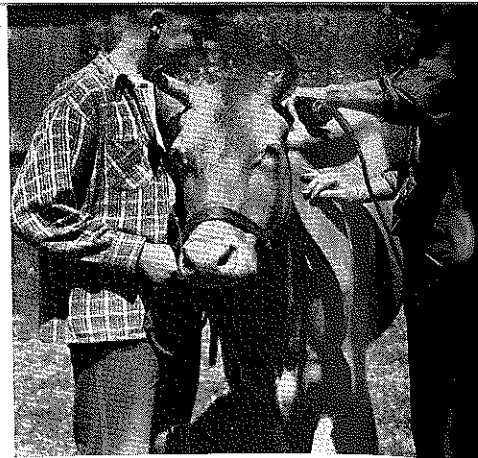


Pictures of the month . . .

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



"Fair Time"

Photo by: J. B. Mowbray, Teacher, Waynesville, Ohio

◀ FIRST PLACE

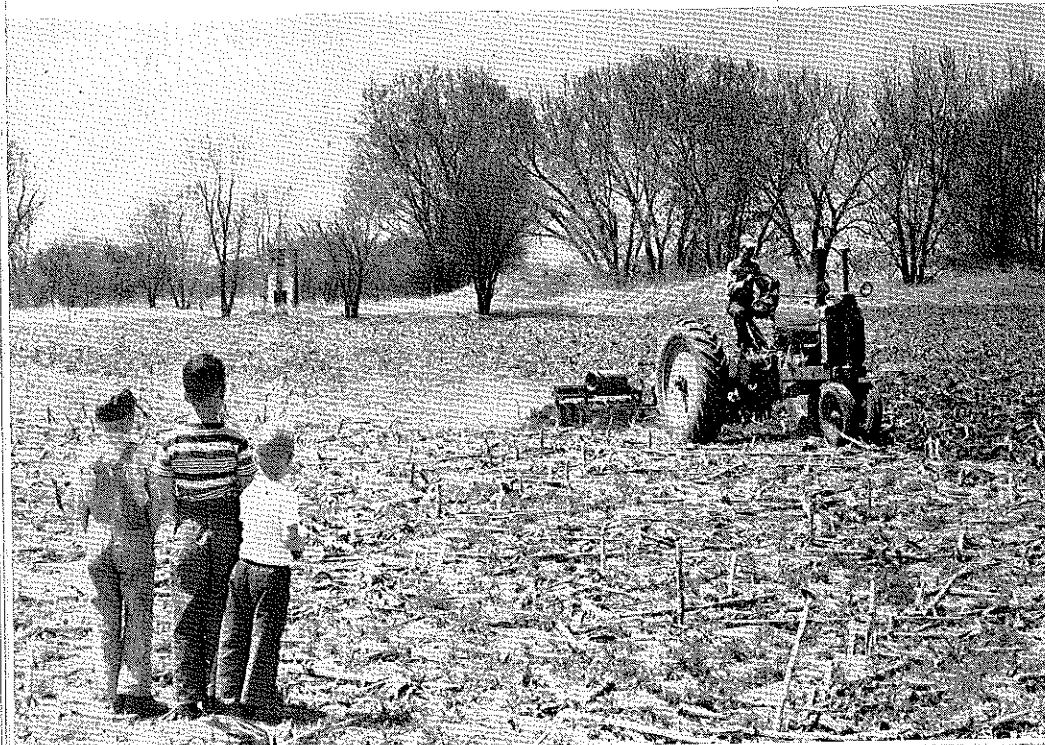
"Future Farmers"

Photo by: W. A. Rawson, Teacher, Concordia, Kansas

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Speed Graphic 4 x 5

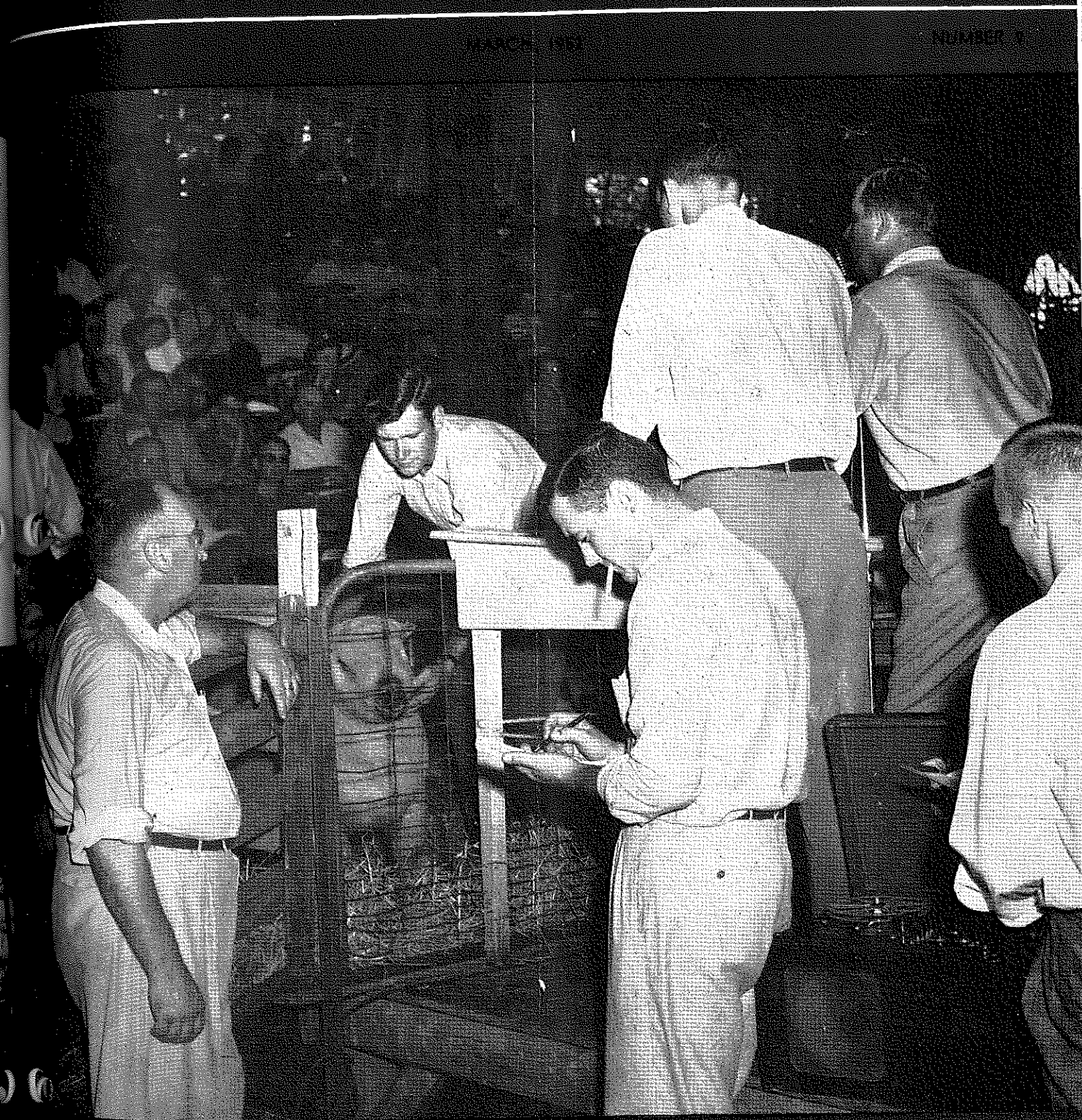
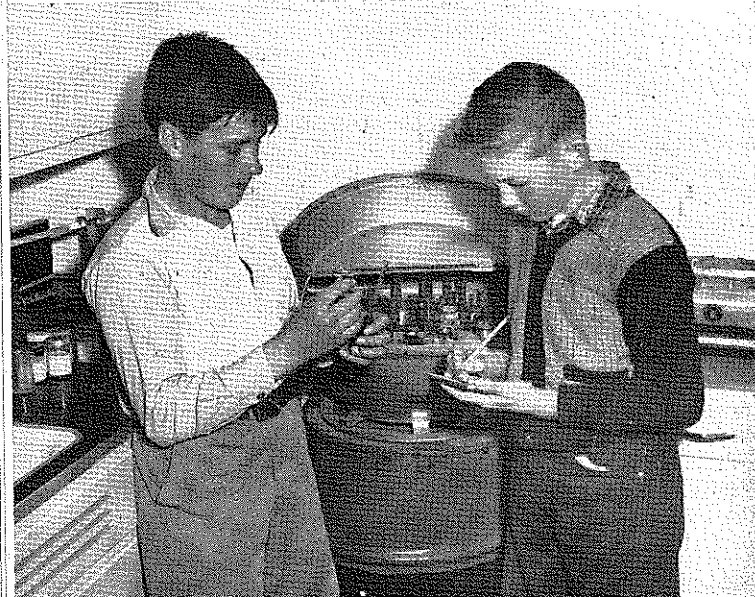
"American Farmer"

Photo by: M. D. Myers, Jr., Teacher
Brookneal, Virginia



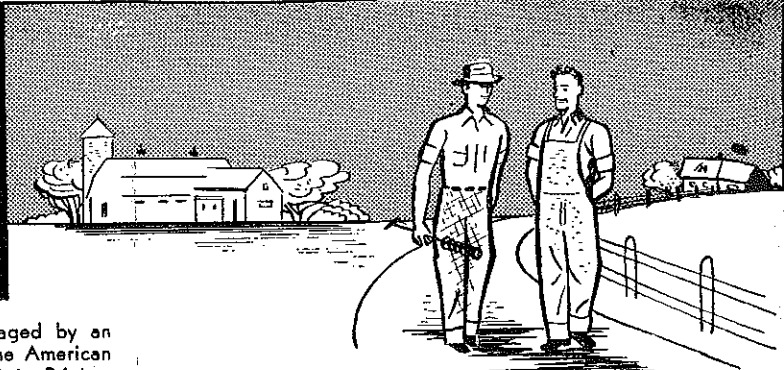
"Milk Testing"

Photo by: J. H. Klipstein, Teacher
Wausau, Wisconsin



MAINTAIN INTEREST IN
THE RURAL COMMUNITY

The Agricultural Education Magazine



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

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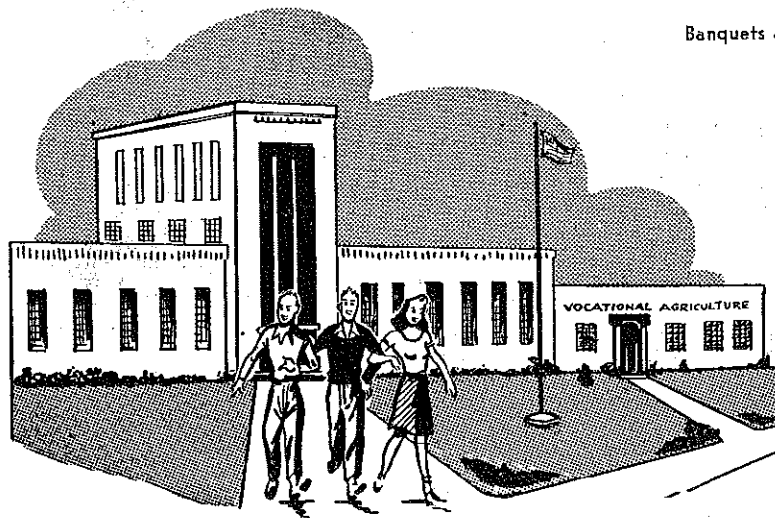
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Editorials

Introducing Agricultural Education's New Staff

ON JULY 1, 1952, W. A. Smith of New York and B. J. McMahon of California will take over the duties of editor and business manager, respectively. They were elected to these positions by your Editing Managing Board of the *Agricultural Education Magazine* and the Agricultural Section of the A.V.A. at its annual meeting. We wish the new officers of the N.V.A.T.A. success in the year ahead. We commend the leadership of their predecessors in guiding the development of this vital national organization for teachers of agriculture.

Editor



W. A. Smith is presently Associate Professor of Agricultural Education and Director of the Division of Extramural courses at Cornell University. Mr. Smith, alias W. A., or "Art" made his start in Indiana (B.S., Purdue, 1919) as a teacher of vocational agriculture in Clay City. Additional experiences in the Indiana program included eight years of service as itinerant teacher trainer. In seven of the eight years he also served as State F.F.A. Advisor. During this period he was active in numerous local and state groups, serving as president of the State Vocational Association in 1932-1933.

Mr. Smith obtained his Ph.D. at Cornell University in 1937 and since then he has been a member of the Cornell faculty. He works with both graduates and undergraduates. He has had a large share of the responsibility for developing off-campus courses for teachers of agriculture. Through his work with Phi Delta Kappa and Kappa Delta Pi, educational fraternities, he is well known to teachers from many states. Summer teaching in neighboring states has further extended his acquaintance with vocational agriculture.

Mr. Smith has been active in the profession. He has served on numerous committees of the North Atlantic Regional Conference. One of the most recent projects for which he served as chairman, resulted in the *Check list of participating experiences for student teachers*.

He is the author of a chapter, "Vocational Education in Agriculture," in the book—*The Modern Rural School*. Mr. Smith has assisted with the writing of numerous other publications related to the program of education in vocational agriculture. Since 1948 he has served as a Special Editor for the *Agricultural Education Magazine*.

Other salient bits of biographical data should include something of the personal side. W. A. owns an old colonial home. He and Mrs. Smith have two daughters—and—grandchildren! Teachers with whom W. A. has worked will tell you that he is not to be trusted with a trout rod in the vicinity of your favorite "Old Timer."

The rural community

THE rural community, featured in this issue, is the really important center so far as vocational agriculture is concerned. Most departments are in schools which are run by and for the citizens of rural communities. Farm families, the chief group, served by teachers of vocational agriculture almost without exception reside in rural communities. In these communities, from East to West and North to South, teachers of agriculture labor for better ways and better days.

The better ways come about as individuals are influenced to change by the community and by the school. Teachers of agriculture, in general, recognize the influence of the community and seek to utilize it to advantage in helping individuals solve their problems. They have lead the way in making the problems of the community their concern. Teachers of agriculture have worked with groups, in and out of school, to improve the community facilities, services and organizations.

Business manager

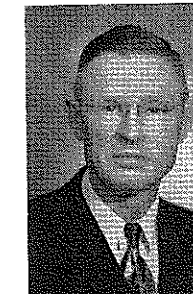


Byron J. McMahon

BYRON J. McMAHON is supervisor of Agricultural Education for the State of California, a position which he has held since 1944. He was reared on a Nebraska farm and graduated from the University of Nebraska in 1920. Mr. McMahon served some sixteen years as a teacher of agriculture in Nebraska and California. Also, he has had college teaching experience at California Polytechnic. Since 1938 he has been a member of the State Supervisory Staff.

Mr. McMahon has been active on numerous professional national and regional committees. He is one of the few men ever to have been president of the State Agricultural Teachers Association in two states. Currently he is a member of the Elks, American Legion and Commonwealth Club of San Francisco. He is a member of Alpha Zeta and Phi Delta Kappa fraternities.

New officers—N.V.A.T.A.



A. C. Hale

PRESIDENT of the National Vocational Agricultural Teachers' Association for 1952 is A. C. Hale, teacher, from Camden, Arkansas. Hale has served as vice-president of Region Five since the inception of the organization. He was one of the teachers who participated in the first national meeting to launch the National study of the education of farm veterans.

Mr. Hale, a veteran of World War I, has taught vocational agriculture for 29 years, 14 in his present position. He holds a Master's Degree from Colorado A. and M. (1947) and a B.S. from Arkansas (1922). He is a member of Alpha Zeta and Alpha Tau Alpha. Mr. and Mrs. Hale have four sons.

Leon Johnson of Bimidi, Minnesota and S. F. Peterson from Ayden, North Carolina are the new vice-presidents for Regions III and V, respectively.

Many values of such improvements are self-evident. A less well recognized outcome of these improvements is the advancement of the quality of informal learning afforded to citizens of communities.

Even though teachers of agriculture have achieved much in making the schools serve rural communities the job is one which presents a continuing challenge. A new generation and new problems are ever marching over the horizon.

The necessity for emphasis in this area was pointed out by Dr. E. R. Hoskins at the A.V.A. Convention in a *Progress Report On Research In The Education of Farm Veterans* as follows:

There are indications that 90 per cent of the farm veterans in the United States would prefer a broader program of training in which their wives might participate in special or separate meeting. Such a program should emphasize the following areas: (Continued on Page 200)

Husbands and wives share in solving farm problems.



Increasing service to the community

Three years of work with young farm couples produced new leadership and closer community ties

CHARLES LANGDON,* Assistant State Supervisor of Michigan



Charles Langdon

FIFTEEN young farm couples are participating in an instructional program at Williamston, Michigan. Young farmers and their wives meet the year around to study mutual problems facing the group. What are the problems and how do

they go about solving them? Let's start at the beginning. Perhaps the idea of young married couples meeting together is somewhat new. At least it is not too common in Michigan.

The idea of providing a program for married young farmers was new to Williamston, and to the writer three years ago. The initial planning came as a result of attending summer school in 1948 at Michigan State College. In one of the courses each teacher planned an improved Young Farmer Program for his community. This resulted in the program for Married Young Farmers now being offered by the Williamston Community Schools.

The first step was to draw up a tentative Five-Year Plan that might be suitable for young farmers and their wives. The next step was to get approval of the plan from the advisory council and from the local administration. Not only did the council and administration approve the program but in addition gave valuable advice and help.

Recruiting Members

The next question was how to find the young married couples engaged in farming and how to contact them to get

* Mr. Langdon was a supervising teacher for Michigan State College located at Williamston High School, Williamston, Michigan until November 15, 1951.

the program started. (The writer was new in the community). Records of former agricultural students, and help of Future Farmers provided a partial list of young farmers in the area.

A survey used at Williamston in 1939, prepared by Dr. H. M. Byram, at Michigan State College, was slightly revised and used to gather information on prospective enrollees. Contacts were made on the farm by the writer and two student teachers, Charles Rushmore and Charles Campbell, who are now teaching vocational agriculture in Michigan. All of this may sound difficult and complicated but actually it was fairly simple. A great deal of interest was found on the part of the young folks surveyed.

The importance of the wives to the success of the farm business and to the interest and success of a young farmers class was evident from the start. The thought was commonly expressed that a program to include the wives was sound since the farm wife is as interested in what goes on in the barn and in the fields as the man of the house. After all, the farm must be on a sound productive basis in order that the family can enjoy new furniture and a modern kitchen as well as provide the necessary machinery and equipment to operate the farm. "We want the farm to make money so that we can have a new kitchen," or similar words were often expressed by the wives.

There was also a genuine desire for some group activity to take the place of F.F.A. and F.H.A. activities that they had missed since leaving school.

As a result of the survey, a meeting time and place was agreed upon to organize a program to provide instruction on problems of the family farm, to provide an organization to fill the need felt for working with a group, and to provide opportunity for activities of a social nature that were lacking for this age group in the community.

Organizational Meeting

It was thought, at the outset, that if the program were organized in a local area of the community that a higher percentage of the people would be reached. The first meeting was held in a one-room rural school. Five couples were present (four of these are still attending) at this meeting, December 16, 1948. The records show that 14 adults and 7 children were present. These included the director of the rural district, the writer and family.

A movie was shown to start off the meeting. Much more was accomplished at this first meeting than was expected. Temporary officers were chosen who later became the permanent ones. Committees were appointed. One committee was to see about getting the Gleaners Hall for the meetings and to see that the building was heated. Another committee was to plan and take care of the lunch. Another was to plan for recreation after the lunch. Ideas were discussed as possible topics for study. Several said that they would contact other couples who might be interested. There was talk of a wood cutting "Bee" for getting fuel for the hall. Dues were set at 25c per couple to cover miscellaneous lunch expense. The next meeting was scheduled with the purpose in mind of planning the instructional program for the group. It can readily be seen that responsibility for the details of holding meetings were distributed among the group. This was done democratically and with enthusiasm, giving everyone a definite part.

The First-Year Program

Farm and Home Planning was selected at the second meeting as the main theme of instruction for the year. Farm and Home Planning Booklets I and II, prepared by the Cooperative Extension Service of Michigan State College, were used by each couple. Part I—The Farm, has to do with locating the strong and weak points of the farm business with suggestions for improvement. Part II—The Home, provides helps on planning the family food supply, health plans, home furnishings expenditures, etc. Miss Virginia Shannon, Homemaking Teacher at Williamston at that time, helped with this phase of the instruction. Most of

(Continued on Page 210)



The community is your laboratory*

Meeting educational needs requires a comprehensive and continuing analysis of the total community

GLENN C. PARKER, Superintendent of Schools, Walker, Minnesota

WE educators don't cut the figure that we think we do because too many people figure that we don't figure like we ought to. These are exciting times for all, particularly for educators who teach with vision and imagination. We have the pleasure of living through and participating in some things that are the equal of anything that we have studied in recorded history. From the splitting of the atom to the destruction of Hiroshima and from there to the Korean War, has been but a phase in the revolution that is going on in man's relationship to man.

Educators are in the drivers seat today. In all the meetings that I have attended this year, I have sensed a general feeling of enthusiasm rolling up. I feel it—and you feel it—at every meeting that you attend. It might result in our rolling up our sleeves and going to work at home in our own communities, to start doing the tasks that have to be done in order to make a better world—through making a better community.

Don't you have at times a feeling of humility when you think of the mammoth responsibility that is yours, as teachers? If you can look beyond the daily routine and grind—to the finished product, you cannot help but realize that in your hands lie the future of our country. You have the most powerful job in the world—for you teach—you create—you develop—you mold—the minds of the boys and girls that come to you for help. Your power is greater than the power of Napoleon or Hitler because the thing that you mold will live. It is hard to destroy a properly developed mind.

Teachers Can Aid in Turning Attack

The schools are under attack today. Let us not fail to recognize it. At the same time let us proclaim to all the truth that the schools made America great. The strength of a nation always lies in its people—their fortitude and endurance—their capacity to adjust to new conditions of life and their ability to meet every contingency of life with intelligence and common sense. The schools play a vital part in developing that ability. The blessing of free education along with free expression and the printed word have brought forth the greatest flow of ideas from the greatest number of people that the world has ever seen. We educators can look with pride to the fact that our schools—the very ones that are under attack today—were the instruments that loosed upon the world this productive giant and this colossal development of the human will. We have nothing to be ashamed of in past performance. We have no reason for hiding our heads or wincing when called a teacher. However, in the course of human events—human events change and with that

* Adapted from address given at the A.V.A. Convention, Minneapolis, November 28, 1951.

change, fundamental and piercing, it is necessary for schools to change to meet the challenge of existing conditions, before existing conditions get out of hand and the schools become an instrument for social lag. We know that it was only recently that there has been any clear cut agreement as to why we educate. We have always known that education was good. But only recently have we asked ourselves, "Good for what?" We are all in agreement now, that the one aim of education everywhere is to perpetuate the form and substance of American life. It is simple now that the decision has been made. We know to our sorrow that in too many instances boys and girls graduate from our schools lacking any deep appreciation of the immortal principles and ideals that gave this country birth. We know that! We will correct it! We know and have known for some time, that we have so many students under each teacher that we fail to know them well—and to guide them wisely. We know those things—we as educators will correct it.

Curriculum Development a Local Right

We know also that the creative energies of youth are seldom released or developed in our schools. We know that well—for we struggle every day with the problem. We know that the curriculum of the schools—of my school and yours—is too far removed from the actual needs of youth. We know that and will do something about it. We know that the traditional subjects of the curriculum have lost much of their vitality and significance. We are doing something about it.

Curriculum study is going on in many thousands of American schools. The number is legion. Many plans are being worked out. Some are working and some are not. The educational world is being literally shaken by the upheavals that have already shaken the communities where they have taken place. Let us always remember that change is an unchangeable law of nature, but in human affairs change does not always denote improvement—it just signifies change—nothing more.

The American form of government puts the responsibility for education upon the states. They in turn delegate that responsibility to local communities. This is true in most states. Thus we build from community to community, keeping responsibility close to individuals and maintaining the theory that the school is but the lengthened shadow of a well organized and operated home, doing a job that most homes are not equipped to do.

Because of the individual nature of education we can keep the virtue of democratic life alive and pulsating with undiminished lustre in men's lives. We

do not want and we do not need—let me say we will not accept—any curriculum handed down from above that is rigid and uniform the nation over. Education is a process of the development of society—which is your community—and the development of the individual. In that way we strengthen our local political chain of command and keep alive principles and ideals of local political democratic society. Education is a business run for the benefit of society. However, society does not benefit unless its needs are being met. The needs will not be met by an educational system that stands like a rock in the middle of a stream of water, forcing the water around it on its journey through its natural watershed.

Recognition of Scientific Method

Society is fluid, changing, and fickle. Man's relationship to man is ever changing as the total world gets smaller in travel time. Are we as educators capable of the vision and imagination necessary in order to meet those changing conditions? I think so.

Have you ever stopped to think why we have made so much progress in the physical science and so little in the other fields? Is it because we are all so intelligent in those fields? I think the opposite is true. We all know that we know nothing in those fields and therefore if we want to make any progress we will have to provide the money and the men who have the time in order to study and search for hidden truths. That, it seems to me is the answer. On the other hand, everybody knows how to raise children and everybody knows how to run a school. Therefore, as long as everybody knows already, no study is necessary and none takes place. No money is provided because it is not necessary.

We live in a scientific age and we teachers brought it about. Therefore, let's apply those scientific methods of research to discovering and uncovering the needs of the community in which we live. Let's not be guilty of hasty and inconclusive conclusions about school adjustment that only meets the test of satisfying our own likes and dislikes—our own preconceived notions of right and wrong procedure.

Community Study a Basis for Curriculum Development

There is only one way of making a better curriculum in the schools and that is by carefully analyzing society and then determining what children need to know in order to carry on successfully. When we do that the artificiality of our curriculum becomes apparent to all. Children don't grow in a building. They grow in a community. They don't breathe in a vacuum but in the free air of a growing, developing society, along side their parents and neighbors—each participating in community life side by side. When they do that, children do not

(Continued on Page 211)

Changing farming in the community

H. E. HUNTER, Teacher, White Swan, Washington

DID IT EVER become part of your job as a vocational agriculture instructor to introduce a new cultural practice or a new crop to your community? The day school, young farmer, and adult farmer classes are media through which such a crop or practice may be introduced and promoted. But, before this is done, instructors should be cautioned to:

1. Acquaint themselves with all the facts concerning the new crop or practice;
2. be convinced that the crop or practice fits into the farming activities of the community and that the project is reasonably sure of success;
3. proceed slowly with the project and work out the "bugs" gradually;
4. and be prepared to drop the project if it isn't going to be successful.

The instructor must first acquaint himself with all of the facts concerning the proposed project. This means he must do careful library research into the experiences of other individuals and groups. It may mean he should conduct "observational plots" of the new crop to determine its adaptability to his community. He should not depend upon his memory, but should build a careful file of all material upon the subject and then analyze all of the facts on the basis of how it will fit his community.

Caution Urged

If the instructor, in light of his research and the knowledge of his community, is thoroughly convinced that the new crop and practice is one which should be introduced in his community, he should proceed. Instructors should be cautioned that it is possible, particularly with day-school students, to generate too much enthusiasm for a new project, even though it is sometimes of a doubtful nature. This should be avoided and the instructor should proceed slowly and work out the "bugs" as the project develops.

It is much better to start out on a new crop or cropping practice, or a new strain of livestock slowly and on a limited scale. This gives the instructor an opportunity to observe how the new idea is going to take hold in his community and how it is going to fit into the local farming conditions. It also gives him an opportunity to drop the idea if it is unsatisfactory, without a great deal of damage or loss; it also allows for modifications to meet local conditions.

If, after a limited trial the instructor realizes the project is not one which he wishes to sponsor, then he as an individual will be much better off if he drops the idea with the least possible publicity. Above all, he should not continue with a practice or idea for the sake of trying to prove a point that everyone else realizes to be wrong or unsuccessful. On the other hand, he should not let a temporary failure dis-

courage him from trying again if he knows he is right.

During the last few years, the Institutional On-the-Farm Training program has offered a golden opportunity to work with individuals in developing new ideas and practices. Most of these men have the land, machinery and time to help out. In addition, the department is in a position to exercise much control over the project.

Specific Experience with Safflower

We launched a project of introducing safflower to the community in the summer of 1948. Eight veterans and the F.F.A. chapter were selected to receive the 1600 pounds of Certified N. 852 safflower seed which was being distributed in our state in cooperation with the Washington Crop Improvement Association. At the time of embarking on this project, wheat production quotas were being established and it appeared as if this crop might have considerable promise as a substitute crop for the acreage restricted from wheat planting.

By carefully selecting the men to grow this crop and supervising the acreage rather closely we were able to produce a very satisfactory crop of certified seed. Since this crop was completely new to our part of the state and had not been grown commercially under irrigation in Washington before, our

project was followed with considerable interest by the local people. Much interest was aroused in other parts of the state and several groups of people toured the fields during the summer of 1948. We experienced no difficulty growing the crop, since all of our farmers had row crop equipment. We did find that it was a very delicate crop to water, since too much water is worse than too little.

By forming a marketing cooperative we were able to dispose of the seed very satisfactorily. Our returns per acre ran from \$100 to \$240, which compared favorably with other crops.

During the growing season of 1949 we had a tremendous demand for information about safflower, but due to removal of wheat acreage restrictions, the market for certified seed dropped to the point where the demand did not warrant large production. We are still producing some seed, but on a limited scale. If and when wheat acreage restrictions are again in effect, we feel that this crop has definite possibilities in the Yakima Valley of Washington.

To conclude my discussion, I would say that it is the definite duty of every vocational instructor to be on the lookout for new ideas, new ways of doing things, new crops and strains of livestock and to bring them to the attention of his community when he feels they meet local conditions. It is to his advantage to do this, because in so doing he makes the community realize the vocational agricultural program is more than just another class in the local high school.

Influence home life to improve the rural community

ALDEN C. BALLARD, Teacher Farm Veterans, Belchertown, Massachusetts

THE ideas which are set forth in this article pertain mainly to veterans. However, the principles implied are just as pertinent to non-veterans and to young or old, man or woman. All individuals must foster the democratic principles in a good rural community.

Standards must be developed within veterans' families in order that the community may provide as many of the truly important things in life as possible. We, as their instructors, give emphasis on preparing them for participation in a well organized society.

However, the most important step to a better community must begin in the home. A smooth running, well balanced home is absolutely necessary, before those who make up the home, can be expected to give whole-hearted assistance to the betterment of the community. To achieve this sometimes is a very long course, but in a sense, we have only to instill in the individuals, the will to raise their standard of living and give proper recognition to the fundamentals of a well balanced life.

We are in a unique position. Our

contact with all members of the family is much closer than that of any other form of adult education. We have the opportunity to assist in the enterprise which provides their living and their home life, and to offer guidance on their civic and social lives. Where else is there as broad and intensive an educational program?

To accomplish our aim of bettering the individual and his family, we must first gain the confidence of those whom we would assist. We must come to fully understand their problems and conditions where assistance is most urgently needed.

The ability to earn more money unquestionably raises the standard of living in practically all cases. The good judgment used in spending money determines how rapidly living standards rise. This is true not only of the individual but carries through to the community.

To assist toward greater earning power we must guide the individual to a clearer understanding of the basic principles, which make a more profitable enterprise; such as, the accepted

practices and standards in a locality for better production from the land and animals, marketing, and financing. Also, unless we have instilled the individual with considerable pride in his business before the time comes when we must give up this close contact we have failed on a very important phase of his guidance. A business operator who has pride in his business usually keeps abreast with the times.

As said earlier, the home is very important. The whole future of the community and certainly the nation depends upon the quality of the home. Therefore, when advising, we should be sure to consider the over-all effect which certain expenditures or changes may have on every member of the family. Complete cooperation is essential in a home to provide the quality of leadership necessary for an enterprising rural community. To get this cooperation, each member of the family must have a good knowledge of the problems with which they must cope in their daily activities. Each must know the aim or ambition of each other and then come to a happy understanding and plan of action for the accomplishment of their combined desires. An understanding family is a united family and has almost unlimited opportunity for advancing themselves and the community.

Family Sharing in Social and Civic Life

A well balanced life is the outgrowth of good home influence. We must always encourage the desire for the family to participate in local activities, where they will be able to give much, but will receive much more. Many families can be likened to the peas in a pod. They live within themselves, but do not attain the whole pleasures of life until they participate in the civic and social activities in their community. The good qualities of a family are present because someone, at an earlier date, had their interests and betterment in mind and action. This constitutes a debt to society which each should assume by shouldering greater responsibilities than are necessary for the earning of a decent living for the family. The earlier one can realize his own responsibilities to his fellow associates and set about repaying them, the earlier in life will he become aware of the true values and satisfactions in life. We must encourage the outward expression of one's true nature, which is his character. We must always be alert to the attitude which some people have today that the world is indebted to them and focus our thoughts and actions on the principle that anything worth having is worth working for. There is so much more to be gained in one's personality by the giving through conversation, communication and assistance than by the cold procedure of always considering one's actions by the standards present in this hectic financial age where many decisions are made on the motive of what will be the personal gain in money or prestige.

It is very true that without present means of education by churches, schools, civic and social organizations, our progress as it is measured today would not have been nearly as rapid. The



Time out for refreshments.

Varied Program for young farmers

JACK PUTMAN, Executive Secretary, F.F.A., Oklahoma

PERRY, Oklahoma vocational agriculture department has had its share of firsts. Take the Perry F.F.A. Mothers' Club for instance. It is generally recognized to be the first of its kind in the state.

Since the beginning of an F.F.A. Mothers' Club at Perry, the same idea has been put to good use in other communities. But no where has it been more progressive than at Perry.

Another organization inaugurated by Perry's vocational agriculture department is the Perry Young Farmers—an organization for farm boys who have finished their regular vocational agriculture training, boys who dropped out of

ideas and inspirations which one obtains at church, in schools, and clubs, are of very little importance unless one lives their teachings every day. The backward disobedient boy in school is that way in many cases because the atmosphere at home is adverse to a healthy community spirit. The individual who attends church regularly one day a week and then spends the other six contriving means of short changing his neighbors, likewise, is found to belong to the group where home life is lacking in cooperation and understanding of the true values in life. We who have the excellent opportunity of meeting and working with people in their homes must always be alert for any places where we can give guidance which will build a strong character based on the desire to do good for those with whom one must associate in his daily activities.

I firmly believe the most important element for success of a rural community is the quality of the family within the homes of the community and the standards with which life is measured by the individuals going forth into the world from these homes. The influence of the home may be compared to a very large concentric spring. The home is the center and the progress of everything outside depends upon the quality and the influence it exerts upon each circle moving outward, through churches, schools, local activities and on through state and national functions.

school early, or "anyone who is interested in farming."

Ages of the members run from as young as 16 to 24. While most of the present members of the group are former F.F.A. boys, that isn't a necessary prerequisite to belonging.

The Young Farmers' organization was first started before World War II, under the supervision of the vocational agriculture department. All of the young men went away to war, however, and the group was discontinued. It was revived in the fall of 1947. Membership climbed to 25 at one time, but with the Korean war, the number has shrunk. Many of its members have been called back to the colors already. But the organization will stay together, as long as there are as many as six to eight members, according to Charles DeBord, president.

Perry Young Farmers meet twice a month at the vocational agriculture building, one of the most modern and well-equipped in the state. To keep variety in the meetings (and with an eye to increasing attendance) the men have one meeting devoted to a talk on a phase of agriculture by an expert or a moving picture. The next meeting is devoted to working in the farm shop, repairing machinery and making practical things to use around the home farm.

The members have an eye to keeping their organization popular with their wives and girl friends, too. Once a month they have a recreational meeting—a card party, fishing trip or the like—when the men invite in their wives and girl friends. The group has its own baseball team during the summer months.

Perry's two vocational agriculture instructors, Spudds Widener and H. B. Evans, meet with the group.

One of the greatest benefits the boys get from their young farmer meetings, according to Eugene Hentges, is "the ideas we get from each other on how to do things on the farm."

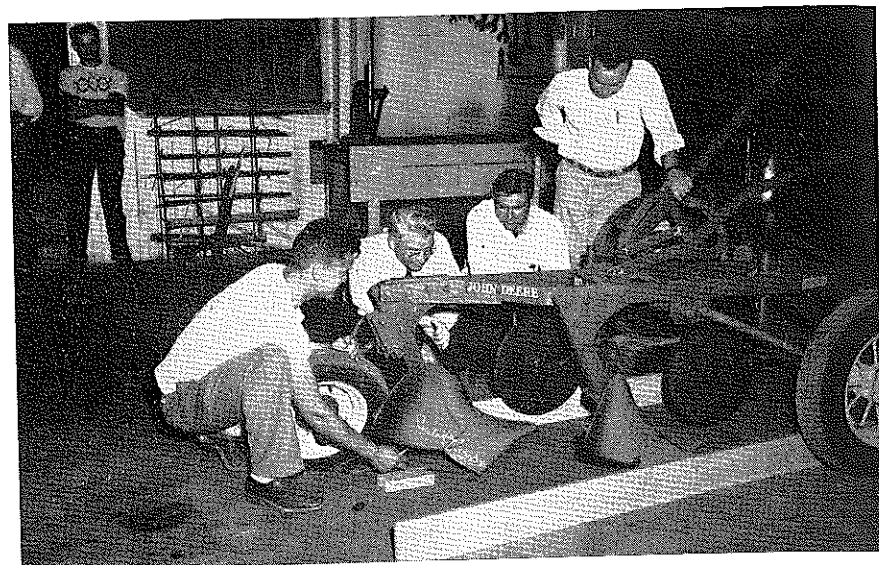
Eugene explains that he has learned to weld and to use farm shop tools since he began coming to the Young Farmer meetings. Perry didn't have shop when he was going to school. Most of the

(Continued on Page 200)

Varied program for young farmers

(Continued from Page 199)

other boys have learned to use the shop tools since joining the Young Farmers. The boys have plenty of practical things to show for their shop work. Eugene made eight farm gates from old barrel tubes (Junk pipe from oil fields). Another project they are working on is a baled hay elevator, used to hoist baled hay into barns. The boys estimate that a 30-foot elevator would cost \$400 ready made. They figure they can build one for around \$100 by using some scrap material and using tools in the school shop. They plan to make one. If it is a success, they will build more. They have already built hog houses, feed racks and other useful equipment. The boys are anxious to share their

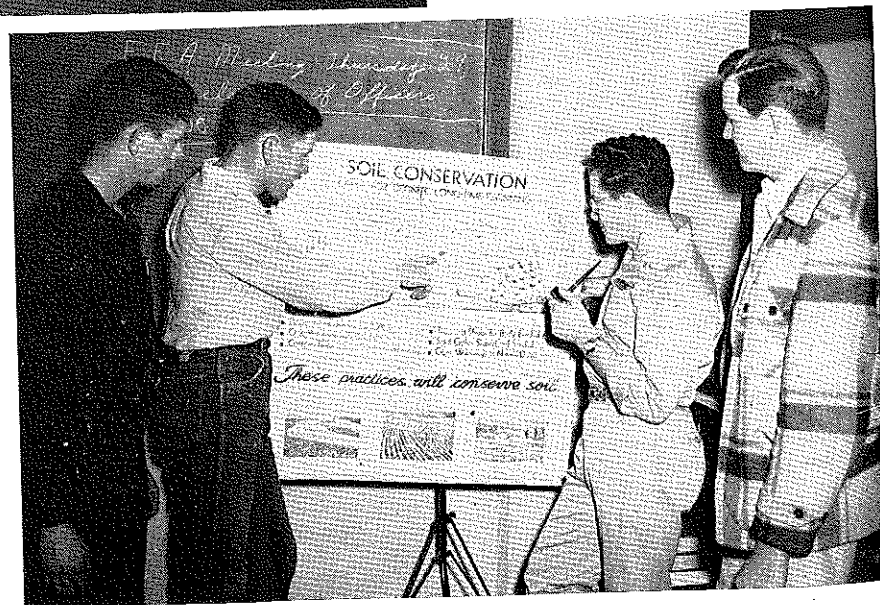


new-found knowledge with others. They want to increase their membership. "We welcome new members with open arms," the members say. The group doesn't wait for new members to come into the fold. When the second semester of school starts, senior F.F.A. boys are invited to attend the meetings. Then when they graduate they are ready to come in. When a new fellow moves in to the county, the Young Farmer group is about the first thing he hears about.

Stigler, Oklahoma vocational agriculture department recently organized a young farmer group.

Vocational home economics teachers hold classes for the young farmers' wives on the same night the menfolk have their meeting.

And to top it off, the Future Homemakers keep a nursery at the school for the children!



The rural community

(Continued from Page 195)

1. Study of local schools
2. Health and safety programs
3. Tours to study local or community problems
4. The selection of adequate insurance programs

Other data from this study indicate that about half of the veterans failed to take much part in organized community life. Less than half of the veterans studied who qualified as voters for the annual school meeting or election actually did vote.

Data of this type merit attention of teachers of agriculture. Organized and individual instruction centered on problems of the rural community is one way to develop an interest in participating in their solution. Helping all students to participate in active attack on community problems is a necessity for maintenance of democratic action in rural communities. Teachers of agriculture have helped to show the way and their continued leadership will be an important contribution to American life in rural communities.

Informing the local community

Suggestions for working with pupils in preparing news articles

PAUL F. SPRAGGS, Teacher, Halifax, Virginia

WRITING news articles publicizing chapter activities can be educational, valuable and challenging experience for New Farmers and advisors.

When writing news stories boys develop abilities in recognizing what is good news, preparing acceptable copy, and doing publicity work. Besides, they become more and more conscious of the value of the press in keeping persons informed. They learn to value informed citizens in the functioning of their community.

The importance of these abilities suggests, it seems, that all boys of vocational agriculture classes should be given opportunity to develop them. In those schools with departments of journalism or with teachers of English who are friendly and cooperative with teachers of agriculture, this task might be simple. However, for those teachers who do not have the assistance of specialists in their schools this can be a very challenging responsibility — yet one which instructors in the main are equipped through training and experience to handle with facility.

Skills Which Are Needed

Boys may be taught how to write good news stories by the teacher or by the English or Journalism instructor. Regardless of how taught, it seems that they should develop the following abilities:

1. To determine what's news
2. To write acceptable releases
3. To write good news stories

What's news? News is action. Practically everytime the chapter meets and nearly everytime a member takes part in any club activity there is material for some type of news story. Announcements of contest winners, accomplishments of members of the chapter, announcements of the chapter's program of work, statements of the purposes of the chapter—all make news of some kind. Boys should learn to determine what's news and how to evaluate the same.

Boys need skills in preparing acceptable news releases. Editors are usually busy men. They welcome articles from chapters and departments of vocational agriculture and will print the same if well edited. Lack of time to re-edit some articles forces editors to throw many of them in waste baskets.

In preparing releases, boys need to know that their writings should be identified and authenticated, for editors and copyreaders must be able to see at a glance that the releases are from outsiders—persons not under their control and yet who give certain guarantees as to the reliability and authorship of the articles. This may be accomplished by placing at the top of the first page information similar to that suggested in the examples.

Boys need to understand that their releases should be typed double spaced or written legibly. The first paragraph should begin about one-third down the page, leaving space between what is said at the top and what is said in the news story. This gives the editor space to write the headline—a task that the inexperienced writer should seldom, if ever, do. This is the job of the editor or copy-reader. In cases where the

news articles about their chapters. Whether taught by the vocational agriculture teacher or by some instructor in the school, it appears essential that they develop some journalistic know-how. Dexterity in the use of the five W's of news writing—what, why, who, when, where—is a must. Likewise they should become skilled in the hows of writing human interest and feature stories, elements of pictorial journalism, lead sentence structure and in the hows of evaluating editorials. These skills are valuable to boys now; they may be nearly invaluable in solving problems in that difficult period lying immediately ahead.

Writing news articles can be stimu-

Sample Identification Forms for News Articles

A. Issued and guaranteed by
The D. A. Webb Chapter, N.F.A.
Halifax County Training School
Halifax, Virginia

From: John Storrs, Teacher
Telephone: 2722
For Release: November 4, 1951

B. From: Tom Brown, Reporter
D. A. Webb Chapter, N.F.A.
Halifax County Training School
Halifax, Virginia
Telephone: 2374 daily 9 a.m. to
3 p.m.

Announcements of Accomplishments
of Chapter

For Release: November 27, 1951

C. Immediate Release

Immediate Release

November 26, 1951

Department of Vocational Agriculture
Halifax County Training School
Halifax, Virginia

From: John Storrs, Teacher of Vo-Ag
Telephone: 6878

To: Editor—Note (This article contains information of interest to persons living in the area served by your paper.)

article covers more than one page, the writer should place in parentheses at the bottom of the page and subsequent pages, save the last one, the word "More." At the ending of the story, regardless of the page, should come the word "END" or the symbol "##." Articles that are written in an attractive style or form are appealing to the eye as are letters. One is likely to give them his attention.

Boys need to develop skills in writing

and challenging for boys and teachers. The experience for boys can be almost invaluable. As future rural leaders former students will probably be called upon to interpret through press and radio their occupation and policies, governmental and otherwise, applying thereto. The more fully they are equipped for this responsibility the more logical and significant for agriculture and our rural communities might be their responses.

Conferences with local administrators

L. M. SASMAN, Supervisor, Wisconsin

One hundred eighty-three Wisconsin school superintendents and principals attended one-day district conferences held during late October and November at nine centers in the state to discuss problems of vocational agriculture and homemaking and institutional on-the-farm veteran training.

Conference programs were arranged by the principal or superintendent at the centers at which the conferences were held in cooperation with administrators and instructors from nearby schools.

Subjects discussed included—the daily program of instructors in agriculture

and homemaking, the summer program of instructors, farm shop facilities and the farm shop program, part-time and adult classes in homemaking and young farmer and adult farmer classes, activities of Future Homemakers and Future Farmers of America, the program of veteran training, and policies of the State Board of Vocational and Adult Education.

The conferences were in charge of Miss Kathryn Gill, Supervisor of Homemaking, and Louis M. Sasman, Chief, Agricultural Education. A local administrator acted as chairman in each case.



Supervision of farming program is important summer activity.

The summer program of work of vocational agriculture instructors*

DICK V. FAGAN, Graduate Student, Montana State College

THE purpose of this study was to determine procedures and time consumed in the different activities of the summer program of work by instructors of vocational agriculture. The study was designed to assist supervisors, administrators, teacher trainers, and experienced and beginning instructors in building a complete summer program of work for vocational agriculture.

A questionnaire was sent out to 322 departments of vocational agriculture in eleven western states where the instructors had been in their department for two years or longer. The departments were rated by the state supervisors into high, medium, and low groups as to the excellence of the supervised farming programs of students in these departments. Data were obtained on the amount of time that instructors spent on different areas in their summer program. A separate questionnaire was sent to all state supervisors to determine what types of reports they required from instructors of vocational agriculture.

Summary of the Questionnaire Study

This summary compares questionnaire data on the high and low groups rated as to excellence of the supervised farming programs of their departments for greater contrast in revealing practices and needs. The contrast between the high and low groups is more marked than that between the high and medium or between the medium and low group. The activities of the instructors in the medium group are similar to the high group in some and to the low group in others.

The findings of the questionnaire study based on variations and similarities between the instructor's activities substantiate the classification by state super-

*Based on Master Thesis, Montana State College. Presented at A.V.A. Convention, Minneapolis, Minnesota.

visors of Group I as being superior to Group II and Group II over Group III. Group III instructors show the largest number of deficiencies in their summer program of work.

Similarities Among Instructors and Departments

1. There is considerable range in the number of years of teaching experience of instructors of vocational agriculture. Little difference exists between the high and low groups in number of years in their present department.
2. In both groups, approximately 65 to 75 per cent of the instructors prepare a written plan of the activities they propose to carry on during the summer months.
3. Instructors in both groups devote approximately 20 per cent of their time attending summer school.
4. Instructors in both groups supervise the veterans on-the-farm training program.
5. Instructors in both groups teach young farmer and adult farmer classes during the summer.

Variations Among Instructors and Departments in the High and Low Groups

1. The superior departments are associated with more teachers per department.
2. The superior departments have larger enrollments, but with a smaller enrollment per teacher.
3. Teachers in the high group average more years of teaching experience.
4. Teachers in the high group average \$534.61 more annual salary than those in the low group.
5. In the high group 14.6 per cent more departments have farm machinery and school farms available for use of the vocational agriculture students than those in the low group.
6. The departments in the high group

Teachers looking for help in planning a summer program will find much of value in Fagan's contribution. It is longer than the usual article but well merits the additional space. —EDITOR

have more equipment available for their use than those in the low group.

7. Eleven per cent more of the instructors in the high group than in the low group keep the general public informed of their summer period activities.

8. Students in the superior group carry a larger number of supervised farming projects than those in the low group.

9. Twenty per cent more of the instructors in the high group than in the low group make on-the-farm visits to students during the summer.

10. Fifteen per cent more instructors in the high group than in the low group teach adult farmer classes.

11. Teachers in the high group send out more newsletters to keep students and parents informed of activities carried on during the summer than those in the low group.

12. The lower rated departments have less town boys enrolled in agriculture than those in the high group.

13. Forty-five per cent more of the instructors in the low group have advisory committees than those in the high group.

14. Instructors in the low group spend more time doing service activities for the community than do the instructors in the high group.

15. More Future Farmer Chapters in the low group than in the high group take summer camping trips.

16. Teachers in the low group spend an average of 17.9 more hours in on-farm visits to young farmers than those in the high group.

17. Teachers in the low group spend more time making out reports and answering correspondence than those in the high group.

18. Instructors in the high group spend five times as much time getting their department in good condition than do those in the low group.

Activities and Practices Emphasized by Instructors in the High Group

1. Instructors in the high group spend very little time on community service activities.
2. Instructors in the high group spend a large per cent of their time supervising the on-the-farm activities of students.
3. Superior instructors contact a large per cent of prospective students through personal calls to students and parents.
4. Instructors in the high group visit their students for an average of 3.5 visits per boy, with the largest number of visits to the freshmen students.
5. In the high group 97.5 per cent of the instructors visit their students during the summer months.
6. The Future Farmer Chapters in the high group held approximately five meetings during the summer vacation.

7. Instructors in the high group make extensive use of newspapers and the radio to keep the public informed of activities carried on in their departments.

Deficiencies—Activities and Practices Used Little or None by Either Group

1. Teachers in both groups show a deficiency in not submitting a report of their summer activities to school administrators and to the state department of education.

2. Departments in both groups have a high percentage of town boys enrolled who generally lack facilities for farming programs.

3. The instructors in both groups are lax in writing news articles of their summer activities.

4. Both groups are lax in sending out material to keep the boys and parents informed of the summer program.

5. State supervisors and school administrators are lax about requiring instructors to submit a preliminary plan of activities they plan to carry out during the summer and a report of accomplishments.

Recommendations for Improving the Summer Program of Work of Vocational Agriculture Instructors

The summer program of work in vocational agriculture is an excellent means of improving the present and prospective farmers. An effective program of summer period instruction helps justify the year-round employment of vocational agriculture teachers. Practically every state plan for the administration of vocational agricultural education provides for the employment of instructors for a twelve month period. Few, if any, state plans permit the vocational agriculture teacher to be absent from the job more than one month during the year.

The employment of teachers for twelve months is an innovation in most public school systems. Because of traditional practices, it is difficult to convince many people of the community that a teacher can be usefully employed during the summer months. Many school administrators and school board members doubt whether the summer accomplishment of the vocational agriculture instructor justifies the cost. Upon investigation one may find that the instructor has no definitely planned summer program. The teacher, rather than the policy of employment of twelve months, may be at fault. In the long run a year-round program must be justified upon its merits. Schools will not indefinitely pay salary and transportation costs of teachers during the summer months unless the accomplishments appear to them commensurate with the cost. The mere fact that such a policy is provided for in state and federal standards is not enough to enforce it. While the summer program of vocational agriculture instructors in western states is probably not inferior to any other area of the United States, some specific recommendations seem to be warranted in the light of deficiencies revealed in this study.

Planning a Summer Program of Work

This study appears to indicate that the best results are, in part, obtained by

the instructors' efforts to plan a well-rounded summer program of work. Even the best instructors can improve their effectiveness by giving more attention to their plan of work for the summer months.

The summer accomplishment of the vocational agriculture instructor will be determined largely by his vision of his job. In other words, if the teacher can see and plan for all the jobs he must accomplish during the summer, his work will be more effective.

Unless a fairly definite and reasonably well-thought-through plan for the summer is set up in writing, it is doubtful if the summer activities of the vocational agriculture instructor can function up to their possibilities. This is especially true of teachers with little experience. Unless the summer's work is planned with the thought in mind of putting into practice jobs discussed during the winter months, the value of the instruction is questionable.

Throughout the school year, instructors from time to time should make a note of things they expect to do next summer to improve the physical equipment of their department or to increase the effectiveness of their teaching. Unless written notes of such needs are made, many of them may be overlooked or forgotten, and as another year gets under way, the teacher finds himself confronted with the same deficiencies largely because he failed to include them in a written summer plan of work.

In order to develop a successful summer program of work the effective instructor of vocational agriculture should include the following:

1. Supervising the farming programs of each student.
2. Follow-up of young and adult farmer instruction and supervision.
3. Visit all parents of students of vocational agriculture.
4. Contact and visit all prospective students of agriculture.
5. Plan projects with new students prior to the opening of school.
6. Follow-up graduates to assist them with their problems.
7. Prepare an annual program of work and a teaching program for each class.
8. Coordinate program of work with County Extension Service and other state and federal agencies.

The following outline suggests a variety of jobs and activities which may be included in the summer program of teachers of vocational agriculture.

A. Activities and Program for the High School Classes.

1. Monthly and special F.F.A. chapter meetings
2. Regular supervisory visits
3. Parent and son meetings
4. F.F.A. subsidiary organizations
 - a. Livestock improvement
 - b. Crops and soils improvement
 - c. Junior cow testing association
 - d. Farm record association
 - e. Record flock association
5. Educational and recreational trips
6. Practice livestock selection
7. Fair exhibits — livestock, crops, shop, floats

8. Train judging and demonstration teams
9. Train teams for F.F.A. contests and initiations
10. Picnics and athletic events
11. Project tours

B. Young Farmer Class Activities

1. Regular supervisory visits
2. Regular monthly meetings
3. Advisory council meetings
4. Veterans meetings
5. Educational and recreational trips
6. Selection of livestock
7. Purchasing and reconditioning farm machinery

C. Adult Farmer Class Activities

1. Adult farmers evening school follow-up
2. Regular visits to farms
3. Advisory council meetings
4. Special meetings — feed conservation, weed control, DDT
5. Trip to experiment stations and state college
6. Selection of livestock and seed
7. Industrial trips
8. Picnics and social meetings with business groups

D. Possible Test Plots and Demonstrations

1. Crops—corn, oats, potatoes, forage, legume
2. Canning, processing, preserving and storage of food
3. Livestock feeding
4. Seed production
5. Commercial fertilizers
6. Soil conservation
7. Tree planting
8. Landscaping and home improvement
9. Weed killing (2-4-D)
10. Control of flies and insects with DDT
11. Vegetable garden
12. Poultry culling, caponizing, feeding and dipping
13. Sheep shearing and dipping
14. Machinery repair and adjustment
15. Drainage and ditching (use of dynamite)
16. Construction of buildings and equipment
17. Paints and painting of building and equipment
18. Clean plowing
19. Concrete
20. Tool and rope displays

E. Cooperative Activities

1. Meetings
 - a. Farm organization
 - b. Community or county show or fair
 - c. Junior organizations
 - d. Demonstrations
 - e. Service clubs
 - f. Committee
 - g. Rural day—community celebration
 - h. Cooperative—elevator, creamery, marketing, R.E.A.
 - i. Garden and flower clubs
 - j. Conservation
 - k. Dairy day
 - l. Breed association
 - m. Farm safety
2. Tours and trips
 - a. Farm tour
 - b. Farm trip to state college
 - c. Soil conservation
 - d. Irrigation tour

(Continued on Page 204)

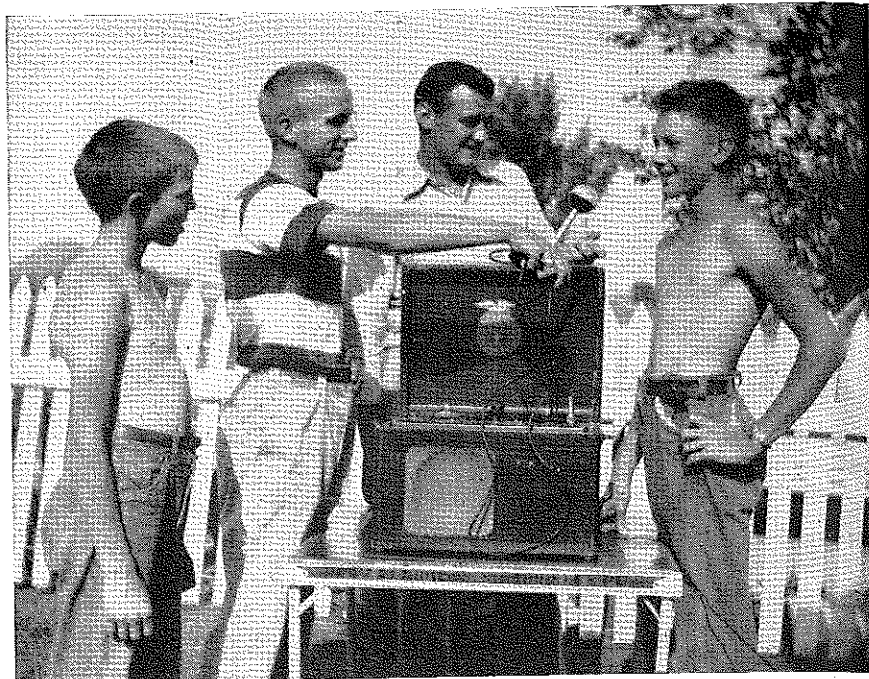
Our cover

THIS picture was taken at the ANNUAL SUMMER SALE OF THE ILLINOIS PUREBRED SHEEP BREEDERS ASSOCIATION. Sale was held in the Stock Judging Pavillion at the University of Illinois.

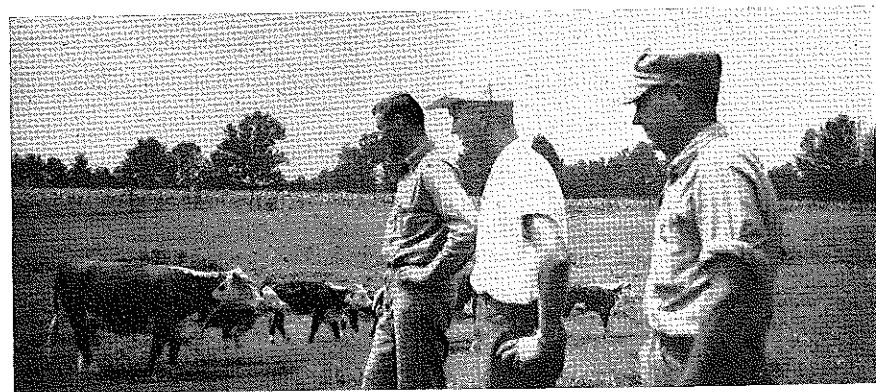
Maxine Meurlstt took the picture at the University for the *Effingham Daily News*. Reading left to right are: Paul Walker, teacher at Newton Community High School; Writing on pad is Ed Jaenke and at the controls of the tape recorder is Bill Fechtig, the two student teachers at Newton for summer training. On right at the selling-mike is Col. Hamilton James the auctioneer. He is a national livestock auctioneer whose home is in Illinois.

Other pictures on this page depict the varied activities of trainees during their training period last summer.

Details of the summer experience for prospective teachers were reported in the *Agricultural Education Magazine* 7:165; January, 1951.



Student teachers record radio program on the farm.



Student teachers identify community problems.

Summer program

(Continued from Page 203)

F. Services Activities

1. Assist in locating and securing seed and feed
2. Assist in testing soil and securing fertilizer
3. Assist in locating and securing livestock
4. Pruning and spraying—fruit, weeds, potatoes
5. Testing and treating seed
6. Testing milk and cream separator
7. Identifying and controlling insects, parasites, weeds, diseases
8. Farm records and management problems
9. Community planning
10. Farm surveys
11. Marketing and market information
12. Pest eradication
13. Livestock and poultry management
14. Wildlife conservation
15. Soil erosion control
16. Tree planting
17. Rations
18. Home improvement
19. Farm credit
20. Selecting paints and painting
21. Plans for buildings and equipment
22. Electrification

G. Pre-enrollment Contacts — High School, Young Farmer and Adult Farmer Classes

1. Personal visits
2. Newspapers, letters, bulletins
3. Rural school demonstrations
4. Entertainment of eighth grade graduates by F.F.A. chapter
5. Invitation to athletic and other school events

H. Program Planning and Department Improvement

1. Annual plans
 - a. Preparation of annual program of work
 - b. Organize survey information
 - c. Make complete records of present and former students
 - d. Prepare local and state reports
 - e. Correspondence
2. Courses
 - a. Revise courses of study and problems
 - b. Make detailed plans for young farmer and adult farmer classes
3. Equipment
 - a. Inventory and order needed supplies and equipment for shop and ag room
 - b. Build or reorganize chart filing case
 - c. Recondition tools and equipment

- d. Reorganize filing system
4. Classroom and shop
 - a. Suggest needed improvement in physical facilities
 - b. Revise or secure additional seeds samples and plant specimens
 - c. Plan remodeling or new buildings
5. Library
 - a. Inventory and order reference materials, bulletins, books and charts
 - b. Revise and supplement bulletin file

I. Professional Improvement

1. Attend
 - a. State conference
 - b. Called group conferences with instructors
 - c. Subject matter conference
 - d. Rural life meetings, organization meetings and conventions
 - e. Summer school session
2. Read professional books and magazines
3. Read new technical subject matter in agriculture
4. Arrange conferences with leaders on particular subjects
5. Review research studies in agriculture and in Agricultural Education
6. Renew membership in professional organizations, State Vocational Association, A.V.A.
7. Plan vacation

J. Publicity

1. Prepare
 - a. Regular and timely articles for local paper
 - b. Special articles for state and district papers and professional publications
 - c. Radio broadcasts and wire recordings
 - d. Department or F.F.A. news bulletins
 - e. Exhibits for fairs and celebrations and store windows

- f. Map showing location of students in the community
- g. Booklet explaining the vocational agriculture program
2. Use F.F.A. project markers
3. Install appropriate signs on test and demonstration plots
4. Take pictures of projects and activities
5. Make film strip of department activities
6. Write newsletters and personal letters
7. Systematically visit all former vocational agriculture students in the community
8. Schedule days for office calls
9. Develop wide personal acquaintance
10. Contact representatives of other agricultural agencies



Student teachers get first-hand acquaintance with farm veterans of the community.



Student teachers interview a prospective student and parents.

K. Other Undertakings

1. Judge at fairs and shows
2. Assist in organizing fairs and shows
3. Assist in organizing other community activities
4. Work cooperatively with other agencies
5. Assist in cooperative service activities

All of these points would not be considered by each instructor of vocational agriculture because he should first consider the needs of his individual department. A well-planned program will serve as a check on the program and will show up points that need to be strengthened. Furthermore, the instructor can better determine the different groups of people he must work with, and make more efficient use of time and travel. Some instructors report favorably upon the use of a schedule in arranging meetings, farm visits with students, and planning for other activities and undertakings.

The Supervised Farming Program During the Summer

The supervised farming program of the high school, young farmer, and adult farmer class members is the major responsibility of the instructor of vocational agriculture during the summer months. The results secured from the supervised farming program are the best measure of the value of the agriculture department in the school. There is

culture. It may have much to do with the number of boys carried over from the first year to the second, and from the second to the third, etc. The supervision of farming programs constitutes the chief, if not the only, justification of year-round employment of the vocational agriculture instructor.

Reporting Activities of the Summer Program of Work

The problem of finding a method for reporting of activities carried on by the instructor of vocational agriculture is a big one in all states. The instructors themselves ask "How much and how should I report to the school and community and the state department on the activities that I carry out during the summer and how should it be done?" The state supervisors ask, "Will it be just another form to fill out?" "Will it make for a better summer program?" and "Will the answers be accurate?"

The variations in the types of farming in different areas and states, facilities for teaching, and farming make it difficult to devise a form that will work for departments in all states. State supervisors, school administrators, instructors of vocational agriculture and advisory groups should set up objectives and ways and means for the summer program of work.

The instructor should check monthly to see what progress is being made. This will reveal any weakness in the summer program, and enable him to make corrections.

In order to arrive at a report which will cover the summer activities of the instructor of vocational agriculture, a suggested form is given on pages 70 and 71 of the Appendix in the thesis.

The Elma F.F.A. Chapter (Washington) was the scene of a meeting concerning a new idea for farm youth in conservation work. Among those present were the Chairman of Agricultural Committee of the Washington State Bankers Association, and Oakville and Elma F.F.A. members.

Industry begins with "I" and ends with "try."

Administration and Supervision

W. A. SMITH, Teacher Education, Cornell University



W. A. Smith

A CONSIDERABLE body of study and investigation has been made and reported concerning administration and supervision in agricultural education. Reference to the *Summaries of Studies in Agricultural Education*¹ bears out this statement. In the five editions of the summaries published to date a total of 248 studies have been reported.

The studies in this general field of investigation have been classified under the headings of Establishment and Maintenance of Departments of Vocational Agriculture; Finance; Organization and Personnel; Programs, Policies and Plans; Promotion; Tenure of Personnel; and Supervision—District and State. The emphasis among these various categories is indicated by the following frequency with which investigations have been reported for each—63, 22, 21, 81, 15, 19, and 27.

Establishment and Maintenance of Departments

It is natural, and also commendable, that in such a comparatively new and growing program in education as vocational agriculture there has been so much attention given to problems of locating and establishing departments in schools. The earliest study² of this kind reported in the *Summaries of Studies* was that by Jack Weaver, Supervisor in New York, in which he examined in 1920 the factors affecting location of departments within a county area. Another early study³ of similar kind conducted in 1922, examined the conditions within a specific school community as a basis for locating a vocational agriculture department in that school. Coggin⁴ and Wiseman⁵ were among the earlier investigators to arrive at criteria on a state basis for establishing departments. During the period as a whole for which reports of studies have been recorded there has been a total of 37 investigations of this problem. A variety of means in arriving at criteria of location have been used. These include—comparison of existing school and community conditions with standards assumed to be valid; comparison of characteristics of situations in which departments were dropped with those situations in which departments were judged to be successful and which continued; examination of the relation of such factors as soil conditions, cropping practices, available human and economic resources, and opportunities for establishment in farming to success of a department; use of opinions of school and community leaders; the causes for weakness and failure of departments.

One study dealing with establishment

of departments was concerned with needs among Negro high schools of Maryland⁶ and another had reference to establishment in city school systems.⁷

Studies of the facilities of departments as one phase of maintaining departments have been reported in nine instances. One of the earliest of these was Howard's⁸ study of the value of laboratory apparatus in 1931. Others in this category have examined the organization and arrangement of physical facilities, surveyed the extent of equipment and teaching facilities in departments, sought to devise methods of estimating equipment needs, developed recommendations for departments of varying size, and arrived at recommendations for buildings to house vocational agriculture departments. Studies completed since the listing found in the most recent published summary of studies and those

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.

known to be underway indicate that the problem of facilities for vocational agriculture is far from being solved. One of the more recent of these is the study by Kunsela⁹ in which all phases of classroom environment were examined.

Two aspects of the general area of establishment and maintenance which seemed to merit attention early in the program were the questions of combining the duties of principal and teacher of agriculture in a single individual and the employment of one teacher to serve more than a single school. The fact that only three studies dealing with such combinations have been reported may be indicative of a trend toward infrequency of such problems.

Financing Vocational Agriculture

Since the earliest reported study having to do primarily with financing vocational agriculture there have been classified twenty-two such studies. Among the earliest of these there are three concerned with policies and practices in the distribution of Federal Aid. Lathrop's study¹⁰ was the first of these in 1922, and it became the basis for Federal Board Bulletin No. 84. The major emphasis on financing is found in studies having to do with various aspects of cost of instruction in vocational agriculture. Eight investigations examine this problem in terms of variations in tax base, variations in budget requirements among schools, changes in costs over a period of time, comparison with costs

in non-vocational classes, and the more specific item of travel and expense account allowances. A basis for a salary schedule for teachers was proposed in one study.¹¹ Another¹² used a jury procedure of developing a plan for a state program of area vocational schools, a part of which plan gave consideration to financing the program. One study¹³ of interest for its historical value and as a basis for comparison with the present included the cost of training and supervising teachers during the period 1918-27.

Organization and Personnel

The various publications of summaries of studies list a total of 21 studies under the heading of organization and personnel. Because of the rather obvious extent of overlapping with other areas of classification only those which seem most closely related to problems of organization are reviewed here.

The organization of particular state programs has been studied in three states. The earliest of these was in 1925 by Laughlin¹⁴ for the state of Oregon. None has been reported within the past

ten years. Advisory boards or councils have been the subject of investigation in eight studies, all within the last decade. This might well be considered as a fertile field for additional research since it seems fair to say that previous studies have been largely exploratory in nature. Another area of development for which the trends of the times may produce need for further study is the organization of multiple teacher departments. Only one study¹⁵ has been reported and it was completed over ten years ago.

A considerable amount of attention in the field of organization and personnel, as reviewed here, has been in the ever-present problem of use and distribution of the teacher's time. Even so, only seven studies are included. Since each seems to come up with a picture of existing conditions without establishing any clear-cut remedy for the over-worked teacher the problem still awaits research as to what the teacher's load should be.

Programs, Policies and Plans

Included in the total of 81 studies classified in the summaries as dealing with programs, policies and plans there are a number which have received a dual classification, not only within the general area of Administration and Supervision but among such categories as Adult Education, Future Farmers of America, Supervised Farming, and several other items of the index of studies. The review made here attempts to disregard those which seem more closely identified in other categories. It is quite

possible that the decision has not been well made.

Seventeen studies have been reported tracing the history and development of programs of vocational agriculture, primarily on a state basis. Nine states and one territory are included. In two cases this was done on a county basis in the same state. Closely related to this subject of study there have been twelve reports of investigations seeking to evaluate programs and to establish trends. Four of these have used the community as a geographic and social base for planning. Closely allied to the historical and evaluation types of studies are three which compare programs among states using State Plans as a source of evidence.

Changes in agriculture, other economic factors, social activities and population trends have been used as bases for change and development of programs at both the local community and state levels in a total of seven studies. One of these¹⁶ was limited to meeting the needs of Latin-Americans in an area where they constituted a large segment of the population. School consolidation¹⁷ and the Intermediate Unit¹⁸ of school administration served in two studies as the focal points for planning programs.

There have been six investigations which sought to examine relationship between vocational agriculture and other programs in states, local communities and schools. The other programs included those of the 4-H Club Work,¹⁹ County Agricultural Agent,²⁰ Agricultural Extension Service,²¹ Practical Arts²² and Home Economics,²³ the latter two being in the schools. None of these studies of relationships are among the more recent investigations in agricultural education. Does this mean that problems of relationship have improved to the point that further study is less needed?

Supervision

Twenty-seven studies have been classified under the heading of Supervision, including both district and state. In preparing this review, it has been discovered that a few of these studies have been pointed more in the direction of other phases of the general area being reported. Consequently they have been referred to elsewhere in this article. On the other hand, a few studies of significance for supervision have been noted in the summary reports which are not indexed under that heading. It is known that a considerable amount of research attention is now being given to the field of supervision in vocational agriculture. Lack of time has prevented including any reference to such studies in this review. In both the North Atlantic and the North Central Regions concerted efforts to examine supervisory programs are underway.

One of the earliest and most complete studies of supervision at the State level was that made by Field²⁴ in 1929. Six other studies have been made at intervals from 1927 to 1949 beginning with Clements²⁵ study of supervisory responsibilities. The latest reported was by Eubanks²⁶ who was concerned with the functions of supervisors, both State and

district or area. Another early study,²⁷ 1927, dealt with what was then looked upon as the "inspectional" duties of the state supervisor.

District and area supervision has had almost as much attention as that of the state officer. The six studies reported have come largely from those state programs in which area supervision is provided, notably in Pennsylvania. Piels²⁸ made his study for certain states in the Southern Region.

One approach to the responsibilities of supervision is found in five studies which deal with evaluation of instruction as a means of determining needs for supervision. This approach characterized early studies. Record forms for supervision were examined in two studies. Another²⁹ was limited to the single supervisory function of placement of teachers. Two studies dealing with itinerant teacher training and the in-service preparation of teachers are included under the heading of supervision because of the close association of function.

Promotion

Among the fifteen studies included in the index of studies under the heading of promotion, the major attention has been given to publicity activities and means used in the local department. Means most frequently referred to have been the press, parent education activities, fairs, and demonstrations. County organizations of teachers as a means of promoting programs has been studied but in no case does there seem to have been any examination of promotion for vocational agriculture on a state wide or larger area basis. No doubt many of the studies dealing with promotion have been concerned with the F.F.A. as a means of promotion and have been classified under the F.F.A. heading rather than under the heading being reviewed here.

Tenure of Personnel

The tenure of personnel in agricultural education has been examined in 19 separate studies in which the focus of study varied among the following: relation of tenure to pre-employment records and to a combination of pre-employment record and salary; the extent to which men trained for teaching tend to enter the profession; to determine the tenure status among teachers; comparison of tenure of teachers agriculture with that of other school personnel; reasons for leaving teaching and to what other occupations they go; the professional improvement status of those who remain in teaching and the relationship of such status to professional advancement; and the tenure of teachers generally in rural schools. It is obvious that the number of studies of any one of these separate approaches is small. It may well be that some repeat investigations are in order. About half of the nineteen studies were confined largely to ascertaining tenure status.

Summary Statement

Perhaps it is not amiss to add a final word to this review in the form of recommendations. First it appears highly

desirable that those contemplating future research become familiar with what has been accomplished, how recently the work was done, how applicable the results are for current and future conditions, what methods have been used and what gaps need to be filled in our present knowledge. Second, much of our research deals with current status, tells us what is or was, but does not project very far into the future. We need research which establishes standards that are valid for future action. This is difficult to accomplish in any social science but the challenge confronts us if we are to increase the quality of our research.

Apology is hereby extended for the brevity and selection of citations which follow. The few selected are not singled out because of any special merit but merely because in this review they happened to be referred to alone. It is expected that this brief review may be useful when used in conjunction with the several published summaries of studies in agricultural education upon which the review has of necessity been based. Time did not permit reference to the numerous reports of investigations to be found in the *Agricultural Education Magazine*.

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(Continued on Page 212)

Watseka's agriculture council*

Plans adult program to meet community needs

ROBERT C. GRANT, Principal, Watseka Community High School, Illinois

DUE to the cooperative efforts of the members in our agriculture council which has been operating nearly four years, the adult program in agriculture has assumed a position of vital interest and value to the people living in the areas served by the Watseka Community High School. During the council's first year of work it, for the most part, determined the program of study in the various agriculture adult classes without consulting the people who attended, in finding out what they were interested in studying. Through private interviews and questionnaires the council worked towards the idea that more value would come from a program which devoted its time to problems that were of interest to the group. This policy we think is fundamental to an adult program if it is expected to grow in importance and value year after year.

At the final meeting of the adult agriculture school last year, a questionnaire was circulated among the members who were in attendance. The results were carefully studied by the council in evaluating the program which had just been completed, and they also used it for a basis of preparing a program of study for the 1951-52 school year.

There are twelve members on the council, not including the agriculture teacher, and he serves without voting power. The council was divided into four committees, each meeting two times with the agriculture teacher during the spring or summer to plan a program of study for the four areas that were checked most frequently on the questionnaire referred to above.

Councils Join for Pot-Luck Dinner

Soon after school started last fall, the council members and their wives, along with the homemaking council members, met at the high school and enjoyed a pot luck dinner. After the pot luck dinner the council met in a general session. The four different committees presented to the council their proposed programs of study for the four classes. The members discussed each program, making changes where they thought improvements could be made. Policies regarding the adult program were also discussed and revised. Also at this meeting each member of the council was given a list of persons interested in farming for the purpose of systematically enrolling people in the four classes. It is the opinion of the council that the enrollment plan will tend to stabilize the number attending the four classes. Of course, publicity will be put in the local papers about the adult program making it clear that any one interested may attend.

It is apparent that our adult program in agriculture has not just automatically happened. Its success, I think, can be

* From *Illinois Vocational Progress*, 9:34, 50, November, 1951.

attributed to several factors. In the first place, the agriculture teacher wanted the council. He is a good leader and has worked untiringly and tactfully with it. The Board of Education has supported it. The members of the council have not attempted to perpetuate themselves or their ideas in electing new members. Good members have been elected to the council who are representative of the people interested in farming. Age, area, parents, non-parents, tenants, non-tenants, land owners, G. I., and non-G. I., were factors considered in electing members. The council made wise choices in elect-

ing its officers. Observing the increased number of women that attended last year, I would not be surprised to see a woman on the council in a few years.

The council members realize that they are in a position to render valuable service to the agriculture teacher in planning the high school and young farmers program. However, their main interest and most of their efforts have been directed towards the adult evening classes in agriculture. Up to this date they have not extended their thinking into the G. I. agriculture program.

The council exerts every effort in trying to make all who attend the night meetings feel as if they are having a part in establishing policies and choosing the areas of study. Members on the council give unselfishly of their time to council activities and cooperating well with the other members on the council.

Meeting individual needs and The needs of a democratic society*

R. C. S. SUTLIFF, Supervisor, New York

IN 1947 the U. S. Office of Education, at a meeting in Chicago, became concerned with the Prosser Resolution and, as a result, in a National Life Adjustment Educational Program. In New York State leaders in the Education Department of whom A. K. Getman was one and the Board of Regents with Vice-Chancellor Edward Eastman as the prime motivator, became interested and launched a program entitled, "The State Wide Program of Readjustment of Secondary Education."

The purpose of this program is "To give to every pupil a program of education suited to his interests, needs and ambitions and to the needs of a democratic society."

It is helpful to think of the activities of human beings as dealing with (a) the specialized duties of a vocation and (b) the unspecialized duties in such fields as citizenship, mental and physical health, home and family living, recreation, association, communication and religion.

Readjustment in secondary education means giving each pupil what he wants, what he needs, what he likes and what he is able to do. It recognizes individual differences and the content of teaching must be geared to what he will use proceeding from the specific to the abstract and not vice versa.

In our agricultural departments that same purpose has long been ours. Let us not be complacent, however, and think that our job is being so well done that we need not give attention to this vast movement which is engaging the thoughts of lay people and teachers and school officials on whose shoulders rests the responsibility for guiding our educational program.

* From an address delivered before the annual New York State Conference of Vocational Agriculture Teachers.

Here are some facts taken from the recent study by the Rural Council of Education.

Before the war, of each one thousand pupils in grade five, 770 entered high school, 417 graduated, 146 entered college and 72 were graduated. About 50 per cent of the pupils entering grade 9 are graduated from high school with the holding power ranging from 90 per cent in some suburban communities to 30 per cent in other areas.

In rural communities only about 35 per cent of pupils entering the 9th grade graduated from high school. That is a sad commentary on the educational programs in our rural communities. I hope this percentage would not hold true if we surveyed the enrollment in our agricultural departments. I think we should find out and I think each one should make a study to determine the holding power in his department.

The Regents have appointed two committees of 21 members each: one composed of professional staff members drawn from superintendents, principals and teachers with one representative from agriculture and one each from home economics, industry and commerce.

The second is a lay committee made up of prominent men and women representing state-wide organizations.

These committees have prepared a joint report which follows:

Report of Committees What Should the People Expect of Their High Schools?

THE people have a right to expect that their high schools will SUCCEED with ALL of the children. The people believe so firmly in their schools as instruments for developing in children and youth the enlightenment, the resourcefulness and the loyalty upon which democracy is dependent that they have

provided by law for high schools to be maintained for all youth and have required that all shall attend to a minimum age. They have a right to expect that ALL children, whom they have thus required to attend, will succeed to the extent of their abilities in the achievement of worthy goals which are significant to them, to their families and to their democratic society. The people have a right to expect those whom they have chosen to conduct their high schools to reappraise their traditional objectives and practices in the light of their primary obligation to succeed with ALL of the children.

Since state laws and employment practices tend increasingly to make the completion of high school a practicable minimum qualification for any vocation, the people have a right to expect that their children will not be prevented from being graduated as a result of a limited conception of the role of the high school, when the resourcefulness of teachers and the facilities which the community and state can provide might possibly enable them to finish. The people have a right to expect also that better qualified teachers, more extensive research and the expanded facilities, which are being made available, will result in more thorough and effective education for their children. They should expect that all will be better citizens, better parents and better human beings, and that in the varied callings in which their interests, talents and training may fit them to serve, they will be better workers than they could have been except for better schools.

The people have a right to expect the high schools to adjust their teachings to the wide variability of human beings in talents, in tastes and in ideas of what constitutes success. They may well expect teachers to regard variation among children as a fortunate circumstance for society, rather than an embarrassment for the school, and actually make the most of individual differences. The people may well choose to judge high schools by their efforts to do the best they can by each child during the time that he or she may spend in school. Parents have a right to expect teachers to regard children as individuals and to strive to understand their hopes and their needs. They should expect teachers to counsel with children and their parents with professional skill for the achievement of goals which will be attainable and satisfying.

The people should understand furthermore that the realization of their expectations may require the reconsideration of some of their traditional ideas about what their high schools should do for children, and what they should cost. They should know that the more general acceptance of counseling services for both children and parents will be necessary, that a greater diversity of subjects and methods of teaching must be provided, and that the standards of judging success must become more flexible. They must know also that the activities of their school must be broadened and vitalized to challenge the social, civic, vocational and recreational in-

terests of all, and that opportunity must be provided for all to participate in them. Finally, the people should regard their schools as augmenting rather than displacing their homes and their churches in preparing youth for the responsibilities of living. They should realize that means must be devised for more effective cooperation between the people and those responsible for education in understanding and meeting the needs of all of the children.

(End of Report)

What are we to do to meet this challenge? Some general suggestions include:

Gearing the content of instruction to the individual needs of youth from the standpoint of practical experience opportunities and the learning capacity of the student.

Undertaking a cooperative work-study program intended to take advantage of the state-wide effort to use one-half day for juniors and seniors for work under supervision.

Setting up special units of instruction of less than two units of credit intended to serve the immediate needs of special groups.

Providing more effective guidance service at the school level for young adults in helping with adjustment problems and establishing training units for "on-the-job" training supplemented by school attendance during winter months.

Checking Up on Ourselves

To make suggestions which are somewhat more specific, let us each evaluate our specific programs to see if we really are giving pupils in agriculture, education suited to their needs, interests and abilities and to the needs of a democratic society.

One of the regulations of the Commissioner of Education is that an Advisory Board should be appointed to serve each high school department of agriculture. With these advisory boards and with the local school officials, let's consider these questions:

1. Do we guide pupils in developing farming programs which are appropriate to the farm business with which they are associated? Are these pupil farming programs of sufficient scope to provide a real challenge to the pupil and constitute a source of problems which the pupil should study? Should we not develop with our pupils a greater interest and share in the total farm business? In some cases this share of management and ownership might well take the place of pupil owned projects.

2. Do our courses of study deal with jobs and programs which pupils encounter on their home farms? Are these courses of study developed with the help of pupils, parents and members of our advisory board?

3. Does our teaching result in each pupil developing a specific plan of action for doing the job studied, and do we properly follow up these plans to see that they are put into action?

4. Do we cooperate with other teachers in the school system in which we

are working and correlate our teaching to help meet the objectives and purposes in other subjects such as written and oral expression, science, math, etc.?

5. Do we select and guide into agriculture, through courses in pre-vocational agriculture, those pupils who should take vocational agriculture and provide other appropriate courses for pupils who have an interest in agriculture but who are not interested in a vocational program? Such a program might include courses in General Agriculture and Rural Life, a cooperative work experience course for juniors and seniors, and short unit courses to meet the needs of pupils who do not plan to finish high school.

6. Do we urge and cooperate with school officials and boards of education in promoting adequate space, and tools and equipment so that a good program may be developed? Some schools are building and some are planning to build, but by the time the new building is ready it will be too late for many pupils.

7. Have we developed strong chapters of Future Farmers of America? Are we developing through the medium of this organization an active program of work, strong leadership and active participation by its members including participation in the many F.F.A. contests available and participation in the State F.F.A. Camp?

8. Have we developed a program of service for young men out-of-school on farms—a program geared to their needs and interests in becoming established in farming and in the democratic society in which they operate?

An evaluation of programs against these questions will be quite enlightening. Such an evaluation will help to set some new objectives and the high school department of agriculture can contribute much toward this readjustment program.

No teacher in the school system has a better opportunity to contribute toward the objective of giving to every pupil a program of education suited to his interests, needs and abilities and to the needs of a democratic society.

Veterans' achievement

One measure of the achievement of World War II veterans who were granted admission to colleges on the basis of achievement on General Educational Development tests was made recently at Kansas State Teachers College, Pittsburg. It showed that although the group of 71 veterans who completed at least one semester of college work there did not show as high scholastic achievement as did high-school graduates, their achievement was sufficiently high, in the opinion of the admissions committee, to warrant a continuance of the policy as one criterion of college aptitude. They succeeded equally well in all departments of the college, and the marks assumed a relatively normal distribution.—Edward C. Roerber in *Educational Research Bulletin*.

If you find your work easy, watch out!



The family social-hour is an important part of the program.

Increasing service to the community

(Continued from Page 196)

the couples began keeping farm accounts as a result of instruction in Farm and Home Planning. These accounts were later used to help compute income tax returns.

The Nature of the Class Meetings

A typical meeting starts off with a short business session conducted by the officers for the purpose of planning details of the next meeting such as place, lunch committee, recreation, etc. This is followed by about 90 minutes of instruction, which in turn is followed by the lunch. While wives are preparing lunch, the men often play euchre or just visit.

The group meets every week (or every other week) through the winter months with one meeting each month held in the homes on a rotation basis. As was stated before, the group meets the year-around. This came about naturally as a result of a discussion in the spring of the first year. It was evident that weekly meetings through the heavy work season were going to be a problem. However it was decided that monthly recreational meetings should be held to "hold the group together" for another year. These summer meetings are centered around such activities as weiner roasts, picnics, softball games (both men and women play), grass days, county fairs, Detroit Zoo, Detroit Tigers' Game, fishing trip, and others.

One question that is often asked by colleagues is, "What do these young people do with their children?" The couples were encouraged from the start to bring their children to all meetings. The writer did this by bringing his wife and two small sons along. The children make a little noise at times but not enough to interfere seriously with the business meetings or instruction. It is difficult for both the young father and mother to attend a series of meetings unless they can include the children.

The Second-Year Instructional Program

The instructional program for the second year centered around, "Remodeling the Farm Home" and "Landscaping the Farm Home." Visual aids and field

trips were used extensively. Most of the meetings were held in the homes to give the members an opportunity to know each others' problems and to give on-the-spot suggestions for improvement. Each couple drew up plans on paper for proposed changes. These were projected on an opaque projector for the group to review and make suggestions. It was found that with the husband and wife working together it was no problem to get them to do the necessary "home work" such as measuring distance between buildings, finding placement of existing trees, and getting plans down on paper. Much credit is due the wives here. Some of the husbands jokingly told the writer that their wives said, "We must get the information together for the next meeting that Charlie asked for or we won't get as much out of the meeting." It should be explained here that every effort was made by the instructor to become one of the group and to break down all formality of a teacher-pupil relationship. Everyone is known and called by his or her first name. The writer's plans and home were used the same as any other member of the group. A field trip was taken to the Home Demonstration House at Michigan State College, movies, film strips, plan books, bulletins, magazines, and other aids were used.

The Third-Year Instructional Program

The instruction for the third year, 1950-51, started off in the fall with meetings on farm law and farm in-

surance. Resource persons were used at these meetings. Weekly meetings were held through January, February, and March on Dairy Production. The writer was doubtful as to the suitability of this topic for joint meetings of husbands and wives. However, the wives insisted that they were just as interested in improving the herd as their husbands; time proved that they were. Much of the information on nutrition of dairy animals, for example, is closely related to nutritional problems of the growing child. Families whose herds were not on D.H.I.A. work brought in their milk to the high school laboratory and tested it there. Thus production data were at hand for each herd to be used for computing rations, etc. A field trip was taken to visit a young farmer in another community who has built a "Michigan Pole Barn." This is a lounge type barn allowing the cattle to run out of doors the year-around. Labor saving devices in the milking parlor and the self feeding of hay were of much interest to the group.

Teacher Satisfactions from Young Farmer Classes

The reader can readily see that a great deal of enjoyment and satisfaction can be had by working with a live group of young married couples. The social, human interest phase has played an important part in keeping the group together. Sometimes perhaps we do not appreciate the importance of as simple a thing as a light lunch at the end of a meeting to leave each person with a desire to come again. It is here that they really loosen up and become acquainted. The members have come to speak of the group as, "The Club," or "The Conway-Locke Young Farmers Club." (Conway and Locke are Townships.) Officers are elected each year and an instructional committee is appointed to work on suggestions to be approved by the group. This tends to insure that they will continue from year to year even with a change of instructors.

The average age of these young farmers three years ago was 22 years. The present average is 26 years. The increase of four years in three years is due to the average age of new members being above that of the original five



A student teacher obtains experience in working with a group.

couples. These people have progressed both in age and establishment to where they really are adult farmers. Of the fifteen couples, ten are owners, three are tenants and two are in partnership. Five homes have been, or are being remodeled. Several others have installed running water (house and barn), bathrooms, and have made kitchen improvements.

It is interesting to note the increase of the young farmers of the future. The original five couples had four children. The fifteen couples now have twenty-six boys and girls, all under six years of age.

Good Educational Practices for Young Farmer Classes

Several key points to the success of this married young farmers organization are worth summarizing: The members had a desire to belong to an organized group. Former F.F.A. and F.H.A. leaders enjoy being leaders of an organization again. The instructor has become a member of the group rather than a dominating force that when withdrawn leaves them leaderless. The social phase of the program has served as a bonding agent and as a morale booster to the group. Neighborliness enjoyed at threshing time of by-gone days has been revived. Couples enjoy going to the homes of others. The meetings are held the year around. The social and instructional program is active and self-directed. Some big event is planned for the future such as a Valentine Party (box social and square dance), Christmas Parties, Halloween, and Hard-Time Parties. A benefit party was held for one young couple when the wife contracted Polio. The area served is small and the percentage of people living in the area that attend is very high. The meetings are held in a community hall and homes of the group and are therefore not a "dress-up" affair to an extent that might discourage some from attending. Last, but perhaps most important of all, both young men and young women take part in joint activity with attention given to the children at the meetings. ●

BOOK REVIEWS

PRINCIPLES OF MILK PRODUCTION, by William Barbour Nevens, pp. 443, illustrated, published McGraw-Hill Book Company, list price \$5.00. An introductory text presenting in a lucid manner the principles which serve as guides in the establishment and day-to-day management of a profitable milk production enterprise. Selection, feeding, breeding, and management of dairy cattle; production records; feed crops; economic problems in dairy farm management; factors affecting milk secretion; the designing of barns and milk houses; and marketing of dairy products from the farm are the areas given basic consideration. Recent advances in the field of methods of soil management, the value of hay in the feeding of dairy cattle, the design and use of dairy barns and milk houses, artificial insemination, the processes of milk secretion and the role of minerals and vitamins in nutri-

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leave the school in order to start living. They have been living.

Let us be clear now. We are concerned with what children should learn and of where the objectives of curriculum should, in many instances, arise. Let me tell you, by way of being specific, what we are going to try to do in our own community. When I went to the community of Walker, about one and a half years ago, it seemed to me that all the problems of all communities were there rolled into one. I did the only thing I know how to do—I yelled for help. I asked five of the states top educators to meet with me and to tell me how we could more adequately meet the needs of our community. What were some of those problems?

Walker is the county seat of Cass County, Minnesota. It is located on the western boundary of the Superior National Forest in the so called cut over timber land. The town and country side are natural habitat for summer resorts. Only 35 per cent of our school district is available for taxation purposes. The rest of the property belongs to the Federal or State governments or is Indian allotment land. The Superior National Forest is constantly expanding and taking more land off the tax rolls. More land is becoming tax forfeited. More than 10,000 acres of land have become tax forfeited since 1947. The Federal lands and Indian lands are available to whites on a lease base, which means more roads to be built and more children to be educated. Yet, they pay no taxes.

The whole country seems to be rolling in wealth. Yet, Cass County isn't—more than \$750,000 a year is spent in our county alone in welfare. On top of all this we have at the school, certain prob-

tion are fully covered. Suggested supplementary readings and questions for review follow each chapter. —APD

* * * *

AGRICULTURAL MARKETING, by Frederick Lundy Thomsen, pp. 483, illustrated, published by McGraw-Hill Book Company, list price \$6.00. This analytical as well as descriptive treatment of the subject is designed for beginners in the study of marketing. Introductory and summary paragraphs accompany each chapter. The text opens with an illustrated description of consumers of farm products and of the locational and seasonal aspects of agricultural production. This is followed by an examination of the marketing system. Recent developments such as prepackaging, freezing, air transport, motion and time economy are fully treated. Special attention is given to the pricing mechanism and marketing margins and costs. More than a third of the book is devoted to a well organized evaluation of weaknesses in the marketing system and alternative methods of dealing with them. This publication should prove helpful to teachers in the field of agricultural education. —APD

lems. We have been unable to get the Indian to see the benefit to him of attending school past the age of 16. During the past ten years we have graduated only 10 Indian children and it happens that all of them have been girls. Why? What is wrong? That is the question that haunts me. On top of those mentioned, we have the usual problems that attend any school—the maladjustment of school curriculum to students wants—the apathy of students—the traditional subjects and curriculum—and all the other ills to which the schools are subjected. To me this picture constitutes a major sociological and educational problem that we want to do something about. These five educators met and decided that they didn't have enough information about the subject—that any change to meet community needs had to be preceded by study of the community in order to determine those needs—they are proceeding on the theory that you can't cure an ailment unless you can diagnose the disease correctly. They are advocating a complete study of every facet of community life. Only in that way can something be done about them. Only by that method can we expect that our conclusions will be anymore than guess work. If you were to stand on a high mountain and look down on a community you would get one picture. If you were to live among the people of that community you would get another. When you study that community you get another picture.

Problems Are Community-Centered

What type of information will be needed? In the first place you can't consider the school separate from the community. You can't say we will study the school and then determine school action. That can't be done. The total community must be studied. School procedure must be worked out only as it relates to the total problem. That is why the group decided to tackle the whole problem before doing anything about the school. The Indian problem is just one of our problems—the welfare problem is just one of our problems. The school situation is just one of the problems. In a real situation we must not study as we do in school. In school we study a group of unrelated facts. In attacking a real life problem you must know the total problem and study it accordingly. We must study the economic life of the populous, the culture, the religions, the sociological, the educational, and all phases of society.

In studying the economic life of the community we must know the income levels of people in that community—we must know the jobs, skilled and unskilled, that are available—the total payrolls of all business—the base upon which the economic life of the community goes on—we must know the physical resources of the community, the demograph, the agricultural picture—the forestry outlook and the resorting trade which forms a large part of our business activity. We would need to take a look at the social life of the community—the clique and the prejudices—the church affiliations and attendance—

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The community is your laboratory

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as well as all institutional framework and patterns.

We would want to study the people in a political sense, their affiliations or lack of affiliations. The number of people who vote and the number who don't. We will need to look closely at the schools—into the limitations imposed on the graduates—the jobs they get or do not get. We would need to know where they go for jobs. We will need to trace our graduates back to find deficiencies in their training and to get their ideas on what best could be done. We would want to know what barriers exist between the school and community—there are barriers in every community. We would want to know the activities of various groups in the community that affect education. The county agent for instance and any other farm group—the forestry service in our area—the department of conservation and any other organization that might be carrying on a program that would bear on the total picture. We would want to know the racial barriers that arise—the opinions of school board members, of teachers, of leader groups.

After all this information had been collected and assembled in an understandable manner then and only then will we have the knowledge necessary in order to carry on such a program as school adjustment to community needs. This will not be the only study of this nature that has been made. Many have been made and many are being contemplated.

Role of School in Social System

With that information collected, phase I of the program will be over with. The usefulness of that information will now depend on our concept of the role of a school in the social system. Is it an instrument of social improvement? Or is social betterment—which is the end product of education, to be left to other agencies—or to the vagaries of time and conscious neglect? Education can make a better world if teachers teach in such a way that a better world is a conscious objective. These objectives should become apparent once a complete knowledge of a community is gained. The needs stare at you and dare you to ignore them. We might ignore them at the present moment because we are too busy teaching to see them—but once you see them your conscience will keep you too busy to avoid them. Be careful not to decide objectives first—to anticipate needs first—to tinker with adjustment first. Saturate your mind with all the details concerning your community—then do your adjusting. The real criminals of this country are those individuals who run our country, or run our industry, or run our economic life whose minds are devoid of the facts of the needs of the people of this country. The real laggards in the educational world are those whose minds and hearts are devoid of the facts of the needs of youth—who refuse to see that facts should speak louder than unsupported

On-farm instruction in vocational agriculture

D. W. PARSONS, West Virginia University



D. W. Parsons

I BELIEVE all vo-ag teachers, supervisors, and teacher-trainers will agree that the boy's home farm program is the real keystone in the boy's learning situation. It is also the phase of the teaching that makes vocational agriculture distinctive as a teaching

procedure. This home program cannot be organized and developed and the necessary individual teaching for carrying on the program cannot be done without effective on-farm instruction. The right kind of supervised practice or home program will not be developed and carried through by remote control.

What are some reasons for working with the boy on his home farm? Unless the teacher knows the boy's farming situation and has the confidence and support of his parents, a home program that fits the boy and the farm will not be organized nor will it expand and develop. Neither will the boy have a financial interest in and management of the program without much personal work with the parents. Another reason for on-farm instruction is the need for some "Mark Hopkins" type of education. Classroom teaching does not really take until actually carried out in use. Attitudes toward better farming methods are the results of the successful use of these methods in actual farming. The vo-ag teacher will need to help the boy in using the new practices, in learning the new skills in farming, in keeping accurate records, and in growing in his ability to manage his farming operation. These things can be done only on the

opinion of the rightness or wrongness of an action.

Many teachers have caught a glimpse of the worlds to conquer and minds to shape in pursuit of the thrill that comes from doing an exciting job well. The drudgery and deadening effect of the daily routine belongs only to those who teach without vision and without imagination and with no concept of what needs to be done and no skill or urge to do anything about it. There is romance in tackling a problem—to feel that you are a part of a movement that is as important and vital as shaping and determining individual happiness. All jobs are important but none so exciting as the molding of a mind—the shaping of a character—the determination of a destiny. Never before have teachers been so challenged and inspired by the multifarious and exacting problems that beset them.

Your community is your laboratory. New worlds can open up—new happiness can be yours for you face the greatest challenge of all times—what are you going to do about it?

farm itself, not in the classroom. A third reason for on-farm instruction is the part it plays toward establishing the boy in farming. It takes much time and effort with most dads and mothers to get the right kind of partnership agreement worked out for the boy which will mean his definite establishment in farming as a growing successful young farmer.

From the beginning of vo-ag work, we have set standards for all-day classes as regards the number of class meetings and hours of instruction per week, but have neglected and omitted setting any standards for on-farm instruction. We have failed to emphasize the most important part of the instructional program in vocational agriculture. Many states would be chagrined if they were to study carefully the number and distribution of the hours given to on-farm instruction. If we expect to increase the number of State and American Farmers that become actual farmers, we must have effective on-farm instruction.

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M. D. Hartsook, Supt. of Schools at Hilliards, discusses school planning with a group of visitors from eight European countries who were inspecting his school.

Vocational agriculture for school and community

M. D. HARTSOOK, Superintendent of Schools, Hilliards, Ohio

BECAUSE of its organization and content, a vocational agriculture department is in a position to make many distinctive and valuable contributions to the school and community. We have always felt, however, that our vocational agriculture department should not constitute a high school program in itself but rather should contribute to the total program of our school.

It is possible in Hilliards High School for a boy to earn a maximum of six credits in agriculture of his required seventeen units for graduation. The remaining eleven units are earned in the fields of English, mathematics, science, history, civics, and physical education. As a student in these other departments within the high school, his training in vocational agriculture gives him an opportunity to utilize the unique qualities of leading which he develops through vocational agriculture activities. These contributions have proved especially valuable in club activities, discussion groups, plays, and class meetings. We appreciate the unique contributions which our vocational agriculture students have been able to bring to other activities within our school.

Uniting Efforts

Our vocational agriculture program has served as a most valuable link in uniting the efforts of the home, the school, and the community. The high school boy's farm projects are closely tied in with the operation of his home farm. He becomes both a cooperator and a competitor with his parents for land, building space, machinery repair, and capital. As his farming program ex-

pands, parents, students, the teacher, and the school must continuously keep their mutual problems in sharp focus if an agreeable and profitable farming program is to be developed nor must the farming program assume such purposes as to hamper the boy's total school program. While the farming program must be profitable and fitting to the boy, it must not unduly disturb the normal operations of the home farm. This situation has presented many challenging problems to the teachers of vocational agriculture who have been in our school. Their success lies in having met these problems and reached a solution satisfactory to boys, parents and the school.

Vocational agriculture provides opportunities for wide and varied experiences. The high school boy, his farming program, F.F.A. activities, judging contests, training in parliamentary procedure, farm accounting, and shop projects come to mind as examples of the type of opportunity presented in this program which makes the boy a better school citizen and later a better adult citizen of the community. We have seen many students develop carefully-selected and well-executed farming programs. The training in saving and using money has enabled many of them to further their education beyond high school as well as to establish themselves in farming.

Not All for Farming

Many excellent farm boys have interests in areas other than in farming as a life work but want the experiences which vocational agriculture offers as a part of their high school curriculum.

One of the first vocational agriculture departments in Ohio was established at Hilliards in 1918. During most of its existence, this department has served as a training department for the Department of Agricultural Education at Ohio State University. M. D. Hartsook has served as superintendent of schools at this school since 1928.

We feel that our school should permit boys to have those experiences and at the same time be prepared to meet the entrance requirements of most colleges or universities. We have seen many cases where service in the armed forces, changes in the family situation, or increasing maturity have changed the vocational choice of high school students. Graduates of our vocational agriculture department here over the past 20 years have received degrees in many and varied fields ranging from accounting to medicine. Among the graduates of our vocational agriculture department I recall a sociologist, a doctor, a lawyer, a soil physicist, and an accountant.

I think I should point out, however, that the great majority of our graduates have become farmers here in this community. As early as 1946 we had an American Farmer, Jay Liggett, whose father was a graduate of the vocational agriculture department. These farmer-graduates today make up most of the active young farmers of our community. We feel that vocational agriculture has been a great help in causing some of our best young men to stay on our farms as well as in making them some of the best farmers in the community.

Adult Education

One of the most important functions of our department has been that of serving as an interpreter of agricultural research to the farmers of this community. Our adult farmer class has been in continuous operation since 1931. Our Young Farmer Association was organized in 1935 and has been in continuous operation since that time. Through these two groups new practices such as quality milk production, farm accounting, artificial breeding, and pest control have first been discussed in meetings and then carried out on the farms of members of the groups. Because of the leadership of these farmers these practices have then been adopted by other farmers in the area. In addition, the vocational agriculture teacher has been consulted many, many times by other individuals not enrolled in these two groups regarding their personal farming problems.

One of the most vital contributions our vocational agriculture department has made has been its causing some of our best boys in the school to select farming in the home community as their life work. No community can stand the constant drain of all of its best young people to other areas. When some of the better boys remain as farmers, the general tone of the community is improved.

Our vocational agriculture graduates have become leaders in the affairs of this community. At the present time,

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An advisory committee develops community support

J. PAUL McINTOSH, Teacher, Newman Grove, Nebraska



J. Paul McIntosh

MUCH has been written concerning the things which a prospective vocational agriculture instructor should or should not do, if he is to conduct an outstanding department. He must have the patience of Job, the business acumen of Rockefeller, the intestinal fortitude of Steve Canyon, the wit of Bob Hope, a flair for the unusual, and in addition he must be able to do thirty hours work in twenty-four hours. However, there is a rumor abroad, (Communist inspired, no doubt), that some vocational agricultural instructors are subject to such common frailties as teaching irrelevant subject matter, being only average in ability to create community-wide interest in vocational agriculture work, and have only half the wit of Hope. (Pun formation.) There are even a few, who having used very poor judgment in their selection of ancestors, are endowed with only enough thyroid hormones to accomplish a single day's work in one day.

A Workable Solution

All of this, of course, has caused a few of us less gifted instructors to become smitten with an inferiority complex. We force ourselves to do as we think others think we should do. We even threaten our students and snap at our children. (When our wives introduce them to us.) But wait, before you start a "Bundles for Bums" campaign, I must hasten to add that the situation is not hopeless. The following paragraphs are my impressions of one workable solution. Naturally only those instructors who do not measure up to the standards mentioned above will be interested.

Success as a teacher is largely a matter of motivating students to do those things which ought to be done. Along with this must be the ability of the instructor to determine what should be done. This is not always a simple task. Many of us are not experts at motivation, which is essentially the process of making students want what we want them to want. Likewise there are times when some of us make mistakes which we realize only when it is too late.

Lack of Community Interest

It was decided something ought to be done last summer after moving to my present department. The department was strictly average in most respects. Probably the main deficiency was considered to be the small, inadequate supervised farming programs. The recent history of the department showed that this situation had existed for the past decade.

Many factors had contributed to this end, but among them was the fact that there was an almost universal disinterest displayed by the community, in the department. It seemed that aside from the individual students, only the instructor realized what was being done. Now, even in Biblical times it was realized that no man should hide his light under a bushel. High school students especially, will not continue to give wholeheartedly of their time and abilities to any project if no recognition is made of their efforts. Publicity then, is one of the keys to the situation.

Advisory Committee Shoulders Some of the Responsibility

After due consideration and consultation it was decided to organize and advisory committee to help cope with the situation. There were some who felt that it might be better to wait a year, so that I would know more about the members selected. However, it was thought that this would defeat part of the purpose of the committee so plans were made to get one started. A list of persons suitable for such a group was obtained from the local school board. From others I obtained further suggestions and at length a committee of six men was selected. Mr. Glock, Superintendent of Schools, was included in order to represent the school as a whole. The rest were farmers, who like myself had had no experience with such matters, but who did have an interest in improving the vocational agriculture program in the community.

At our first meeting each member was given a mimeographed copy explaining what an advisory committee was and how it might operate. They were told frankly that agricultural teachers are not infallible and were asked to give their time and abilities to help plan a program which would fit the needs of their particular community. There was a two-fold purpose behind their planning. First the program would be better if planned in cooperation with local farmers who would then have a closer affinity to the doings of the department. It would make vocational agriculture community force, and not merely something run by the dictates of an instructor and his superiors in the State Office. Second, we would have in the community six respected men, in addition to the agriculture teacher (not necessarily respected), who really knew and understood the aims of the department. It so happened that these six men represented an increase of about three hundred per cent in the number of persons who did actually understand the total program. Here was an excellent opportunity to exchange ideas and reach valid conclusions for many farming problems. For the first time the recipients, the farmers themselves gained an insight into some of the problems besetting an instructor.

And, I must confess, the reverse was also true.

Six Assistants

After the mutual planning stage was overcome the toughest problem of all—how could we encourage students to develop better supervised farming programs? Now there are dozens of methods to do the trick but some of us lack the knack for it. It was agreed that if a student thought he was being watched by others in the community he would do a better job. Many times students just naturally expect the agriculture teacher to be interested in their projects, but if some outsider becomes interested in his progress, that is really something! Out of the discussion comes a significant development—using advisory committee members as committees of one to inquire about the progress being made by their neighboring students. Having a better understanding of the total program, the members of the committee could now inquire more intelligently of a boy. It was like having six assistants who could encourage a boy and offer moral support if nothing else. I could go on and on about the other advantages of the system, but most of them are self-evident at this point. There are pitfalls to be avoided, such as not having committee members give advice to a student or his parents except in a round-about manner.

The mere fact that there are others in the community, besides the agriculture teacher, who are interested in the doings of Joe Miskel, the agricultural student, has a wonderful effect on Joe. He is no longer the forgotten man. The personal interest of an old time neighbor is felt much more intimately than the impersonal touch of a news article. Yes, we use news articles too, and like them.

So, there you have it. If you have been dealt a low blow by Mother Nature, relax a bit and share your troubles with an advisory committee. No attempt has been made here to show all of the advantages of a committee—after all who wants to write a book—but rather to point out an effective use of such.

P. S.—Another rumor has just been circulated. Teachers too, seem to be motivated to do a better job when they know others are watching their progress!

The contribution of vocational agriculture

(Continued from Page 213)

three of the five members of the local Board of Education at Hilliards are vocational agriculture graduates who are now leading farmers here. Two of these three completed four-year courses in the College of Agriculture at Ohio State University. Our community shows the effect of the leadership of its vocational agriculture students in church, fraternal, business, farmer organizations, and civic affairs. In high school they learn to study, plan, play, and work together. All of rural America needs to continue to learn, play, plan, and worship together.

Responsibilities gravitate to the person who can shoulder them, and power flows to the man who knows how.

Banquets as teaching opportunities

W. F. STEWART, Teacher, Education, The Ohio State University



W. F. Stewart

FEW events in the school year offer a teacher of vocational agriculture opportunities for more or richer teaching than the planning and conducting of a parent and son banquet, if it is carried out to its maximum possibilities. A banquet may be conducted to the end that parents are invited, a meal is prepared, parents and sons sit down together and enjoy the meal, a program is given, adjournment is reached, an enjoyable evening is over, and everybody awaits the event next year. Such a procedure, in my judgment, is best described as a "lean" banquet, an occasion for rich, diversified teaching that is overlooked, in fact, almost a teaching failure. Let's explore a better procedure.

Riches to Be Uncovered

In terms of modern pedagogical principles, planning and conducting a banquet is rich in opportunities for pupil-teacher participation, and, if effective teaching is done, that principle will be respected throughout the procedure.

As usual, the first concern should be to direct the thinking of the members to express their objectives or goals in conducting the banquet. Boys, what shall be our objectives as we hold our banquet? What do we want to accomplish? With these boy-stated objectives, supplemented by any which the teacher may suggest, there is something real and concrete to work for and further planning should be directed to those ends.

The teacher's thinking must be rather complete, as he analyzes his opportunities for teaching through the experiences of the banquet. In terms of human values, he should see the opportunities to develop social abilities, social attitudes and appreciations, many understandings, and that rather intangible but most important individual need, personality improvement—to mention a few. Also, originality or creative thinking may be challenged. The alert teacher will have no difficulty in selling his pupils on the idea of using the banquet to further their many interests—some personal and some chapter or group benefits. Procedures, of course, will vary with teachers, their own personalities, their own ideals, their own ideas. A few specific social needs that undoubtedly would come to the mind of a good teacher are these: Who has some "new ideas" on decorations, place cards, and programs? How do you receive guests at the door and how do you conduct them to the cloakroom and the auditorium? If each usher is to introduce the guests to the principal or the superintendent, as he leaves them in the auditorium, what is a proper introduction? How shall we

whose services are important but often are overlooked.

Next to the toastmaster in importance, as program participants, are the boys themselves who are presenting talks concerning the work of the department, such as a summary of their farming programs, the winnings of the chapter judging teams, the summer trip that has been taken or the experiences at camp—in brief, "high spots" of the accomplishments of the year. Here, again, each speaker should be prepared to speak in a clear voice and with poise. Notes may be used. If he has been introduced by the toastmaster by some humorous incident, he should be ready in return with an approved humorous incident.

In addition to the room arrangements, the meal and the program, attention should be directed to cleaning up the banquet hall in approved fashion. Surely no better way can be found for gaining approval for holding another banquet than to do a thorough job in leaving the banquet room in good condition.

Let's Not Overlook Evaluation

And still, the teaching is not completed. At the first chapter meeting after the banquet, an evaluation should be provided as an evaluation of the banquet in all of its aspects. What did you like about the banquet? What did you hear from your parents that made you feel good? Did we achieve our objectives? What did you think of the conduct of our members throughout the evening? Were they a credit to the department and the school? What faults can you mention? Did each of you grow socially so that you will be better able to take part in another banquet with less embarrassment? Is each committee ready to place on file its report of its procedures so that, another year, the new committees can read their reports and profit from them?

Finally, the teacher's own words of praise to his boys for their cooperation and their purposeful participation, for their genuine desire to conduct themselves as a credit to themselves and their chapter might very fittingly be the cap sheaf of a banquet that has been conducted to take advantage of its full range of educational experiences, the development of desirable boy-values.

When boys are subject to this type of teaching that centers around the annual banquet for four years, is there any wonder that parents and other guests in particular and the community generally place a high rating upon the broad educational training that results from the participating experiences in the department of vocational agriculture?

There is no appetite more powerful than that for the strong meat of authority.—Paul Bunyan

The more nearly the community finds its counterpart in its high school, the more completely will the high school occupy its proper place in the community.

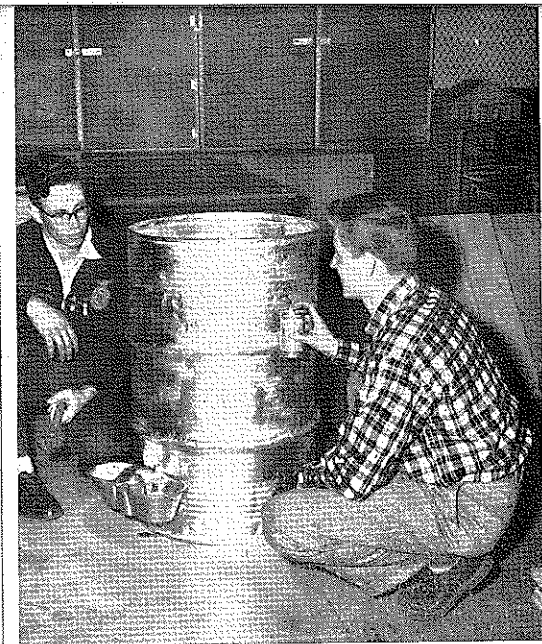
arrange for the parents to find their seats at the table without embarrassment? As the boys conduct themselves throughout the evening, what items of politeness or proper conduct do the boys need help on? In matters of approved social practice, several items are of concern to every high school boy. How do you shake hands properly? What type of laughing is to be avoided? What constitutes good table conversation? What is the proper use of the table service as it is provided at the banquet? What shall we do about chewing gum? What help do we need in the selection of clothes for the banquet, particularly shirts and ties to go with our suits? In these social needs there is the basis for much thinking through discussion, demonstrations and even practice by the boys before the evening of the banquet.

The teacher of home economics or the wife of the vocational teacher may be called into service to help prepare the boys for proper social conduct on this important occasion.

While some of the above suggestions appear "highbrow," it is surprising how far the boys themselves can go in determining the proper procedure if their thinking is only directed to it. But many have been reared in homes where such questions never arise and so they cannot be blamed if their laughing is loud and boisterous, if gum chewing is indulged in improperly and at the wrong time. Let them practice making introductions, proper hand shaking, walking and laughing, and with boys of reasonable social goals, marked progress will result.

Helping Boy-Leaders Prepare for the Event

In proceeding to the problems of the program, the toastmaster, in particular, needs the help of his teacher. He needs, first of all, to be sold on the idea of doing a good job, one in which his parents, his girl friend, he himself, will be proud of his performance. With a worthy goal established, further growth or development is relatively easy. He needs to be concerned with his poise as he stands before the group. His voice needs to be adjusted to the size of the room. He needs to be concerned with re-seating the guests at ease around the tables by any necessary moving of the chairs before the first number on the program is called. He needs to be coached on proper introductions—introductions that in some cases involve information about the speaker and, in other cases, the effective use of appropriate humorous incidents. Likewise, when any speaker has concluded, he needs to be advised concerning the offering of a word of thanks or other comment concerning the number. Also as the banquet concludes, proper expression of gratitude to all who assisted in the banquet should be expressed. Particular mention should be made of those who prepared the meal and served it, the principal of the school, and the janitor



WATERER FOR SWINE
(Klipstein)

"IT'S SPRING AGAIN"
W. A. Rawson, Teacher
Concordia, Kansas



WHIRL-WIND TERRACING
(Klipstein)

Pictures of the month...

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

FIRST PLACE

TAKE NO CHANCES
John H. Klipstein
Teacher of Vocational Agriculture
Wausau, Wisconsin
Camera: 2 1/4 x 3 1/4 Speed Graphic f11 1/100
Film: Super XX



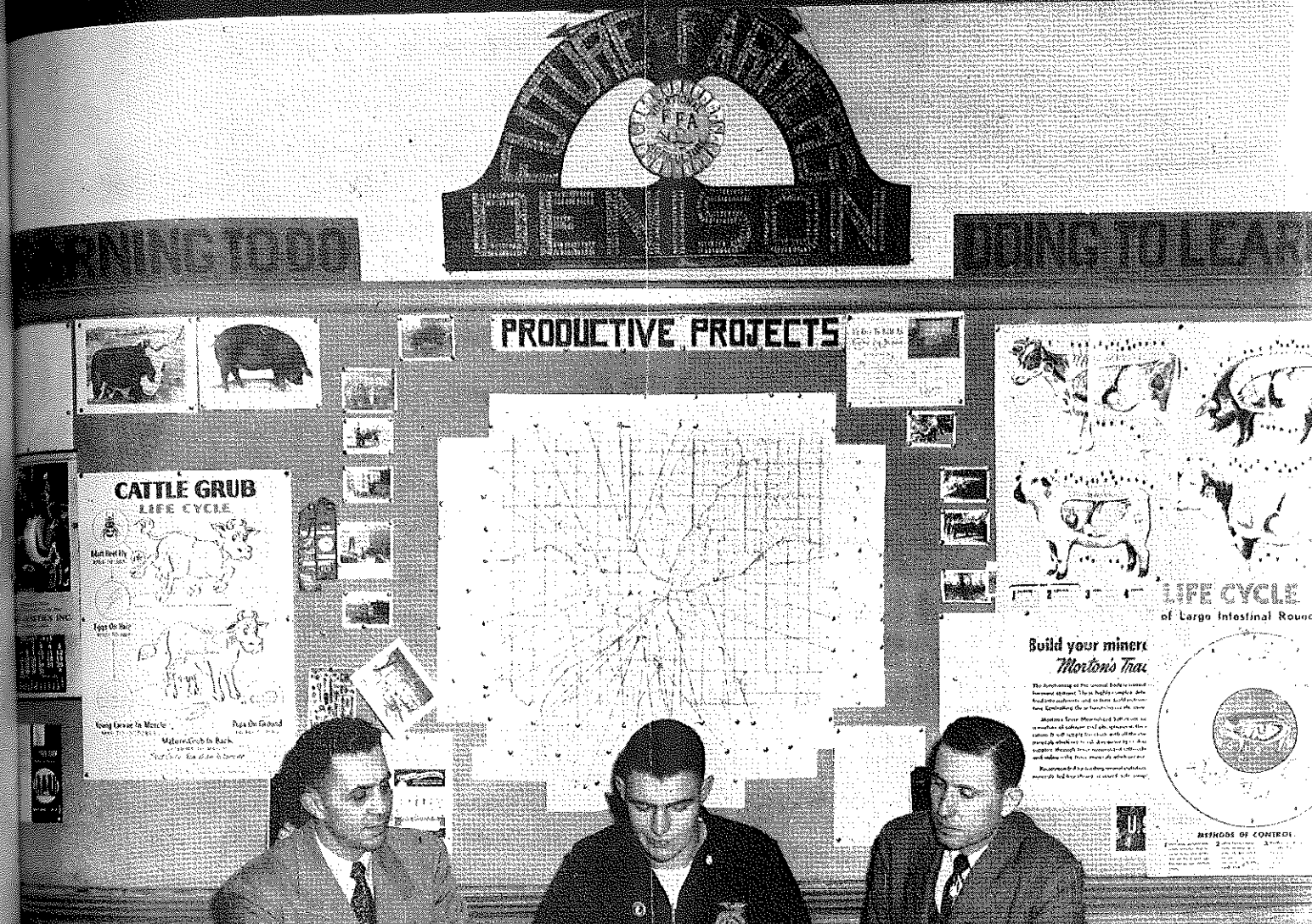
WHO GETS THE BLUE RIBBON?
Robert F. Taylor, Teacher, Columbia City, Indiana



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