, Honolulu, T. H.

IDAHO
d—William Kerr, Boise
s—Stanley S. Richardson, Boise
as—E. L. Lovell, Pocatello
t—H. A. Winner, Moscow
t—Dwight L. Kindschy, Moscow

ILLINOIS
d—J. E. Hill, Springfield
as—J. B. Adams, Springfield
as—A. J. Andrews, Springfield
as—H. M. Strubinger, Springfield
as—P. W. Proctor, Springfield
as—H. R. Damisch, Springfield
as—C. F. Anderson, Springfield
as—G. W. Doak, Springfield
as—H. F. Engelking, Springfield
t—H. M. Hamlin, Urbana
t—G. P. Deyoe, Urbana
t—J. N. Weiss, Urbana
t—L. J. Phipps, Urbana
t—Leo L. Knuti, Urbana
t—Melvin Henderson, Urbana
t—H. J. Rucker, Urbana
t—W. H. Witt, Urbana

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s—H. B. Taylor, Indianapolis
t—B. C. Lawson, Lafayette
rt—Ralph Bentley, Lafayette
it—K. W. Kiltz, Lafayette
it—H. W. Leonard, Lafayette
it—E. E. Chanin, Lafayette
it—I. G. Morrison, Lafayette
it—J. K. Coster, Lafayette

IOWA
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as—M. Z. Hendren, Des Moines
as—G. F. Barton, Des Moines
t—Barton Morgan, Ames
t—John B. McClelland, Ames
t—J. A. Starrak, Ames
t—T. E. Sexauer, Ames
t—C. E. Bundy, Ames
t—V. J. Morford, Ames

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

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as—S. S. Wilson, Frankfort
as—Floyd Cox, Lexington
as—W. C. Montgomery, Lexington
t—Harold Binkley, Lexington
as—Edward E. Ball, California
as—M. M. Botto, Munfordville
as—C. F. Esham, Georgetown
as—Carl Lamar, Lexington
as—Ernest Threlkeld, Simpsonville
t—Carsie Hammonds, Lexington
t—W. R. Tabb, Lexington
t—Stanley Wall, Lexington
Nt—P. J. Manly, Frankfort
as—Ben Allen Burns, Owensboro
as—Duard E. Baylcss, Morehead

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

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s—John A. Snell, Augusta
as-t—Wallace H. Elliott, Orono

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t—Ray A. Murray, College Park
Nt—Claud C. Marion, Princess Ann

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as—Thomas H. Kerrey, Lansing
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t—H. Paul Sweany, East Lansing
t—Raymond M. Clark, East Lansing
t—Raymond Garner, East Lansing
t—Guy Timmons, Lansing
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t—L. A. Cheney, East Lansing
t—Duane Dalgleish, East Lansing
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t—W. P. Schroeder, East Lansing

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s—G. R. Cochran, St. Paul
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as—A. N. Pearson, St. Paul
as—A. M. Field, St. Paul
as—Gary Wiegand, St. Paul
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as—C. A. Anderson, International Falls
as—Ira Montgomery, Faribault
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t—H. W. Kitts, St. Paul
t—Philip Tesko, St. Paul
t—Gordon Swanson, St. Pau

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t—O. L. Snowden, State Colleg
t—J. E. Bond, State College
Nt—A. D. Fobbs, Alcorn
Nt—A. G. Gordon, Alcorn
Nt—R. H. Derden, Alcorn

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

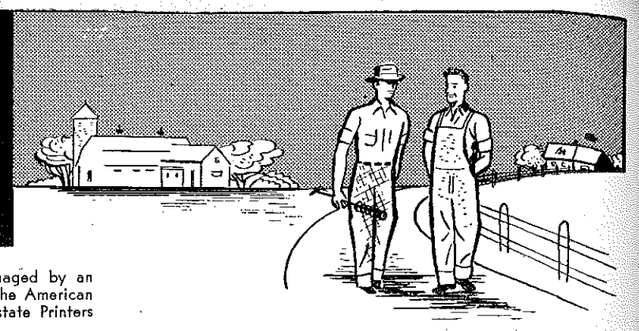
AGRICULTURAL EDUCATION MAGAZINE

MARCH, 1951 NUMBER 9

Teacher Presents His Departmental Budget

This Issue Features... **Financing Agricultural Education**

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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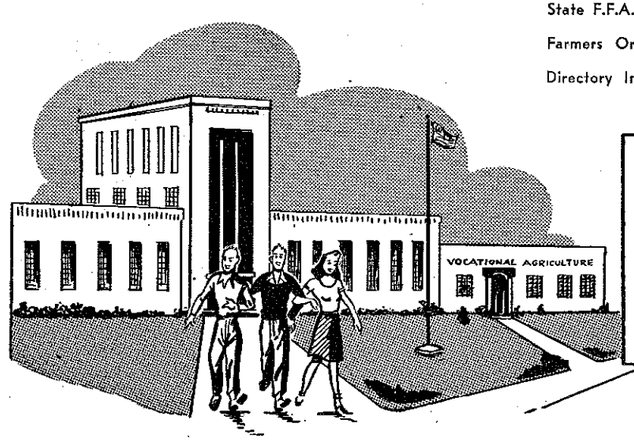
Contents



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Editorials

Buying the local program of agricultural education

THE concern of teachers of agriculture with matters of financing is unique. It differs from concerns of most other teachers in the public school in terms of sources of funds and the fact that certain funds may be used only for specified purposes. It differs from problems which other workers in professional agriculture face in that funds are derived from a variety of sources and the fact that the teacher is in a large part, responsible for determining specified project which will be conducted with the monies. As a problem peculiar to teachers of agriculture it seemed desirable that some emphasis should be given it in the pages of the magazine. This issue carries a number of contributions which deal with such matters as the use of federal, state, and local funds and the teachers' part in financing special projects such as school farms and farm machinery for instructional purposes.

Local programs of agriculture are financed in somewhat different ways in each and every state. Since most of us are concerned with reimbursed programs some federal money is involved in each case. This is not, however, the most important source in terms of amount of money used. Historically this amount has been decreasing over the years. The current situation for states in the North Atlantic Region is pointed out in the article by John Lowe. The state and local governments spent in 1948 over $2.00 for every $1.00 of federal money. In 1938 this figure was $1.23 of state and local money for each $1.00 of federal money. Generally speaking the above figures do not include any costs of providing and maintaining facilities or equipment. State policies which govern the use of this federal money may make it possible for some schools to receive a higher percentage of the cost.

Even though the federal funds, percentage-wise, are less significant than formerly, their influence is considerable. Certain standards with reference to time for all-day instruction and supervised farming programs are definitely tied in with use of federal funds. Moreover, Future Farmer activities must be conducted in a department receiving some federal money in order to be recognized by state associations of the National Organization. States have considerable freedom in determining the policy which will be followed in allocating the federal funds within the state. Some states like Utah (see article by Nichols in this issue) have chosen to use a large proportion of their federal funds for the promotion and further development of education in agriculture for out-of-school groups. Since many people regard the purpose of federal aid to be that of promotion, this would seem to be a desirable move.

Basically the use of federal money for promotion of specific phases of the program appears to be a more defensible policy than that of seeking to use such federal funds to equalize educational opportunity or assist schools to maintain a certain level of educational program. The latter function is included in the state's program for the support of education in general. Forty-one of the forty-eight states have equalization laws.[1]

In addition to receiving money from federal funds, programs in vocational agriculture may receive money from the state, either directly or indirectly. Direct support consists of state appropriations specifically ear-marked for education in agriculture or for vocational education. Indirect support is provided for the program in agriculture through appropriations for general secondary education or a general adult education. The states were paying, in 1946-47, more than 35 per cent of total school costs according to figures published by the U. S. Office of Education in Statistical Circular No. 255.

[1]National Education Association, *Research Bulletin*, Vol. 26, April, 1948, p. 85.

Unification

IN THE past ten years workers in agricultural education have had varying degrees of responsibility for programs of education in addition to the so called regular program. O.S.Y.A.; F.P.W.T.; and I.O.F. are familiar symbols to many teachers. There have been differences of opinion as to the part the local teacher or department should play in emergency or short duration training programs. Without further elaboration of such arguments we would submit that any and all programs which are intended to increase efficiency of individual youth, young and adult farmers in farming and related areas should be coordinated in the community by the teacher of agriculture. He is the trained leader in the community *and* he is responsible for facilities which will have to be used in special programs. A unified, well coordinated program under the leadership of the local teacher is the best bet to provide for community, state and national needs. Now and in the future we should work to tie the various educational programs together under the leadership of the teacher.

Local funds continue to be the most important in terms of amount. Not only are local funds required for payment of salaries and travel of teachers, but also schools are required to establish and maintain suitable facilities. As standards have increased and costs have sky-rocketed, the local communities share in financing of agricultural education has tended to increase faster than has that of the state and federal government. This indicates that the teacher of vocational agriculture has a growing concern with matters pertaining to the financing of agricultural education.

A teacher's primary goal is to help the community buy the best possible program in agricultural education. This activity includes the analysis of needs and determination of interest in agricultural education, but goes beyond it. The teacher must be informed on the probable cost of initiating and operating the several phases of the program, be aware of provisions which govern the use of federal and state funds in his respective state in order that he can present facts and recommendations, on an intelligent basis, to his administrative officers.

Increasingly, teachers of agriculture in seeking to build programs for their communities, will be required to do long range planning which will include establishing priorities for the development of certain phases of the program. A number of important decisions will be involved which relate to financing of such activities. In these and in other matters, teachers of agriculture may well participate in helping to

(Continued on Page 214)

Cover photo

Superintendent S. N. Lott appears on the left, and teacher of agriculture, J. F. Wyse, on the right. Mr. Lott has been superintendent of the Johnston High School, Johnston, South Carolina, for thirty-three years; Mr. Wyse has been teacher of agriculture at this school for eleven years. The photograph shows the two planning a budget for the program in vocational agriculture for 1951-52.

Federal aid and local programs . . . .

Who pays the fiddler . . . and for what?

MARK NICHOLS, State Director, Utah

Mark Nichols

THERE is an old saying which states that "He who pays the fiddler may also call the dances." This, by implication, also means that he controls the party. Indeed, he who has his fingers on the purse strings has power and influence. This influence may be good or it may be bad. It may be democratic or it may be autocratic. In the final analysis, results determine values.

Vocational agriculture is like the dance. It must be financed. The fiddler has to be paid. The pay may come from any one of the three sources—local, state and federal, or any combination of the sources.

Federal contributions for vocational education began in 1917 under the terms of the Smith-Hughes Act. The subsequent George-Deen and George-Barden Acts have likewise provided for federal contributions to the vocational agriculture program in the local communities of the various states and territories.

Federal Funds

Under the terms of state plans relating to the Smith-Hughes and George-Barden Acts, federal appropriations to the states are matched dollar for dollar with state or local funds or both, on a state-wide matching basis. The cost of the vocational agriculture program is increasing year by year as more local departments are added and existing local programs are expanded. The amount of federal monies available for the program have remained constant since the advent of the George-Barden Act in 1946. At present it is hoped that the funds under this act will be increased, as only about two-thirds of them are now made available for the program. Thus, with federal appropriations remaining rather constant, the states and local communities of necessity will have to increase their contributions to the program of vocational agriculture which is constantly expanding. Many states have not greatly increased state appropriations for the program, which leaves the problem up to local areas to meet the increased costs.

In some states, day program instruction and supervision costs are reimbursed to the extent of 50 per cent from state and federal vocational funds. This policy has continued down through the years. New departments are not added because there are no additional funds for reimbursement on this basis. Other states that once reimbursed 50 per cent of the cost now are cutting the amount down each year to 45 per cent, 40 per cent, 30 per cent and less.

Chief Emphasis On All-Day Work

It would appear, however, that the majority of the federal agricultural funds are still reimbursed for day school programs, where often 50 per cent or less of the enrollees become farmers. A comparatively small amount goes for reimbursing young farmer and adult farmer programs, yet the first stated purpose for the use of federal funds in the Smith-Hughes Act is for educational programs for those who have entered upon the work of the farm.

Let us analyze this situation and determine if we as vocational leaders are really displaying the vision, foresight and leadership that a critical public may expect of us. It is believed by many that federal grants were never intended to finance on-going successfully established programs of vocational education. Some day-school programs have been reimbursed substantial sums up to 50 per cent of the instruction and supervision costs from federal and state vocational funds for 32 years. Two generations of Future Farmers have come and gone in such departments. Certainly the program has had time to prove its worth over such a period. Class time standards, supervised farming program standards, and Future Farmer leadership contributions, if they have been worth while, should have proved their worth to school administrators, taxpayers and school patrons during a 32-year trial. If so, the day program may be considered to have become of age, able to stand on its feet and be financed largely from the same sources of support as the day classes in English, physics, music and physical education. In this connection, it is interesting to observe that in many rural areas the high school music teacher and the physical education teacher are employed on a year-round basis to instruct and supervise programs in music and recreation.

Two Concepts

Administrators and supervisors of vocational agriculture who accept this new point contend that the federal vocational acts were intended to provide money grants for programs in vocational agriculture which are ahead of presently accepted local standards and abilities to finance. Such programs may be thought of as pilot or vanguard or "bell wether" in nature. They are meeting needs and paving the way for on-going successful programs in the years ahead. There will always be new frontiers and new horizons to contend with in an ever-changing world. There will always be a need for federal vocational funds to provide for new types of programs which the local community cannot or will not finance at the present time. They are in very deed pioneer programs, and discover or establish "better ways for better days." This viewpoint we shall designate as Philosophy No. 1.

On the other hand there are state administrators and supervisors of vocational agriculture who contend that support of vocational agriculture day school programs with their attending standards, by local boards of education and local school administrators, has to be purchased through a system of state and federal grants in aid. They believe that certain standards of the program will never be maintained unless they are bought and paid for in large part from state and federal vocational funds. They assert that they must hold the money whip to maintain and control the standards. This viewpoint we shall designate as Philosophy No. 2.

Pilot Efforts

For a State Director and Supervisor of Agricultural Education, the promotion and reimbursement of a vocational agriculture program in terms of Philosophy No. 2 is much easier than under Philosophy No. 1. Inasmuch as the amount of state and federal vocational funds is somewhat limited in most states, it means that, under this philosophy, they follow the path of least resistance as most local administrators welcome federal reimbursement for the day program which is by custom an established on-going affair in thousands of local schools. Youth is required to attend school until 16 or 18 years of age. Local school boards and school executives welcome additional funds for a program which in many instances (perhaps the majority) would be carried on with little or no encouragement by way of reimbursements.

But to withdraw major federal and state vocational reimbursements from day school programs and promote research and pilot programs for young farmers and adult farmers is not so popular an undertaking. This is especially so where there is a limited amount of state vocational and federal funds available. Making young farmer and adult farmer programs an integral part of the contractual responsibility of the vocational agriculture teacher is still regarded as "pilot effort" in some states. This has been the case for the last three years in Utah.

Under the leadership of State Superintendent E. Allen Bateman (then State Director of Vocational Education) and the Utah State Board for Vocational Education, a bill passed the 1947 legislature which included the day school

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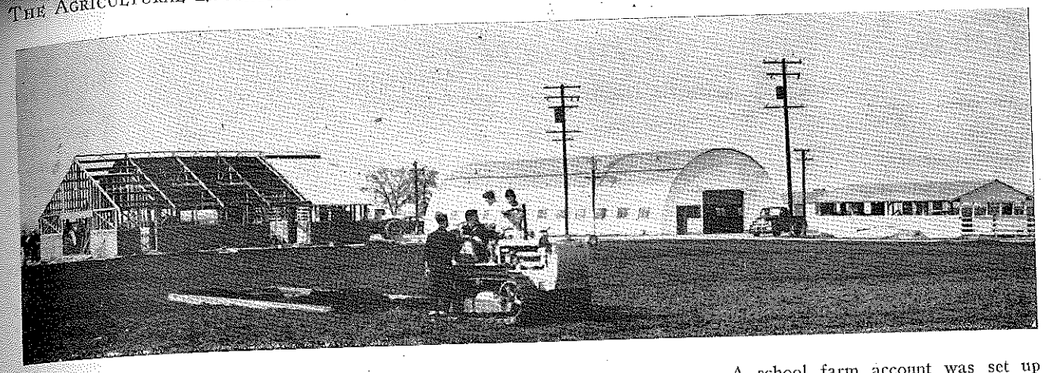


Financing a school farm . . .

Establishment and organization of the Visalia school farm

BRUCE F. JENSEN, Teacher, Visalia, California

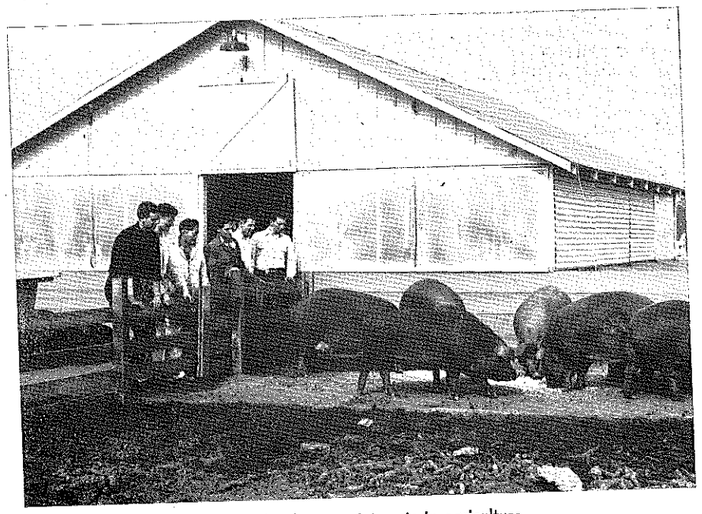
IN THE FALL of 1946 there were just over 100 students in the vocational agriculture department at Visalia Union High School and only seven in the agriculture department at Visalia College, a junior college administered by the Visalia Union High School District. A rough survey was made of the district which showed a large percentage of the boys entered farming or related agricultural work in the district and that most of the students enrolled at Visalia College terminated their training after two years there. These two facts made it evident that the college needed a vocational agriculture program.

Supervised home farm programs as a means of vocational training for the college students proved to be unsatisfactory because of the distances involved with students enrolled from five neighboring counties so the idea of a school farm laboratory was presented.

Local Inititative and Coordination

Hilton Bell, superintendent of schools, called a meeting of farmers and businessmen in the community and explained the problem to them. It was agreed that a school farm laboratory was needed to give practical training. Since we were in need of a new high school plant and other improvements the necessary finances were not available so the men present at this meeting organized into the Visalia College Agricultural Association for the purpose of obtaining a school farm laboratory.

A board of directors and a set of officers were elected and committees appointed to work out the project. A 160-acre site was selected at a cost of $400.00 per acre by a committee and Bruce F. Jensen, head of the agriculture department at the high school and college. Then the organization set out to raise the $64,000 with which to buy the place. Donations were received from farmers, buisnessmen, and firms in the community and the school farm laboratory was purchased and given to the school. Payments were made annually beginning July 1, 1947 and completed July 1, 1950.



Students develop new interests in agriculture.

During the time the project was being completed a separate junior college district was set up and Visalia College was changed to the College of the Sequoias which is composed of Visalia, Tulare, Exeter, Woodlake, and Lindsay high school districts with others contiguous able to join.

Forty acres was deeded to the school by the association in 1947 so that improvements could be made and the balance was deeded in July, 1950, 100 acres to College of the Sequoias and 60 acres to the Visalia Union High School with a stipulation put in the deed by the association that if the school farm laboratory ever be sold proceeds received therefrom must be used in agricultural education. The board of directors of the association also acts as an advisory committee to the agriculture department on the school farm laboratory.

A school farm account was set up by the school into which deposits are made from the sale of livestock and crops at the farm and this money is used to pay operating expenses of the farm.

The farm was deeded in such a way that both schools could spend capital outlay money for buildings and improvements on their own places and still have the farm run as one unit for both schools without duplication of units.

Buildings erected on the farm include a grade-A milk barn, calf barn, agriculture mechanics shop, classrooms, farm foreman dwelling, swine unit, and sheep

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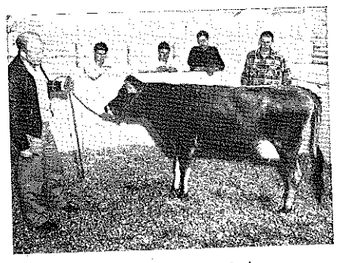

The author utilizing one of the resources of the school farm to carry out instruction.

Reimbursement policies

in the states of the North Atlantic region

JOHN M. LOWE, Director, West Virginia

J. M. Lowe

THE data included in the following report were obtained through a questionnaire sent to each state supervisor in the region. A return was received from eleven of the twelve states.

The present reimbursement policies in the different states of the region are presented with the hope that such knowledge may be of some value to state supervisors as they consider and reconsider their reimbursement policies in the immediate future. The policies are presented also with the thought that they may be the basis for a discussion of the problem.

A discussion of financial matters may appear to some to be out of order. However, "money makes the mare go" and the maintenance and expansion of sound programs of vocational education are dependent upon the availability of funds—local, state, and federal.

I believe that no state in the region has all the funds available to conduct a program of vocational education to meet the needs of all of its people. This being true it is all the more important that we use the money we do have to do the most good for the most people.

I. Source of funds:

A. *Federal*

Smith-Hughes—Total allotment (N.A.).....$ 568,023.38
Teacher—Total allotment (U.S.) 3,058,452.99
Training not included—
Per cent N.A. of U.S... 18.5
Two states receive minimum allotment
George-Barden—Total allotment (N.A.).....$ 818,978.22
Total allotment (U.S.) 6,889,084.53
Per cent N.A. of U.S... 11.8
Eight states receive minimum allotment

B. *State appropriations:*

In ten states of the region (Connecticut and New York not included) the appropriation for vocational agriculture is included in the total state appropriation for vocational education. In eight of these ten states the state appropriation is alloted to the different vocational services by:

the Budget Commission (1)
the State Board of Education (2)
the State Director (2)
the State Director and staff (2)
the State Department of Education (1)
(In two states the method was not given)

C. *Local funds:*

Recent figures show that in the North Atlantic Region the states are spending $3.15 of state and local money to each dollar of Federal money for vocational education. As the greater part of this $3.15 is local money it is clear that the local communities are paying the greater part of the cost of vocational education.

If, to the cost included in the above figures were added cost for local administration; buildings, maintenance of building; equipment, supplies and materials which are borne by local school districts the ratio of state and local funds to Federal funds would be much greater.

II. Vocational agriculture day schools and day school teachers

In 11 of the twelve states there are 935 departments of vocational agriculture in high schools, and seven county schools. Of the 935 high school departments 874 are one teacher departments, 53 are two teacher, 2 three teacher, and 6 more than three teacher departments.

Thus in the 935 departments of vocational agriculture in the high schools 1010 teachers are employed, approximately 60 per cent giving full time to vocational agriculture and 40 per cent being prorated. (New York not included in percentage of prorated teachers).

In two states (Massachusetts and Rhode Island) no teachers are prorated while in the eight states the percentage of prorated teachers varies from 2 to 69.

The teachers in each state of the region are employed on a twelve months basis. Two states indicated one month vacation for teachers.

III. Reimbursement—Day Schools

A. *Salary*

In 11 of the twelve states reimbursement is based upon a percentage of the teachers' *salaries* and in one state reimbursement is based upon the number of pupils enrolled in vocational agriculture classes. The percentage of reimbursement varies from 31 per cent to 66 2/3 per cent as follows:

1 state 30%
1 state 31%
1 state 33 1/3%
4 states 50%
1 state 60%
2 states 66 2/3%
1 state 20% nine months, 100% three months
1 state $35.00 per pupil enrolled
1 state unknown

A number of states having prorated teachers consider all teachers full time for the months school is not in session. At least one state pays a higher percentage of reimbursement for the first year after a department is established. One state has a sliding scale of reimbursement over several years—

100% for the first and second year
75% for the third year
50% for the fourth year
25% for the fifth year
none for the sixth year

B. *Travel*

All states reimburse on the travel expenses of teachers of vocational agriculture based upon *mileage traveled*. Four of the eleven states reporting indicate that reimbursement is paid on *meals and lodging* in addition to mileage, while seven states indicate that they do not reimburse on meals and lodging of teachers.

The percentage of reimbursement on *travel* ranges from 31% to 100% as follows:

2 states 100%
1 state 80%
1 state 75%
4 states 50%
1 state 31%
2 states not indicated
1 state not reporting

One state allows up to $250.00 per school as reimbursement on *supplies* and *equipment*. However, local administrators have decided not to use Federal funds for supplies and equipment after 1951.

C. *Reimbursement—Young Farmer*

Eight of the states indicate that their regular teachers of vocational agriculture teach young farmer classes for which they are paid additional salary. In five states the salary is at an hourly rate of $2.50 to $3.00 an hour. In one state these teachers are paid $5.50 per two hour sessions. In one state the teachers are paid $125.00 a course, a course being at least ten group meetings each for a minimum of ninety minutes, and seven or more supervisory visits. One state not specified.

All of the regular teachers of vocational agriculture receive travel allowance for young farmer work, either as a separate allowance or included in their total allowance for travel.

Five states reimburse on the salaries of special teachers of young farmer classes. The salary rate varies from $2.50 to $3.00 an hour in three of these states and in two states the salary is set by the local school district.

Reimbursement of the salary of teachers for young farmer classes varies from 30% to 100%.

One state reported that young farmer classes are under the supervision of the regular teacher of agriculture but that they are taught jointly by the regular and special teacher.

D. *Reimbursement—Adult classes*

Seven of the 11 states reported that regular teachers of vocational agriculture teacher adult farmer classes, four states reported no adult program at present, and one state did not report on adult classes. The teachers in these six states receive additional compensation for adult classes at the rate of $2.50 to $3.00 an hour, or on a course basis, and they receive travel allowance.

Five states reimburse on the salaries of special teachers of adult classes. The salaries in these states vary from $1.50 to $3.00 an hour. Three of the states allow special teachers travel allowance while two do not allow travel.

The reimbursement on salaries of teachers of adult classes ranges from 31% to 100%. Two states reimburse 100%, one state 80%, one 50%, one 31% and one 100% on new programs and 66 2/3 on old programs.

Reimbursement on the travel of these teachers is from 31% to 100%.

IV. Institutional-On-Farm Training Program Administration

A. *Contracts*

All 11 states reporting have I.O.F. training programs. In four of these states the contract for such training is between the Veterans Administration and the State Board of Education, while in seven states the contract is between the Veterans Administration and the local school districts.

Three of the four states where the contract is between the State Board and the Veterans Administration handle Veterans Administration funds through the state office. One of the four states with a state contract reports that it does not handle Veterans Administration funds at the state level.

Eight states keep some kind of records on the I.O.F. program in the state office varying from farm approvals only, to complete financial and statistical records of the program. Eight states (not including the same seven) prepare reports of the I.O.F. work.

Money for state supervision is received from the Veterans Administration in three states while eight states receive no money from the Veterans Administration for state supervision.

It appears that payments to local school districts for the I.O.F. training program are based upon actual costs rather than a flat tuition rate in ten of the eleven states. One state indicates that such payments are on a flat tuition rate basis.

In at least one state with a state contract the State Board receives a flat tuition per veteran enrolled and distributes the money to county boards of education on an actual cost basis.

B. *State Supervision*

In each of the states reporting, some supervision is given the I.O.F. program by the regular state supervisory staff. The supervision is provided by the regular staff in some states, and in some states by the regular staff plus assistants for the I.O.F. program. In the state the state supervisor of vocational agriculture gives final approval to entrance into training only.

C. *Local supervision*

In nine states the teachers of vocational agriculture supervise the I.O.F. training program in their communities. In one state the program is supervised by the regular county supervisor of vocational agriculture. One state reported that regular agriculture teachers do not supervise the I.O.F. program.

In two states local supervision is given in some cases by special supervisors, or county coordinators of the I.O.F. program.

D. *Instruction*

Teachers of vocational agriculture teach I.O.F. classes in seven states with limitations. In four states they do not teach these classes. Most of the teaching in all of the states is done by special instructors. ●

Establishment and organization of the Visalia school farm

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unit. These farm buildings were erected by the agricultural mechanics classes at the high school and farm structures class at the college. The dwelling was put up by the college building trades class.

The farm is now used for laboratory purposes by over 100 college students, 175 high school students, and between 50 and 60 veterans in the Institutional On-Farm training program.

Livestock on the farm includes a registered herd of dairy cattle of both Holsteins and Jerseys secured by donations and purchases, a herd of 18 brood sows (Duroc and Poland Chinas), and a flock of Hampshire sheep given to us by the Sears Roebuck Foundation. This year a poultry unit and beef unit are being erected by the agricultural mechanics classes which will be stocked upon completion. The 160 acres is planted to crops important in our community.

Both the high school and college use the facilities at the farm for their laboratory work but not in mixed classes, nor at the same unit at the same time. All of the college classes are held on the farm plus the high school seniors. The juniors and sophomores have agriculture and agriculture mechanics at the senior high school plant and come to the farm frequently for field work. The freshmen have their agriculture and agriculture mechanics classes at the junior high school plant and come to the farm for their field work.

Only the agriculture department has teachers who work for both the high school and college but by using the same laboratory for both groups we find it works best.

I am head of the agriculture department at both schools, manager of the school farm, F.F.A. chapter adviser, and teach dairying, farm management, and farm accounting in the college and have the high school seniors. Raymond Rodgers has the meat animals and poultry on the college level and the high school sophomores. Fred V. Knight has soils, crops, and fruits on the college level and the juniors in the high school. Spencer Strader has the high school seniors and college students in agricultural mechanics. By making Agriculture II meat animals, Agriculture III soils and crops, and Agriculture IV management and dairying for the most part it makes for good continuity of work on the units at the farm and makes one instructor able to plan the skills and teaching jobs for those units so that both groups get their needed practical work. Carl Loveless handles all the Agriculture I at the junior high school and Bernyl Sanden the sophomores and juniors in agriculture mechanics at the senior high school. There are in addition three Institutional On-Farm Training Instructors; Marrs Gist, Clayton Sheesley, and Stewart Williams.

This whole project of planning, procuring, and establishing the School Farm Laboratory at Visalia has been a cooperative effort by the community. ●

Financing farm equipment

E. D. GRAF, JR., Teacher
Williams, California

MANY things must be considered before farming equipment should be purchased by a Future Farmer chapter. There should be a practical need, and that of course means some land to farm, whether it be school owned or rented. Chapter owned equipment merely for demonstration purposes is not effective. The boys will learn a great deal more if they have the feeling that they are actually doing a farming job with their own equipment on their own land, and that a good job will reflect in a good crop of which they can be proud. Also, a poor job will be rather forceably brought to their attention by chapter members. I also feel that the purchase of farm equipment strictly for custom work is poor judgment. In the first place the F.F.A. chapter should not compete in the community for custom work.

Basically the equipment is for education and we should never lose sight of that fact. If a chapter can take its equipment out and help during an emergency or do small odd jobs that commercial outfits won't do, such as town lots, gardens, etc.; that is fine and some income can be made.

When the need arises and equipment should be purchased the big problem is financing. There are many ways that a chapter can buy equipment and pay for it as it is used. I would like to make another point here. I think that the boys as a group should understand that they have a definite obligation to meet and the company or someone else will not assume the debt if they don't pay. I also think they should pay the same price that they would if they went and bought the equipment as an individual. Education should be conducted in a normal setting and not become an advertising deal for some company.

Many dealers will carry the chapter on a pay as you go basis. Service clubs in the community can be contacted for a *loan* to be paid back with interest. If the chapter has some assets the bank will loan money for the purchase of the equipment. The school district can buy it and the chapter repay them as money comes in from farming.

It seems to me the whole problem of financing farming equipment is based on whether there is a real need and whether there is a practical use for it. The problems are like those the farmer has when he considers new equipment. If the

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After entitlement, what?

A program initiated to serve young farmers

H. C. FETTEROLF, Chief, Agricultural Education, Pennsylvania

H. C. Fetterolf

THIS subject has been discussed many times at national, state and local meetings of agriculture teachers and supervisors. It has been a subject of much concern for the veterans in training as well as for teachers and supervisors the past five years. The time has now arrived when something must be done.

A Favorable Response To I.O.F. Program

The Institution on-the-Farm Training Program has now been in operation for five years. It has been a most successful program. County Superintendents of Schools, high school principals and vocational education leaders frankly admit that it has been one of the best, if not the best "grass roots" program in vocational education that has ever been initiated. This program has received such a favorable reaction from those who have participated in it that a nation-wide research study is being conducted for the purpose of analyzing its successful features and effective procedures.

Institution on-the-Farm Training is no longer an experiment. State supervisors of agriculture and other school administrators are aware of the fact that there is a great need for the adoption of a program of this type as a part of our regular program in vocational education. We have assisted and advised many thousands of young men in becoming established in farming. Our national banks, Trust Companies, Farm Home Administration, and Farm Credit Administration have generously financed these young men in the purchase of land, stock and equipment in getting started in farming. The men themselves have earnestly and sincerely pursued the G. I. Training program provided under the G. I. Bill of Rights. They are making remarkable headway in meeting their financial obligations. As they come to the end of their training program a solemn obligation rests with the vocational educators of this country not to "let them down" on their road to successful establishment in farming, but rather to provide continued training as a part of the regular program in vocational education.

The first federal act, the Smith-Hughes act, states very clearly that this money is appropriated for "those engaged in the occupation of farming and those about to enter the occupation of farming." It was very definitely understood by the originators of this act that those now farming need agricultural training and were entitled to this assistance from the public schools of the nation. For many years vocational educators have boasted of the fact that one of the best uses of vocational funds was to train those who were actually engaged in an occupation. Therefore, we have every reason to give this immediate problem serious consideration and to do something about it.

Three years ago a survey of 800 young Pennsylvania farmers enrolled in the Institution on-the-Farm Training Program revealed that 90 per cent favored a continuing program of a modified type. They expressed appreciation for the group instruction, but above all, they expressed an overwhelming desire for the instruction received on their home farms.

Secret Discovered

Without a doubt, the building of the program of instruction around the everyday problems of those actually engaged in farming, has been the secret of the success of the Institution on-the-Farm Training. There is no better place to solve the immediate problems of these young farmers than on the farm. Here is where the young farmer and his wife secure from the skilled teacher information which when put to work, immediately brings results. Therefore, looking into the future, on-farm instruction must be one of the dominating features of this training program. On-farm instruction is not new. The success of vocational agriculture during the past 35 years has depended almost entirely on the success of the on-farm instruction. Home project work, supervised farming program, supervised farm practice, or call it what you may, has been nothing more than on-farm instruction. I venture to say that if the Smith-Hughes law were written today, on-farm instruction would probably be substituted for home projects.

Adaptation to State Finances

When the Institution on-the-Farm Training Program was planned 5 years ago in Pennsylvania we had very definitely in mind a program which, with some modification, could be continued in the future for young men engaged in farming. This was one of the reasons for the employment of full-time teachers. We are fully aware that the finances of Pennsylvania, and no doubt other states, would be inadequate to finance a program like the Institution on-the-Farm Training under the G. I. Bill of Rights. We have learned that young farmers will be satisfied with a less extensive program of instruction. With this in mind, an attempt was made during the past year to set up a training program which would meet the needs of these young farmers.

Time Distribution Pattern

The program which has been initiated in Pennsylvania calls for the employment of a teacher full-time. An analysis of his time will be as follows:

1. Twenty per cent of his time will be devoted to classroom instruction.
2. Fifty per cent of his time will be devoted to the supervising of directed farm practices. Much of his time will be devoted to individual instruction, however, some of it can be devoted to the instruction of small groups.
3. Ten per cent of the teacher's time will be devoted to the preparation of materials. Both the classroom and the directed farm practice will be based upon the farming programs of those enrolled. Therefore, teaching materials must be carefully prepared.
4. Ten per cent of the teacher's time is allocated for travel.
5. The remaining ten per cent of the teacher's time may be used for conferences with school officials, farm organizations, farm leaders and others who can contribute to the success of the instruction program.

Teachers are employed for a minimum of 30 hours per week for the entire year. A minimum of 40 to 50 trainees will be enrolled. The program will be conducted by the local district and will be reimbursed in the amount of 80 per cent of the salary and travel of the teacher. The program will be conducted under the direction of the high school principal. The teacher will be employed by the local board of education. If there is a department of vocational agriculture in the local high school, the teacher of the young farmers serves as a second teacher in the department. The course will be available to all young farmers.

In many communities in Pennsylvania there are departments of agriculture where the enrollment will justify the half-time of a second teacher. It is anticipated that many teachers will be employed who will devote half-time to the all-day department and half-time to the young farmer program. It is my impression that this program will meet the needs of the young farmers in this state and bids fair to become a popular and permanent part of vocational agriculture in Pennsylvania. ●

Financing farm equipment

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need is real the problem of paying for it will be minor.

A word about school owned land. I feel that the amount of land should be small enough that the boys can plan and do the actual farming. School farms with a paid manager to me become a demonstration situation which is fine and better than nothing, but I do believe the boys develop a greater sense of responsibility where they do the entire job even though they must work on Sundays and Holidays or at night to finish a particular job they have started. ●

What a man isn't up on he is usually down on.

Community support is essential to

• • • Financing Agricultural Education

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

IT is clear that in the foreseeable future an increasing percentage of the costs of agricultural education must come from local sources.

Congress has in recent years been unwilling to increase federal appropriations sufficiently to maintain the percentage of funds which the federal government had hitherto contributed. With the federal treasury facing a back-breaking burden for defense purposes and with congressional demands for domestic economies, federal funds for agricultural education are more likely to decrease than to increase.

The states too have commonly a financial load heavier than they can carry. Steadily increasing state appropriations for agricultural education, which many states have had since the war, are probably things of the past.

Communities have heavier costs for public education than they think they can bear. The school population is still increasing. Increasing school services are expected. Building programs are often a decade to a generation in arrears. But communities provide, in most cases, our only hope for maintaining or increasing budgets for our "regular program" of agricultural education.

Lay Councils and Support

The situation emphasizes the necessity for maintaining the best possible relationships with the people of our communities who will vote the taxes and pay the bills. They must have a more complete understanding of our program than they have ever had. Our program must be, more than ever, worthy of their confidence.

The best single means available for securing good relationships, understanding, and confidence is the use of a system of lay councils and committees to participate with teachers, administrators, and board members in decisions regarding agriculture departments. If a representative part of people of a community face their situation and get the facts, they are likely to decide that the community cannot afford to neglect agricultural education or to fail to develop many hitherto undeveloped phases of it. If they have convictions of this kind, they can be very influential in their contacts with others in the community.

If any of us has ever had the idea that it doesn't matter much what the local people think of our work since the federal and state governments will protect us, it is time to shed that idea. We are going to be, increasingly, subject to the tender mercies of the people of our communities. We may not like our new status, but it will be very good for agricultural education to have to establish working partnerships with its local constituences, which have been all too rare.

Many Groups Not Yet Reached

It is unfortunate that we face financial tightening when we have developed only small fringes of our possible program and at a time when we are making real progress toward building comprehensive programs. It would be disastrous to stabilize agricultural education at its present status or to shrink it back to its status before World War II. We are, even now, probably reaching only 10 to 15 per cent of our potential clientele in vocational education in agriculture. We are doing very little with young farmer education, possibly the most important part of our program, and we are reaching only a few of the multitude of adult farmers. We have almost no programs of appropriate agricultural education for small-scale farmers, for farm women and girls, for town men and women with farming connections, for workers and prospective workers in agricultural occupations other than farming, or for persons who are not engaged in and do not expect to engage in any agricultural occupation, though agricultural education has a place in the education of all of these groups.

We may confidently expect that, if citizens of rural communities face squarely the problems of agricultural education, they will conclude that they cannot afford *not* to have strong programs in this field, including most that they now have and much that they never have had. Ways and means of local financing can be found if people generally have convictions that programs and funds are needed. Our communities are apparently going to have high incomes during the next few years. The only question is whether they will spend reasonable amounts for agricultural education or whether they will use their money for other things that seem to them to be more desirable. School people should have no hesitancy in asking for more funds as long as the public continues to spend as much as it is spending for liquor, tobacco, cosmetics, recreation, gambling, etc. We have the money for adequate public education if we want to use it for that purpose.

Keep Programs In Tune With The Times

Considerable help in keeping alive the adult phases of agricultural education may be expected from continuing funds for the education of farm veterans, including veterans of the Korean war, and probably from funds for an emergency training program for other adults. It is going to be nearly essential that we have committees of farmers to guide us in the use of these funds and in adapting their use to local situations. If we do, we can see these programs as stepping stones to permanent programs of adult education in agriculture. We must avoid the situation which developed in World War II, when many communities refused to use war-training funds and other communities only went through the motions of providing war-training classes or largely squandered the funds allotted them. There is always danger in programs financed entirely with federal funds; these dangers can be minimized if the programs are locally controlled to the extent possible.

If we should be forced in some communities to cut back our spending for agricultural education, we should beware eliminating the newer phases and retreating to a traditional program for high school boys alone. The facts are that the high school program is, by far, the most costly per person of all our programs and, if we want to accomplish the most with the funds we have, we shall probably decide to give less time to high school students in order to reach more young and adult farmers.

There is no defeatism in the statements which have been made. Agricultural education can be benefitted and strengthened if we who are engaged in it face up to the problems we face and do the things which have been suggested. More cooperation with our local public, clearer objectives, more definite evaluation of progress toward objectives, more careful planning and budgeting are ahead of us. Can these be bad for agricultural education? ●

A principal looks to . . . Community support

STUART R. RACE, Supervising Principal, Newton, New Jersey

AS enrollments in high schools increase, as general costs pyramid, the total cost of education mounts. The Newton school system will serve as a good illustration. Seventy per cent of our high school students come from outlying districts and pay tuition. Ten years ago the charge was $125; for the current year $280; it has been set at $300 for 1951-1952. The actual cost per pupil for 1949-1950 was $311.

The newer types of curricula have added to costs. The older curricula offerings, looking toward preparation for colleges and towards positions as secretaries and clerks, meet the need of but a minority. Attention is being centered more and more upon curricula that will meet the needs of the "forgotten 60 per cent" of pupils whose goal is neither college nor business offices. Vocational education, prevocational courses, the social-scientific curriculum, distributive education, vocational agriculture—these terms connote practical courses adapted to pupils' present needs, and aimed at making them effective in civic and economic directions.

Local Share of Costs Increases

Such programs cost more because they require special type rooms, special furniture, more equipment, and teachers with special preparation. Teacher supply in these areas is limited. There is great competition for their services in other lines. Consequently salaries are higher than for teachers of conventional courses.

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Financing supervised farming programs

CHARLES M. McCLELLAND, Teacher, Washington, Pennsylvania

C. M. McClelland

How many times have you as a teacher of vocational agriculture, encouraged your boys to develop their supervised farming programs only to find that you have everything but adequate financing of the program? You may have adequate facilities, sufficient feed and an abundance of enthusiasm, but that's as far as it goes. You no doubt have felt helpless, your hands tied; because the boys have absolutely no finances and the father is in no position to help. You know that a boy's interest and enthusiasm is easily stimulated and aroused but the flame, no matter how brilliantly it burns, must have fuel applied judiciously if it is not to die as quickly as it flares up. One must act.

After analyzing our situation we decided to do something about it. We considered the sources about us which had shown interest in our program and would be in position to help.

Local Support

In most communities there are service clubs, such as Rotary, Kiwanis, Lions, Optimists, or business organizations in close contact with farmers from whom they derive the major portion of their business. We also have implement dealers, feed and fertilizer distributors, the national mail order houses. All derive the bulk of their business volume from those living in rural areas. In most communities one or more of these concerns may be approached for cooperative participation in financing a Future Farmer Program established upon a sound business-like foundation.

The first organization that we approached was the Rotary Club of Washington, Pennsylvania. We were surprised at their splendid reaction and also the check for $250.00 to purchase 20 sow pigs to give boys interested in swine enterprises. The F.F.A. chapter contributed additional funds for the purchase of four chapter boars to be located conveniently. A "Trinity F.F.A. Pig Club" was organized and a committee apponited to develop the policies to be followed in its operation. Sponsors of the enterprise should be encouraged to be members of the committee.

The committee's first step was to draw up a contract between the recipient of the young gilt, his parents and the pig club committee. The contract stated definite management practices to be followed under supervision, and the completion of this contract would be the returning of two eight-week old sow pigs to the chapter, providing the litter was satisfactory in the judgment of the pig club committee and advisers. At the present time we have difficulty finding sufficient boys to take all the pigs available.

The next step was to develop our dairy programs with the aid of funds, procured for chapter use. Our Area Supervisor arranged a meeting with a representative of the Sears Roebuck Foundation. The chapters in our area received money for the purchase of registered dairy calves to be distributed to deserving members with desirable facilities. Our experiences with the pig club led us to believe that this can be most easily handled if a committee of the F.F.A. chapter is appointed to assume complete responsibility of selecting and placing the calves, and developing the contract stipulating the program and procedure for managing these animals. The boys of the department feel that its success depends more upon them and they'll prove to be mighty particular about all the details.

Chapter Supervision

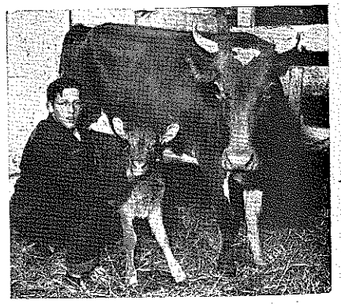
The chairman of our committee made certain that all our calves reached the county fair and that they were fitted properly for the show. Our committee has recommended that the heifers be bred artificially and that each boy receiving a calf has the choice of either returning his heifer calf to the club or pay the original price of the calf without interest.

In May, 1950, a local business organization presented the dairy club with a check for $400.00 to be used for the purchase of a purebred dairy cow to be given to an F.F.A. boy selected by the committee. It wasn't too hard to find an applicant, and after much deliberation the boys decided on the lucky fellow. Their choice was backed wholeheartedly by the rest of the boys. He must return at least one-third of his milk check each month until the cost is repaid. This proved quite a story but space will not permit relating the heart warming satisfaction received in observing the determination and cooperation that this boy has shown in making this project a success.

The responsibility placed on his shoulders with this animal is very large, but he loves it. When the story was released in the local paper, a milling concern volunteered to provide the feed for his project the first four months, proving that interest develops as this kind of program moves along.

Another business concern gave us $300.00 to start a sheep club and so we have followed out the same procedure, with the boy receiving the 5 pure bred ewes returning 5 ewe lambs to the club. This was handled by the sheep club committee who purchased the ewes, selected the boy, and drew up the contract.

The organization sponsoring these various F.F.A. projects have volunteered additional help in the future, so it remains to be seen how far it will go. Personally, I feel that there is no end to such undertakings if handled properly.



Financial aid makes boy's dream come true.

In conclusion, we are endeavoring to keep the following objectives in mind while promoting these activities:

1. The program is designed to be an aid, not a gift to the individual concerned.
2. The recipient is responsible for the success and continuation of the club, and that his program will be used as an example for future boys.
3. The boy and his parents, the F.F.A. and the committee must understand the contract and must be agreeable to all its stipulations.

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The nature of educational objectives

LEO L. KNUTI, Teacher Education, Montana State College

THE purpose of this article is to state the nature of objectives in education and to describe their function in teaching agriculture. Some questions which are related to this problem are as follows: 1. What levels of objectives do we have? 2. How are educational objectives different than other objectives? 3. What kinds of outcomes are involved in educational objectives? 4. How can we determine our educational objectives? 5. Are we making appropriate use of objectives in our teaching? 6. What part should students have in determining course objectives and their individual objectives? 7. What part should people of the community have in determining educational objectives? The scope of this particular article is primarily limited to a discussion of the nature of educational objectives.

Which Objectives Are Educational

The term "objective" is being used more and more in education in stating the purposes or aims of education. The term "objective" in itself may mean a number of things. The term "educational objectives" restricts its meaning to education or specifically to teaching and learning.

In agricultural education we may find in use a variety of statements of objectives and purposes. Only a part of these statements as the following can be classified as educational objectives:

1. To raise funds for the F.F.A.
2. To have a parent and sons banquet.
3. To paint and clean up the agriculture classroom and shop.
4. To study the swine enterprise.
5. To take a summer trip or project tour.
6. To develop the leadership ability of rural youth.
7. To assist students in becoming established in farming.
8. To learn how to balance a ration for a dairy cow.
9. To maintain a community cannery.
10. To test soil for the farmers of the community.
11. To conserve the soil.
12. To develop interest in farming and farm living.

The above statements of objectives raise the following kinds of questions: Which of the above statements are educational objectives? How can we distinguish between educational and non-educational objectives? Are we as teachers and students primarily concerned with educational objectives? Are some of the above statements ways and means of achieving educational objectives rather than statements of educational objectives?

Educational objectives are statements of the purposes or aims of education. Our society has established schools for a specific purpose which is that of education. This implies that the primary job of the teacher is that of teaching. The basic science of education is psychology—particularly Educational Psychology. The major function or processes involved in education are teaching and learning.

Changes In Behavior

Psychologically the main function of teaching and learning is to bring about the development of the individual learner. This development is broadly described in terms of behavior changes. These behavior changes or developments sought in students can be described or defined in terms of educational objectives. This would imply that educational objectives would state, first, the kind of behavior sought and, second, the area in which this behavior is to be developed. For example, the educational objective "to develop an understanding of the need for soil conservation" indicates, first, the behavior or development which is "understanding of a need" and, second, the area in which this understanding is to be developed "soil conservation." Were this objective merely stated "to conserve soil" it would eliminate the statement of need for education. In other words, educational objectives are distinguished from other objectives, in that they indicate the kind of behavior or development which is to take place in the learner in a specific area of study or activity. A specific objective as "to conserve soil" may be accomplished without bringing about any substantial amount of learning. This objective may be accomplished by incentive payments or as the result of various kinds of social pressure.

Related To Educational Outcomes

Students and teachers might become more aware of the meaning and significance of educational objectives if they understood the broad meanings attached to developmental and behavior changes sought in students through education. Such terms as behavior patterns may inadequately describe the outcome sought through education. Behavior changes may range from those which are not outwardly apparent to changes which are easily recognized in the behavior of the individual. These changes in the individual learner may be purely intellectual or a combination of physical and intellectual changes. Intellectual changes or developments may involve the acquisition of new knowledges and understandings and appreciations. Neuromotor development describes such intellectual-physical developments as abilities in typing, reading and arithmetic. Other types of intellectual-physical changes may include new modes of behavior in health, citizenship, family relationships and the practice of new skills and abilities in an occupation as in farming.

Educational objectives are more meaningful if they are considered in relationship to various kinds of educational outcomes contributing to behavior development which are sought through education. Educational outcomes can be classified in terms of (1) facts and information, (2) knowledges and understandings, (3) skills and abilities, (4) interests, attitudes and appreciations, and (5) the application of the above outcomes of learning. Broader educational objectives may include all of the above types of outcomes. Some objectives may be limited to the need for facts and information, others to acquiring knowledges and understandings.

Teaching and learning are the twin forces which bring about the acquisition of the outcomes of learning or behavior development. Different degrees or levels of learning may be achieved as from the acquisition of facts and information to the practice of approved modes of behavior. A student who practices good methods of feeding livestock has achieved a higher level of learning than the student who has acquired a few facts and information about livestock feeding.

Various Levels of Educational Objectives

The following statements indicate different levels of objectives:

1. The broad objective for all education including vocational education.
2. The objectives for education in a particular community.
3. The objectives for different levels of education such as:
   a. elementary education
   b. secondary education
   c. higher education
   d. general adult education
4. The objectives for an area of study, as vocational agriculture or general agriculture.
5. The objectives for a particular course as Agriculture I, II, III, and IV.
6. The objective for a particular area of study as "Farm Mechanics."
7. The objectives of a particular phase of a unit of study as "tractor maintenance."

The objectives developed for each of the above purposes would vary, although they may be related. The above classifications may help to visualize the broader meanings attached to educational objectives.

Purposes of Educational Objectives

Educational objectives serve two primary functions, namely, (1) to designate what is to be accomplished through systematic education, and (2) to have a basis for evaluating the results of educational programs. Recent emphasis on evaluation studies has focused our attention on educational objectives. The first step in making evaluation studies is to determine the objectives of the program to be evaluated. Recent evaluation studies have revealed that many schools have no statements of educational objectives or are not certain of their educational objectives. Even though evaluation is an on-going process, much confusion appears to exist with regard

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F.F.A. *as a means*

JAMES CRAWLEY and DELMAR BAXTER, Student Teachers, University of Tennessee

"IT'S through the F.F.A. that much of my most effective teaching is done." That is the tribute paid to the Future Farmers of America by W. S. Coe, teacher in one of East Tennessee's largest vocational agriculture departments located at Sevier County High School, Sevierville.

This tireless agriculture teacher has a vocational agriculture enrollment of 147 high school boys, and he supervises 19 assistant teachers. All the work this suggests, he does alone except for two students sent out from the University of Tennessee from six to eight weeks each quarter. He still finds time to serve as advisor to an F.F.A. chapter of 127 boys, and he knows what it takes to make an F.F.A. tick.

Chapter Should Pay Its Own Way

Let the accomplishments of the Sevierian chapter, Future Farmers of America, speak for themselves. Like other organizations, the F.F.A. should first of all be able to pay its way. The Sevierian chapter is solving that problem by satisfying the hunger of sports fans with those good old American stand-bys; the hot dogs, hamburgers, and soft drinks. At the close of the basketball season just past, the chapter counted its take—$270. The Sevier County Fair raised the proceeds $340. Last fall there was the football season, and another $290. This makes $900 from the sale of food alone, and there was an income from other activities. The net profit from this more than $900 of gross sales is enough money to buy many of the things needed, to provide a more effective educational program, by an F.F.A. chapter, such as: musical instruments, radios, basketballs, ping-pong sets, trophies and emblems. There are F.F.A. banquets to be held and also flowers for relatives of the deceased. These are the things for which the Sevierian chapter spends its money.

The chapter is doing more than merely paying its own way. It is alive, and that means its members are doing things. Activities are carried on largely through committees. The F.F.A. president makes every effort to obtain maximum participation through the maximum number of boys. The food booth committees are rotated at regular intervals. These committees are composed of one officer, who is held responsible, and two other members of the chapter. The boys gain valuable experience from operating the food booths, and they are eager to operate for no other hire than the hamburgers they eat. They are given full responsibility for purchasing at the most favorable prices, preparing, handling and selling the foods. In the process, they get experience in handling, safeguarding, and accounting for large sums of money. The boys are trusted without reservations, and to date, no boy has betrayed this trust. Last year the F.F.A. boys developed the idea of building a permanent food booth on the fair grounds, which belongs to the high school. They discussed the matter at a regular chapter meeting; voted to go ahead with the project, and the president appointed a committee to work with Mr. Coe in planning the building and carrying out the details of construction. Fair time was drawing near, and it wasn't long until all members, freshmen to seniors, whenever they found a vacant school period were helping with the planning, financing, and the actual construction of the concrete block and clapboard building. Special features were planned, such as one piece sheet metal windows on each side which effectively closed up the booth during off seasons, but raised to serve as effective shelters for customers during fair time showers. Specialized carpenters and skilled brick-layers were hired for part of the construction job; the F.F.A. boys did the rest. They constructed the sides and put on the roof; built the food racks and installed the counters. They wired the building and gave their project the finishing touches that spelled a work of which to be proud. As a result, the 20 by 20 feet structure was economically built and equipped, ready for use on the opening day of the fair. The total cost: $412.

The Sevierian chapter justifies itself in various ways. Another notable way is through the service it performs for its members and the county's farmers at large. The boys own two registered Duroc boars. During the school year, the boars are rotated from boy to boy. If any boy's gilt or sow requires service out of turn, either the boar or the gilt is trucked at once to the best place for service. A boar is stationed with a boy who lives in a convenient location on either side of the county, so all members and farmers can take their breeding stock to the location during the summer months. The much publicized purebred Duroc pig chain of the Sevierian chapter now numbers 89 gilts or sows. Every boy who wants a pig is getting one free within three months of the time he is ready for it. Each gilt is paid for by furnishing two gilts for the chain out of the first litter produced.

The chapter's registered Hereford cattle chain is now well begun with three cows and three bred heifers. Heifers are paid for by furnishing the chain one heifer calf. The pig and heifer chains are of considerable value to F.F.A. boys, and to the community through livestock upgrading which they represent. It is estimated that 800 purebred Duroc pigs have been added in Sevier County through the pig chain. By the end of next year, over 100 additional such pigs should be feeding on the farms in the county. "One of these days, this county will be sufficiently stocked with Duroc

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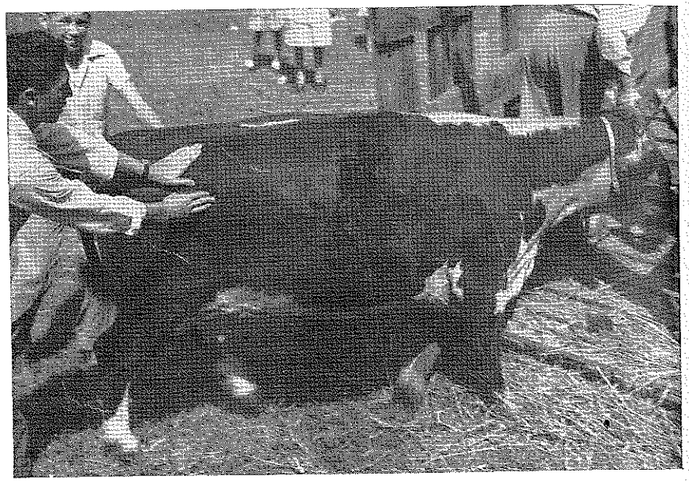
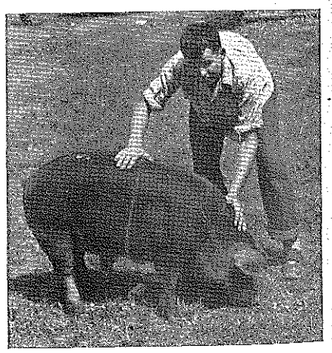


The Hereford cattle chain is of value to the community through livestock upgrading.



Jimmy Huffaker with one of the Duroc gilts.

Improving instruction .....through supervised farming

RUFUS W. BEAMER, Teacher Education, University of Tennessee

Rufus Beamer

LEARNING activities which go to make up a curriculum must be based on the educational needs of the people to be served. There is grave danger in attempting to fit students to a certain program regardless of interests, needs and capabilities. The supervised farming programs of students studying vocational agriculture have been instrumental in preventing the curriculum in vocational education in agriculture from seriously neglecting individual needs. The supervised farming program may be a very effective instrument for

Central Purpose

serving the educational needs of farm people enrolled for systematic instruction in a course of vocational agriculture; it may be only medium in effectiveness, or it may be ineffective. It depends entirely on its use and how it is manipulated in relation to the instructional program of the student.

I think it might be profitable for us to stop and take a look at the supervised farming activities as they are planned, conducted and evaluated. What is the purpose of this program? How does it contribute to improved instruction? What are the characteristics of a good program? What are some of its strengths and weaknesses? Where do we need to focus our attention and efforts to strengthen the program?

The central and main purpose of the supervised farming program is to provide the student with learning experiences which will enable him to develop many of the abilities and attitudes necessary for success in a given type of farming. It provides the students with real problems to solve in their instructional programs. It sets up the machinery for effective application of the scientific thinking process. It makes education functional.

There are various definitions of supervised farming activities. A definition that seems appropriate is that the program includes all the farming activities of the student for which a department of vocational agriculture assumes responsibility for providing organized instruction and supervision. This is a broad concept but eliminates farming activities for which instruction and supervision are not offered. This is good because it keeps instruction and supervision linked as one continuous process and not divorced where the effectiveness of each would be reduced tremendously. Activities for which no instruction is received have no place in a supervised farming program.

Desired Characteristics

What are the characteristics of a good farming program? A good supervised farming program has the following composition and characteristics:

1. It consists of productive enterprise projects, improvement projects and supplementary farm practice jobs. The number, kind and scope of the projects should be sufficiently comprehensive to provide the student an opportunity to develop many of the abilities necessary for success in the type of farming he wishes to engage. It should be balanced, grow in scope, and improve in quality from year to year.
2. It is designed to lead boys efficiently and effectively toward establishment in farming. It is difficult to justify taking six years to accomplish what you possibly could accomplish in four years by wise planning, careful guidance nd good teaching. This calls for a careful selection of farming activities. The student should select projects which would enable him to grow into a farming business.
3. It should usually be adapted to the home farm. Generally, the farming program should reflect the same farming type as that of the home farm.
4. It should include enterprises important in the community and lead to improved farming in the community.
5. It should lead to the improvement of the home farm.
6. It is the boy's program, one he is interested in and actively accepts.
7. The program must be designed to fit the individual. As a general rule, the boy should have simple enterprises his first year, and the more complex enterprises his succeeding years. Some of the boys entering high school have had considerable farming experience. This means we must start from where they are.
8. The program should be on a sound financial basis and the boy should own entirely or in part his productive enterprises. Business agreements with parents, or party concerned, should be in writing.
9. There should be written plans and an accurate set of records kept on the farming program. Records are necessary for determining progress.
10. The program should be evaluated primarily in terms of desired behavioral changes in the boys—rather than the amount of money made.

Do we believe that supervised farming programs should be of this composition and possess these characteristics? Do they contribute materially toward the attainment of the objectives in vocational education in agriculture? I think most agricultural education people would agree that they do. If we do agree, we might ask ourselves the following questions:

1. How well do our supervised farming activities measure up to these recognized characteristics?
2. Do we have boys enrolled in a course of vocational agriculture who have little, if any, opportunity to make a beginning and advance in farming, to become established in farming or to gain proficiency in farming?
3. Do we have students in vocational agriculture who do not have as their aim to develop proficiency in farming, have no particular interest in farming or its related occupations, and are enrolled simply because the school administrators cannot find a better course in the school offerings for them to enroll?
4. Do we "saddle" boys with some type of a farming program and call it a supervised farming program in order that they meet the requirements of school credit?
5. Do we have boys conducting one or two productive enterprises year after year and say that these boys have satisfactory farming programs? (Example: Home garden and baby chicks.)
6. Are we satisfied with the business agreements as they are prepared and adhered to? Do the boys own or partly own their productive enterprises and assume sufficient responsibility for their programs?

Justify Answers

These are a few of the questions that we must answer. There are many others. In the light of our aims and purposes and what we say we believe, we must justify our answers; that is, if we are to improve instruction through supervised farming. Many boys may profit immensely educationally from a study of vocational agriculture who are limited in the opportunity to develop good supervised farming programs. The Future Farmers of America could possibly give them valuable learning experiences, but in this case, the farming program would contribute little toward their instructional programs. There are many boys, in my thinking, who could profit from studying a type of vocational agriculture who may not be interested in becoming established in farming, but if we are to teach these boys, let's design a supervised farming program to meet their needs. Let's not say we are headed in a certain direction when actually we know we are moving in a different direction. Rather, let us set our objectives and move toward their attainment.

From my own observations and experience, I think one of our greatest opportunities for improving instruction through supervised farming is to improve the individual job plans of stu-

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District Judging Contests

Provide a chance for everyone

RALPH H. VOSE, Teacher, Cozad, Nebraska

I REALIZE that agricultural judging contests are, more or less, a controversial topic. We of District VI in Nebraska, however, feel that they are quite worth while. In this article I am not going to argue the values of judging contests but merely describe how we handle our district judging contest for students in vocational agriculture.

For several years the departments of vocational agriculture in District VI have held a judging contest in early spring. To be successful there must be considerable advance planning. We have one or two meetings, of all the instructors in the district, sometime during the winter. At these meetings the place and date are selected.

The place should receive earnest and thoughtful consideration. The local instructor, where the contest is to be held, must be willing and capable. The work is divided as equally as possible among the instructors but, of necessity, the local instructor will have more responsibility. Then, too, there must be facilities for getting the livestock classes inside. The weather in early spring can get real nasty and out-door judging would be a farce, if not an impossibility. Where we have been holding our contests a sale barn has been available. Perhaps this is not the ideal set-up but it has served us quite satisfactorily. Other things such as availability of livestock from nearby farms; eating places in the town; attitude of local school authorities should be considered in selecting a place for the contest.

Choosing Events

Having selected the place and date, it is then necessary to decide what events are to be included. There is, of course, no rule. It is up to the instructors. In our district contest we have livestock judging including swine, beef cattle, sheep, and dairy cattle; farm management; poultry judging including egg grading; crops judging and identification. Last year we added a tractor driving contest which proved to be quite interesting. The instructors are then grouped into committees; one committee for each event. It is the duty of each committee to see that all livestock, poultry, crops samples, farm management questions, placing cards, etc. are provided and ready at contest time. Each committee has full responsibility for one particular event. This committee also does the grading in their respective event.

We have been holding the poultry contest in the farm shop; the crops contest in the classroom; and any regular classroom will serve for the farm management event.

We have no limit on the number of boys who may enter an event from each school. The events, however, are all held at the same time. This automatically limits participation of a student to one event. The only exception to this is in regard to the tractor driving contest. This was held after all other contests were completed. In this way any boy who wished could compete; also it furnished some good entertainment while the instructors were finishing the scoring.

Both team and individual ribbons are awarded. One purple ribbon is given in each event. The number of blue, red, and white ribbons given, depends upon the spread in the scores. Teams are not designated ahead of time. The three contestants, from each school, having the highest scores are considered as the team for that school. In case a school does not have three contestants in an event, they are not eligible for team awards but are eligible for individual awards. The cost of the ribbons is divided equally among all departments in the district, whether or not they participate in the contest.

The instructors and students in District VI feel that we have had a lot of good and a lot of fun from these contests. There are, undoubtedly, ways in which the contests could be improved. Any constructive suggestions will be more than welcome. It only takes one day, usually a Saturday, and we feel it is more than worth the time and effort.

Improving instruction through supervised farming

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dents. The job plan reflects instruction and influences the effectiveness of supervision.

It seems to be a rather uniform procedure in many of the states to take the boy's supervised farming program and break it down into farmer jobs or study units. These jobs are arranged and studied on a seasonal basis so as to keep study and application close together. The boy studies the job, with the help of the teacher, and learns the best practices to follow in doing the job. This should culminate in a written job plan which in effect is the plan for the testing phase in the learning process. This is a most important step because it reflects what the student plans to do in practice. We say that a good job plan should be written, that it should be specific and clear, that it should serve the student in doing this job in the same way a blue print serves the builder in constructing a house. It is my thinking that it is at this point that effective or ineffective supervision is introduced because the job plan should become the guiding purpose of supervisory visits. I don't see how you could keep supervision on an efficient and effective instructional basis unless it is preceded by good individual job plans by the student.

Efficient Learning

Insufficient supervision on the part of teachers is one of the major weaknesses of the supervised farming program. We must remember a boy learns what he practices—not something else, and that poor application of practices results in poor learning. There may be some learning, but aren't we interested in efficient and effective learning? The teacher must offer the boy help in putting his job plans into practice in order to get efficient and effective learning. This is one responsibility the teacher has that he cannot afford to push aside, but I'm afraid it is too often done in favor of other pressing activities.

How much progress have we made toward teaching students to voluntarily do a good job of keeping farm records or records of their farming programs? Are we satisfied with the record books and the use made of them? Can we make an honest evaluation of the student's progress in the absence of complete and accurate records? I think we have made progress in teaching boys how to keep records, but I feel very keenly that there is considerable room for improvement. I don't believe we have as yet succeeded in getting across the psychological aspect of record keeping. Too often we teach the record book without getting our students to see the need for keeping such a book. And, all the time they are in school and required to keep records on their farming programs, many of them are silently saying, "After graduation—never again."

To Improve

To improve instruction in vocational agriculture through supervised farming, we should do the following:

1. Enroll boys in vocational agriculture who can plan, conduct and evaluate supervised farming programs according to the characteristics set forth in this article. If boys other than these are to be enrolled, let's design a program to more effectively meet their needs.
2. Take immediate steps to correct apparent weaknesses of our present program.
3. Place considerable emphasis on the preparation of individual job plans by the students and see to it that they are adequately prepared to do the job they have studied.
4. Recognize the importance of supervising the application of practice and take immediate steps to see that adequate supervision is provided.
5. Recognize apparent weaknesses in the area of record keeping and move to correct them.

F.F.A. show cards

The Texas Association has purchased 15,000 Future Farmer show cards 11 x 14 inches and mailed them to the supervisors to be distributed to the local chapters on the basis of one-half of the enrollment last year.

Planning for a continuous program of

Instruction in farm mechanics

P. S. BARTON, Teacher Education; P. A. GILMAN, Agricultural Engineering
University of New Hampshire, Durham, N. H.

A RELATIVELY large number of vocational agriculture teachers feel, and often rightly so, that their program in farm mechanics is the least effective phase of their teaching. Too often it becomes a haphazard sort of program with a decided lack of previous planning and organization.

This ineffectiveness of the program may frequently be traced to a lack of good background in farm mechanics on the part of the teacher. Possibly he is limited in the number of courses he obtained in the training center or he has not been trained to properly organize his instruction. Either one or the other or both of these situations may exist.

To overcome the above conditions and to close the gap between college instruction and planning for, organizing, and teaching farm mechanics in a department of vocational agriculture should not be too difficult.

Set Pattern In Training

One logical approach is to provide a situation in the training center that is similar to a farm mechanics setup in a department of vocational agriculture, namely, a farm mechanics shop arranged to provide areas of instruction which are common to the section or to the state. That the instruction be given by an individual having adequate training and experience in teaching farm mechanics in vocational agriculture. Several training centers have adopted this procedure with results that are definitely encouraging.

Student teachers receiving training under such men should be better qualified to plan for, organize, initiate, and carry on a continuing program in farm mechanics. It would seem entirely logical that such instruction, to be functional, must be based on the needs of the boys' supervised farming programs.

It has become standard practice to base instruction in dairying, for example, on the problems confronting the boys in carrying out their dairy farming programs. Likewise, instruction in farm mechanics should be based on the mechanical problems the boys will be faced with in dairy farming.

Content Found On Farms

These problems may be discovered through farm visits by the instructor, discussions with the boys and their parents, and through the use of a good farm mechanics survey form. It is important that the teacher be constantly alert during farm visits and make note of needed repairs, construction, and improvements. Very often the boy and his dad are unaware of such problems due to the lack of careful observation.

Once the teacher and the boys have discovered and analyzed the problems involved, they are ready to plan the course of instruction necessary for their solution. It is important that the first problems selected evolve around simple farm mechanics skills that are readily mastered and are of relatively short duration. This will tend to maintain a higher degree of interest with the young adolescent.

The following are examples of first-year shop projects that tend to develop the necessary farm mechanics skills:

1. Repairing windows
2. Making a grain scoop
3. Sharpening drills
4. Retempering and sharpening cold chisels
5. Making a chicken feeder
6. Repairing an iron garden rake

It is absolutely essential that the teacher require the boy to have an adequate plan before he attempts any project and that a high standard of workmanship be maintained. Once the fundamental skills have been mastered through simple shop projects more complicated problems should be undertaken. A few examples of more complex projects are:

1. Building a range shelter for one of the boys.
2. Planning for and installing water bowls on the home farm of one of the boys.
3. Operating, adjusting, and overhauling farm machines common to the boys' home farms.
4. Adjust and service boys' farm tractors.
5. Planning, laying out, and installing a sewage system for one of the home farms.
6. Planning, remodelling or building, and organizing a home farm shop.

It should be kept in mind that such projects as planning for and installing water bowls on the home farm of one of the boys, should be undertaken only if full cooperation of the boy's dad can be obtained. The planning, of course, should be done by the boys and approved by the owner before actual operations begin. This type of project might well be carried through to completion by the class. However, there are projects that require large amounts of manual labor which cannot be justified beyond the point of learning, in which case the farmer should do this work rather than expect it of the class.

It is important that the teacher keep in mind that no shop project be taught for informational purposes alone. There should be a need for it by one or more of the boys or it may be a new practice in farm mechanics the teacher is trying to introduce in the community.

Certain objectives should be kept in mind in the selection of these projects:

1. The project selected should require the application of numerous fundamental farm mechanic skills.
2. It should stimulate good work habits and develop good judgment.
3. It should be a type of project that will train the student to do the unspecialized farm mechanics activities required in his farming program.
4. It should encourage each student to desire a home farm shop.
5. It should develop confidence on the part of the boys and create a desire for good workmanship.

In the event that this procedure is followed it should gradually develop more proficiency on the part of the teacher in handling instruction with all day, young and adult farmer classes in farm mechanics.

Financing supervised farming programs

(Continued from Page 202)

4. The organizations sponsoring these activities must be kept up to date on the progress of the activity sponsored by them; and they are made to feel a part of both the F.F.A. and the activity. The value of the objective cannot be overemphasized, both unfairness to the organization and future endeavors.
5. Advertise the progress of the program, and let people know what is going on within your chapter and the importance of helping boys start a good supervised farming program.
6. The improvement in quality of livestock in the area where they operate, these projects are self-perpetuating building up a chain reaction over a period of time.
7. And last, but not least, the influences exerted on the personalities of F.F.A. members who see through these projects the worth of diligent endeavor, the value of cooperation, the necessity of respect for validity of contracts and the fulfillment of obligations.

I cannot overemphasize the fact that your main selling point in getting a satisfactory project program for your boys is not just soliciting funds but showing how such a program will benefit the community as a whole, develop interest and enthusiasm and pride in the community and develop desirable traits of character in your boys. Let them handle it.

FFA card holders

As a service to Future Farmer members, the state office has purchased for resale, plastic card holders exactly the right size for the F.F.A. state membership cards. In quantities of 10 or more, these will be available at 5 cents each, which is cost plus postage.

—The California Future Farmer

What are they teaching in farm mechanics?

ORVILLE L. YOUNG, Teacher Education, Illinois State Normal University

O. L. Young

WHAT is taught and how much time is devoted to the different areas in farm mechanics in the high schools of Illinois? To secure information on this subject a check list of the more common areas taught in farm mechanics was sent to forty selected teachers of farm mechanics in Illinois. These teachers were distributed throughout the state and were all considered good teachers of farm mechanics. No attempt was made however to select the forty "best" teachers of farm mechanics in Illinois. Usable returns were secured from thirty-three of the forty teachers. Some of the data from the survey are presented in the following tables.

The areas have been arranged in the table below according to the per cent of departments where the area is taught. If the areas had been listed according to the total number of days devoted to the area, then woodworking and field machinery would have been decidedly at the top of the list since more than a fourth of the total time spent on farm mechanics is devoted to these two areas. By this same listing the areas of electric wiring, electric welding, and gasoline motors would be near the top of the list. These five areas account for about half the time spent on farm mechanics. The different areas are listed below according to the "Total number of days spent on the area."

Thirty-six per cent of the teachers teach farm mechanics mostly in one year. One such teacher said, "Some exercises are taught in the sophomore year. All others in the junior year." Another said, "Mainly the last year. A little in the second and third years." Still another commented, "I put most emphasis on farm mechanics in the junior year but give some all four years." Of the group of teachers who teach farm mechanics mostly in one year none taught it in the freshman year, eight per cent taught it in the sophomore year, thirty-three per cent in the junior year, twenty-five per cent in the senior year, and thirty-four per cent taught it to junior-senior groups.

Sixty-one per cent of the teachers teach farm mechanics through all four years and three per cent teach in through all except the freshman year. Twelve per cent of the total time devoted to farm mechanics is used during the freshman year by this group of teachers. They use eighteen per cent of the time during the sophomore year, thirty-seven during the junior year, and thirty-three per cent during the senior year.

The average amount of time spent on farm mechanics during the course in vocational agriculture is 191 days. This ranges from 98 days to 300 days. The average amount of time spent per day is 82 minutes. The range is from 60 to 120 minutes daily. About half of the teachers use 80 minutes per day.

It is not assumed that this study will give *the* answer to what to teach in farm mechanics and to how much time to spend on each area to each teacher. However, the information should be useful as a guide for the experienced teacher and especially useful to the beginning teacher. ●

TABLE II

AREAS	Days Spent on this Area
1. Woodworking (other than wood lathe and furniture	1093
2. Field machinery	573
3. Electric wiring	443
4. Electric welding	370
5. Gasoline Motors	331
6. Cold metal work (other than metal lathe and soldering	289
7. Oxy-acetylene welding	252
8. Painting	248
9. Concrete work	241
10. Soldering	234
11. Tool sharpening (other than saws	220
12. Making drawings	205
13. Forging	173
14. Rope work	162
15. Contouring	153
16. Electric motors	144
17. Safety	127
18. Pipe fitting	126
19. Saw fitting	119
20. Establishing a shop on the home farm	101
21. Drainage	99
22. Reading drawings	98
23. Finishing and refinishing furniture	85
24. Fencing	83
25. Electricity (other than wiring)	72
26. Household mechanics	72
27. Plumbing (other than pipe fitting)	53
28. Buildings	45
29. Wood lathe	32
30. Metal lathe	20
31. Harness repairing	8

TABLE I. Time Devoted to Various Areas in Farm Mechanics in Illinois.

Areas	Per cent of depts. that teach this area.	Average number days spent on this area by: All Depts.	Average number days spent on this area by: Depts. that teach this area	Range in number of days spent on this area
Concrete work	97	7	8	2 - 20
Tool sharpening (other than saws)	97	7	7	2 - 20
Soldering	97	7	7	1 - 16
Electric wiring	94	13	14	1 - 40
Cold metal work (other than metal lathe and soldering)	94	9	9	1 - 60
Painting	94	8	8	1 - 30
Rope work	94	5	5	1 - 10
Woodworking (other than wood lathe and furniture)	91	33	36	7 - 90
Field machinery	91	17	19	2 - 50
Electric welding	91	11	12	4 - 30
Safety	91	4	4	1 - 10
Contouring	85	5	5	1 - 20
Pipe fitting	85	4	5	1 - 10
Establishing a shop on the home farm	85	3	4	1 - 10
Gasoline motors	79	10	13	1 - 40
Electric motors	79	4	6	1 - 15
Making drawings	76	6	8	2 - 35
Saw fitting	76	4	5	1 - 10
Reading drawings	76	3	4	1 - 10
Oxy-acetylene welding	67	8	11	1 - 30
Drainage	67	3	5	1 - 10
Forging	61	5	9	1 - 16
Fencing	55	3	5	1 - 15
Electricity (other than wiring)	52	2	4	1 - 10
Household mechanics	52	2	4	1 - 10
Plumbing (other than pipe fitting)	48	2	3	1 - 7
Finishing and refinishing furniture	36	3	7	2 - 16
Wood lathe	21	1	5	2 - 7
Harness repairing	12	0	2	1 - 3
Farm buildings	9	1	15	5 - 25
Metal lathe	9	1	7	5 - 10

Tractors are still one of the main items of equipment demanded by farmers. Their purchases during 1949 amounted to around 957 million dollars. In the last 4 years, farmers have bought nearly 1.5 million units or nearly as many as were on farms in 1940.

The value of household furnishings and equipment on farms was estimated at 6.5 billion dollars on January 1, 1950. Although prices declined somewhat during 1949, purchases were sufficient to increase this inventory item by 8 per cent.

Federal aid and local programs

(Continued from Page 196)

program in vocational agriculture in the minimum state-wide financing program. An amount of $3300.00 (to be raised from state and local sources according to a formula) per classroom unit (20 A.D.A. secondary students) was established. Day students in vocational agriculture are included in the unit calculations, and in addition a third of a unit may be claimed for summer supervision of these students. In addition, local districts may raise more school funds from local sources if they so choose. The specific amount of the vocational agriculture teacher's salary is in no way tied to the finance formula. No state or federal vocational funds are now reimbursed to local districts for day school instruction or for in-district supervision. Out-of-district teacher travel is, however, financed from state and federal vocational funds. This amounts to about 3 per cent of the total cost of the day program.

A Unique Plan

The Utah State Board for Vocational Education, the Chief Executive Officer, and the Vocational Administrative and Supervisory staff believe in Philosophy No. 1 stated above with regard to state and federal vocational fund reimbursements. Accordingly, for three years these funds have been reimbursed to local districts primarily for post-high school (Young Farmer and Adult Farmer) programs. Where a teacher is released from one period of day school instruction which he would otherwise be teaching, and instructs in lieu thereof one young farmer program and one adult farmer program, the district is reimbursed an amount equal to one-fifth of the teacher's salary, plus $50.00 for travel for on-farm post-high school supervision, plus out-of-district travel costs. In such instances the post-high school vocational agriculture program becomes an integral part of the local department program and a regular part of the teacher's contractual responsibility. The district, in turn, furnishes the facilities of the department, heat, power and light, janitor service and usually the instructional supplies.

Developing Understanding

Such a program requires the close cooperation and collaboration of local school administrators. During the past year four area conferences were held in each of the eight areas of the state for local administrators and teachers. The primary purpose of the conferences was to create a better understanding of the vocational agriculture program in all of its aspects by teachers and local administrators. The attendance of teachers was practically 100 per cent, while the administrator attendance averaged 68 per cent. Such a program is under way this year. A genuine attempt is being made by the state supervisory staff to acquire the close cooperation and support of local school administrators and teachers in the conducting of vocational agriculture programs of complete continuity (Future Farmer — Young Farmer — and Adult Farmer). Much pilot effort and research yet needs to be done in the Young Farmer program before it becomes of age and can stand on its feet. This may require 32 years. It may take longer than this.

Under this plan relatively less time is spent by teachers in day school class instruction than previously. Some vocational agriculture leaders may regard this as a serious loss in standard maintenance. In Utah we do not think this so serious.

Bureaucracy Begins At Home

There is much talk these days about Federal bureaucracy in Washington. Let us remind ourselves that there can be state bureaucracy and that local bureaucracy can also flourish, especially in school affairs. There may be nothing more bureaucratic and autocratic than a local school board which gets off the beaten path "and doesn't know that it doesn't know."

It is believed, therefore, that a healthy situation exists when the federal government, the state and the local area all join hands in paying the fiddler and calling the dances. At times when the local area is unprepared to pay the fiddler or call the dances, it may be most desirable to use state or federal funds to do so. The square dance, the fox trot and the waltz are the old basic acceptables, but the crowd also appreciates the new rumba and the samba. They add new life to the party and spice to better living. It may require a new or additional fiddler to play the new dance tunes, and he must be paid from some source. All too often the local fiddler can't play the new tunes and the local caller can't call the new dances.

So with vocational agriculture; new procedures, new methods, new types of programs will forever be challenging on the horizon to meet the ever changing needs of a progressive people. The local community is often not in a position to finance such programs and will need outside help which may come from state or federal sources. When we have learned to dance the old dances to the old tunes, it may be advantageous to have some federal funds on hand to hire a fiddler with some new dances and new tunes. It has proved to be one tested procedure in building sound foundations for "better days through better ways." ●

Future Farmers invest in farming

During the year 1948-49 approximately one thousand Montana Future Farmers had an investment in farming of $743,886.32. The major enterprises in the 48-49 program included beef cattle, dairy cattle, sheep, swine, wheat and other small grains, potatoes, sugar beets, alfalfa, poultry and gardens; 1579 farm enterprises were completed.

Montana Future Farmers hope to increase the number of enterprises completed and the total investment in farming for the year 1949-50.

Is the FFA ready for work in radio?

DON CROSIER, Teacher, Columbus, Neb.

A DECISION to this problem is necessary in the not too distant future. Local radio stations are springing up in many communities throughout the country each anxious to gain the listening ear of the farm family. They also realize the gold mine of local color and interest present in the vocational agriculture departments and F.F.A. chapters in their communities. During National F.F.A. Week, our Nebraska Vocational Agriculture Association put on a concentrated effort to publicize the F.F.A. with a follow-up to check results. Out of 108 schools 54 reported, 36 used local papers and three used state papers for publicity. At our state conference this spring, during discussion of this report we included remarks concerning what we thought of a comparatively new movement of cooperative radio projects, only to find two schools had already put on television programs. So, now do you see what prompts me to ask, "Are we ready for radio work?"

Last spring twelve schools of mid-Nebraska, foreseeing these conditions decided to experiment with a cooperative plan. Realizing that radio work was new and something had to be de-emphasized when we added it to an already over-burdened schedule, we felt by getting enough schools together we could relieve the burden of too frequent program planning and still gain our objectives of publicity and experience. A fifteen minute period each Saturday morning at 6:45 A.M. was secured at the Columbus, Nebraska station. A program schedule was made out and has been followed practically every week. Our station was pleased with the arrangements. Realizing we are only amateurs in the business, we would still like to offer these suggestions:

1. Keep variety by actually assigning each program topic. Otherwise all schools will have about the same ideas.
2. Some schools must take charge. The best of planning will result in some weeks without programs. A reserve group of recordings is good insurance.
3. All programs recorded. This enables groups to record and mail tapes to station.
4. Vary setting of program. Use classroom, or shop, or home farm.
5. Interviews become trite. Constantly strive for variation.
6. Make use of talent from other parts of the state at times. Such as winning public speakers, or choruses.

And now for the $64 question. Have we been successful? We've had good programs and bad ones, but we're still on the air. We teachers are learning. Possibly next year we can tell you better. As for the question, "Are we ready for radio work?" I can only say we had better be. ●

Advisory council aids in evaluation

In Watseka community . . .

GEORGE SPRAU, Teacher, Watseka, Illinois

George Sprau

A well rounded program of agriculture education for any community extends well beyond the boys in the all day classes. We cannot claim to serve our community well unless we make adequate provision for furthering the education of those who have quit school or are beyond the high school age. We also have sufficient evidence that these farm people are for the most part interested in a study of problems concerning farming and farm living. Lack of adequate personnel in the system often makes the realization of a well rounded educational program impossible. Undoubtedly many of our schools could at the present time use two or more full time agriculture instructors.

Farm people are interested in doing something if they can see they are getting some results in return. This applies as much to our adult program as it does to any work done on the farm. Farmers enjoy and profit from a well organized evening school program as shown through their continued attendance at meeting through the years and the changes brought about in their own farming operations and farm living.

From the study of the survey material available for the community, information from local surveys, and other persons and agencies, such groups as the advisory council may find the basis for the start of a sound adult program for the community. The advisory council can evaluate the community as they see it and are therefore in a position to start or outline a possible program for adults which these adults may wish to follow or change as they become a part of the group studying a specific enterprise.

Objectives Set By Council

As a result of the first study made by our advisory council, three definite objectives were set up. The adult classes were outlined in such a way as to aid in accomplishing these objectives. The objectives were as follows:

1. To encourage and aid in the formation of soil conservation planning groups in the Watseka Community.
2. To encourage neat and well kept farmsteads in our community.
3. To aid the agriculture department to reach more persons in the community so as to foster better rural-urban relationships and among other things make for a better school system.

Each year after a series of adult classes is completed, the advisory council attempts to evaluate the work done. This is accomplished through the use of questionnaires, personal contacts and personal observations by the members of the council and agriculture instructor. The material thus gathered is not only used as an evaluation of what has been done but serves as a guide to the planning of adult classes for the coming year.

Although the advisory council does the preliminary planning for the adult evening classes to be carried on each year, the class leader and his group make any changes in the course plan they wish to, at or after the first meeting. Since these same people have indicated their wishes to the council beforehand very little change in the plan is generally necessary.

Farmers Grouped According to Interests

At the present time our adult farmers meet as three different groups. These three groups all meet on the same night of the week and at the same time. During the winter of 1949-50 the groups were divided as follows: Group I discussed, "Soil Conservation," Group II studied, "Swine Production," and Group III, "Farm Management."

This year, 1950-51, Group I will discuss, "Farm Leases," Group II will study, "Beef Production," and Group III will take up, "Poultry and Dairy Production."

None of the classes have a definite enrollment so there is some shifting of members from one group to another, however, most of those attending stick pretty well with one group through an entire series of meetings.

From questionnaires sent out after the completion of the first series of classes of 1948-49 and from personal interviews by the vocational agriculture instructor and advisory council members the following observations were made.

1. Discussion leaders from the community were rated highest.
2. A breaking down of the class into smaller units on specific enterprises was favored although quite a number still preferred the general sessions.
3. Most of those questioned favored the beginning of adult classes in Home Economics to coincide with those offered by the agriculture department.
4. All who were contacted favored the continuation of the classes.
5. The S.C.S. technician in the county felt the adult classes were a stimulus to the formation of S.C.S. neighborhood groups in the community.

Following a second year of experience with adult classes and a shift towards groups concentrating on specific enterprises another evaluation and general observations were made by the council. Their observations were as follows:

1. Discussion groups are much better than a lecture.
2. Local discussion leaders know local conditions better and as a general rule are best fitted to lead discussions which will do the group the most good.
3. Class topics following a general pattern are better than a series of widely scattered, unrelated class discussions.
4. Farm people like for those in charge to visit them, show an interest in their problems and be of help when possible.
5. Groups of 15-25 lend themselves much better to discussion than do larger groups.
6. Offering more than one class will reach the needs of more people in the community and consequently more people will be served.
7. Individual conferences on the farm with those who attend the classes is probably the best method of evaluating the program.

Timely visits to the farm that give the instructor a chance to know the farmer as he is and changes with education is necessary if teaching is to be effective and if results are to be determined.

Our young farmer program now in its second year has also come in for some evaluation and help from the advisory council.

I believe the following changes are necessary if our adult and young farmer classes are to function more effectively than they have in the past.

1. All classes should have a regular enrollment and encourage regular attendance.
2. The advisory council working along with the personnel of the various agricultural classes should determine the objective they will be working towards.
3. We will have to make more extensive use of all the facilities available in the community to make teaching more effective.
4. Students in our classes should have supervised practice on the farm involving the study and improvement of the farm enterprise or phase of farming carried on in the section in which they are enrolled.
5. All courses should be planned using a series of related topics on some specific farming enterprise or phase of farming.
6. More systematic evaluation should be carried on to determine what progress has been made towards the objectives set up.
7. An effort should be made to encourage the formation of a class and organization for young women.
8. The program is and should be planned systematically over a

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Establishing veterans in farming

U. K. FRANKEN, Teacher, Amelia, Virginia

LONG time planning is fundamental in successfully establishing veterans in farming and the success of the institutional on-farm training program has been influenced by many factors.

Take for an example, Amelia County, Virginia, a strictly agricultural county located about thirty-five miles west of Richmond. At one time tobacco was the main crop and a very few dairy and beef cattle farms could be found in the county. Pastures were mostly fenced in areas of native grasses and would carry about one animal unit to three or four acres.

About the time Institutional On-Farm Training began in 1946 great changes were taking place in the field of agriculture in this area. Valuable information was available on improved varieties, adapted hybrid corn, pasture mixtures, fertilizing and side dressing practices, weed control, soil conservation, land use and many other important factors that if explained to farmers and put into practice would increase the potentialities of their farms tremendously. Experiment stations were releasing results of experiments so farmers could try practices on a small scale on their farms. All of these factors had a definite influence on the success of Institutional On-Farm Training.

Early Mistakes

To establish veterans in farming was like most any other venture or experiment, many mistakes were made. These were caused by lack of background and experiences in this particular field as well as the lack of trained instructors. We did not realize the tremendous field we had to cover to establish a veteran in farming. As we got deeper into the program, problem after problem arose that demanded a careful study.

In the beginning we went out to the veterans farm and worked out a program without giving much consideration to his background, farming experience, education, family and his position in the family. We soon ran into so many dad-and-family problems that this became an important item of survey before going into the farm situation.

The farm situation was the next approach in which we made serious errors. First, we considered it on a short time basis and developed a program from year to year instead of a longtime program. We soon found we were missing many important steps in farm management and planning. Realizing that our original approach was not sound, we now work out a brief program to get a veteran into training and then follow a fairly definite sequence in developing the long-time farm plan for the veteran to meet his individual needs.

Step By Step

The following procedure is generally used in setting up a veteran's farm program: First, we go over the farm with soil conservation specialists to find the potentialities of crop and pasture land. We determine which land is suitable for row crops and what system of erosion control is most practical to follow. We then make a land use plan and set up a cropping system for various crops to meet the veteran's needs and desires. Pasture boundaries are established. Then we get a state forester to visit the farm and make a preliminary survey of the forest and work out practical forestry practices to be followed. We always try to consider forests as another farm crop.

After we have found the potentialities of the land and forest we find the possible scope of livestock enterprises which the farm will support based on potential pasture, grain, and hay supply. The veteran and all parties concerned are in on the discussion and planning in order to avoid any misunderstandings when the plans are being carried out. A survey is made of buildings, considering the size, condition, suitability for the purpose for which they will be used and estimated cost for repairs. Condition of available machinery and new equipment needs and costs are determined. Home and farm improvements are checked and long-time plans are made. Farm operating costs and anticipated income are estimated. With this complete survey a budget is worked out and financing is studied to find the best source of credit to carry out the plans. We often find the farm woodlot will help a lot in long-time financing when good timber practices are followed.

Advance in Status

In developing our program we found that veterans were farming in one of five arrangements; namely, employer-trainer, sharecropper, renter, partnership and owner-operator. Each situation had to be handled differently. In a few situations where the veteran had very little previous farming experience it was often advisable for him to begin his training on the farm of an outstanding farmer as an employer-trainer. Many veterans began their training as share croppers and usually after one year progressed to a renter. After the renter has had time to acquire sufficient machinery and livestock he often steps up to the owner-operator group. Some veterans desire to stay in the renter group rather then to become an owner-operator which at this time involves a large investment of borrowed capital.

The owner-operator is the ideal training situation for a veteran if he is properly financed. Some veterans have bought farms and have practically no livestock, machinery or operating capital. This results in poor practices, failure to maintain buildings, disappointing proceeds and probably failure.

We have found that long-time planning is fundamental in establishing veterans in farming. In our opinion, a sound approach to our job of assisting veterans to become established in farming is to make a complete farm survey and establish long range objectives, based on the potentialities of the farm, soil conservation and land use plans. A good system of farm accounting plus an analysis of the farm business will show the progress toward accomplishing the long-time goals in the various phases of the farming operation.

The long-time plan also enables the instructor to make classroom instruction fit the needs of the veterans and makes his visits to the farm more purposeful. This is also a big item in establishing veterans in farming.

The status of the 68 veterans who have received institutional on-farm training at Amelia is as follows:

Status	*At Start of Training*	*Present Time*
Owner operator	13	27
Renter	0	12
Partnerships	20	12
Share croppers	19	1
Trainee Employee	16	0
Employed in dairy plant	0	2
Armed services	0	2
Dairy herdsmen	0	2
Broiler plant manager	0	1
College	0	1
Industrial worker	0	2
Dead	0	1
Mail carrier	0	1
Interrupted by instructor	0	4

A. P. Davidson

Book Reviews

ANIMAL SCIENCE, by M. E. Ensminger, pp. 1059, illustrated, published by Interstate, Danville, Illinois, list price $6.00. A veritable storehouse of information concerning animal science organized and styled in a manner adapted to the needs of both teacher and student. The book is extremely comprehensive in coverage, containing a wealth of information on breeding, feeding, care and management of animals and the marketing and processing of animals and their products. It includes general sections on genetics, breeding, building, disease prevention and marketing. The book is adapted to the needs of students and teachers in the field of vocational agriculture; should prove of special value to veterans-on-farm trainees and instructors in this field. —APD

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SWINE PRODUCTION, by W. E. Carroll and J. L. Krider, pp. 498, illustrated, published by McGraw-Hill, list price $5.00. A comprehensive text and

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Visualizing problem solving

HENRY MOHORIC, Teacher; HENRY MERRIMAN, Cadet Teacher, Sumner, Washington

ON all sides we hear complaints about students not applying themselves to the work on hand. We would like to express a thought from the standpoint of two people, one who has had experience in teaching and one who is preparing to teach.

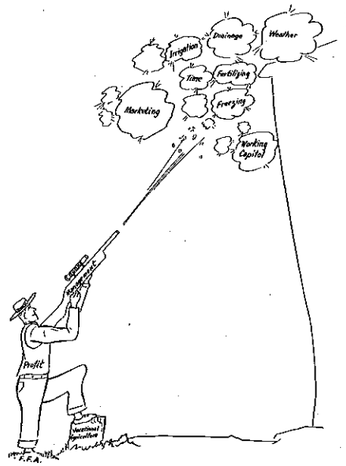
This year Henry Merriman has been working with me as cadet instructor. Both of us have profited from the association. One of the statements that Mr. Merriman made recently leads to the point I wish to make in this article. "In my own experience as a cadet teacher," said Mr. Merriman, "I have found areas in my training that have been neglected, and I am hungry for the knowledge I have found I need as a beginning teacher." The point then is this—that if we make our students hungry for knowledge and teach them to think through their problems, they will truly acquire the knowledge they need.

Of course, there are plenty who will say, "You can lead a horse to water, but you can't make him drink; likewise that you can lead a student to knowledge, but you can't make him think." But let us remember that if we feed the horse a little salt, he will want to drink, and if we motivate a student properly, we may also make him want to think. For after all it is not the subject only that we are teaching, but also a way of life. By teaching our students to think, then by giving them responsibilities to develop the proper attitudes they will learn by doing.

Of course we know that our students differ in abilities, attitudes, in capacity to learn to do, in experience, and in background. Naturally we will find that their reactions will be based pretty largely on their past experience and on their present situation. Therefore, in order to do a good job we must know not only our subjects but also our students, and we need to be able to let our students in on these intangibles and make them meaningful according to their abilities. We need to take our students at whatever capacity we find them and help them to realize their potentialities; or in other words to take them from where we find them and raise them as high as possible.

This paper will illustrate with one example how we try to encourage our vocational agricultural students to think as thinking is one of our main objectives, for unless they think, they will not really learn.

The problem concerned their supervised farming enterprise. The assignment, given after discussion and brief example was to have each student illustrate, with a picture, the limiting factors in the successful operation of his project program. The one we present is that of our chapter vice-president, Bob Kovacevich, whose productive project is raspberries.



On the completion of each illustration of limiting factors, each boy is asked to explain his illustration. These are Bob's remarks:——"The problems are an avalanche." The *individual* will try to break as many as is possible with good *management*, which is the *gun*. *Profit* depends on the *individual* and his management. The *books* are his *telescope*, which help him see the problems better. *F.F.A.* and *vocational agriculture* give him security and better understanding. The problems existing are comparative in size for my project. ●

F.F.A. as a means

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hogs and it will be due mainly to this pig chain," Mr. Coe said.

Last year the chapter sold 125 bushels of certified seed corn to members and their relatives as a cooperative community service. Certified tobacco seed was sold both last year and this year. All the new Burley One tobacco seed alloted to Sevier County was distributed through the F.F.A. this winter. The two major reasons for this service are:

1. To help the boys and their families to obtain better seed at lower cost.
2. To encourage greater use of recommended varieties of certified seed.

Occasionally the F.F.A. handles seed in order to introduce new varieties into the area. Sequoia and Katahdin potato seeds were handled before the seeds were generally available to the area.

The Sevierian chapter of the F.F.A. also finds time to compete in all East Tennessee F.F.A. contests. Its basketball teams are perennial threats in the area's tournaments. East Tennessee area competition in other fields resulted in the following accomplishments during the last school year: Crop judging and F.F.A. Camp award, first place; Farm Skills, third; Livestock Judging, eleventh; Poultry Judging, eighteenth; and Dairy, thirty-fourth. In addition, 5th District competition results were: Public Speaking and Opening and Closing Ceremony, first; and Record Book, third.

According to Mr. Coe, this active F.F.A. chapter adds that extra spark that gives the final touch to a well-rounded program of vocational agriculture.

Viewing the above accomplishments, it is understandable that this vo-ag teacher can say, "It's through the F.F.A. that much of my most effective teaching is done." ●

The nature of educational objectives

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to the evidence of educational outcomes which should be used in evaluation studies.

Objectives of the Individual Learner and of the Teacher

Education is a process which involves a teacher and a student or a group of students. The teacher's objectives are involved in teaching, and the student's objectives are involved in learning. In the end, it is the student to whom education is directed. Furthermore, learning is done by individuals even though they may be in a group. All educational objectives must be finally accepted by the individual student before learning actually takes place. How to get the student to accept a particular objective is the function of the teaching and learning process. Educational practice has shown that objectives are more readily accepted by people for whom they are intended if they have a share in determining them. In practice, educational objectives are often handed down from one level to another—finally reaching the individual teacher and student. Both students and teachers are frequently reluctant to accept objectives which are handed down to them.

Objectives in Teaching

Teachers commonly organize their educational programs through courses of study, units of study, lesson plans, projects and organization programs. Each of these means of teaching and learning should logically be founded upon statements of educational objectives. Too often the course of study or a project is looked upon as a major objective in teaching rather than a ways and means of achieving educational objectives. ●

In terms of 1940 prices, the 1950 inventory of machinery and motor vehicles would be valued at 6.7 billion dollars, showing an increase of 734 million dollars over January 1, 1949.

State F.F.A. contests and chapter morale

CHESLEY P. HORTON, Teacher
Poultney, Vermont

THE question of why we have state contests is probably asked by every teacher of vocational agriculture at some time during his career. The fact that we continue to have them year after year no doubt answers the question at least to some degree. If no benefit was received by the individuals participating in such events there is no doubt that these contests would have been discontinued long ago. The competition furnished by these contests furnish a valuable means of developing those traits of character which we desire in our future farmers.

If one studies thoroughly all the state contests that are offered in his state he will no doubt find that many opportunities are offered in which a young man could develop desirable traits of character and leadership.

In my chapter state contests furnish a great deal of incentive to take part in activities furnishing educational and character developing opportunities which the group would not receive otherwise. During a recent chapter meeting contest it was brought to my attention that our students have a great opportunity to learn proper parliamentary procedure and thus be fitted to be better leaders in our agricultural, social, and civic organizations. It is safe to say that many of our leaders of today lack this training. Good constructive criticism by the judges can do much to get a chapter out of the rut of following improper parliamentary procedure.

Other values aiding in stimulating and increasing good morale in a chapter are the opportunities for meeting new people and developing new friendships. The students are also faced with new situations and the problem of conducting themselves properly in groups made up mostly of strangers. Students also have the opportunity to learn how to get around in larger cities and towns. In traveling to and from contests with chapter members I have enjoyed hearing them discuss the acquaintances they have made and the experiences which they have had with other boys from all over our state.

There is no doubt but what the general morale of the chapter is improved by the competition furnished by state contests. The boys are able to learn how to compete as a team and to practice the fundamentals of good sportsmanship. A chapter which has worked hard to win and can still lose gracefully has done much to strengthen its morale.

The value of these contests to certain individuals can not be over looked. Our chapter has a boy in his junior year who has been spurred on by the competition of these contests to overcome many difficulties and to make a good record in spite of many handicaps. This boy came from an orphanage and was placed on a farm where he works very hard. Last year he placed third in three state contests. This would not be an outstanding record for many boys. State contests have given this boy a great deal of enjoyment in a life which has not offered him too much and have given him a record which should be of some value to him in the future.

Occasionally we find unrest and disagreement in a chapter due to some condition or conditions arising at a state contest. These difficulties need not last long or become serious if the chapter has an able advisor and the state a cooperative and active contest committee.

The full value of state contests is shown at our state and national contests where we have the opportunity to see a very competent group of young men conducting their meeting. Most of these young leaders will willingly testify that state contests have played no little part in their ability to do a good job. ●

Book reviews

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general reference on all phases of swine production, dealing with the establishment and operation of the swine enterprise, with emphasis on those breeding, feeding, management, and marketing factors which most affect profits. Practical application is made of recent information on nutrient allowances, including tracer minerals and vitamins, as recommended by the National Research Council in the formulation of balanced rations and supplements for drylot and pasture feeding. This text is of college level, but should prove of value to workers in the field of vocational education in agriculture as a reference. Veterans-on-farm instructors will find this book helpful not only because of the wealth of up-to-date information presented but because of the practical manner in which the material is presented. —APD

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CONSERVATION OF NATURAL RESOURCES, edited by Guy-Harold Smith, pp. 552, profusely illustrated, published by John Wiley & Sons, Inc., list price $6.00. This publication presents in a clear concise and interesting manner the story of America's forests, water, minerals, and other resources. It represents the work of 20 men who have specialized in the study of different resources. Each resource is treated from the standpoint of basic geographical and conservational facts; extent and distribution; use in regional and national development; natural and human factors; and the conservation practices which should be followed to achieve security. The last two sections cover recreational resources and the entire subject of planning an effective conservation program from the standpoint of the local, state, and federal governments. Teachers in the field of agricultural education will find this book of value in their effort to pass along to a new generation of students the knowledge and understanding of the resource situation as it affects the welfare of the people and the nation. —APD

Advisory council aids in evaluation

(Continued from Page 210)

period of a year or more in advance.

9. Young farmers should have an organization closely akin to the kind that many of them were accustomed to as, "Future Farmers of America."

The young farmer program has up until recently been the most neglected part of our whole community agricultural education set up as well as being the one with the greatest possibilities. These young farmers are making that real step of actually getting established in farming which is one of the major objectives for our vocational agriculture program in any community.

The adult, young farmer and veterans training educational programs are the means we now have at our disposal to be of service in our community. They are in the majority by far of the people we have to serve and furnish us with both the challenge and opportunity of really serving our community well. ●

Community support

(Continued from Page 201)

Then too, many are engaged in a six-day week year round schedules.

Manual training and home economics courses were introduced more than a half century ago, bringing state aid into the local school picture. Vocational agriculture, carrying both federal and state aid was introduced over thirty years ago. Aid for agricultural courses stemmed from general awareness of the need for better farming practices, which had to begin with youth. The amount of aid had to be sufficiently large to induce schools to introduce the courses. Originally the combined state aid, federal aid ran as high as 70 to 75 per cent.

Today the total federal appropriation from vocational education is approximately $19,000,000. There is a set amount for each state. New Jersey, a state whose agricultural population is small percentage-wise, receives a limited amount of money in support of its vocational agriculture progress. The number of schools in the state with agricultural curricula has been increasing, and the size of the agricultural departments in many of the schools has grown. At the present time, the total amount of aid does not exceed 40 per cent, as compared with the original 70 or 75 per cent.

To refer to our own case again; as we are surrounded by a predominantly rural area, the vocational agriculture enrollment has doubled within the past ten years—two instructors instead of one, an enrollment of 90 instead of 40. Considering the comparatively greater costs per pupil of the agricultural program as compared with the program of the high school as a whole, costs in this department with current federal and state aid, are as much as the average.

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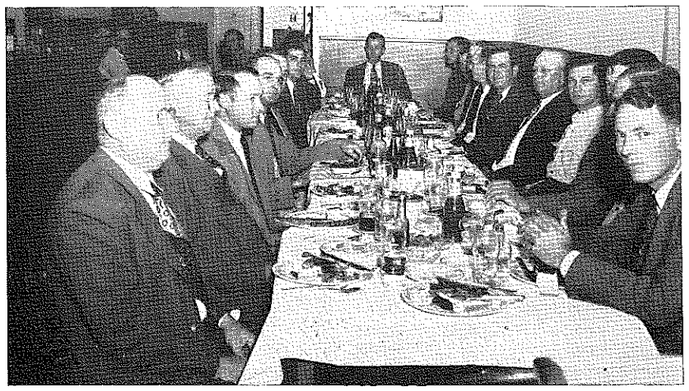

General business assembly of Zachary Agrarian Club.

Farmers Organization

WILLIAM C. ULMER, Teacher, Zachary, Louisiana

I THINK the average American citizen will agree that all classes of farmers both young and adult, have achieved least in the field of organization. Furthermore, I am reasonably sure that most of us would agree that the agrarian class of people needs the strength and impetus of organization as urgently as any other group of workers. If this is true, then the responsibility and opportunity of effecting such organization lies within the realm of the public schools. Certainly this is true of vocational agricultural schools.

If we who proclaim to be leaders in the public schools of America are to achieve organization among our young and adult farmers, we must lead them to see the need of united effort. We must show them in a tangible manner that cooperative effort will enhance not only their own standards of living but also the standards of the community in which they live. We must help them organize and function in such a manner that many of their urgent problems in farm business will be solved, at least partially, by activating their efforts towards set goals. Any good organization for farmers will place them in a position to more easily pay their taxes, doctor bills, and grocery bills. It will also help them in their political field of interest and in fraternity and social efforts. In fact, a desirable organization should better fit the farmers to live a wholesome life.

With this idea in view I would like to discuss briefly the Zachary Agrarian Club. This club was founded in Zachary, Louisiana, on September 23, 1947. It is a non-profit organization which exists for both young and adult farmers.

The officers of the club consist of a president, vice-president, treasurer, secretary, and reporter. An advisory council of five members establishes the general policies of the club. The officers and advisory council are elected by secret ballot and serve for a period of one year.

Three committees—program, civic improvement, and membership constitute the committee work. The members are appointed by the president for a term of one year.

The club meets once each month. At each meeting a well planned program is formulated by the program committee. The members of this committee secure ideas from the members of the club before arranging the program. In this manner the subject discussed represents the real problems and interests of the members. Local farmers and specialists from various fields of agricultural science are selected to lead the discussions at the meeting. Occasionally a general discussion from the members constitutes the business session. A meal is always served before the business begins.

Each member of the club pays two dollars per month dues. This amount pays for the meals and helps defray other expenses incurred by the club.

Local Program

Since the organization of the Agrarian Club in Zachary, many constructive things have been accomplished. The F.F.A. boys from Zachary High School have received twenty-six hundred dollars in scholarships to the Louisiana State University. The Agrarian Club secured all these benefits. Hundreds of acres of pastures have been improved. Nearly all farmers in Zachary have results of soils tests, which guide them in their soil building programs. Many other undertakings, too numerous to mention, have been achieved by the club.

Two other communities have organized Agrarian Clubs with the assistance of the club of Zachary. They, too are progressing in farming by efforts resulting from their organization.

For the last two years the Zachary Agrarian Club has sponsored an annual barbecue. All members of the club, their wives or friends, the F.F.A. boys and their parents attend this occasion. Last year the Pride Agrarian Club, from Pride, Louisiana, helped sponsor the annual barbecue. There were 425 Agrarian members, their wives, F.F.A. boys and parents who attended the meeting. On this occasion much good was accomplished, for all concerned were working toward a similar goal, better living in the farm business.

Most of the 33 members of the Zachary Agrarian Club were former members of an adult farmers class held at Zachary High School. In consultation with my advisory council, we decided that if we were to continue to advance in farming some other means was necessary in order to get the latest methods of improved farming to the farmers. The Agrarian Club was our answer. It has served the purpose of education among our farmers far beyond our original expectations. ●

Buying the local program of agricultural education

(Continued from Page 195)

guide the development of state policy relating to the use of funds other than those raised in the local community.

Annual budgets and annual plans as well as the long range plans will be required. The annual budget constitutes a most useful tool and places the department of vocational agriculture on a business-like basis. This is the season of the year during which many teachers are working on their local budgets for the coming school year. It is an activity which is important and well worth time and effort. Teachers will require considerable time to prepare a budget which they will be able to justify and support.

Support From Private Sources

A considerable amount of money from private individuals and some money from organizations is used in the financing of programs in agricultural education. No figures are readily available on the extent of such financing. However, since this money does not come under the administrative jurisdiction of the local principal, superintendent or board of education, it is especially important that teachers properly safe-guard themselves with respect to this matter. Private funds commonly used are as follows: loan funds for farming programs, earnings of F.F.A. chapter, contributions from students for special purposes, income from school-operated farm or machinery, and income for services rendered. Each teacher might well examine his program in terms of its financing from non-public funds and develop a plan for securing counsel regarding any additional or continued expansion of financing with such private funds. Basically, the program in agricultural education is one publicly supported and controlled and safe-guards must be established which definitely limit the part that non-public funds are to play.

Teachers have played a very constructive role in helping their communities to buy good programs in agriculture education. The present situation and the future probable needs require them to continue to exercise judgment and leadership in this field. ●

Community support

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There is no question in my mind but that vocational agriculture, properly staffed and equipped, is one of the most valuable and most successful parts of a high school program. The parents of pupils in this curriculum are a continuing source of good will toward the school. So are the pupils themselves. As the boys go on to college, stay on home farms, or enter some related field, their success helps the school. More important, what they have learned in school, helps them to become successful persons. The level of community life is thus raised.

Vocational agriculture fills a great need and consequently is here to stay. Therefore there can be no letting down in our efforts to support vocational agriculture, even if all federal and state aid were withdrawn.

There are three possibilities for the future. First, more state and federal aid; second, a withdrawal of all such support; third, a continuance of the present status.

More funds can come only from increased need or from increased pressure. For some time it has been the policy of the federal government to support agriculture in many ways. However, in view of the fact that our present agricultural output is able to produce in adundance, increased support seems unnecessary and unlikely. One change that would help schools in some states, New Jersey among them, is this: give the surplus funds turned back by the states which do not use all their appropriations to the states that need and can usct it. This would amonut to increased aid.

But there will always be a need for better agricultural methods, and for training leaders. Present school programs provide for these needs. It would seem that in the interests of the national welfare present federal and state aid should continue.

As I see it, the conditions that apply at present are likely to continue for some time to come. Schools can continue to receive up to one third of the costs of the program from extra-local sources. This insures that costs of vocational agriculture will not become excessive. ●

Directory . . . INSTITUTIONAL ON-FARM-TRAINING

Name	Position	Address
	ALABAMA	
T. M. Green	Assistant Supervisor	Scottsboro
S. R. Fountain	Assistant Supervisor	Monroeville
H. C. Smith	Assistant Supervisor	Florence
H. N. Lewis	Assistant Supervisor	Opelika
Claude W. Goolsby Jr.	Assistant Supervisor	Troy
	ARIZONA	
Charles Washburn	Chief Trainer	Phoenix
	ARKANSAS	
V. W. Wohlford	Supervisor	Little Rock
W. T. Kincannon	Area Supervisor	Little Rock
Woodrow Billingsley	Area Supervisor	Little Rock
Reed McConnell	Area Supervisor	Little Rock
H. E. Cowdrey	Area Supervisor	Little Rock
M. F. Gibbs	Auditor	
	CALIFORNIA	
E. W. Everett	Supervisor	San Jose
Max Kipf	Special Supervisor	Los Angeles
Harmon B. Toone	Special Supervisor	Sacramento
W. J. Maynard	Special Supervisor	San Jose
	COLORADO	
W. L. Dobler	Assistant Supervisor	Denver
A. T. Speiser	Area Supervisor	Fort Collins
Leo E. Oyler	Area Supervisor	Colorado Springs
Moss Hawkins	Area Supervisor	Sterling
	CONNECTICUT	
	(Same personnel as for regular program)	
	DELAWARE	
	(Same personnel as for regular program)	
	FLORIDA	
G. C. Norman	Supervisor	Tallahassee
G. W. Dansby	Area Supervisor	Alachua
R. R. Denson	Area Supervisor	Madison
S. C. Means	Area Supervisor	Lakeland
W. E. Moore	Area Supervisor	Crestview
Guyton Williams	Area Supervisor	Graceville
W. H. Parady	Farm Shop Specialist	Tallahassee
	GEORGIA	
J. N. Baker	Assistant Supervisor	Swainsboro
J. L. Branch	Assistant Supervisor	Tifton
J. H. Mitchell	Assistant Supervisor	Athens
C. M. Reed	Assistant Supervisor	Carrollton
C. E. Boggs	Supervising Teacher	Fayetteville
W. C. Causey	Supervising Teacher	Athens
C. B. Davis	Supervising Teacher	Carrollton
A. P. Higginbotham	Supervising Teacher	Thomasville
Daniel B. Hulsey	Supervising Teacher	Dawsonville
J. D. Lewis	Supervising Teacher	Whigham
A. L. McCullough	Supervising Teacher	Swainsboro

Name	Position	Address
Joseph L. Mosely	Supervising Teacher	Swainsboro
J. F. Nicholson	Supervising Teacher	Alamo
Ralph Oglesby	Supervising Teacher	Decatur
M. C. Owen	Supervising Teacher	Fort Valley
A. J. Powell	Supervising Teacher	Quitman
R. E. Powell	Supervising Teacher	Commerce
Philip A. Rowland	Supervising Teacher	Graymont
A. T. Stewart, Jr.	Supervising Teacher	Greensboro
E. E. Webb	Supervising Teacher	Rome
	HAWAII	
Richard K. Mizuta	Supervisor	Honolulu
	IDAHO	
Warren Pavlat	Assistant Supervisor	Boise
A. E. Sherman	Assistant Supervisor in charge of Farm Mechanics	Boise
H. Dowe Byington	Area Supervisor	Lava Hot Springs
Henry Schodde	Area Supervisor	Heyburn
Merrill Banks	Area Supervisor	Boise
Jay Pierson	Area Supervisor	Caldwell
Carl Hennings	Area Supervisor	Weiser
	ILLINOIS	
	(Same personnel as for regular program)	
	INDIANA	
W. A. Williams	Associate Supervisor	Indianapolis
J. Earl Wilson	Assistant	Indianapolis
C. B. Edmonson	Assistant	Indianapolis
	IOWA	
	KANSAS	
C. C. Eustace	Supervisor	Topeka
Robert H. Berkley	Assistant Supervisor	Topeka
R. M. Starkey	Area Supervisor	Ottawa
Wayne Keast	Area Supervisor	Beloit
Max Miller	Area Supervisor	Hutchinson
Marvin O. Castle	Area Supervisor	Holton
	KENTUCKY	
Edward F. Ball	District Supervisor	California
M. M. Botto	District Supervisor	Munfordville
Ben Allen Burns	District Supervisor	Owensboro
C. F. Esham	District Supervisor	Georgetown
J. Ernest Threlkeld	District Supervisor	Simpsonville
	LOUISIANA	
Sims S. Gauthier	Assistant Coordinator	Baton Rouge
Curtis L. Johnston	Assistant Coordinator	Baton Rouge
Ernest P. Mouch	District Supervisor	Baton Rouge
James P. Hamilton	District Supervisor	Winnfield
M. M. Parry	District Supervisor	Winnfield
W. W. Roberts	District Supervisor	Winnfield
Thomas S. Colvin	Teacher Trainer	Baton Rouge

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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 Plase	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	Mooreland
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