PICTURES *of the month...*

A contest open to all teachers of Vocational Agriculture and farm veterans

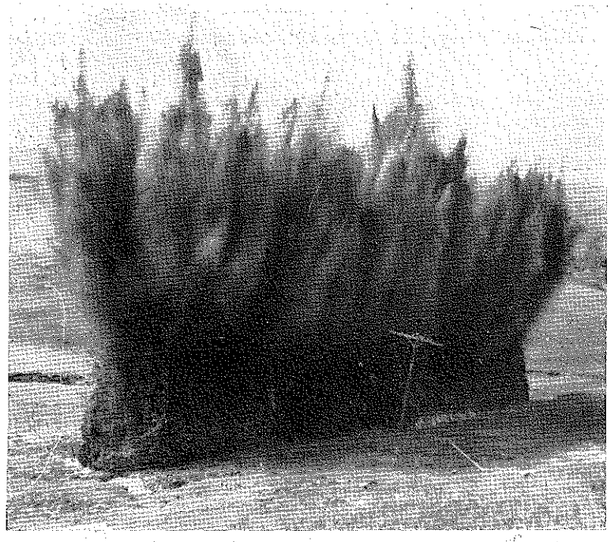
THE HARVEST

Photo by Warren T. Smith, Madera, California

THE F.F.A. ON THE AIR

Photo by Wm. Paul Gray, Eaton, Colorado

DITCHING WITH DYNAMITE



FIRST PLACE:

John M. Sproul, Middlebrook, Virginia.

Camera: Argus C-3—35 mm.

Exposure: f/11 — 1/200 second setting.

DAIRY IMPROVEMENT

Photo by James E. Hamilton, Audubon, Iowa

BUILDING OUR OWN

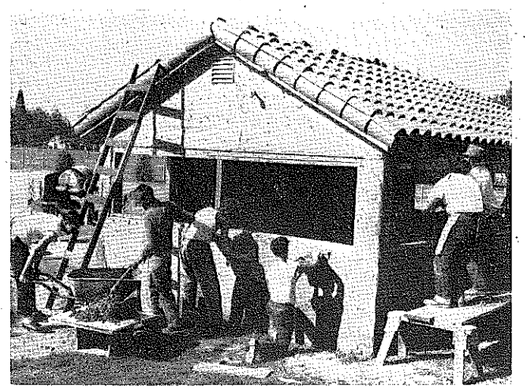


Photo by Warren T. Smith, Madera, California

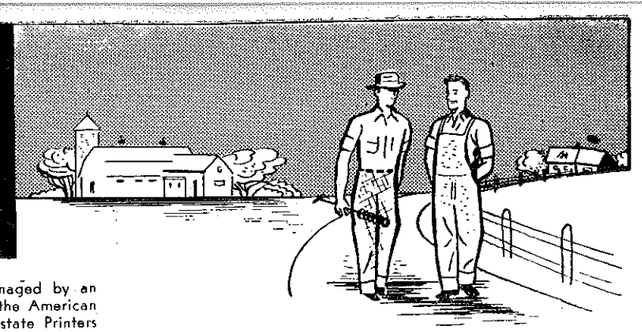
The AGRICULTURAL EDUCATION *Magazine*

VOLUME 24 NOVEMBER, 1951 NUMBER 5

FEATURES ARTICLES ON

FARM FAMILY LIVING

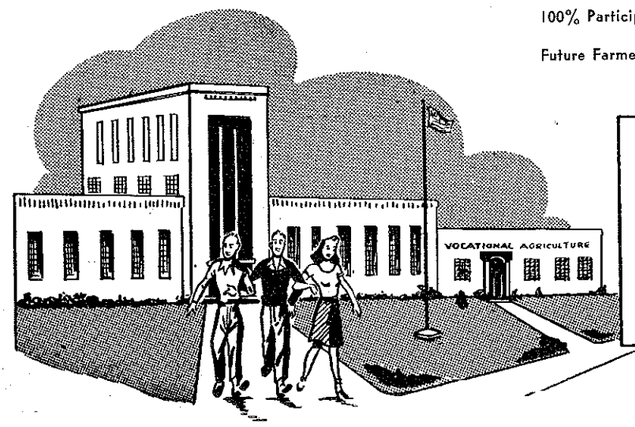
The Agricultural Education Magazine



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.

INTERSTATE DANVILLE, ILL.

Contents



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Editorials

Contributions to farm family living

EDUCATION pays off in the quality of living which it enables individuals and families to enjoy. Vocational education in agriculture has long been regarded as a means of advancing the quality of farm family living. In recent years the I.O.F. program for veterans has made similar contributions to farm family welfare. Teachers of agriculture, and of farm veterans, can take pride in their part of assisting farm families to advance the quality of living. Their major emphasis has, perhaps, been economic—even materialistic. Economic security is a prerequisite to high quality of farm family living in our society. Corn, beef, milk, and eggs produced and marketed more efficiently bring more money with which the family can purchase education, medical, and other services—labor saving conveniences and yes, even a few of the so-called luxuries. Increased leisure time for the farm family comes with labor saving equipment and more careful organization. In spite of what others may say this type of contribution to farm family living is of tremendous importance.

We would go on to point up contributions of these men other than the purely economic. A long list is not required. The following might be regarded as some of the more significant items:

1. A broader sense of values and some agreement on worthy values for which the farm family strives
2. A deeper feeling of partnership on the part of farm family members
3. Improved environment for the farm family
4. A concern with and an attack on problems of health and safety of each member of the family
5. The desire and ability to help their neighbors solve common farm and civic problems.

Yes, in these and countless other ways teachers of agriculture and teachers of farm veterans go beyond—way beyond—the purely economic in their contributions to farm family living.

In making real contributions these teachers have found it necessary to be true educators. They have had to work with people to get people to change. They have had to go to the nerve center of the farm family—the home. Not one family member, but several have usually been involved. No mere *classroom* teacher could hope to compete with these men in influencing for the good the quality of farm family living. "May their tribe increase."

Our Cover

LYNN WARD, Florida, started taking vocational agriculture in 1943. He received his American Farmer Degree in October, 1949. Soon after his graduation, he married Lina Stephens, and later, they were blessed with a son, Gary Lynn. Today he is very busy operating a 380-acre farm which is the pride and joy of his family.

Reubin B. Davis, pastor of the Pine Grove Baptist Church of which Lynn's family are members, really praises Lynn's work as director of the Young People's Training Union, and as a member of the building committee.

So here is another farm family of which the head is just 21 years old, still looking forward to voting for the first time. He has high praise for the training he received in vocational agriculture and the F.F.A.

A. V. A. Convention
Minneapolis, Minnesota

AGRICULTURAL SECTION
J. B. McClelland
Program Chairman

Program Theme: What's Ahead in Agricultural Education?
Sunday, November 25, 9:00 A.M.—5:00 P.M.

NATIONAL VOCATIONAL AGRICULTURAL TEACHERS' ASSOCIATION
Executive Committee meeting. Morning and afternoon sessions.
Monday, November 26, 9:00 A.M.—12:00 A.M.

NATIONAL VOCATIONAL AGRICULTURAL TEACHERS' ASSOCIATION
(Opening Session)
Report of the President—Jess S. Smith, Lake Geneva, Wis.
Committee Reports
Monday, November 26, 1:00 P.M.—5:00 P.M.

NATIONAL VOCATIONAL AGRICULTURAL TEACHERS' ASSOCIATION
Regional Meetings
Tuesday, November 27, 8:00 A.M.—10:00 A.M.

NATIONAL VOCATIONAL AGRICULTURAL TEACHERS' ASSOCIATION
(General Session)
Tuesday, November 27, 10:00 A.M.—12:00 A.M.

COMBINED AGRICULTURAL EDUCATION GROUPS
The Future in Agriculture
Chairman: G. R. Cochran, State Supervisor of Agricultural Education, St. Paul, Minnesota.
Secretary: L. E. Cross, Acting Executive Secretary, National Vocational Agricultural Teachers' Association, San Jose, California.
Greetings—Harry C. Schmid, President, National Association of State Directors of Vocational Education and State Director of Vocational Education, St. Paul, Minn.
Illustrated Lecture—The Human Side of Farming—James J. Wallace, Manager of the Agricultural Foundation Farms, Iowa State College, Ames, Iowa.
Address—Today's Research Shapes Tomorrow's Future—Dr. Byron Shaw, Deputy Administrator, Agricultural Research Administration, U. S. Department of Agriculture, Washington, D. C.
Tuesday, November 27, 1:00—5:00 P.M.

NATIONAL VOCATIONAL AGRICULTURAL TEACHERS' ASSOCIATION
(General Session)
Regional Meetings
Tuesday, November 27, 1:30 P.M.—4:00 P.M.

COMBINED AGRICULTURAL EDUCATION GROUPS
The Contribution of Research to Our Future Program
Chairman: G. P. Deyoe, Professor of Agricultural Education, University of Illinois. (Chairman of A.V.A. Committee on Research in Agricultural Education.)
Secretary: Carsie Hammonds, Head of Department of Agricultural Education, University of Kentucky, Lexington, Kentucky. (Member of A.V.A. Committee on Research in Agricultural Education.)
The National Study of the Education of Farm Veterans—E. R. Hoskins, Professor of Rural Education, Cornell University, Ithaca, N. Y. (Chairman of National Committee on Research in Education of Farm Veterans.)

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Father and son farming arrangements*

J. ROBERT GRIDLEY, Graduate Student, Cornell University

J. R. Gridley

IT IS becoming ever more difficult for a young man to become satisfactorily established in farming. It is estimated that a capital investment of $40,000 is required for the operation of an efficient dairy farm business in New York State. Unless a young farmer has command of somewhere near this amount of capital, he is laboring under a handicap.

There are certain advantages that are inherent in the family farm as an economic unit. There is not space here to enumerate these advantages, but official agricultural policy in the United States has always favored the family farm as an agricultural economic unit.

The author of this article became quite aware of the problems facing young men who wish to become farmers, through teaching vocational agriculture and Veterans Institution-on-Farm classes. It seemed that there were many cases where the son should find his best opportunity on the home farm, and where a good father-and-son farming agreement would work to the mutual advantage of both father and son.

Some Findings

The study was conducted in twelve townships in areas scattered throughout New York State. Rather complete data on the cases which met the criteria for inclusion were obtained on 116 farms. Every farm in each of the townships on which a father and son were farming together, where the son was out of school and not over 35 years of age, was visited.

Some of the more significant conclusions coming out the study were:

1. Farm youth tend to make a definite choice between a farming and a non-farming occupation, and to abide by that choice.
2. About one-half of the farm situations included in the study offered good to excellent opportunities for the development of a father-and-son farming agreement.
3. Sons do not ordinarily make an orderly upward progression in farming status.
4. The most common method by which sons received remuneration for their part in the operation and management of the farm business was to receive a definite share of the net farm income.
5. A considerable proportion of the sons have no equity in the farm business.
6. The sons usually have an active part in the management of the farm.
7. Farmers do not usually consider a written father-and-son farming agreement to be a necessity.
8. A higher proportion of sons than of fathers consider a written agreement to be necessary.
9. The greatest advantages that fathers see in having their sons farm with them is that it makes it more easy for them to retire.
10. The greatest advantage that sons see in farming with their fathers is that it aids them in making a start in farming.
11. Farmers do not generally have a definite plan for the transfer of the farm property to the younger generation.
12. Many farmers do not feel the need for outside help in developing a father-and-son farm business agreement.
13. Better situations for father and son farming agreements are associated with the existence of written agreements.
14. Sons who receive a definite share of the net farm income tend to be in better farming situations than do those sons who receive wages or spending money.
15. Sons who received at least four years of high school education tend to be in the better farming situations.
16. A higher proportion of sons with at least four years of high school education consider a written father-and-son farming agreement to be desirable than of sons with less education.

Implications of the Study for Teachers of Agriculture

It is well established that there is a need for more father-and-son farming agreements, and that these agreements need to be carefully planned. Many farmers do not see the need for written agreements. It is well recognized by lawyers and by workers in the field of agricultural extension and education that written agreements are desirable.

The logical beginning point for a father-and-son farming agreement is at the time the son enrolls in vocational agriculture. This original agreement may pertain only to the son's supervised farming program, but this should grow into a well-rounded-farming enterprise, and the agreement should grow with it. By the time the boy is ready to go into full-time farming with his father, the foundations for a good father-and-son partnership agreement will have been built.

In many cases there will be members of the Young Farmer group who will have problems in regard to planning a joint operating agreement of some kind with their fathers. This is an area where the teacher of agriculture can be of service in helping to plan father-and-son farm business agreements. The teacher needs to be well informed, and to use tact, in working with farmers and sons on this problem. Father-and-son farming agreements need to be flexible to meet the needs of each particular situation. The teacher should not insist on any set form, but should give advice in regard to the many things to be considered in such agreements. The father and son will both tend to overlook many "angles" that should be considered. The basic planning must be done by the father and son, and the terms and conditions of the agreement must be mutually acceptable.

Suggestions for Drawing up Father-and-Son Farming Agreements

1. The type of legal relationship which will result from the agreement should be considered. A mere disclaimer in the written agreement will not necessarily mean that the laws of partnership do not apply.
2. The eventual transfer of the farm property should be considered at the time the agreement is made.
3. The purposes of the agreement should be stated in the agreement.
4. The period covered by the agreement should be decided upon and stated in the agreement.
5. The agreement should include a provision for its dissolution.
6. Limitations upon independent actions of the partners should be decided upon and incorporated in the written agreement.
7. The contributions which each party is to make to the joint enterprise should be listed. These contributions should include labor, management, and farm property.
8. Provision for a system of record keeping should be made, and responsibility for keeping records assigned to one of the parties to the agreement.
9. The manner of dividing the farm profits should be clearly indicated in the agreement, and it should be on a business-like basis.
10. The agreement should be flexible, and should be revised from time to time.
11. The agreement should make provision for the son to increase his equity.
12. In any agreement in which the son has the full management and operation of the farm, and the father has but little contact with the farm business, the agreement should have a clause which specifies that the property shall be maintained in good condition.

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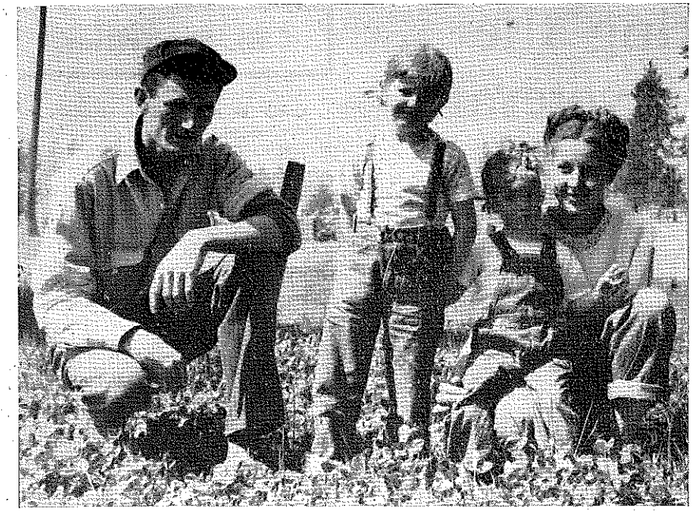
*Based on Doctoral Dissertation, Cornell University, 1951.



This G.I. and his family conquered many handicaps in achieving success.

Success is a family venture

FRANK C. JACKSON, JR., Instructor of Veterans Training, Puyallup, Washington

DEANE WOOD had never farmed. His wife, Pat, though young and healthy, wasn't accustomed to the long hours of hard work required by farming, and the Veterans Administration had ruled Deane 100 per cent disabled. So it was either the height of courage or misadventure that occasioned Deane and Pat to accept, from his mother, the use of a small home and acreage until the couple got otherwise settled. The decision entailed stocking the poultry houses so that there would be some income. With a small boy to feed and another child on the way, an income is rather nice to have. Finding no other job opportunities available, the months rolled by and Deane and Pat found themselves in the chicken business.

In 1945 and 1946 a shortage of railroad cars denied grain to the Northwest. The price of poultry dropped as laying flocks were marketed for lack of feed. Deane wasn't the only poultryman driven out of business, but the disappointment was no less severe for being shared by established poultrymen. The disappointment hurt. Hurt enough to discourage many people from farming. But it only changed Deane's and Pat's location and enterprises.

Help Through Program For Farm Veterans

The Woods' realized the advantages of farming, even considering Deane's disability. Particularly considering it, a family enterprise would give Pat an opportunity to supplement Deane's abilities with her own and, between them both, a good living might be in prospect.

In May of 1947, and Institutional On-Farm Training program was started at Puyallup, nine miles from their newly purchased dairy farm, and Deane became a charter member. (Comment of the State Supervisor: "Much credit is due G. B. Valentine, Area Training Officer for the Veterans Administration, and Frank Jackson, Veteran Training Instructor, for the assistance given this veteran in the planning and conduct of his program through the facilities of the Institutional On-Farm Training program at Puyallup High School.")

It has been four years now. Deane has completed his training. Let's look at his progress and prospects.

When Deane enrolled in the program his farm consisted of ten acres of land classified as Capability III, an average producing type for the area, moderately well-drained, and quite suitable for grazing and pasture. But only five acres were usable in the form of farmstead, an old, run-down pasture with a carrying capacity restricted, virtually, to the family cow. The rest was in second-growth timber. The house, barn, and poultry buildings were old and needed repair and remodeling. It was necessary to clear land into producing pasture. Fences were down, needed replacing. And livestock had to be purchased. A lot of work and a lot of investment were involved.

What about income in this development period? A family garden, two sows, a hundred pullets, rabbits and cream for sale, and a disability pension were the financial foundation for the enterprise.

But the Woods' tackled it together. Through the next years were successes and failures, encouragements and disappointments, even grief. Deane found land clearing difficult. That right arm wouldn't hold weight, couldn't manipulate chain and tackle. "Can't even milk with the blamed thing," he'd say. But Pat's arm could do all these things. Together they cleared seven acres by hand, slashed off the second growth, pulled stumps and burned. Deane worked the seedbed, fertilized and seeded it to permanent pasture while Pat got in the year's garden. They both milked, Deane with one hand, Pat with two, until their grade herd was large enough to justify an electric milker.

In four years they developed a routine designed to their individual capabilities. Having a knack for calves, Pat fell heir to their rearing while Deane remodeled the barn, built a bull shed and corral

(Continued on Page 114)

Feeding and care of future replacements for the dairy herd were the wife's particular responsibility.

Factors affecting the progress of veterans

J. C. ATHERTON, Teacher Education, University of Arkansas

J. C. Atherton

THE annual report of the progress of veterans enrolled in Institutional On-Farm Training in Arkansas indicates that there were 22,454 veterans enrolled for training during the 1950 calendar year. Of this number 6,238, or 28 per cent, completed three or more crop years of training. The report reveals also, that these veterans purchased 102,332 acres of land during the year and that they constructed on their farms 11,682 buildings having a total value of $4,203,259. Nearly one thousand renters became farm owners during the year. These and numerous other data indicate that much progress has been made toward establishment in farming.

That a portion of the veterans have not become established, however, is evidenced by the report that 890, or approximately twenty per cent of the 4,550 men who completed their eligibility in 1950 are not now farming.

Differences in Progress

This raises the question of why certain veterans have made commendable progress in becoming established in farming while others have not and what the factors are which influence this progress. From a group of 40 veterans' instructors a list of 43 factors which affect veterans' progress was secured. Then through a series of group meetings, 709 teachers of veterans enrolled in Institutional On-Farm Training were interviewed and their views secured concerning the factors affecting veterans' progress. Each teacher was asked to select ten items from the list of 43 which he believed most greatly influenced the veterans' progress. As might be expected there was considerable variation in the opinions of these teachers of farm veterans. On only one factor was there near unanimity of opinion. Eighty-eight per cent of the teachers listed "individual ownership of farm" as one of the ten factors which most affected veterans' progress. Although the information is not available, it would be of interest to know what portion of those veterans in Arkansas who owned their farms and who have completed their entitlement are not now farming. There are six other factors which over forty per cent of the teachers believed had considerable influence upon the veterans' progress in his farming program. These are:

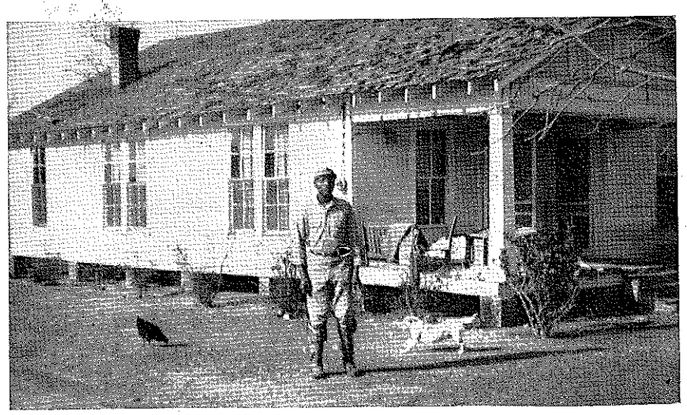
Available capital	59%
*Ambition, enthusiasm and interest of the veteran	58%
*Desire to be a successful farmer	50%
Use of new and approved practices	50%
Education of the trainee	44%
Productivity of the veteran's farm	44%

*It is my opinion that "ambition, enthusiasm and interests of the veteran" and "desire to be a successful farmer" might have been combined; however, the group of teachers who helped formulate the factors believed that they should remain separate.

Eighty veterans enrolled in Institutional On-Farm Training located in various parts of Arkansas were also asked to respond to the same check list. In most instances their views concur with those of the teachers. There are noticeable differences, however. Factors which over 40 per cent of the veterans believe greatly influence their progress in farming are:

Desire to be a successful farmer	63%
Health of veteran	62%
Ambition, enthusiasm, and interest of the veteran	54%
Use of new and approved practices	53%
Available capital	48%
Individual ownership of farm	48%
A "live at home" program in operation	44%

The instructors and the veterans agreed upon five factors which they believe greatly affect the veteran's progress in farming. Much attention must be given these factors as plans and policies are made for the remainder of the veteran's program and as these plans and policies are implemented at various levels within the state. It seems logical that these same factors should receive consideration in the development of plans and programs for our other adult farmers also.



Negro farmer veteran student, and his new home.

W. R. Felton

W. R. (Bill) Felton, 43, assistant state supervisor of vocational agriculture in Oklahoma and widely known livestock judge and showman, died in a Stillwater hospital June 28 following a heart attack at his home.

W. R. Felton

Felton suffered a severe attack while attending the International Livestock Exposition last November and spent six weeks in a Chicago hospital.

Felton had been connected with vocational agriculture in Oklahoma since 1932, and had been a district supervisor for the last 15 years. He became assistant state supervisor in 1946.

He held B.S. and M.S. degrees in animal husbandry from Oklahoma A. & M. college. He taught briefly at Sul Ross Teachers College at Alpine, Texas before coming back to Oklahoma.

He held teaching positions at Roosevent, Oklahoma, Panhandle A. & M. College and Sayre, Oklahoma, before joining the staff of the vocational agriculture department. He was made an Honorary American Farmer in 1950 at Kansas City.

Active in livestock circles, Felton had been a director of the Oklahoma Hereford Breeders Association and was secretary of the Oklahoma Swine Breeders Association. He was a Hereford breeder, himself, and was a well-known show judge.

He is survived by his wife, Nell; two sons, Bob 21, and Roy 16; a brother, Marshall, of Hydro; sister, Miss Frances Felton, Oklahoma City; and his parents, Mr. and Mrs. Roy Felton, of Hydro, Oklahoma.

Our greatest glory is not in never falling; but in rising every time we fall.
—Oliver Goldsmith

Techniques *and* procedures employed in the training of veterans enrolled in the institutional on-the-farm training program

MELVIN W. COOPER, Assistant Supervisor, Veterans On-The-Farm-Training, Madison, Wisconsin

M. W. Cooper

WHAT techniques and procedures have been most effectively used in giving group and individual instruction to veterans enrolled in the Veteran On-Farm Training Program? To find the answer to this question a study of the teaching procedures of forty Wisconsin veteran trainers has just been completed. The general plan of the study was to compare the teaching techniques and procedures followed by two selected groups of twenty trainers each.

The two groups of veteran trainers whose programs were analyzed in this study were selected upon the basis of the tangible progress of their trainees. The program of each of 68 veteran trainers in the eastern and in the southern part of the state was evaluated upon the basis of (1) the approved practices adopted by the trainees, (2) changes in levels of production, (3) increase in labor income, and (4) change in net worth. The twenty trainers whose trainees ranked highest in these four respects comprised the A group of instructors, and the twenty whose trainees ranked lowest comprised the B group of instructors.

The information concerning the teaching procedures followed by the instructors in each of these groups was obtained by (1) a personal interview of each of the 40 trainers, (2) interviewing upon the farm two of each instructor's trainees, without the trainer being present, (3) reviewing the reports of the state supervisors of the Veterans On-The-Farm Training Program.

The training programs of these two groups of instructors were compared by determining the frequency with which the members of each group followed specific techniques in eight different areas of instructional procedure. The areas of instructional procedure studied were:

1. The overall planning of the program for group and individual instruction.
2. The organization of the class.
3. Facilities and aids used in giving group instruction.
4. Teaching procedures followed in giving group instruction.
5. Teaching procedures followed in giving individual instruction upon the farm.
6. Personal relationships between teacher and trainees.
7. Methods of evaluating effectiveness of instruction given and the progress of trainees.
8. The participation by the trainees in group activities and their use of various agencies.

The following are, (A) the procedures that were followed to about the same degree by both groups of instructors, (B) the procedures that were more frequently followed by the A group of instructors, and (C) the procedures more frequently followed by the B group of instructors:

Procedures Followed By Both Groups

A. These procedures were followed to about the same degree by both groups of instructors:

1. Encouraged trainees to establish general farming goals and objectives.
2. Employed democratic methods to determine the content of the course for group instruction.
3. Made use of the local agricultural advisory committee in reviewing applications for training.
4. Conducted class meetings with about the same frequency.
5. Conducted class periods of the same length.
6. Held make up classes for trainees as needed.
7. Adapted the class schedule to the farming program of the trainees.
8. Used the available shops for teaching the repair of farm equipment, woodwork, welding, etc.
9. Followed a procedure recommended by the supervisory staff for the conduct of the class.
10. Used visual aids.
11. Obtained the cooperation of other agencies in arranging for group instruction.
12. Required trainees to follow certain approved farming practices.
13. Prepared an itinerary of group and individual instruction giving the days and hours for classes and individual appointments.
14. Wives of the veterans joined their husbands in receiving individual instruction upon the farm.
15. Accepted invitations to take meals with the trainees.
16. Gave pre-tests to trainees before beginning a unit of instruction.
17. Orally questioned trainees on the subjects discussed in class.
18. Helped veterans with their home study assignments by going over the work assigned and discussing the problem with the trainee at the time of making the farm visit.
19. Checked progress of the trainees by making an annual analysis of the farm business, and by keeping a record of approved farming practices followed by trainees.
20. Developed leadership for local public offices.

Procedure Frequently Followed By A Group

B. These procedures were followed more frequently by the group of instructors that by established standards had done very effective work in the training of veterans (the A group):

1. Established specific production goals with trainees.
2. Planned individual instruction after holding a conference with trainee to determine subject upon which training was most needed.
3. Planned group instruction for at least a year in advance.
4. Controlled tardiness by placing more emphasis upon interesting class sessions rather than by applying specific penalties.
5. Arranged social functions for trainees and their families.
6. Used the herd testing and soil testing facilities of the school.
7. Spent over two hours preparing for each two hour class meeting.
8. Spent over 60 minutes of a two hour class discussing the major problem.
9. Used at least 10 minutes of each class to discuss current or seasonal problems of the trainees.
10. Exercised caution in the selection of resource persons for class meetings.
11. Encouraged student participation in class sessions by requiring trainees to give special oral reports.
12. Conducted tours to farms of trainees to observe results obtained by following approved farming practices.
13. Employed special techniques to encourage adoption of better farming practices.

(Continued on Page 115)

Integrated instruction in vocational agriculture

WALLACE H. ELLIOTT, Teacher Education, University of Maine

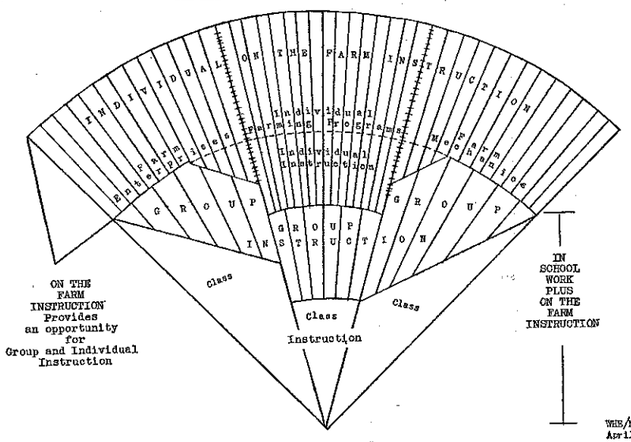
W. H. Elliott

THIS PAPER started when a student asked the following question last April, "I do not understand how a teacher can give class, group, and individual instruction so it will apply to the individual farming programs of the boys in his classes?" That question served to emphasize the need for something to help prospective teachers visualize how an agricultural teacher integrates the all day program of Farm Enterprises and Farm Mechanics with the Individual Farming Programs of the boys enrolled in his classes.

It was not possible to give the student, who raised the question, a satisfactory answer in the remaining time available during the class period. Before the next class meeting the figure shown here was devised to assist in helping prospective teachers to visualize how the all day program in vocational agriculture should be integrated.

The value of integrated instruction with the related sciences, mathematics, and even English in vocational agriculture has often been proclaimed. Now it appears that some thought on the integration of the component parts of the all-day program in vocational agriculture would have considerable value, at least for prospective teachers.

THE ALL DAY PROGRAM IN VOCATIONAL AGRICULTURE



The figure in question represents an angle of ninety degrees or the fourth part of a circle, thus indicating that only one-fourth of the program in vocational agriculture is considered here. In the center of this figure you will discover the recognized "core" of the all day program, namely, individual farming programs, with farm enterprises and farm mechanics on the left and right, respectively.

Two specific periods of the year are denoted by this figure. The in-school work plus on the farm instruction during the school year is represented by the area within the first arc. On-the-farm instruction during the summer months is designated as the area outside the first arc. It is so located to indicate that all instruction during the school year should contribute to on the farm instruction, applied to the student's individual farming programs.

Individual Farming Programs

During the school year farming programs provide an excellent opportunity for class, group, and individual instruction. There are always certain features of this phase of the program that are common to all members of a class in every school regardless of location, whether in Maine or California. In order for a teacher to launch a class of ninth grade students with well-balanced farming programs basic instruction is required covering the component parts of a comprehensive individual farming program, that may well include the following.

1. Orienting the class with the plan of "growing into farming" through individual farming programs developed while in school.
   a. Production projects
   b. Improvement projects
   c. Supplementary farm practices
   d. Placement for farm experience
2. Long-time programs
3. Working out project plans
4. Summarizing and analyzing the individual records.

Many teachers in planning and carrying out this part of the work use one or both of the following books.

Starting to Farm by W. P. Beard, and *Your Farming Program* by C. Hammonds and W. R. Tabb.

The work will progress from class to group instruction as the boys decide on their specific production projects. It must be recognized here, however, that individual instruction is always in order. There are times when it will have preceded the organized class instruction before school starts in the fall. Boys with the same type of production projects represent natural groups for this work. The groups change during the year because a boy with more than one production project will leave one group and join another as his program grows.

Group instruction given while organizing and developing the individual farming programs of the boys enrolled in a class will often deal with jobs or enterprises in either farm enterprises or farm mechanics not included in the organized course of instruction for the class, that year, or any other year during the high school program. Therefore, the instruction must be given in this manner to meet the needs of the individuals within these specific groups.

Individual instruction is often given on some confidential problems as the boys' plans progress during the school year. Some boys work ahead of the group and others may have production projects that are so different from the rest of the class as to require individual instruction, not only from the standpoint of the individual farming phase of the program, but instruction in the enterprises represented by these different projects. There will also be a considerable difference in the scope and nature of the improvement projects selected, that will require individual instruction, as well as other parts of the individual farming program. By looking at the figure one will see how the individual instruction referred to here extends over into farm enterprises and farm mechanics, yet such instruction should take place during the time scheduled for working on individual farming programs. All of this planning and work leads the teacher and pupil right to the farm (home laboratory) where every opportunity must be taken to provide individual on-the-farm instruction and "more of it when needed."

Individual instruction must again come into the picture to provide for the immediate needs of those individuals with problems, jobs, and enterprises that are specifically not cared for by either class or group instruction while working out the individuals' farming program.

Farm Enterprises

It is easy to say "the individual farming program of the boys in our classes represent the 'core' of the program in vocational agriculture." However, to make that statement functional and avoid organizing and teaching classes in vocational agriculture along the old familiar "traditional" and "cross-sectional" styles requires an "integrated" program. The "integrated" program requires careful planning too.

There will always be a need for organized class instruction in vocational agriculture in order to effectively and economically (time, effort, materials) utilize the teaching resources available. In the average community or school patronage area it is usually possible to determine the major and minor farm enterprises. Within each specific enterprise there are certain fundamental jobs, that can be taught to a class for the advantage of all. The term class instruction as used here includes the work that covers field trips, demonstrations, etc. In addition to these basic jobs, there are certain common teaching units (F. F.A. for example) that are common to certain areas or regions in this country that may be appropriately taught through class instruction.

Group instruction may again be used, if a teacher so desires, in teaching jobs or units included under farm enterprises. In conducting field trips, giving demonstrations, and doing laboratory work there are frequent opportunities to organize the class into groups in order to better utilize the available facilities.

Individual instruction is often required during these periods to provide for differences in ability. Some boys will work much faster than others, and thus provide the teacher an opportunity to encourage and promote individual work with them beyond that expected by others in the class. However, in most cases it is probably more satisfactory to have the individual work done with the pupils own farming program during such periods of "leveling off" a class.

Farm Mechanics

In the area of farm mechanics an "integrated" program is little different than it is for farm enterprises. There is a definite need for organized class instruction on the basic fundamentals of the program as presented in vocational agriculture.

Farm mechanics does provide, however, a greater opportunity for the use of group instruction in the shop than that offered by farm enterprises. This type of instruction is highly desirable in order to utilize the shop facilities to the fullest extent possible.

The individual instruction in farm mechanics is closely associated with the individuals' farming program through production and improvement projects. Whenever possible, a minimum of school time should be devoted to individual farm mechanics work, more and more of this type of instruction should be given on the home farm. Like all other instruction it needs to be carried out to the "doing" level on the farm by the student, then it becomes a part of his farming program.

Four Year Program

The planning of a complete "integrated" course of instruction for a ninth (9th) grade through a four year period will be rather radical change from the traditional patterns that have been followed in the past and are in use at present. Under the existing plans few schools allot more than 48 days per year to developing the individual farming programs. The instruction time alloted farm enterprises is listed by enterprises instead of under the individual farming programs. The "integrated" course of instruction requires a higher time allotment devoted to the individual farming programs, and less time than at present to the teaching units included as basic under farm enterprises in the 9th and 10th grades, following a "parallel" or "cross-section" arrangement for the common jobs in the major and minor enterprises in that community. Teaching units in other enterprises would be "blocked off" and only the fundamental principles presented during either one of these two years as selected. The remainder of the instruction in farm enterprises would be presented to meet the immediate needs of the pupils as they develop their farming programs. The organization of a complete "integrated" program provides for a maximum of teaching through the individual farming programs of the boys enrolled in classes of vocational agriculture, instead of around the individual farming programs. The "integrated" program allows for the optimum use of class, group, and individual instruction to meet the needs of those in the class.

In the 11th grade attention may be given to specific units, such as, Soil Conservation, Agricultural Marketing, Forestry, and Agricultural Cooperatives as the common teaching units. The balance of the time budgeted for farm enterprises under the present plan would be added to that used for work on the individual farming programs, because that is the place where the immediate needs of the boys must be cared for by an "integrated" program, regardless of whether the enterprise, unit, job, or practice is taught at some later date through class or group instruction.

In the last year (12th grade) the farm management problems would round out the course and tie in with the plans of the boys growing into farming. Through the farm management problems and work on their individual farming programs, the boys would bring out all the jobs and problems they would need instruction in at that time.

Under the "integrated" program the time alloted for farm mechanics would likewise be reduced to some extent. The time allowed for work on individual projects would be included with the time available for developing individual farming programs, however, as stated previously, all of the individual work possible in farm mechanics (related to farming programs) should be done on the farm. Group and class instruction in farm mechanics would remain practically unchanged. Any group work that develops from improvement projects in farm mechanics should be cared for under the time allowed for planning individual programs.

By a maximum use of time with the "integrated" program it may be discovered that too much time has been used in the past attempting to teach jobs and enterprises which have not made a definite contribution, if any, to the individual farming program. Therefore, with the "integrated" program the

(Continued on Page 119)

CARE fact sheet

Agricultural hand tool and plow program

The Problem

CAN recurrent famine be prevented in India? The recent Aid to India Bill enabling 200 million tons of wheat to move from this country's warehouses to the starvation areas of India has met the immediate food crisis. What can we do now to help ward off the next?

The Program

India's food deficit would be bridged if her over-all food production could be increased 10 per cent. American agricultural experts now working with Indian farmers on their own soil have demonstrated that simple farming practices widely followed here, but unknown in India, can raise food production as much as 60 per cent on their small holdings. What are these farm practices which are basic to our phenomenal food production here? They are

1. The use of good seed.
2. The use of simple and efficient hand tools and bullock-drawn plows of modern design.
3. The use of green manure through the planting of legume crops in rotation.
4. Pest control.

The adoption of these practices are spreading in India through projects in the field encouraged by India's agricultural Extension Service on whose staff are a number of American experts loaned to India through our Point IV program. These field projects make use of India's own materials for the most part, but the hand tools available throughout this country, and steel-pointed plows are almost unknown and unobtainable in India. It is this need CARE'S new program hopes to fill.

Tools

The hand-tool package consists of one mattock, one weeding hoe, one 4-tined pitchfork and one shovel, and delivers for $10 in India. The steel-point plow, bullock-drawn, is delivered for $17.50. The actual tools were chosen by a committee of experts, from the U. S. Department of Agriculture, the Food and Agricultural Organization of the United Nations, the National Grange, and the American Farm Bureau.

The tools will be distributed through a committee of American and India agricultural experts in India and arrangements have been made to teach the native farmers, who are accustomed to the "crooked stick," how to use them. Reports on their use will be submitted, and changes in the design of the tool and the plow will be made if the committee considers it necessary in the light of the actual use of the tools.

All contributions, either for the $10 hand-tool package, or the $17.50 bullock-drawn plow should be made to CARE, Inc., and earmarked for the agricultural hand tool program. All such contributions are income-tax exempt. Further information can be had from either CARE, Washington, D. C., or CARE, 20 Broad Street, New York City. ●

More than improved practices

DONALD MEADERS, Teacher, Wilbur, Nebraska

WE OFTEN speak of our objectives in vocational agriculture in terms of establishment in farming when that is actually only a means to a more real objective of desirable changes in behavior in the students. Our instruction should reach those attitudes, ideals, and interests which will be the basis for improved standards of living.

Did you ever make a visit to a farm family and observe that the little four and six-year-old children were playing on the manure pile in the door of the cow shed while the mother was unconcerned as she milked the cow? Or did you ever try to visit with a farmer who believed all County Agents, Vo-Ag men, and other Government men were "gonna get into trouble if they tried to tell him how to run his business?" And you could plainly see that his farming business was running the only way a car can run without gas — downhill. Did you ever stop at a farmstead to ask directions to a neighbor's place nearby, only to find that the folks didn't know very many people there. They had lived there only fourteen years! Or, did you ever make a home visit with a boy and his parents and find that his mother continually remarked that she wanted her son to be something better than a farmer?

Much Chal'enge Remains

We still have a big selling program ahead of us in vocational agriculture. There are still frontiers for many areas of learning. Agronomists have estimated that farmers can boost corn yields by seventy per cent if they adopt the improved practices that are now being recommended. We, as teachers of vocational agriculture, are attempting to get more and more improved practices adopted for the production of livestock and crops, but are those improved practices all that we want adopted? If the boy or parent uses the improved practices without a changed ideal, interest, or attitude, then next year he will probably do as he has always done in the past.

This will be the second year that the vocational agriculture department has been in the school in this community. Some of those experiences on farm visits mentioned previously were received here; others were in a community where the vocational agriculture department had been in the school for at least 25 years. There is still a need for agricultural education. But are our present programs as effective as they should be? Is the emphasis of instruction properly placed?

How can we do the needed job of improving farm family living? Each teacher will have his own way to approach the problem. Some of the avenues open to us are:

1. F.F.A. Programs of Work
2. Broadened Supervised Farming Programs
3. Enriched classroom instruction
4. Adult education

Maybe all of these avenues will be needed. For you, perhaps you can most effectively work through the F.F.A. by active programs including project tours, parent-son meetings, and cooperative buying and selling. Or perhaps you can work better with the adults and will have a strong Young Farmer Association and a well organized Adult Farmer Class. The exceptional teacher will be able to organize and promote all of these phases of the educational program so as to more effectively accomplish those objectives of desirable attitudes, ideals, and interests.

We know that the farm boys have many learning experiences on the farm. They learn much (some good—some not so good) from their parents. We know that a reinterpretation of those experiences, supplemented with some facts, will give better understandings. But we do know also that Henry Ford expressed an educational truth when he remarked, "The great trouble with the school of experience is that the course is so long that the graduates are too old to go to work." ●

Parents all important
in program for future rural leaders

B. R. MILLS, Teacher, Live Oak, Florida

OUR program recognizes a growing need for future farm leaders. Since we are supported in part by Federal funds we naturally look to them for the policies around which we build our programs in vocational agriculture. Throughout the several acts supporting our program will be found the following statements: "To develop character, train for useful citizenship, and foster patriotism, and thereby *to develop competent, aggressive rural and agricultural leadership.*"

We feel, therefore, that an important part of our job as agriculture teachers is the training of rural leaders. How to accomplish recognizable results has caused many agriculture teachers to age too early in life. This situation will be with us always for there is no standard solution that can be applied to all groups.

Interest and confidence are inseparable if the pupil is to succeed. For this reason we try to teach thoroughly the basic phases of leadership. Confidence is best gained through participation. At every opportunity we use the radio, civic clubs, and school assemblies for developing confidence in ones' ability. There is no substitute for public appearance. All aspects of leadership are not necessarily to be found in a proficient speaker or a capable parliamentarian. We have found that our livestock-improvement work is made much easier in a community where we have members with prize-winning animals. Here again interest and confidence are the basic needs for a successful livestock leader.

By setting high standards for chapter offices we find that members who desire to be officers think more along the lines of leadership qualifications. We try to impress upon the members that success in school and chapter activities tends to develop a desire to succeed throughout life, while a drifter in school will in many cases always drift.

Parents are the links that make the chain strong or weak, depending upon their reaction to an agriculture teacher's spending many after-school hours working in a seemingly fruitless effort to bring an extra bit of response from their son. We always seek the support of a boy's parents and never miss an opportunity to discuss their son's progress. We find that these talks bring about a closer relationship between the vocational agriculture department and the parents. Most parents are anxious to see their son get recognition in the community and will offer more help each time he takes another upward step. We often have fathers make two- or three-day trips to state livestock shows to watch their sons compete with the best in our state. After these trips we try to get other chapter members interested enough to make plans for the next year's contest.

A chapter's program of work will furnish many opportunities for leadership training. We have co-chairmen for every committee in order to give more members a sense of responsibility. We elect our chapter officers the month before school closes for the summer vacation. Each chairman is furnished a copy of the previous year's program of work, and discussions are held both in school and at each boy's home during the summer. By September, when school reopens, each chairman is familiar with the program and is prepared to work confidently on his part of the program.

We make a special effort to see that our chapter members work, not only at the local level in the F.F.A., but at the state and national level as well. They are also encouraged to participate in other group organizations as Key Club, Boys State, and the Student Council. Such participation provides further experience which makes more effective our local program of leadership training. ●

What I expect of a vocational agriculture program*

VINCENT W. MILLER, Superintendent of Schools, Pasadena, Texas

A SCHOOL administrator must be prepared at all times to evaluate the programs provided by the departments of instruction of his school. At present I make informal use of the following items in my attempt to evaluate a program of instruction in vocational agriculture.

1. The teacher of vocational agriculture must be a man who loves and appreciates farm living. If he loves and appreciates farm life, he has respect for farming as a profession and has sympathetic understanding of the problems of living and production that farm people have who are engaged in agricultural activity for a livelihood.
2. A teacher of vocational agriculture must have sound preparation for teaching agriculture. Sound preparation includes a knowledge of science whose laws affect the returns that farmers may expect from their crop and livestock production. His preparation must include understanding of the plans of research in agricultural production and marketing. He must possess the minimum operative skills that will enable him to have a practical understanding of what is involved in the production of agricultural commodities. His preparation must include a knowledge and understanding of the management practices and decisions that agricultural producers must use and make. Finally, he must know how agricultural people think and feel about their responsibilities as producers and their attitude toward other farm people and toward nonfarm people.
3. The program of instruction in vocational agriculture must be suited to the community. The teacher must draw upon his wide scientific, technical, and psychological knowledge in making an analysis of the agricultural activities and needs of the community served by his school. Such understanding and knowledge will enable him to select problems, decisions, activities, and skills that when taught can be efficiently used by youth and adults who are engaged in agricultural production and marketing.
4. The foregoing statement indicates the necessity for the teacher to avoid carrying on a "one-sided" program of instruction. If he fully understands the needs of the community, the attitudes of the people, The problems that they face from day to day, he can avoid having a program of instruction that is one-sided, narrow, or what he "likes to teach."
5. The program of instruction in vocational agriculture must be of such nature that it will enlist the interest of agricultural producers and the business men of the community as well. Business men such as bankers, merchants who sell the goods that farmers need in production and living, and members of the professional groups, doctors, lawyers, ministers, and all others who have an interest in the welfare of the community, should be given an opportunity to assist in the promotion and extension of sound agricultural instruction.
6. This program of instruction should be based on the practical aspects of agriculture as it is carried on in the local community. Practical aspects as used here include skills that involve the use of hand tools for construction and repair, operation, maintenance and repair of farm machinery, handling and managing livestock, and should involve a consideration of the practical decisions that have to be made by agricultural producers.
7. A program of instruction in vocational agriculture can satisfy all the foregoing requirements but be of little value if it does not include specific opportunities for the development of boys. We are in the habit of saying that the young boys of today are the leaders of tomorrow. The quality of tomorrow's leadership is greatly dependent upon the kind of leadership training that is provided for young people. A boy cannot easily become a leader as a man if he has not been given the opportunity to participate in leadership activities that are suitable for boys of his age. A satisfactory program of instruction in vocational agriculture must include a well organized and supervised future farmer program of activities. These activities such as serving on committees, participating in the planning of a program of work, carrying out assignments that require boys to work with adults, speaking in public, and learning to follow as well as lead, suggest the types of activities that must be included in a leadership training program.
8. Although a program of instruction in vocational agriculture is concerned primarily with techniques and skills in production and management of agricultural properties, ways and means of profitable selling, all based upon the needs of the community, it does not provide adequate measures for judging the quality of a program in vocational agriculture. The addition of adequate leadership training activities will not complete the yardstick for evaluating these programs. A satisfactory program of instruction must include evidence, intangible though it may be, that vocational agriculture students and farm people are developing an appreciation for the spiritual aspects of outdoor life as provided in the business of farming and ranching. A growing understanding of the goodness of nature, its laws and its response to understanding treatment should develop a deep and abiding faith in agriculture as a way of life. ●

*Presented at the Area 9 conference of teachers of vocational agriculture, superintendents and principals, Livingston, July 16, 1951.

Why an advisory council

DONALD J. GIROIR, Student,
Louisiana State University

UNTIL rather recently we in Agricultural Education at the Louisiana State University and Agricultural and Mechanical College have been rather skeptical about this phase of our training program. Just the very thought of having to set up our advisory council caused shivers to chase up and down our backs. But since we have had an opportunity to study the advisory council and to gather information as to the purposes of the council and its functioning it has become one of the most interesting phases of our training.

I am sure that the members of my advisory council will be just average men of the school community who will be interested in contributing their best in aiding me and my students. I feel sure that my association with these men in preparing educational programs for all-day classes and for young farmer and adult farmer classes will be a pleasure.

I realize that these men are going to be busy men, therefore, I will do some careful thinking and planning for each meeting that we have. In other words, I shall have some very definite suggestions to present to them when they meet. That does not necessarily mean that I expect them to be used as a rubber stamp for my plans. It is important that my suggestions should be spring boards for discussion, thinking, and finally be used to make adjustments for a satisfactory working program.

I am looking forward to working with my advisory council to develop my department of vocational agriculture into everything that it should be.

A NATION'S BUILDERS

Not gold, but only men can make
A people great and strong—
Men, who, for truth and honor's sake,
Stand fast and suffer long,
Brave men, who work while others sleep,
Who dare while others fly—
They build a nation's pillars deep
And lift them to the sky.

—Ralph Waldo Emerson

Vocational agriculture as life adjustment education

M. W. WORTHINGTON, Teacher,
Fort Lauderdale, Florida

M. W. Worthington

IN 1911 the project method of teaching agricultural education was introduced. As a procedure it proved to be the seed that developed into an entirely new reinterpretation of experience. This concept cast a shadow on every field of education, and through the years has merited a phenomenal success. It propounded the fact that personal, direct experience was antecedent to subject matter, and was used to enrich and make meaningful the ongoing activity. This philosophy still permeates our agriculture classrooms in Florida today.

Education is generally agreed to be the adjustment of man to his environment. This involves the development of his ability to modify the environment to his needs, to understand its peculiarities, and to make the most of its opportunities. Agriculture teachers are constantly attempting to do just this by stressing student leadership and initiative. It is virtually impossible for a pupil to finish a semester in vocational agriculture without encountering problems which will beset him later in life. An outstanding aspect of vocational agriculture lays the groundwork for democratic citizenship through practice day by day. Zeal to work together for the common good is emphasized, and many youngsters learn to work together for the common good will enrolled in an agriculture course.

Many of my ex-students have returned time and again to praise the acquired basic achievements they considered so beneficial in later life. These students included those who entered other fields than agriculture following graduation. High on this list of basic achievements are the ability to speak in public confidently and to plan cooperatively.

Through its programs of work, and its application of the principles and ideals of the Future Farmers of America, vocational agriculture proves to be the acme of life-adjustment education. It cannot fail as long as peace, progress, justice, and well-being continue to be the desired attributes. ●

When no new thoughts fill the mind—when no horizons beckon—when life is in the past, not in the future—you are on the way to uselessness.

—Frederick K. Stamm

Unless a man is proud of his calling, his zest for it will never be high.

A. V. A. Convention

(Continued from Page 99)

Studies of Education of Farm Veterans in the Central Region—R. L. Hayward, Assistant Supervisor, Agricultural Education, Jefferson City, Missouri (Chairman of Central Regional Research Committee for Institutional On-Farm Training); C. E. Bundy, Assistant Professor of Vocational Education, Iowa State College, Ames, Iowa.

Regional Developments in Research—Members of A.V.A. Committee on Research in Agricultural Education.
H. S. Brunner, Head of Department of Agricultural Education, Pennsylvania State College, State College, Pennsylvania; North Atlantic Region.
R. W. Canada, Professor of Agricultural Education, Colorado A. and M. College, Ft. Collins, Colorado; Western Region.
G. F. Ekstrom, Professor of Agricultural Education, University of Missouri, Columbia, Missouri; Central Region.
J. B. Kirkland, Dean of School of Education, North Carolina State College, Raleigh, North Carolina; Southern Region.

School Farms and Other Group Activities in Departments of Vocational Agriculture in the North Atlantic Region — R. N. Jones, Graduate Student, Pennsylvania State College, State College, Pennsylvania.

Practices of Teachers of Varying Proficiency in Conducting Programs of Supervised Farming—R. A. Garner, Assistant Professor of Education, Michigan State College, East Lansing, Michigan.

Follow-Up Study of 53,952 Former Students of Vocational Agriculture in Virginia—H. W. Sanders, Head of Department of Vocational Education, Virginia Polytechnic Institute, Blacksburg, Virginia.

A Study of the Summer Programs of Work of 258 Teachers of Vocational Agriculture in the Western Region—D. V. Fagan, Teacher of Vocational Agriculture, Plentywood, Montana.

Wednesday, November 28, 9:00 A.M.—12:00 A.M.
COMBINED AGRICULTURAL EDUCATION GROUPS
The Future for Agricultural Education

Chairman: A. L. Teachey, State Supervisor of Agricultural Education, Raleigh, North Carolina.

Secretary: Joe Kemen, President, Minnesota Vocational Agricultural Teachers' Association, Rochester, Minnesota.

The Need for Developing an Adequate Program of Vocational Education in Agriculture—M. D. Mobley, Executive Secretary, American Vocational Association, Inc., Washington, D. C.

Relationship Between the U. S. Office of Education and State and Local Programs—A. W. Tenney, Program Planning Specialist Agricultural Education, U. S. Office of Education, Washington, D. C.

Developing a Community Program in Vocational Agriculture—Walter L. Hetzel, Superintendent of Schools, Decorah, Iowa; Kenneth Reeves, Teacher of Vocational Agriculture, Decorah, Iowa; and Harry Schroder, Teacher of Vocational Agriculture, Cresco, Iowa.

Providing Facilities for Teaching Vocational Agriculture—V. J. Morford, Professor of Agricultural Engineering, Iowa State College, Ames, Iowa.

Business Session—Louis M. Sasman, A.V.A. Vice-President for Agricultural Education.

Wednesday, November 28, 12:15 P.M.—1:30 P.M.
LUNCHEON MEETING

State Supervisors, Teacher Trainers, and Teachers of Agriculture—Courtesy of the Great Atlantic and Pacific Tea Company. (Secure tickets at time of registration.)

Wednesday, November 28, 2:00 P.M.—4:00 P.M.
COMBINED AGRICULTURAL EDUCATION AND HOME ECONOMICS EDUCATION GROUPS
Cooperative Action and Education to Preserve Freedoms

Chairman: Ruth Huey, State Supervisor of Homemaking Education, Austin, Texas.

Recorders: Helen McClanathan, Supervisor of Home Economics, Peoria, Illinois; A. C. Hale, Vice-President Region V, N.V.A.T.A., Fairview School, Camden, Arkansas.

Meeting World Food Needs—Ray Miller, F.A.O. Washington, D. C.

Panel Discussion—Home Life with World Horizons—Chairman Henry S. Brunner, Head of Department of Agricultural Education, Pennsylvania State College, State College, Pennsylvania; Lela O'Toole, Dean, Division of Home Economics, Oklahoma A. and M. College, Stillwater, Oklahoma; Beatrice Campbell, Supervising Teacher of Home Economics, Leland, Mississippi; Ellen Nelson, Teacher of Home Economics, Township High School and Junior College, Joliet, Illinois; Barbara Meyer, F.H.A., member, Kenyon, Minnesota; W. G. Weiler, State Supervisor of Vocational Agriculture, Columbus, Ohio; Don Hullen, Teacher of Vocational Agriculture, Jefferson, Wisconsin; National President of the Future Farmers of America.

Wednesday, November 28, 4:00 P.M.
AGRICULTURAL EDUCATION MAGAZINE BOARD
Meeting and Dinner

Thursday, November 29, 7:00—8:15 A.M.
BREAKFAST MEETING

State Supervisors, Teacher Trainers and Teachers of Agriculture—Courtesy of the International Harvester Company. (Secure tickets at time of registration.)

Thursday, November 29, 8:30 A.M.—11:15 A.M.
COMBINED AGRICULTURAL EDUCATION GROUPS
Current Trends in Agricultural Education

Chairman: Jess S. Smith, President, National Vocational Agricultural Teachers Association, Lake Geneva, Wisconsin.

Secretary: William R. Kunsela, Acting Chairman, Agricultural Education Division, Rural Education Department, Cornell University, Ithaca, New York.

Administrative Relationships—Arthur Hoftdahl, Superintendent of Schools, Alexandria, Minnesota.

The Young Farmer Program—Mark Nichols, State Director of Vocational Education, Salt Lake City, Utah.

An Adult Farmer Sow Testing Program—P. J. Holand, Teacher of Vocational Agriculture, Austin, Minnesota.

The Future Farmers of America—W. T. Spanton, Chief, Agricultural Education Service, U. S. Office of Education, and National Adviser of The F.F.A., Washington, D. C.

Business Session—Louis M. Sasman, A.V.A. Vice-President for Agricultural Education.

AGRICULTURAL TOUR

Thursday, November 29, 11:30 A.M.—5:00 P.M.

Friday, November 30, 7:00 A.M.—9:00 A.M.

BREAKFAST MEETINGS

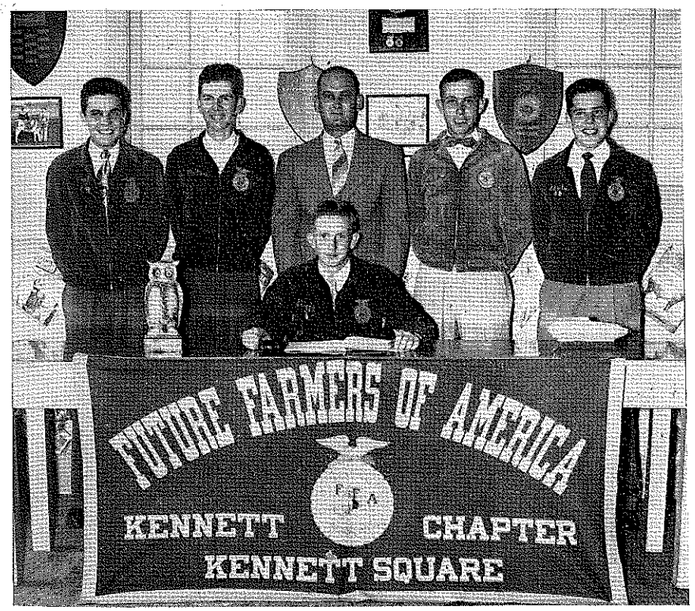
Special breakfasts for agricultural education groups. Secure tickets at Registration Desk.

Friday, November 30, 9:00 A.M.—12:00 A.M.

Agricultural groups will visit educational and commercial exhibits.

Friday, November 30, 9:00 A.M.—10:30 A.M.
NATIONAL VOCATIONAL AGRICULTURAL TEACHERS' ASSOCIATION
Business Meeting

Friday, November 30, 10:30 A.M.—12:00 A.M.
NATIONAL VOCATIONAL AGRICULTURAL TEACHERS' ASSOCIATION
Executive Committee Meeting



Kennett Square, Pa.—First Pennsylvania winners of the annual national award by the American Institute of Cooperation for leadership in cooperative activities, the Kennett Chapter, Future Farmers of America, will be honored at the annual convention of the Institute in Logan, Utah, Aug. 26-30. Five chapter members and their adviser will make the trip to Logan, expenses paid by the institute. They are, standing from left: Ernest E. Antes, sentinel; Milton Mendenhall, prsident, 1951-52; Walter Jacoby, adviser; Melvin E. Crossan, secretary, and Donal P. Phillips, treasurer. M. Eugene Reynolds, 1950-51 president, is seated. The chapter, with 48 members transacted in excess of $100,000 in business cooperatively during the year as a result of their agricultural projects. One member marketed $10,000 worth of mushrooms.

Local Y.F.A. fills need

H. K. RUTLEDGE, Teacher
Fairland, Oklahoma

GOOD farming or success in agriculture and related work by former students of vocational agriculture is evidence of the success of a vocational agriculture department. In communities where a high percentage of the former students are engaged in farming and are good citizens there is a high regard for vocational agriculture. Tax payers realize their money is well spent in training prospective farmers and citizens. Vocational agriculture is in these schools to stay.

A student getting set up in farming certainly needs additional education and advisement after he gets out of school. There may be a lot of truth in the statement, "A teacher's work actually is only getting a good start with a student when he graduates from school."

The supervised farm practice program a student conducts at his home farm while in high school should be the foundation for his farming program after graduation. Lyle Roulet, a farmer in this community has an outstanding herd of registered Milking Shorthorn cattle of about fifty head of females. He had purchased one cow when he was a sophomore in high school in Western Oklahoma. By keeping heifer calves, he built up his present herd without purchasing any additional stock except good bulls. Keith Overacre, a graduate of this school, is developing a herd of Holstein cattle by the same method. I am sure practically every community where vocational agriculture is taught similar progress is being made by former students of vocational agriculture.

At Hitchcock, Oklahoma, where I formerly taught, there were no movies and other social activities were limited. We organized an alumni F.F.A. group with regular monthly meetings. About thirty minutes were spent on education and the remainder of the time spent playing checkers, dominoes, and other similar games. Refreshments were served by the members themselves. It was not uncommon for the majority to stay and have an enjoyable time until about midnight. I know in other communities where the social activities are adequate, it would not be practical to include the social part. The educational part should include current problems confronting the majority of the students. It has always seemed to be more effective when a directed round-table discussion was conducted. The students could state their problems and others could tell how they may have solved the same problem.

Local Young Farmer Organizations are especially fine for schools with a small enrollment of all-day students. It increases the scope of the teacher's service. ●

It's usually up-hill work that lands one at the top.

Advisory committees in the veterans' program in Indiana

EARL WILSON, Department of Public Instruction, Indianapolis, Indiana

ALTHOUGH advisory committees in connection with vocational agriculture have been required by law since passage of the Indiana Vocational Educational Act of 1913, their importance concerning functional possibilities had been given little emphasis until 1947. The increased local responsibility resulting from the development of the veterans' training program increased the need for lay committees. The rapid expansion of the veterans' program, together with an inadequate number of supervisory personnel, resulted in many committees being set up without the help of desirable guidance concerning their selection, organization, responsibilities and potential usefulness.

Nature of Study

A state-wide survey was conducted during the summer of 1950 in an effort to determine the existing situation regarding those advisory committees cooperating in the veterans' program. At the time the questionnaires were distributed, there were approximately 420 instructors of veterans (both full-time and combination). Practically all schools conducting veterans' programs had an advisory committee. About one-third of the committees had been in operation three years or more, and one-third had been in operation about two years, and the remaining third had been in operation one year or less.

Since the questionnaires were gathered in a regular series of district meetings, practically complete returns were secured. A random sample was obtained by alphabetizing the entire group of questionnaires according to the instructors' last names then selecting every sixth name. In those instances where the sampling resulted in duplicate returns—that is, where two teachers used the same committee—the next questionnaire was selected.

The following summarization represents some of the more important findings of the survey.

Committee Members

Ages—The following indicates the age distribution of all committee members:

29 or under	7%
30-39	21%
40-49	25%
50-59	29%
60 or over	18%

There has been a definite tendency to select members who are well above the average age of the trainees. Without discrediting the value of experience, one could envision that the inclusion of some younger members should result in a more progressive attitude toward the program.

Size of Farms and Farming Status—The average-sized farm of the farmer-members is about double the average-sized farm for the county in which the members are located. Although some correlation may exist between an individual's farm size and his advisement capabilities, the problems of the smaller farmer could conceivably be different from those of the larger farmer.

The farming status of farmer-members also represents an unbalanced situation when compared with the county ratio and the ratio among the trainees.

Ratio of owners to renters in counties	1.8:1
Ratio of owners to renters in committees	7:1
Ratio of owners to renters in classes	.5:1

There has been a definite tendency to select farm owners as committee members. The most common reason given by teachers for this trend is that many farm owners have also been renters, and are, therefore, more familiar with the problems of both the renter and the owner. The validity of this reasoning could be accepted on the assumption that farming has been, and will continue to be, a static occupation. In view of the dynamic nature of farming, however, perhaps the problems of today's renters, or those veterans presently in the process of establishment in farming, are quite different from those of yesterday's.

Although hired hands constitute about fourteen per cent of the current total enrollment in Indiana, only two committees reported having hired hand as committee members.

Geographical Location—All teachers feel that the geographic distribution of their committee members insure a representative cross-section of the area they serve.

Members per Committee—Committees range in size from three to twenty members, with 6.5 being the average number. Additional data concerning size of committees follows:

5 members or less	50%
6-9 members	33%
10 members	12%
more than 10 members	5%

Years of Residence in Present Community — Practically all farmer-committee-members have been life-long residents of their respective communities. Newcomers to a community, though, can often recognize problems, see needs and offer solutions to situations which older residents have passively accepted as a normal part of their environment. This comment is offered because the insight and open-mindedness of the newcomer is often more valuable than the community seniority of another individual.

Although the above factors indicate that the majority of the committees are not truly representative of the people or community they serve, it is fallacious

Earl Wilson

to assume that a direct relationship exists between representativeness and advisory competency. It is the individual's difficult-to-measure characteristics, such as his capabilities, attitudes, habits, character and willingness to cooperate—not his age, occupation, farming status, geographical location or resident tenure—which determine his value as a working member of an advisory committee or any other organization.

Occupation—About two-thirds of all committee members are farmers. The non-farmer membership consists of a variety of businessmen found in any local community, with no particular group being predominant.

There are at least two different viewpoints concerning the occupational status of committee members. Some teachers feel that only farmers should be members of an agricultural advisory committee, while others feel that since agriculture is only a part of the total school or community program of activities, other occupational interests should be represented. The writer's opinion parallels the latter viewpoint, particularly from the standpoint of public relations with the community.

Veterans of World War II—Sixty-eight per cent of all teachers indicated that both they and their committees felt that a veteran trainee should be a member of their committee, yet only forty-six per cent of the committees actually have a trainee-member. The following percentages show the proportion of committees which have the indicated number of veteran trainee-members:

One veteran trainee	24%
Two veteran trainees	9%
Three veteran trainees	13%
Total	46%

This indicates that twenty-two per cent of all teachers and committees are "believers" but have not yet acted in the direction of their belief.

Thirty-one per cent of all teachers oppose having trainees as members. About two-thirds of this group indicated that they do not know their committee's opinion concerning this; the other one-third indicated that their committees are also opposed. One per cent of the teachers felt that a trainee should be a member, but were opposed by their committees.

One concludes that the idea of including trainees among committee members has not been overwhelmingly popular; however, the validity of an idea cannot be judged on the basis of popularity alone. Perhaps the best defense of the position that trainees should be committee members can be offered by noting the opinions expressed by those teachers who have worked with committees containing trainees. All opinions expressed by the forty-six per cent group are favorable. Some of the more-frequently mentioned reasons are:

1. It gives class members a better opportunity to state their viewpoints.
2. The committee is interested in the trainees' opinions.
3. Veteran trainees should be allowed to voice their opinions; we are dealing with adults.
4. It allows closer committee contact with the program, thereby increasing the committee's confidence in the work being done.

The more-frequent comments offered by the thirty-one per cent of teachers who feel that a veteran should not be a committee member are:

1. The veterans would blame the trainee-member for all decisions reached.
2. The chief purpose of a committee is to screen applications; veteran-members would hamper this activity.
3. The committee will not talk if a veteran trainee is present.
4. Membership in a class would restrict the veteran's judgment as a member of the committee.
5. Veteran-members are not necessary unless the committee becomes unsympathetic.

Committee Selection

Number Considered—In response to a question concerning the number of individuals "considered" during the process of selection, the results indicate that an average of two had been considered for each one selected. Because of the varied interpretations of the word "considered," the exactness of this number is open to question.

Selection criteria—Responses to the inquiry concerning the selection criteria employed were incomplete, brief and frequently vague. Only seventy per cent of the teachers offered comments relative to considerations involved in selecting committee members. Disregarding the originality of all the various statements, they could be categorized under one or more of the following: substantial and respectable farmers, farming ability, geographic location, interest in farming, willingness to work, judgment, interest in veterans, or fathers of boys in high school agriculture classes.

Since many teachers mentioned only one of the above factors, it is reasonable to assume that more emphasis should have been given to selection on the basis of possible uses to be made of committees.

Selectors—The following groups of individuals were listed as having participated in the committee selection process. The percentages indicate the relative extent of participation by each group:

1. City school superintendent, principal or director 53%
2. Township trustee 46%
3. Veterans' teacher 44%
4. County agricultural agent 40%
5. County school superintendent 37%
6. Veterans' county service officer 29%
7. High school agriculture teacher 20%
8. Local farmers 13%
9. Teacher does not know 2%

To correctly interpret the above results, particularly from the standpoint of participation by the veterans' teachers and high school agriculture teachers, it is necessary to point out two influencing factors. First, the state office has strongly advocated that local people should decide the advisability of undertaking a veterans' training program. It is only natural to expect that at least a portion of the local group making this decision would also be carried over to become the core of an advisory committee. This resulted in many committees being formed before the teacher arrived on the scene. Second, about thirty per cent of the veterans' training programs are being conducted in schools which do not have a vocational agriculture department; this would account for some of the non-participation by local vocational agriculture teachers. The above factors have indirectly contributed to one current weakness in connection with advisory committee activities. Many teachers have been reluctant to change, through reorganization, the *status quo* of the committees which they inherited. Admitting that such proposed reorganization cannot, and should not, be accomplished overnight, there is every reason to believe that the effectiveness of many committees could be increased without invading the restricted area of local prejudices.

Operating Procedures

Functioning Scope and Original Purpose—Eighty-one per cent of the committees function for only the veterans' program, while nineteen per cent function for both the veterans' program and the regular, all-day program.

Ninety-six per cent of the present committees were originally formed with the intention of being used in either the veterans or the high school agriculture program. The other four per cent consist of the township trustee's elected advisory board which assumed the additional responsibility of acting in an advisory capacity in the veterans' program.

Operating Policy—Twenty per cent of the committees have a written agreement concerning their duties and objectives, forty per cent have a verbal understanding and the remaining twenty per cent have no particular stated policy.

Although tedious, detailed formalities will not, within themselves, beget favorable results, observation has led the writer to believe that a high positive relationship does exist between understood purposes and desirable results concerning outcomes of committee functions. In connection with this, it is interesting to note that the three groups mentioned above appear to maintain a comparable relative position to one another in respect to elimination of inactive members, regularly-scheduled meetings, attendance records and apparent value received from committees.

Only one committee in nine has rules which provide for rotation of members, and in only half of these committees has rotation actually occurred. It is easily understandable that a teacher would be reluctant to encourage loss of a valuable member through rotation, but from the standpoint of introducing new blood and increasing the public relations aspect, rotation of members does offer some definite advantages and there is no reason for not reappointing a highly desirable member if a satisfactory replacement is not available.

Attendance — About twenty-five per cent of the teachers reported perfect attendance at meetings, fifty per cent reported attendance ranging from 75%-90% and twenty-five per cent reported attendance from 65% down to 30%.

Ninety per cent of the teachers indicated that school officials were invited to attend committee meetings. This same group of teachers reported that school officials' attendance averaged sixty-nine per cent. Perhaps there are a number of reasons underlying poor attendance by school officials, but it is difficult to understand why ten per cent of the teachers did not at least tender a gesture of courtesy through an invitation.

Type, Number and Length of Meetings—About sixty-seven per cent of the teachers reported that their committees met regularly on a pre-arranged schedule, twenty-nine per cent met only when called and four per cent had not met as a group at the time this survey was conducted.

Four meetings per year is the most popular pattern with only two per cent of the committees meeting as many as twelve times a year.

The length of meetings ranged from one to four hours, with two hours being the average, while about twenty-five per cent indicated that their time extended beyond two hours.

Much discussion has taken place concerning the optimum frequency of committee meetings. It is my opinion that numerous variables prohibit the use of a stock decision in respect to this controversy. Certainly the committee should never meet as a group unless there is a purpose in mind and unless this purpose involves member participation. At the present stage of committee development in Indiana, it is doubtful if anything beneficial could be gained by insisting that committees meet more often than once per quarter. Frequency of meet-

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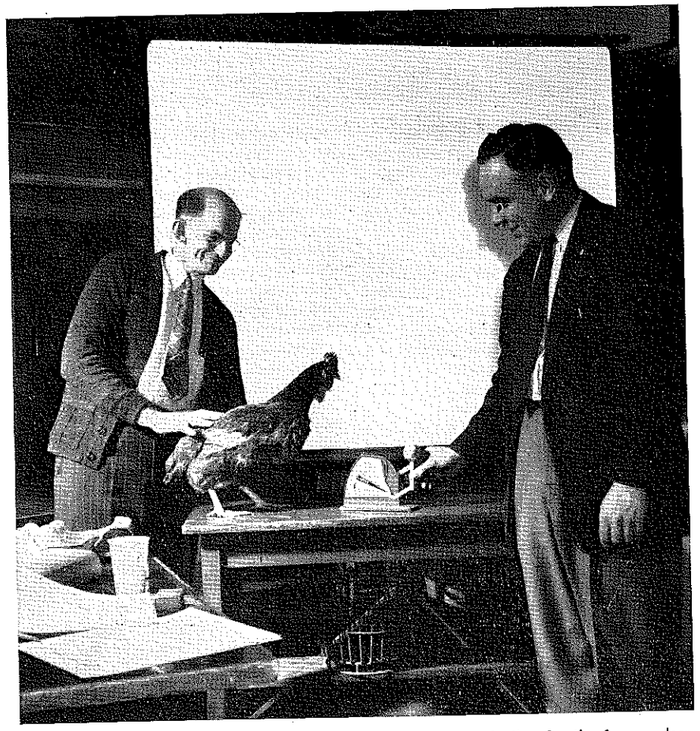


The author and one of his adult farmers ready to give a demonstration for the farmer class.

Involve farmers

To put adult farmer programs on a long time basis

BURTON W. GREGG, Teacher, Brattleboro, Vermont

ADULT farmer classes have been offered to local farmers for the past three years by the vo-ag department of the Brattleboro high school at Brattleboro, Vermont, which is located in the southern tip of Windham County. It is close to the large markets in the cities of central and southern New England. Likewise it serves as a focal point for the major agricultural services in the county. Agricultural instruction has been offered in the public school system for fifteen years and the average enrollment since 1945 has been 50 all day students, 15 adult farmers and 35 veterans in the On-the-Farm Training Course under the G.I. Bill.

Dairying is the major enterprise with poultry, apples, small fruits and general farming, including maple syrup production, following in order of importance.

The first classes offered to local farmers since World War II were mainly centered about the present needs and interests of the farmers themselves. However the primary objective of the instructor was to acquaint and reacquaint the local farmers with the facilities and opportunities for instruction in the local department and other agricultural services. A long time course of study was laid out the first year by a committee of four farmers, each representing a major enterprise. The first year was, as stated before, primarily an orientation course for farmers who needed more practical information about approved practices such as milk testing, soil testing, artificial breeding, soil conservation and A.C.P. services. It was found that adult farmers really need to get all the facts carefully and in a logical method of presentation before they can be "signed up" in these services which are actually designed to help them.

The second year a committee met with the instructor and formulated plans for a series of meetings on dairying centered about dairy herd improvement by proper management.

This last year a very successful course in poultry production was conducted. A new planning committee met at the last meeting and suggested for the coming year a series on soils and crops.

Adult classes are certainly a part of a well rounded vo-ag program in the secondary school. Local school administrators have welcomed them. They have visited classes and have made many beneficial suggestions. Adult class enrollment has kept increasing each year and this past year 18 farmers received certificates for participation and regular attendance. Of this group six had attended regularly classes for all three years. Classes are held weekly for 15 to 20 weeks during the winter months. Instruction is planned for a two hour period, with an informal discussion period for one hour at the close. Refreshments are served each time with a committee of two farmers in charge. A different committee each week spreads the responsibility around and the cost is small since refreshments are brought from the farms and coffee provided at cost by the school. Panels, made up of the farmers themselves, are constantly used and after use of outside speakers for one year found to be far better discussion starters.

Though adult farmers classes are well established in many, many schools, I would still like to list some primary points which I have found that seem to point up for success from year to year:

1. Work with a planning committee to make up plans for each year.
2. Schedule at least the first two meetings for organization so that the heart of the farmers' problems and interest can be worked into the enterprise series for that year.
3. Work out instruction methods that use the farmers themselves and not outside speakers. ●

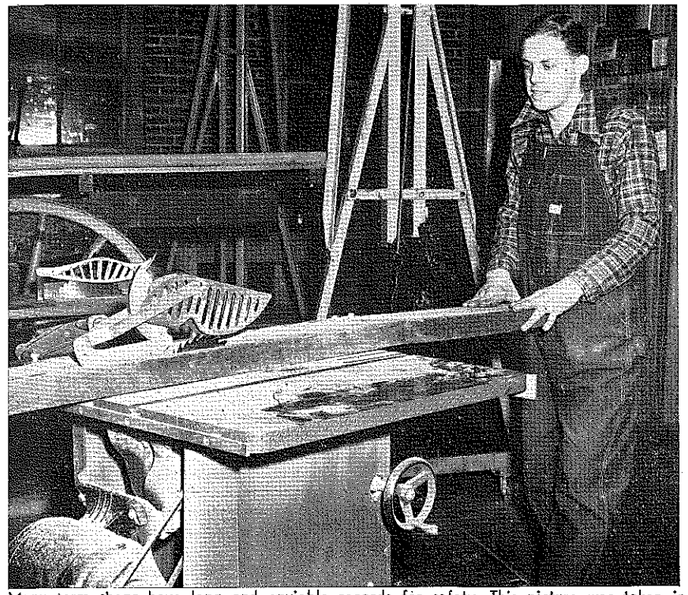
Father and son farmer arrangements

(Continued from Page 100)

13. In most cases, adequate housing for two families will need to be provided.
14. An understanding as to the amount of time off, and vacation time for each party, should be arrived at.
15. The agreement should contain a clause to indicate the method of disposal of the property of a partner who wishes to withdraw.
16. The agreement should provide for arbitration of any differences which cannot be satisfactorily settled by mutual consent.

It is considered that observance of the above suggestions is of more importance than merely trying to adapt a prepared agreement form to individual situations. One of the facts that stands out in regard to the 116 cases studied is that they are all different. The author has prepared four types of agreement forms, however, for the convenience of those who wish to use such a form. One form is for a father-and-son partnership agreement; one is for a partnership between a father and two sons; one is a short form, with eight articles and blank spaces to be filled in as desired; and one form is for a rental-type agreement between father and son. ●

Promise yourself—to be too big for worry, too noble for anger, and too serious for fear.



Many farm shops have long and enviable records for safety. This picture was taken in the farm shop at Kutztown, Pennsylvania.

Teaching by accidents

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

C. S. Anderson

PAUL M. Burns, teacher of vocational agriculture, Clearfield, Pennsylvania, recently completed research, the results of which should be of more than passing interest to every teacher of farm shop. He conducted a statewide study[1] of the accidents which occur in farm shops. He discovered the tools (hand and power) with which the accidents are most frequently associated, he rated all the commonly used farm shop tools as to accident hazards, and he made precautionary recommendations as to how accidents in farm shop can be reduced.

Burns submitted the list of tools[2] that are suggested for all farm shops in Pennsylvania to 41 of the most experienced teachers of farm shop in the state, presenting each teacher with a battery of questions about the dangers associated with the use of each tool, and inviting the teachers to record their farm shop accident experiences. No teacher was included who had taught farm shop less than five years, and in the aggregate the teachers in the group had been responsible for teaching this phase of vocational agriculture for more than 500 years.

Beware the lowly wood chisel! It accounts for five times as many accidents as any other hand tool in the farm shop. Perhaps this is because the chisel is one of the most common and most frequently used tools. We might say "misused" tools, for many of the chisel accidents occur when it is used as a pry, or for some other purpose for which it was never intended. It might also be because in comparison with the blow torch, the saw, the draw knife, and others, the chisel appears less dangerous and it is easy for students to be careless in using it. Keep chisels sharp. Teachers reported more accidents with dull ones than with sharp ones. According to Burns the wrist is the most vulnerable spot for wood chisel accidents. The bars, crow and tamping, rate next in their crippling effects when boys are not acquainted with the proper ways to use them. The wire wheel brush is third on the danger scale.

Among the power tools, the jointer is three times as dangerous as its nearest competitor, the tilting arbor saw. Burns believes that some boys of high school age lack the physical and mental coordination necessary to safely handle dangerous power tools and that these boys should not be permitted access to them. Fewer accidents result in connection with the use of power tools than with hand tools, but the accidents that do occur are more likely to be fatal and far more maiming.

Most high schools in Pennsylvania are located virtually within sight of a hospital and none are more than thirty minutes travel to a modern, well equipped hospital, but Burns reports that school and local doctors are not always readily accessible when major accidents occur.

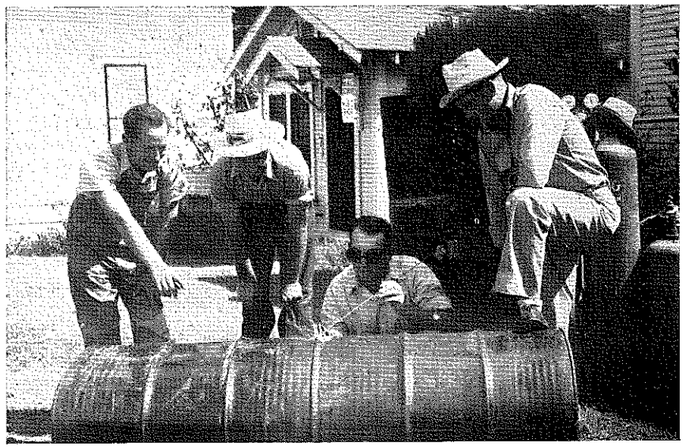
Carelessness is the principal cause of farm shop accidents. Three teachers, all of whom had taught farm shop for ten or more years, had never once in all their teaching needed to as much as open their first aid kits for anything more than a simple bandaid or a little mercurochrome, however the three were firm and agreed in their comments that in their farm shops "horseplay is out." A boy attends strictly to business or he isn't there long. Burns also points out that accidents happen less frequently as teachers become more experienced

In the appendix of the thesis is a recommended list of supplies for a Farm Shop First Aid Cabinet, and explicit safety precautions for the usage of thirty of the most dangerous common hand tools and thirteen power tools. ●

[1]Burns, Paul M. "Accidents in Vocational Agriculture Shops in Pennsylvania," an unpublished thesis submitted in partial fulfillment of the requirements for the degree of Master of Science, The Pennsylvania State College.

[2]Bulletin 250, "Vocational Agriculture in Pennsylvania," The Pennsylvania Department of Public Instruction, Harrisburg, Pennsylvania.

An idea is powerful only when it becomes operative.



Small group instruction in welding given by James Polk, instructor (Arkansas).

Unit course in electricity

VAL THOENIG, Editor, Lane REA News, Eugene, Oregon

NINETEEN young G.I. farmers in Lane County, Oregon—seven of them members of Lane County Electric Co-operative — have today a much better understanding of rural power, its utilization, and most important, the safe and cautious approach in handling this powerful servant. They are eager to credit their new skills to an eight-weeks safety-and-farm-wiring course conducted by Cloyd Makinson, vo-ag instructor at Eugene high school.

"Electricity on the farm" to these young farmers is one of the most important sections of their agricultural training conducted the year around on the basis of three hours once each week.

Earl Britton heads the training program which teaches veterans how to make farming a profitable business. An ag instructor at Eugene's vocational school, Britton also conducts the farm news program over KERG broadcasting station.

Cloyd Makinson, Britton knew, was just the man to teach electricity to these new farmers. Makinson, a member of Lane County Electric co-op who lives in Eugene's Baily Hill suburbs, knows all the angles in making the most of rural electricity. Nothing gives him greater satisfaction than helping his students to take the drudgery out of farming—via electricity.

Visual aids, according to Makinson, played a significant part in "putting over" many of the harder-to-explain principles of electricity. Strip films, prepared by vocational agricultural education, were used regularly in the weekly sessions. Through them were illustrated safety practices, identification of electric wiring, installation of switches, differences between adequate and inadequate wiring, and other essentials of electrical know-how.

"My purpose, first of all," asserts Makinson, "is to give our young farmers a thorough understanding of safety rules in dealing with electricity. When they understand safety then I go on to skills in wiring, installations, and repairs. It must be remembered that many of these young farmers are just getting established on a new farm. Often they cannot afford to hire an electrician for a simple wiring or repair job. On the other hand, those who have called for service often have encountered expensive delays before busy electricians can get to rural communities. By being able to take care of simple wiring installations and repairs, these farmers will be able to save themselves valuable time and expense."

Each member of the class has a copy of the electrical code, which, Makinson says, has been a "constant reference" during the eight-weeks session—and will be "when the class is on its own."

"How right!" Laughed one young veteran farmer, giving his code book an affectionate pat, "this little code book is right next to my Bible."

Makinson demands rigorous compliance with the electric code and advises his students, "Follow the suggestions your state inspector makes. They are for your protection."

He also stresses the importance of the UL label.

"Look for the Underwriters Laboratory's stamp of approval," urges Makinson, "That stamp is your assurance of reliable products."

"Chalk in hand, the black board ready, Makinson punctuates many discussions with vivid illustrations and diagrams. A typical class period found Makinson stressing the advantages of a central switch.

"If your power is disrupted in house or barn for any reason—such as fire—your central switch still makes possible use of your electric pump and yard light."

"Wire your house for 220-volt service," Makinson advises his vet-students. "You'll use more electrical equipment than you ever dreamed of. And you'll be a sad man if your wife decides she wants an electric range (and she will!) and finds you haven't provided the right wiring."

It's such bits of homey philosophy the G.I. farmer will recall in months to come.

Are the G.I. farmers putting their new skills to work? It's little short of amazing what they have accomplished already—and plan to do as a result of this class.

Clyde Austin, Fall Creek, Oregon, has assisted his dad wire two houses on their 91-acre beef and dairy farm. Robert Lance has hooked up an electric pump and has installed an electric water system. John Wolcott has increased egg production of his thousand chickens by installing lights and an electric automatic time clock in the chicken house.

Otto North, who has wired his new house and barn located near Eugene, expressed the sentiment of the class when he declared, "This class was really worthwhile. The most important part for all of us was learning safety. Mr. Makinson presented this work so carefully any one of us could work with electricity without fear — BUT with caution." ●

Success is a family venture

(Continued from Page 101)

and remodeled the house. Pat put up the year's preserves (about 1,000 quarts for the growing family of four children) while Deane became an excellent marketer. He contracted with a bakery for the entire output of cream, learned to watch market reports to get the best price for his hogs, picked up building matrials at bargain prices or discounts. In his second year of training Deane sold out his entire grade herd and started in purebred Jerseys.

Indeed, it has been a full four years. Together the Woods' have put land into production, built up a purebred herd (which sent Deane on his way to becoming vice-president of the County Jersey Cattle Club) and trucked their show string around to local and state fairs where they both took a hand in the showing. They built up a dahlia enterprise which will net over $900 wholesale this year and is growing rapidly. They built new facilities, remodeled the house, added equipment, raised most of their garden produce, milk, meat, and eggs. They lost animals to disease and learned to prevent its recurrance. In all these things they shared.

The farm, as it is today, will nicely support the Woods'. They could get along without his disability awards. It might even be said such accomplishments would not have been possible without this extra income and this might very possibly be true. But who in America today would suggest that Deane Wood doesn't still deserve this pension? Hasn't earned its continuance? Hasn't made the best possible use of training opportunities provided by the local high school and the Institutional On-Farm Training program?

We can never know the possible results of alternatives decided against. Another occupation might have been chosen by the boy whose disabilities precluded further pursuit of commercial art. In four years the family net worth increased from $6,000 to a little over $25,000, not through the efforts of this veteran himself at a job away from home, but rather through the coordinated effort of family farming. ●

Promise yourself—to think only of the best, to work only for the best, and to expect only the best.

Techniques and procedures

(Continued from Page 103)

14. Prepared written plans for both individual and class instruction.
15. Kept a current record of hours of instruction given each trainee.
16. Kept a yearly record of the farming progress of each trainee.
17. Measured progress of trainee by frequently checking the farming practices followed on the farm.
18. Demonstrated farm skills when giving individual instruction.
19. Determined subjects for individual instruction on the basis of the needs of the individual trainee.
20. Made consistent use of the itinerary in planning with trainees the day and the hour for the individual instruction.
21. Rendered services to trainees other than by giving group and individual instruction.
22. Secured the cooperation of landlord, employers, and trainees by making individual instruction effective and helpful.
23. Gave counsel to trainees upon personal problems.
24. Made special trips to the farms of the trainees to give help with special problems.
25. Gave written tests to the class.
26. Checked upon completion of the home study assignments by orally questioning trainees when making the farm visit.
27. Stimulated trainees to follow more approved farming practices.
28. Trained veterans to participate in group activities and to make use of the agencies in the community.

C. These procedures were followed more frequently by the group of instructors that by established standards had done less effective work in training veterans (the B group):

1. Had trainees use the reference books from the agricultural library.
2. Gave the home study assignments upon an individual rather than upon a group basis.

It is noted that of the fifty techniques and procedures considered in making the study, 20 were followed to about the same degree by both groups of veteran trainers, 28 were followed more frequently by the instructors of the A group, while only 2 were followed more frequently by the instructors of the B group.

The object of this study was to discover those teaching techniques that had been most effectively employed by the veteran trainers which could be successfully used in the future training of both veterans and non-veterans. Every effort should be made to continually improve the quality of the training given the veterans enrolled in the Institutional On-The-Farm Training Program. This can be accomplished if the veteran trainers will carefully consider those teaching procedures and techniques that have been proven effective by the more successful group of our veteran trainers. ●

Advisory committees in the veterans' program in Indiana

(Continued from Page 111)

ings is a result growing out of expanded use, not the cause of expanded use.

Distracting Factors—In response to a list of factors which might conceivably interfere with a committee's function, forty-five per cent of the teachers indicated that none of the following had detracted from their committee's overall service. Since fifty-five per cent of the teachers feel that one or more of these factors did interfere with their committee's usefulness, the following factors and corresponding percentages are given to indicate the relative importance attached to each factor:

1. Member's obligations to other organizations and activities.....79%
2. Members do not realize the value of their services.....55%
3. Skepticism on the part of school officials 37%
4. School officials and trustees should run their own business 35%
5. No glory or prestige attached to committee membership 31%
6. No salary or travel reimbursment for members 29%
7. Nothing for the committee to do 16%
8. Conflicting bipartisan politics....12%
9. Members want to rule instead of advise 7%
10. Clashing vested interests 6%

General Uses Being Made of Committees

The questionnaire used in this study contained a list of possible uses that might be made of advisory committees. The following suggested uses are not intended to be exhaustive, and they represent only those areas most frequently checked by teachers:

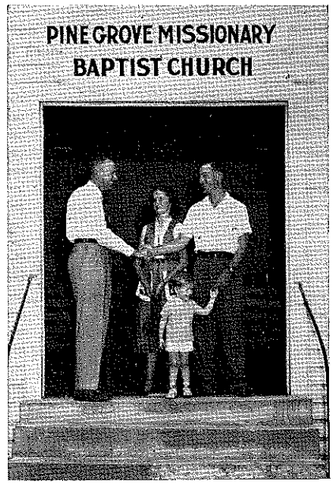
1. Determining trainees' entrance requirement.
2. Establishing a policy concerning the order in which applicants are to be considered.
3. Evaluating trainees' progress and achievement.
4. Determining the area the school is to serve.
5. Fitting training activities to the needs of the trainees.
6. Using reimbursement funds where most needed.
7. Determining extension activities to incorporate into the program.
8. Planning for more effective use of appropriate teaching procedures.
9. Evaluating school facilities in the light of satisfying the needs of the veterans.
10. Determining the most effective method of acquainting the public with the activities of the veterans' program.
11. Helping vetreans in the process of establishment in farming.
12. Securing information concerning local farm practices and their history.
13. Determining the attitude of the local public toward the veterans' program.
14. Determining the relationship between the school and local agricultural agencies.
15. Becoming familiar with local rental agreements.
16. Determining local sources of credit.

In connection with the above areas, space was provided in the questionnaire for teachers to indicate whether or not they had experienced a need for advice in the listed areas, and the number of times each area had been discussed before the group and on an individual basis between the teacher and members. Too often, a need for advice was expressed without an indication that advice had been sought, either before the group or through individual contacts. Individual discussions concerning the over-all operation of the program exceeded discussions during group meetings by a 2 to 1 ratio. Although much can be said in favor of individual contacts, there are many advantages to be gained by the exchange of ideas during group discussions.

Conclusions

The scope of this survey regarding the 1950 status of advisory committees in the veterans' program terminates at the point where another should begin. Present plans call for a survey to determine and evaluate the specific uses being made of advisory committees; this should reveal the real issues concerning the ultimate purposes of any advisory committee—its possible, beneficial uses.

As mentioned in the introduction, agricultural advisory committees in Indiana represent a relatively new phase of activity. Although there are situations where much is to be desired by way of benefits from committees, the teachers, generally, are to be complimented upon their progress to date. If the present rate of progress continues, the experiences gained from the veterans' program should make a valuable contribution to the total agricultural program in the state. ●



Lynn, director of the Church Training Union and a member of the building committee. (See cover photo and page 99)

A farm for the community school

C. OSCAR LOREEN, Supervisor and Teacher Education, University of Washington

THE communities whose schools teach vocational agriculture are usually situated in the midst of a farming area. Yet very few of the surrounding farms can be referred to as a farm typical of the area. Even those farms which approach the "typical" can hardly be expected to make their facilities available for frequent school use.

Much can be said of the wonderful educational opportunities that are available on the farm. The opportunities for teaching vocational agriculture are quite obvious, but could not the teaching of science, mathematics, geography, and other areas be enriched through use of a school farm? And what about the opportunity for enriching the experiences of boys and girls in the primary or intermediate grades?

There are two important reasons why a school farm can be used by many of the classes in the school. First, because a high percentage of the school pupils are familiar with some phase of agriculture and so it is common ground from which to start a teaching unit. Second, in a community whose very existence is based on agriculture, it is well for every pupil to be more familiar with the problems connected with the production of food and fiber.

Because more and more school administrators are asking questions relative to school farms, it is desirable to look at a few concepts about them.

Some Advantages of a School Farm

1. The farm can serve as a place where new crops might be planted and observed by farmers of the community.

2. The farm might introduce and demonstrate improved feeding and livestock management practices which might be observed by students and farmers in the community.

3. The school farm could provide specific work experience for boys who might not otherwise get the desired kind of work experience. Working with livestock or farm equipment and machinery are examples.

4. It would provide the local Future Farmers of America Chapter with facilities for carrying on group enterprises such as feeding livestock or growing crops cooperatively.

5. The school farm may be a source of revenue for Future Farmers of America Chapter activities.

6. Some town boys will want to enroll in vocational agriculture and the farm would provide them with facilities for carrying on a supervised farming program.

7. Improved methods of crop growing, such as producing and using certified seed, can be demonstrated to the boys and farmers in the community.

8. A specific farm for study of records and farm management practices will be available for study by the vocational agriculture classes.

9. The school farm will provide facilities not only for the use of boys studying vocational agriculture, but it also will provide facilities for the high school science teacher or the primary teacher to use. Such units as "How Plants Grow," "Soil Formation and Conservation," "Identification of Insects," "Sanitation and Health," are merely examples of the many that can be made more vivid and realistic by field trips to the school farm.

10. The school farm might supply some of the food for the school cafeteria.

11. Opportunity for rendering a service to the community and to the State College Experiment Station may be worked out. The local vocational agriculture instructor working with Experiment Station personnel might provide crops for experimenting with insect or disease control or provide fertilizer plots.

12. The farm, being identified with the school, and rendering a service to the students and to the community, will have a tendency to tie school and community more closely together.

Some Desirable Characteristics of a School Farm

1. It should be typical of the farms of the community farm standpoint of soil type, topography, and size.

2. It should be located outside of the city limits but as near the school as possible.

3. It should be large enough to be an economic unit. This means that the school farm should be large enough to warrant the employment of a full-time farm operator, and be large enough to make reasonably efficient use of the operator's time and of the farm equipment provided.

4. Facilities should be provided so that most farming enterprises typical of the community could be carried out.

5. It should be located on a surfaced highway.

6. It should have a reasonably good dwelling and farm buildings.

Other Considerations

The farm should be operated by a man who is skilled in farming and who could work well with students and school personnel. He should have the respect of the farmers in the community.

It would be desirable if the school farm would pay its own way. However, *this should not be expected.* The school should be willing to subsidize such financial losses as may occur.

Plans for operation of the farm should be worked out by the vocational agriculture instructor and farm operator and be approved by the administration and the school's agricultural advisory committee.

From what has been indicated above, the fullest use of the school farm can be achieved by careful planning, keeping the main reasons for having a farm clearly in mind. In other words, the primary function of the community school is education for members of the community. The school farm, being a part of the school, should serve its purpose in educating and training members of the community.

There is often a strong temptation on the part of the vocational agriculture instructor to use students in performing routine work beyond the point where it serves to train the students in a certain skill. This temptation should always be guarded against.

Likewise, the school administration is apt to overlook the amount of time required by the vocational agriculture instructor for carrying out his responsibilities in connection with the farm. Ample time should be set aside for use by the instructor for farm planning and supervision in order to insure success.

The local board of education should consider all of the aspects of providing a school farm very carefully before taking final action. Perhaps every school cannot justify investment of funds in a farm. However, in many schools the right kind of a school farm, properly equipped and operated, can make a real contribution to the training of youngsters in the community. Even more important might be its part in keeping the farming in the community at a high level. ●

Walter May honored

Walter M. May, New Hampshire's Deputy Commissioner of education and State Director of Vocational Education completed 46 years of service to education on July 1, 1951. More than 400 persons attended a dinner in his honor at the Concord High School on June 5, 1951.

Dr. M. Norcross Stratton, Massachusetts State Director of Vocational Education, attended the affair as a guest speaker and representative of the National Association of State Directors of Vocational Education.

At the start of his long educational career in the state of New Hampshire, Mr. May served as high school teacher and principal. Since 1920 he has served in the State Department of Education. He has been a member of many state and national committees and instructed in summer sessions at state teachers colleges, the University of New Hampshire and New York University.

Governments reflect human nature. States are not made out of stone or wood, but out of the characters of their citizens: these turn the scale and draw everything after them.

—Plato

Financing the F.F.A. chapter

PAUL C. DUNKELBERGER, Teacher, Kutztown, Pennsylania

P. C. Dunkelberger

ONE of the annual problems encountered by all Future Farmer chapters is that of providing sufficient funds to finance the activities for the year. To successfully conduct most worthwhile activities requires some money. When chapter funds are too limited the activities and interests in the chapter are also limited. At other times too many of the activities of a chapter are devoted to the raising of chapter funds causing an unbalanced program of work. This again may cause a lack of member interest and will certainly prevent a chapter from doing a maximum amount of good, or exerting its full influence in the community and school.

The first step in the financial planning of the year's work is to plan the program of work. The next logical step is to determine the finances needed to conduct these various activities. The third step is to discover methods for providing the amount of money needed. The fund raising activities should be those listed in the program of work. A happy and logical medium must be arranged so that the financial activities listed are sufficient to pay for the others, or else the activities must be pared down to fit the financial activities. Neither should be a burden to the other.

Procedure Used

The first step in conducting this study was to determine the F.F.A. chapters to use in the collection of data. In order to collect the most useful data it was decided to use active and progressive chapters. The chapters selected were those with extensive, successful programs of work requiring fairly large budgets to meet their obligations. Two chapters in each of the states were selected, with the exception of Pennsylvania where six were used. The selection was made on the basis of past achievements and recognition received. A total of one hundred chapters were therefore contacted.

A letter was mailed to each chapter in which, to facilitate the method of replying, a post card was included. Each chapter was informed of the purpose of the study, and requested to list their three best methods of providing chapter funds.

Data Received

The response to the survey was fair since 68 per cent of the chapters contacted replied. All of the methods reported are included in this report. The means used by the various chapters vary a great deal from state to state and more especially from region to region.

More chapters in the mid-west and far west use farming operations and raffles, while entertainments and sport contests are more common in the New England States, and cooperative methods are more numerous in the south. The agriculture predominating in an area was revealed by the means reported. This varied from cotton picking in the south to harvesting maple syrup in New England and saddle raffles in the west. Some of the more unusual means reported were: Selling cats and dogs, F.F.A. rodeos, girls paying to dance with F.F.A. boys, carnivals, bull naming contests, pig calling and catching contests, old neck ties raffles, horse saddle raffles, hauling community ashes, and sponsoring hay rides.

Summary

The means are grouped into large catagories in the first chart while in the second they are reported in more detail. They are reported according to the number of times listed.

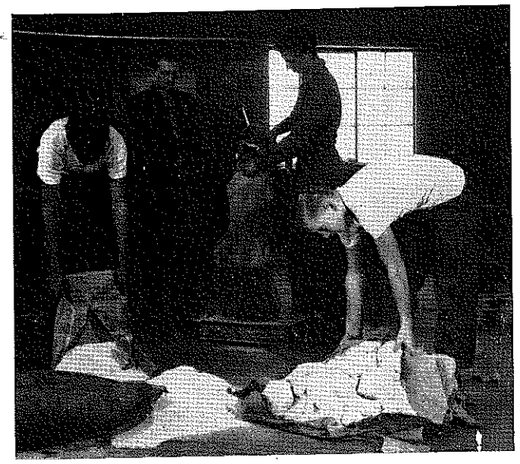
Rank	Means	Times Reported
1.	Community Service	77
2.	Production of Agricultural Products	61
3.	Cooperative Enterprises	41
4.	Dues, Assessments, Fines and Donations	37
5.	Entertainments and Social Events	36
6.	Selling Refreshments	34
7.	Selling Commercial Products	20
8.	Athletic and Other Contests	18
9.	Scrap Drives and Collections	12
10.	Raffles and Drawings	11
	Total Means Reported	347

A Break-Down of the Means Reported

Rank	Means	Times Reported
1.	Community Service	77
	1. Potato picking	13
	2. Repairing farm machinery	9
	3. Construction of farm equipment in school shop	9
	4. Custom work with F.F.A. machinery	6
	5. Culling poultry	6
	6. Spraying ring (trees-weeds-crops)	6
	7. Tree planting	5
	8. Pruning trees and shrubbery	4
	9. Caponizing cockerels	4
	10. Treating seeds	3
	11. Corn husking (by hand)	3
	12. Vaccinating poultry and livestock	2
	13. Slaughtering and meat curing	2
	14. Landscaping service	2
	15. Castrating pigs	1
	16. Sorting and grading products	1
	17. Dipping and docking sheep	1
	18. Hauling community ashes	1
2.	Production of Agricultural Products	61
	1. Broiler and pullet production	16
	2. Corn production	12
	3. Tomoto and cannery crops	11
	4. Prizes from exhibiting chapter owned livestock	5
	5. Fattening swine	4
	6. Potato production	4
	7. Swine breeding service	3
	8. Grain production	2
	9. Sows and litters	2
	10. Sale of cats and dogs	1
3.	Cooperative Enterprises	41
	1. Seed distribution	30
	2. Chapter incubator	4
	3. Fertilizer distribution	3
	4. Weed control chemical distribution	2
	5. Testing milk	2
4.	Dues, Assessments, Fines and Donations	37
	1. Dues	21
	2. Assessments	9
	3. Donations	4
	4. Fines	3
5.	Entertainments and Social Events	36
	1. Dances	11
	2. Banquets	6
	3. Radio programs	3
	4. Plays	3
	5. Movies	3
	6. Carnivals and fairs	2
	7. Bingo games	2
	8. Roller skating	2
	9. Hay rides	2
	10. Public picnics and band concerts	2
6.	Selling Refreshments (During lunch hours, athletic events, fairs)	34
	1. Candy, hot dogs, hamburgers, soft drinks and ice cream	21
	2. Cake sales	8
	3. Suppers and dinners	5
7.	Selling Commercial Products	20
	1. Christmas cards and stationery	14
	2. Magazines subscriptions	3
	3. Jello desserts	1
	4. Gunning signs	1
	5. Pens and pencils	1
8.	Athletic and Other Contests	18
	1. Prizes from F.F.A. judging teams	5
	2. Commercial sponsored contests	3
	3. Educational exhibits at fairs	3
	4. Competitive parades and floats	2
	5. Donkey basketball	1
	6. Rifle matches	1
	7. Bull naming contests	1
	8. Hog calling and catching	2
9.	Scrap Drives and Collections	12
	1. Scrap iron collection	8
	2. Newspaper and magazines	4
10.	Raffles and Drawings	11
	1. Turkey raffles	4
	2. Raffles on radios, etc.	2
	3. Livestock raffles	2
	4. Saddle raffle	1
	5. Fruit raffle	1
	6. Raffle of farm equipment made in the farm shop	1

●

Cooperative activities enable a boy to get started in swine.



Mixing minerals is another form of cooperative activity.

100% participation

ROY ECK, Teacher, Effingham, Kansas

OUR F.F.A. chapter has a membership of eighty-four active members with sixty-seven enrolled in vocational agricultural all-day classes.

When our cooperative committee met to lay out the program of work in cooperative activities, to be initiated during the year of 1949-50, an expression was made to encourage one hundred per cent of the chapter members to participate in at least one cooperative activity during the year. In the past very little emphasis was placed upon full participation, because it was thought of as an activity for purchasing feeder steers or feeder lambs from Texas and, only a few members had the required facilities to take advantage of this activity. Our committee decided to revise the program so that every member would have an opportunity to take an active part in some phase of the cooperative program and realize benefits from it economically and educationally. Using this criterion, a better understanding of cooperatives and their purposes would encourage members to use cooperatives as a tool in farm management after graduating from high school and taking up the business of farming.

Our cooperative committee is made up of three members. The chairman is usually a senior having had two years of experience on the committee. The second member is usually a junior having had one year of experience on the committee. The third member is usually a sophomore selected by the F.F.A. officers and adviser, who take into consideration past interest in cooperative activities. Our course of study has six classroom hours devoted to the study of cooperatives.

Some of the cooperative activities that were carried out during the year were small in scale, but the goal set up by the committee to promote one hundred per cent membership participation was a challenge and was accomplished.

Some of the cooperatives that were carried out during the year of 1950-51 were:

1. Marketed 12 fat steers, 48 fat hogs and 26 fat lambs at the Livestock Marketing Day, St. Joseph, Mo.
2. Purchased ingredients for 8 tons of mineral and mixed it in the farm shop for distribution among members.
3. Purchased garden seed amounting to $76.00 and distributed among members.
4. Chapter loan committee approved applications for 15 members amounting to $3,600.00 used for purchasing livestock fertilizer, feeds and seeds. This money was received through the Atchison County Production Association.
5. Twelve purebred gilts owned by the chapter were loaned out by contract to members who did not have funds to purchase gilts, but did have feed on hand.
6. Thirty tons of treble phosphate and fifteen tons of ammonium nitrate were purchased and distributed among members.
7. One hundred six samples of seeds were tested by members for germination and purity for farmers in the community and a charge of 25 cents per sample was made.
8. Eighty-eight calves were vaccinated for blackleg and one hundred twenty-four hogs were vaccinated for cholera using serum and virus purchased by chapter.
9. Ninety pounds of warfarin was mixed and distributed among members. Other drugs purchased were: 320 mastitis cards, 6 pounds B.H.C., 11 pounds sodium fluoride, 15 pounds phenothysene, 40 Penstix for treating cows with mastitis, and others.
10. Thirty-two soil samples were tested for farmers, making a charge of 50 cents per sample.
11. Purchased 20 purebred Hampshire ewes for members.

Cooperative activities promoting other organizations and school:

1. Printed and distributed leaflets at all football and basketball games, giving schedule of games and players.
2. Had a concession stand at county fair in cooperation with the fair board for a community service.
3. Held Parent and Son Banquet, and a Father and Son Chili Supper.
4. Helped in the promotion of the chapter members' fathers taking out memberships in the local co-op. (Accomplished 72%.)
5. Had a booth at county fair displaying and demonstrating soil testing, milk testing and runing germination and purity tests of seeds.
6. Held Northeast District F.F.A. Public Speaking Contest.

Public School Retirement at the Half Century is the title of the December, 1950, Research Bulletin (Vol. XXVIII, No. 4) of the National Education Association. Published by the NEA's Research Division, the 60-page pamphlet provides a comprehensive analysis of the existing state retiring systems and the largest local retirement plans. The history of teacher retirement since 1900, retirement systems and their support, qualifications for benefits, administration of retirement systems, and suggestions for improving public school retirement plans are among the important topics covered. (Available from the NEA Research Division, 1201 Sixteenth Street, N.W., Washington 6, D. C., for 50 cents.)

Future Farmers of America

E. W. GARRIS, Teacher Education, University of Florida

E. W. Garris

RECENT research studies on F.F.A. work center on two main topics:

1. Studies to determine the present status of former F.F.A. members.
2. Evaluation studies of F.F.A. chapter programs of work or of certain phases of them

Present Status of Former Students

In 1922 the Federal Board for Vocational Education[1] made a survey for the period of 1917-1922 to determine the effectiveness of vocational agriculture as measured by the occupational status of a sampling of 7,552 former students. The study indicated that 74 per cent were either farming, in related occupations, or attending agricultural colleges. In 1927 a similar study for the period of 1922-1927 gave practically the same results.

Economic conditions, world tension and the changes brought about by the mechanization of farming have greatly influenced the percentage of rural boys who become established in farming. Present studies indicate that fewer boys who have had training in vocational agriculture and the F.F.A. are now entering farming.

In West Virginia a study shows that 54.6 per cent of the former students who received the State Farmer degree are engaged in agriculture and 79 per cent of the American Farmers.[2]

In Texas a study of 201 American Farmers shows that 55 per cent are farming, 10 per cent farming part-time and engaged in occupations relating to agriculture, 6 per cent are farming part-time and following occupations not related to agriculture, and 10 per cent are in college, 9 per cent of whom are still engaged in part-time farming.[3]

In Georgia a study of individuals who have received the American Farmer degree shows the present occupations to be 64.82 per cent as farmers and 20.34 per cent in related occupations.[4]

A rather comprehensive study in Virginia was made of 53,952 ex-students of vocational agriculture, covering the period of 1918 to 1949. It was revealed that 23.98 per cent are actually farming and 6.27 per cent engaged in occupations related to agriculture. Both of the two groups are only approximately one out of three of the total.[5]

From all of these studies, the following conclusions and recommendations may be made:

1. The percentage of ex-students who took agriculture in the high school and now engaged in farming is declining.
2. A study is needed to more accurately predict what personal, economic, and social factors tend to help young men become established in farming.
3. Teachers of agriculture probably need to use more of their time in giving educational assistance to young and adult farmers who are already engaged in agriculture.

Chapter Program Evaluation

In Minnesota an attempt was made to prepare a chapter program of work based upon the aims, principles, and purposes of the F.F.A. Due consideration was given to the principles of general education as proposed by the N.E.A. Methods of evaluating student and program progress are suggested.[6]

In Oklahoma a questionnaire study was made to determine the following:

1. How to build a program of work
2. Methods used in financing chapter activities
3. Parent and son meetings
4. When chapter meetings were held
5. Recreational activities
6. Promotional activities
7. Competitive activities[7]

In Louisiana a study was made to evaluate the effectiveness of parliamentary procedure used in F.F.A. chapters as a result of class instruction and attitudes of members toward democratic participation. F.F.A. members made a higher score than a controlled group on their knowledge of parliamentary procedure, but made practically no difference on their opinions of democratic participation.[8]

Evaluation studies are needed to determine the educational values of each item usually included in the F.F.A. program of work.

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What do studies show?

This contribution is one in a series of twelve planned for the current volume. Each will review and interpret studies in a phase of the program in agricultural education. Each will provide the reader with an overview of the research and point up applications in a particular phase. The phases to be covered and the selection of possible contributors were planned with the A.V.A. Research Committee for Agriculture.

Integrated instruction in vocational agriculture

(Continued from Page 105)

total period for the four years program may be shortened, and more time allowed the teacher for individual on the farm instruction, and work with out-of-school groups.

Integrated Program for Vocational Agriculture

The "integrated" program is intended for and only adapted to be taught on the vocational basis. Unless a community has a sufficient number of farm boys enrolled in vocational agriculture, it would be better to provide a course in general agriculture and not attempt to conduct a complete "integrated" program in vocational agriculture that has two functions:

1. "To prepare the pupil to meet with growing efficiency and happiness the demands of a progressive vocation of farming."
2. "To meet the present and immediate agricultural needs of the pupil who lives on the farm."[1]

When the instruction in agriculture is completely "integrated" within the all-day program, with a maximum of individual on the farm instruction, it will then contribute most fully to the six major objectives of vocational education in agriculture to:

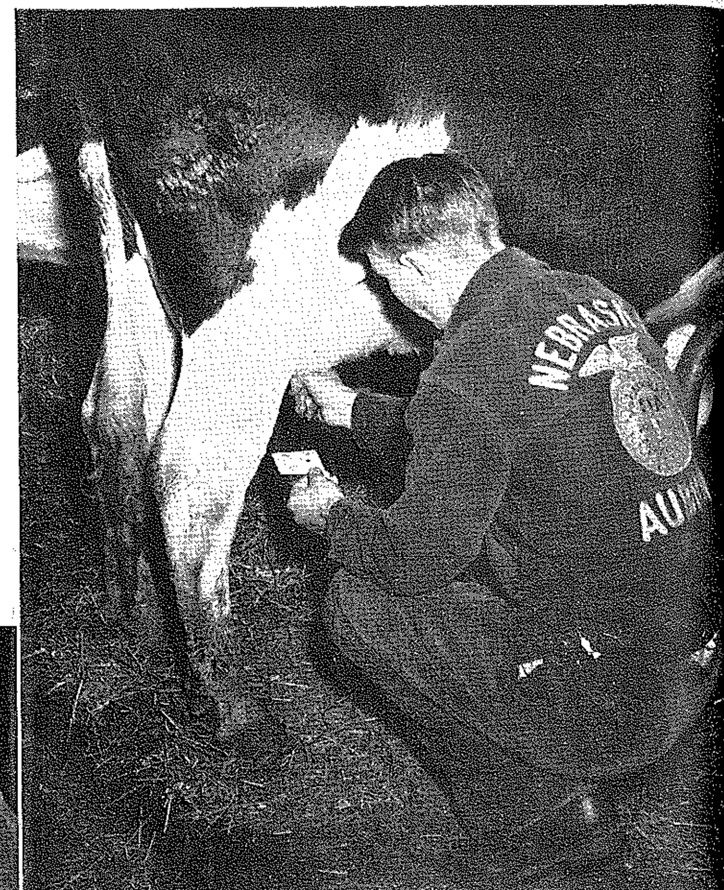
1. Make a beginning and advance in farming.
2. Produce farm commodities efficiently.
3. Market farm products advantageously.
4. Conserve soil and other natural resources.
5. Manage a farm business.
6. Maintain a favorable environment.

[1]Vocational Education Bulletin No. 98 Agricultural Series No. 22.

Leisure is the time for doing something useful.—Franklin

Pictures
of the month . . .

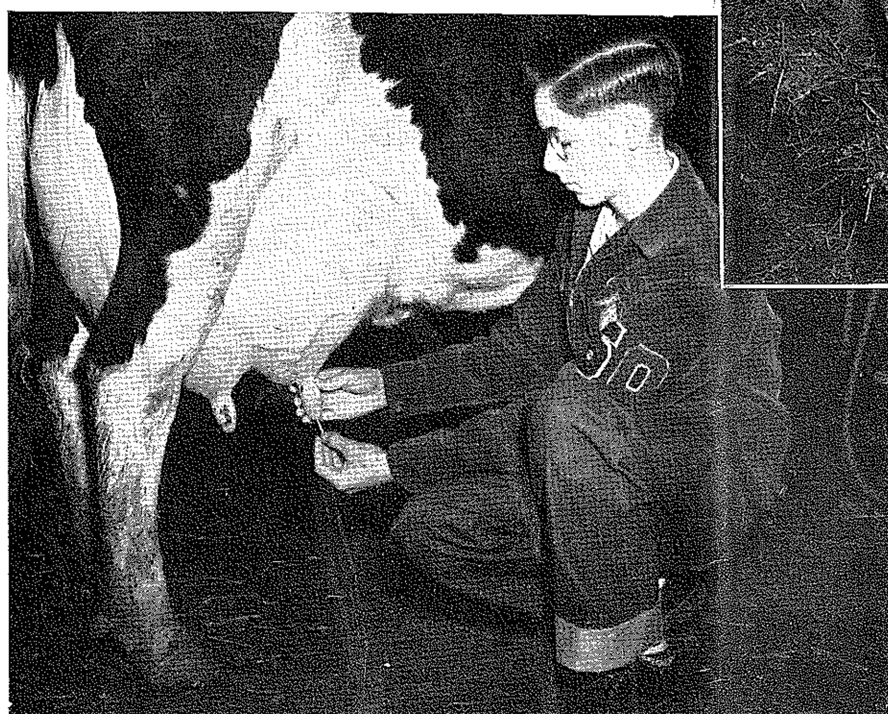
A contest open to all teachers of Vocational Agriculture and farm veterans



First Place

TESTING FOR MASTITIS

D. M. Nielsen, Teacher, Auburn, Nebraska



TREATING TO CONTROL MASTITIS

D. M. Nielsen, Teacher, Auburn, Nebraska

A VO-AG PROJECT

Photo by S. H. Grosserode, Teacher, Wisner, Nebraska

VETERANS' CLUB FEED GRINDING PROJECT

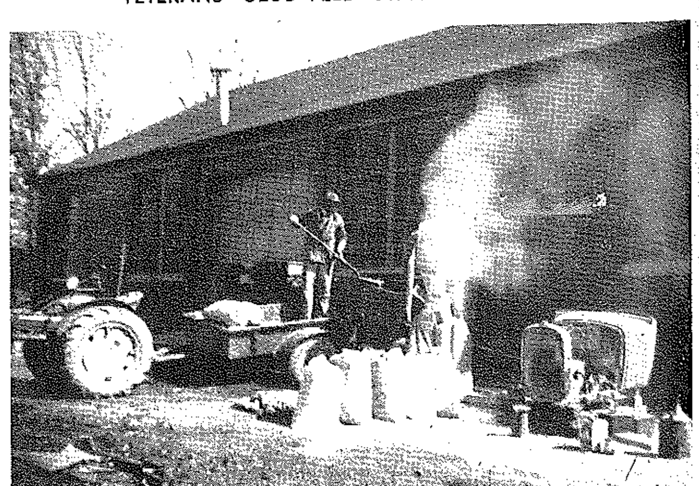


Photo by James N. Pritchett, Teacher, Blairs, Virginia

The AGRICULTURAL EDUCATION *Magazine*

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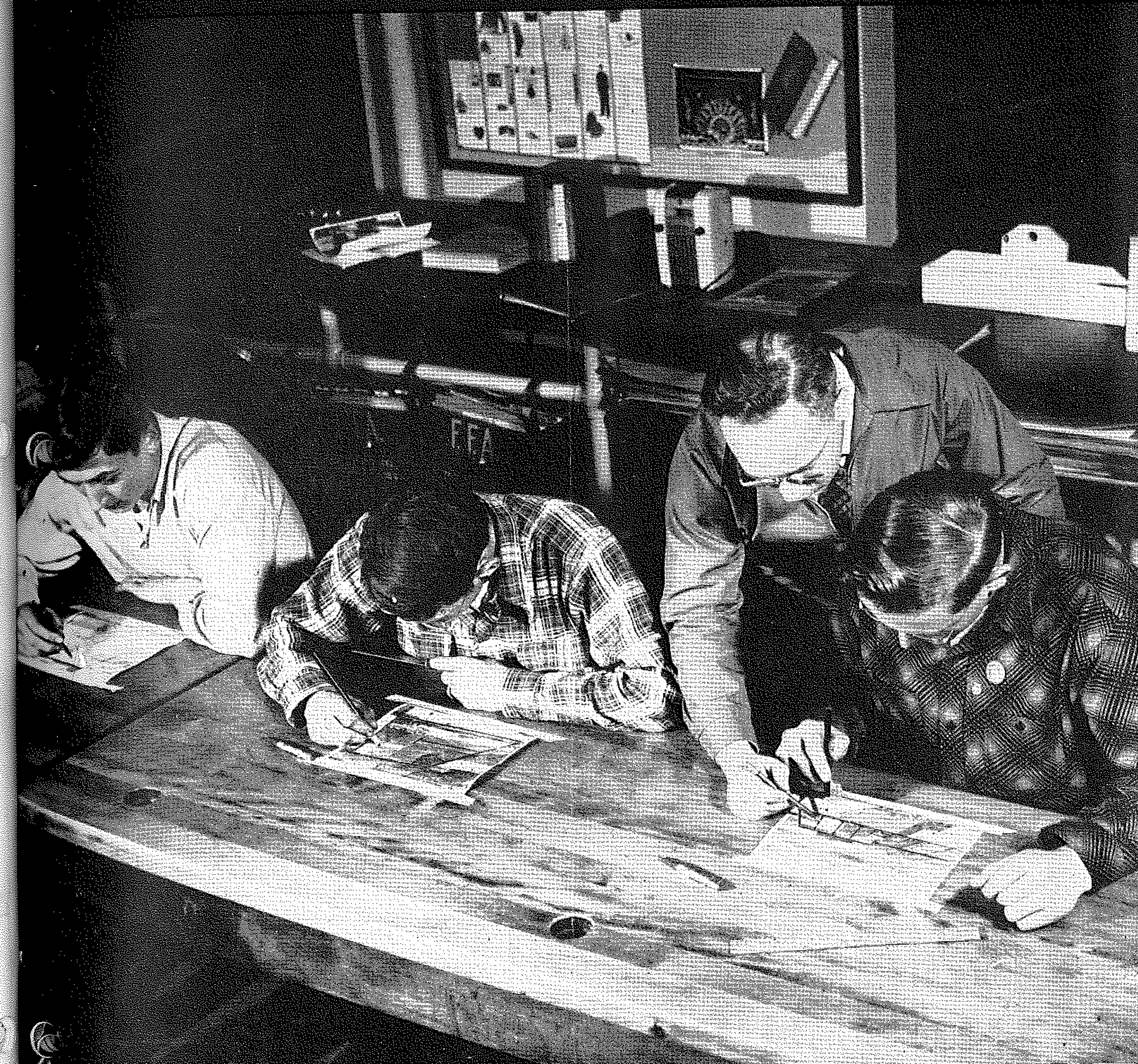
NUMBER 6



FEATURES ARTICLES ON

TEACHING FARM MANAGEMENT