Getting the most from D.H.I.A. Records

R. A. KRAMER, Vo-Ag Instructor, Kiel, Wisconsin

ALMOST every vocational agricultural department in Wisconsin has a herd testing program and uses the records to teach better methods of dairying. Because of the great need for better dairy management in the Kiel vocational agricultural department, the boys enrolled in vocational agriculture computed the records of the 68 herds on test for 1950-1951.

These 68 herds were divided into four groups: excellent, good, fair, and poor, according to average butterfat production per herd. We found that the average for the excellent group was 21.8 cows per herd and 10,047.74 pounds of milk with an average test of 3.64. The butterfat average was 366.25 pounds. The good group average was 17.4 cows per herd, 8,023.76 pounds of milk, 3.65 test and 303.45 pounds of butterfat. Group 3 (or the fair group) had 19.3 cows per herd, 6,968.52 pounds of milk, 3.68 test, 256.88 pounds of butterfat. Group 4 had 13.4 cows per herd, 5,218.82 pounds of milk, 3.77 test, 196.23 pounds of butterfat. The average for all herds on test was 7,365.66 pounds of milk, 273.72 pounds of butterfat with an average test of 3.71.

Using this information as a basis for study, we pondered on the one big question: Why should one herd of 22.4 cows have an average butterfat record of 147.44 pounds and another herd of 22.3 cows have a production of 382.62 pounds of butterfat?

To answer this, we jotted down questions that, if answered by each student, would give data concerning the dairy practices followed on the individual farms. These are a few of the 103 questions asked in the questionnaire filled out by each student: *Do you feed grass silage? Do you mix your own concentrates? Do you clip your cows? Do you have a purebred herd? What kind of bedding do you use? How long do you leave your cows stand dry? Do you pasture young stock in the woods? Do you keep breeding records?* All questions could be answered briefly.

Preparing test samples at Kiel vocational agricultural department.

These questionnaires were then sorted into the same groups used in classifying the herds according to their butterfat production. With the tabulation of all the results, we had a complete analysis which looked like this:

Group	Average weight	Purebred
1	1275 lbs.	58.8%
2	1200 lbs.	47.1%
3	1075 lbs.	11.7%
4	1000 lbs.	5.8%

The analysis is 15 pages long and we had it mimeographed for use as a text for the all-day students, young farmer group, and also the adult farmer class. By going over each question and discussing it we found that little things might mean the difference between success and failure.

In my teaching experience this has been one of the finest tools of teaching I have ever used for the simple reason that it is information gathered from our own community. This dairy herd analysis was confidential because all the herd records used were numbered and the numbers were known only by the herd owner and myself. Each boy knew where his herd ranked and interest was certainly stimulated. The complete study for the all-day students was six weeks in length where every phase of this analysis was discussed. The time spent on this study in the young and adult farmer classes amounts to about 10 hours of classroom discussion.

Some of the most outstanding factors affecting butterfat production in the Kiel area were size and age of the cow, use of a good bull and artificial breeding, the average age at which the heifers were bred, and the time the cows freshened. (The herds that freshened in the fall had an increase of as much as 200 lbs. of butterfat over those that freshened in the spring.) The farmers that fed alfalfa hay had a great deal more success with their herds than did some of the others who fed mixed hays. The herds that were fed concentrates according to production did much better than the others. We also found that the high producing herds had a protein supplement equal to 1/10 of their ration or more. Good pasture was a very decisive factor affecting butterfat production. The farmers practicing sanitation had a higher production. The feed cost per 100 lbs. of milk was $2.48 for group 1, while for group 4 it was $4.93. The labor income per cow for group 1 was $187.42 and for group 4 a loss of $48.52 per cow. Milk testing and use of records was another big factor in butterfat production of these herds.

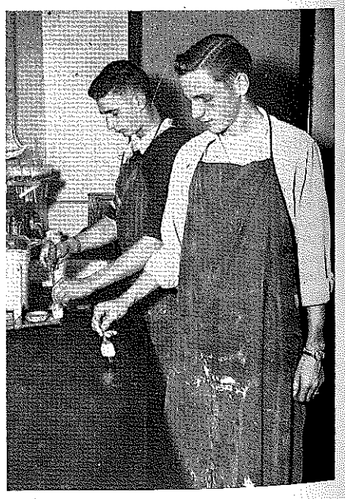
Because this analysis was a survey of the Kiel rural area, made possible by the farm students and farm owners, it meant a great deal more to the individuals personally than if the same information were taken from a bulletin or textbook. Many hours of supervised study on the farm enterprises were taken up with the individual on the dairy herd analysis in respect to his own herd and the practices used on it.

Also, where I had been having a hard time making a personal contact in respect to the supervised farming program, I have found that this analysis is a very good incentive to have the boy do a better job of improving agriculture on his own farm. Without question it is one of the outstanding teaching aids in our vocational agricultural department and the main reason is that this study was made possible through the cooperation of the father, son and the vocational agricultural instructor. All three were working together to improve the farm business on the individual farm and every farm in our community.

There is a great deal of hard work on the part of an instructor connected with such analysis but the amount of satisfaction and the relationship one has with the farm families rewards him tenfold. □

Computing dairy production records—Kiel vocational agricultural department.

Members of Kiel vocational agricultural department making butterfat test.



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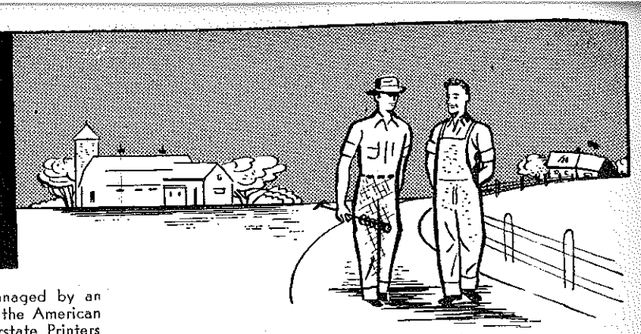
Featuring . . .
Community Relationships and Participation

The Agricultural Education Magazine



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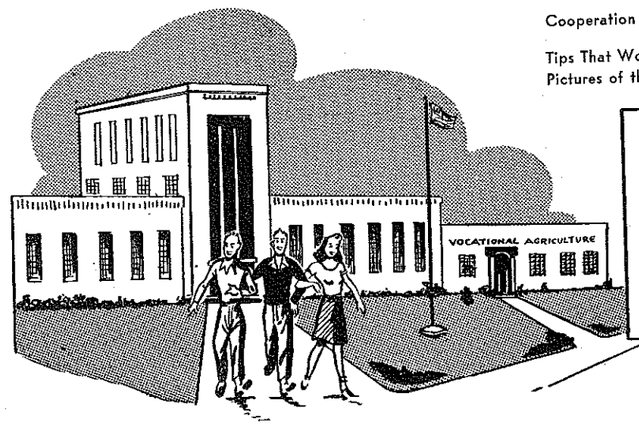

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Editorials

Guest Editorial . . .

SATTIS SIMMONS, Editor, The Jackson Herald, Ripley, W. Va.

THE PEOPLE of my state are being shown today that better and more abundant living comes as a result of the wise use of the land.

And youth is teaching that lesson! As a result, the farm that grandfather owned has a new look. He cleared the land and raised the crops on the same field year after year apparently with little thought that the soil would lose its fertility. He cut the trees and set no replacements. His fields lay bare during the winter without cover crops. Brush and sprouts covered his pasture fields; trash and leaves filled the springs. He raised grain crops repeatedly until production was low. He worked hard during his lifetime but accumulated only the bare necessities of life.

Today, the grandson is operating the farm. It is laid out in contour strips with rotating crops and he is adding lime and fertilizer. The land is producing better crops; the verdent green pastures of the hills blend with the blue sky; sparkling water trickles from the spring to a watering trough; all forms of wild life find a haven in the multiflora rose fencing; bass and blue gill by the thousands are to be found in the farm pond which he has built. Electric power has come to the community and the farm home, where electric appliances have taken the drudgery from work, leaving more time for recreation and for helping in community activities.

What has wrought this change? There might be numerous answers, but foremost among them we would have to place Vocational Agriculture as it is being taught in our schools.

There the boys are learning new, better and more profitable ways of using the land. Through their organization, the Future Farmers of America, they are learning better ways of farming and finding many avenues through which they can help in community affairs. They not only are trained in things pertaining to use of the land but also learn how to conduct meetings and express their ideas clearly, forcefully and intelligently; how the abundant life consisteth not solely of the crops and the land, but of building better communities and more wholesome community life.

They develop leadership. It is only natural that this training is put to use when a leader is needed for a particular project in community life. They are giving effective leadership in church work, farm groups, health programs, promoting better livestock, improved agricultural practices, better schools, more modern homes, livestock shows and sales, and in fact every kind of endeavor which calls for betterment through cooperation.

By no means has their training, received in Vocational Agriculture and the Future Farmers of America, been confined to actual farming operation. You can see its results in every kind of activity from Parent Teacher organizations to school carnivals to safety drives and many others. The lessons learned have enabled them to be important instrumentalities for good in the building

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Let's take positive action

VOCATIONAL EDUCATION is being critically scrutinized by Congress and other organizations as well as by some individuals. Various charges are being laid at our door relative to lack of compliance with the Federal Acts from whence comes part of our financial support and to various other shortcomings. That some of the criticism is justified, there can be but little doubt. In all probability, however, a portion of it is unwarranted. The question is: shall we assume that all criticism is of little consequence and ignore it or shall we take a more practical stand and accept the challenge to rid our profession of its imperfection? I for one advocate the latter procedure. There is an old military maxim that the best defense is a strong offense. It seems that this philosophy might well be applied in our field of agricultural education. Profession wise, wouldn't it be better for us to become cognizant of our own shortcomings and eliminate them voluntarily than it would be for some "outside" agency to put us on the spot and require us to do those things we should be doing anyway? Of course the answer is obvious. A stand of smug complacency has never led anyone to new heights of achievement; albeit, it has been the downfall of many .

With 35 years of experience operating under the provisions of the Smith-Hughes Act, we should have acquired sufficient bases for suggesting corrective measures where changes are needed. Then too, we still have with us some who have watched the program develop from its infancy and who have added much to its growth. Their insights and experiences should be utilized. Would it not be to our advantage to capitalize on these resources while they are still available in the strengthening of our programs?

For over three decades we have placed emphasis upon compliance with the Federal Acts as they have been interpreted by the Vocational Division of the U. S. Office of Education and a limited number of others. While I have no specific grievances with those who have done this interpreting (and certainly some one had to do it), I believe that the time has come when those in the field should share in this important function. Surely in a democratic society those who are directly affected by a program should have some say in its planning and on-going, its organization and emphasis. The time has come when it is imperative that action be taken to involve representatives of a number of groups in our program planning and policy making.

It seems to me that we need to broaden the base of the policy making group so as to include representatives from state directors, state supervisory staffs, teacher trainers, teachers of agriculture, administrators of high schools and possibly the chief school administrators of the several states in addition to the vocational division of the U. S. Office of Education. The functions of this group should be two-fold. First, there is the job of making practical application of the provisions of the vocational education acts to our present day

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Advisory councils consolidate public interests

ALVIN M. LEACH, Vo-Ag Instructor, Independence, Oregon

THE advisory council is an important part of the agricultural department of the Central High School of the Monmouth-Independence school district. The advice and recommendations of this council have been used for the past two years and have resulted in a materially better vocational agricultural program with considerable financial saving to the school district.

Central High School has an enrollment of 315 students who come from 15 communities located in and around the cities of Independence and Monmouth. The students are transported daily by eight busses from as far as 18 miles from the north, 2 miles from the east, 15 miles from the south, and 15 miles from the west. In total area, the school district covers approximately 144 square miles.

Many Interests

The agriculture of the district is extremely diversified. We are vitally concerned with dairy, sheep, hogs, and poultry. We are heavy producers of vetches and peas, wheat, oats, and barley. Major irrigated crops include hops, sweet corn, and cannery crops. New and improved grass seeds are also playing an important part in the agriculture of the area.

The political significance of uniting two communities — Independence and Monmouth — into a unified school force, we feel, has made it necessary to organize an advisory council to meet the needs of the majority of people interested in agriculture, and at the same time draw the communities closer together by cooperating in such a program.

When the consolidation got past the talking stage and into the voting stage, it become apparent that there would have to be a reorganization of the vocational agricultural department. The consolidation advanced the vocational agricultural department of the Independence high school from a part-time status into a full-time status.

Aims of Council

The aims we had in mind for this advisory council, I shall enumerate as follows:

1. To develop a sound agricultural program for the entire district, based upon the actual needs of the farmers in the district.
2. To serve as a means of informing school administrators of certain policies or needs which would enhance the school's efficiency.
3. To aid the agricultural teacher in becoming better informed as to "what to teach."
4. To assist in promoting and organizing adult farmer classes, based upon needs as seen by the farmers themselves.
5. To aid the teacher in obtaining help in special problems.
6. To offer active support in the matter of public relations.

Our advisory council consists of nine members, selected on the basis of their farming interests and their particular location in the community. The first step in the selection of possible members was to contact several successful farmers of long standing in the community for names of farmers who might be of assistance to our vocational agricultural program. These persons were then interviewed by me, with the thought uppermost in my mind, would they do the job that needed to be done?

Many of those interviewed were too busy to bother with any more meetings, some were not favorable to the consolidation, but from the list of candidates enough were found who sincerely wanted to see that the new school should succeed. The names were then submitted to the school superintendent, who in turn submitted them to the school board for approval. The superintendent then notified each member, by letter, of his appointment.

Council Organized

At the very first meeting, the agricultural teacher and the council discuss the organization, purposes, and functions of the council. The group then elects a chairman and secretary. It is advisable that the agricultural teacher be secretary, because the job involves considerable correspondence. It is also desirable that the group decide upon varying terms of service. Our council decided that one-third of the members should serve for one year, one-third for two years, and one-third for three years. Upon the completion of a term of service the superintendent writes a letter of appreciation, thanking the council member for his service.

At the present time, our council consists of men who have as their farming interests, dairy, swine, cereal grains, horticulture, grass seed production, vetches and peas, and poultry. We have on our council a manufacturer of farm equipment who represents business interests. We have a school board member on our council, and it is his primary responsibility to answer questions dealing with school policy and to take back to the school board possible recommendations made by the council. An agenda of each meeting is mailed to each council member prior to the meeting, so that the member may contact members of his community relative to any item on the agenda, thus being prepared to act for members of his community at the meeting. No regular meeting date is set, that being left up to the executive committee; however, meetings have averaged six or seven each year.

Qualifications

There are some qualifications of advisory council members which should be listed. Qualifications that occur to me through experience are:

1. Must be willing to give of his time in order that the community program may succeed. A member who is absent is of no value to the council.
2. Must possess leadership and agressive qualities.
3. Should have demonstrated his ability through successful farming methods.
4. Must be respected for his character.
5. Must be interested in the welfare of all members of the community, not just one pressure group.

Council at Work

The advisory council has been of unlimited value to me. Many accomplishments of the department have come about as a result of the excellent advice of our council members.

1. At the very first meeting of the advisory council, the need of a transit and levelling rod was foreseen. This was purchased early in the fall from the veterans institutional on-farm training fund and has been used immensely by members of the veterans' class, farmers in the community, and by the vocational agricultural classes.

2. At one of its regular meetings the council selected the winners of the Safeway Initial Project contest. This gave council members an insight into the kind of work we are doing with boys.

3. The council proposed an adult education program for the community. A 10-week course on soils was adopted as being the most important thing needed in the community. Members of the council interviewed an instructor, set up a tuition charge for the course, and sold the idea to their neighbors. A total of 62 farmers from Polk and Marion Counties paid the tuition charge and attended classes. This year, the council again surveyed the community and determined to organize two classes, one along the lines of farm crops, the other on farm shop. At the present time, we have 64 farmers attending these weekly classes.

4. Through efforts of suggestions by members of the council, a total of $131 surplus from the adult agricultural program was contributed and placed in a fund for the purchase of a tractor for the vocational agricultural classes.

5. Individual members of the council made available a purebred Duroc gilt at the start of a swine chain. This was awarded to a deserving boy. Another member contributed 3,000 pounds of barley and 500 pounds of oats to the FFA chapter to help with its farming activities. Part of this seed was used to seed the chapter farm, and the rest was used on boys' supervised farming projects.

6. The council suggested that the architect's plans for the athletic field be altered so as to place the field on the low, flat area north of the gymnasium. The council further agreed that drainage of this area should be the first consideration. Following of this plan will save the district approximately $10,000 above the plan proposed by the architect.

7. Two members of the council surveyed the proposed site of the athletic field and drew up a plan for the drainage system.

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Community relations

JAMES H. STAFFORD,
Vo-Ag Instructor, Midlothian, Texas

HARMONIOUS relationships in vocational agriculture, the school, and the community can be improved and prepetuated by taking the program of vocational agriculture to the community and bringing the community to the school upon every opportunity that is presented.

Events of the past decade have done much to focus attention on farm people of our present day. These farm folks expect the local vocational agriculture teacher to have ability to provide systematic instruction within the classroom. They expect him to lead the students to recognize their own farm problems and direct a satisfactory solution to these problems by the transfer of that knowledge acquired in the classroom to the actual doing on the farm. Some technical assistance will rightfully be expected by the parents. This may be in the form of adult education. The teacher must be one of their own kind traveling in their own social circles.

The rural church, social events, Saturday night in town, farmers' fellowship clubs, and sporting events will provide the opportunity for a friendly teacher to meet the parents of his future students and prospective adult farmers.

More emphasis is being placed on vocational education by local school administrators and parents. This is especially true of vocational agriculture as evidenced by the increased number of new departments in operation. The department of agriculture is continually in the spotlight of community activities by the very nature of its FFA Program of Work.

An FFA Program of Work meets the approval of the parents and citizens of the community, who have a common interest in the accomplishments of their youth, only if there is definite evidence of active problem solving. The directed accomplishments of the school's vocational department should illustrate to the community, through the students, supervised farming program and related activities, that the program is sound if it demonstrates that improved practices afford educational accomplishments and financial gain.

The paramount objective of vocational agriculture is to train future and present farmers for proficiency in the art, science, and business of farming at a profit. The local agriculture department should make available to the farmers a knowledge of approved practices and supervise the use of these practices in the farm business. The department should critically evaluate new practices for soundness of local application. Approved practices instituted by the vocational agriculture student can be observed and shared by the local community.

The progress a student makes can be shared by the whole community if it has followed the boys in a well-planned systematic educational process and shared their experiences. Youth membership in service clubs, news releases, public demonstrations, project shows, and community fairs are a few of the many ways of letting the public share the experiences of their youth. This is a means of bringing about better public relations and understanding.

Good publicity has never been criticised if it relates facts of accomplishment. Results provide the basis for measuring accomplishments.

The community should expect a lot of the vocational agriculture department and the teacher heading the department. The students within the FFA are a strong force for community service and public relations while in the process of learning. The vocational agriculture teacher is the school's public relations representative in the rural home which he serves. He should always be working toward improved community relations in his own chosen field of vocational agriculture. To be successful in his endeavor he must love his work and be faithful in his work. □

Community support of local programs

S. J. ELSEN, Vo-Ag Instructor, Grant, Nebraska

S. J. Elsen

SIX YEARS of teaching in the same community allowed this writer a little time to observe various differences in communities and their support for or against agricultural programs; whether they be in Vocational Agriculture, 4-H Clubs, Cooperatives, or Production Marketing Associations.

One particular community in this county is head and shoulders above any other when it comes to the qualities of leadership, progressiveness, and promotional work. Whenever any awards are made, either for men or women, boys or girls, a higher percentage of these awards go to this one area. Even the promotion of State Farmers in vocational agriculture work usually goes to a boy from this area.

Just why is this rather large community ahead or better than the others?

The answer is probably a combination of things, not one certain factor. It is the opinion of this writer that "Education" is the strongest factor. When it comes to accomplishments other than those in farm operation, education, plus some good qualities of ancestral heredity, has set this area apart from the others.

Leadership and good "common sense," which isn't so common after all, in spite of higher education, higher standards of living, extension efforts, and other modern methods of adult education, still are much desired and needed.

How does this fit in vo-ag work and the need for local community support?

Every teacher's job would become very monotonous and worthless if he couldn't measure his "results" by watching and observing his graduates. These good alumni are the farmers you talk about in class discussions, the farmers you visit on field trips, and the people that help you with the less fortunate members of your class. Also, these graduates in less time than most of us care to admit will be sending their sons to you or your school in order to receive the same education they did. The necessary funds to carry on the program of the department are more adequate if one has community backing. The problem of what to teach and how much of what topic to teach can be solved by working with the outstanding farmers of the community wherever an Advisory Council setup is not used.

Good active community support is really appreciated whenever a sponsor for a car is needed. It is the policy of this school that every car used for any school function, whether it is for sports, music, class picnics, or ag work, must have an adult sponsor. Sometimes the Dad's of the boys driving cars are too busy to sponsor a car, so—again some good loyal and active community minded farmer is your answer. This school has yet to cancel any trip due to the lack of sponsors.

Instead of having only one or two good local spots in a community try some how to improve all of the community that you can influence and with which you have contact. □

Scarborough Made Department Head

Dr. C. Cayce Scarborough has been promoted to the Chairmanship of the Department of Agricultural Education at North Carolina State College. Dr. Scarborough succeeds Professor Leon E. Cook, who retired on June 30, 1952, after serving as head of the Department since its establishment in 1917.

Before coming to North Carolina State College in 1949, Dr. Scarborough was a member of the teacher training staff at Alabama Polytechnic Institute. He has served also as district supervisor of vocational agriculture, subject-matter specialist, Executive Secretary of FFA, and supervising teacher in Alabama. During the summer of 1951 he was visiting Professor of Agricultural Education at Michigan State College.

Dr. Scarborough holds Bachelors and Masters degrees from Alabama Polytechnic Institute and the Doctor of Education degree from the University of Illinois. He is a member of the Southern Regional Research Committee and Chairman of the AVA Committee on Standards for Training Teachers of Vocational Agriculture.

Experience with an advisory council

CHARLES LANGDON, Supervisor, Michigan

ADVISORY Councils are not new. The idea was not even new at Williamston three years ago. However, the writer would like to add his voice to the chorus of teachers who have worked with successful councils and believe that they are a very necessary and helpful part of any modern program of agricultural education.

The council at Williamston was patterned closely after the one at Fisher, Illinois.* The experiences described in this publication in the use of councils and the cautions in setting up a council on a sound basis were found to be very helpful and have contributed a great deal to the success of the Williamston Council.

Conditions Which Prompted Our Council

Two major factors were responsible for the starting of an advisory council at Williamston. Williamston is a training center for the training of teachers of vocational agriculture in cooperation with Michigan State College. It was felt that apprentice teachers should have the opportunity of working with an advisory group. Reports from other states seemed to indicate that there were many benefits to be realized from a council and there was a definite trend upward in the number of councils. If we were to encourage this trend in Michigan, our future teachers should gain first-hand experiences with such a council. The other factor was the requirement set up by the Veterans' Administration that a veteran, to be properly admitted to the institutional on-farm training program, must be approved by a council.

The writer spent the first seven years of his teaching experience without the aid of an organized advisory council. That was a mistake. Student teachers often ask, "Would you advise a beginning teacher to start an advisory council, or should I wait until I am better acquainted with the community?" The answer given to this is that by all means a teacher new on the job should start a council.

Councils Aid New Teachers

A new teacher should, of course, take time enough to set up a council according to what might be termed "approved practices," but he should begin very early to plan for the organization of the council. Perhaps the most important "approved practice" that can be suggested to anyone contemplating the organization of a council is to take sufficient time to get the council well organized. A council hastily organized may be a council quickly disorganized with somewhat discouraging results.

A council can give a new teacher guidance in setting up a program of agricultural education that will meet the needs of those being served. It can help develop good public relations; help with young-farmer and adult classes; and support and give direction to the day-school program. A council can act as a "sounding board" on any major change the new teacher may wish to make. A council can give a program a degree of continuity when there is a change of instructors. This is important to the continued growth of a program in a community. If the writer were starting over as a beginning teacher, or in a new community, one of the first things he would do would be to begin organizing an advisory council.

First Year Activities

Some of the things the council at Williamston has done may be of interest. The meetings are held once each month throughout the school year and a committee from the council met to approve applications of veterans for institutional on-farm training throughout the summer. Special meetings of the whole council were held during the summer only when necessary. The meetings are held from 3:00 to 4:30 during the winter months. At the first meeting, officers were elected and a Constitution and By-laws were adopted. The second meeting was given to promotion of adult classes and to establishment of a policy for the Veterans' Institute regarding excuses for absences of veterans from classes. Other topics discussed during the first year were: plans for meeting on weed control; approval of point system for establishing grades of students in day-school classes; course of study for veterans; approval of new veteran applicants; crowded conditions in school shop and need for better facilities; report of progress of veterans; possible new members for council; and a community-wide program was planned to interest young-farmers and adults in an educational program.

*Hamlin, H. M. *Using Advisory Councils in Agricultural Education*. Urbana, University of Illinois, Bureau of Educational Research Bulletin No. 63 1947, 74 pp.

An Advisory Council in session. Seating which promotes conference activity and participation increases effectiveness of Councils. Light refreshments add a great deal toward the success of meetings.

Second Year Activities

The second year started off with a welcome for the four new members, and an election of new officers. The Constitution and By-laws were reviewed. Topics for other meetings held during the year included: Program planning for young-farmer and adult farmers; ways and means of recruiting and keeping up attendance of young-farmers and adult farmers in their classes; approval of revised grading system for day-school classes; F.F.A. Insurance Cooperative; F.F.A. broiler and pullet projects; approval of applications of veterans for training; advisability of community canning center at Williamston; how the activities of a two-man department are divided; promotion of Ingham County Grass Day; approval of transfer of veterans from a neighboring institute that was closing; F.F.A. program of work; and ways and means of getting closer cooperation between rural people and townspeople.

Third Year Activities

New members were welcomed and officers were elected again for the third year, 1950-51. Topics discussed during the year included: planning the program of work of the council; approving veterans' applications for training; reviewing accomplishments of the council; ways of helping young men find farms available for renting or buying; the effect of part-time farming on the future of the department of vocational agriculture; the course of study for day-school, young-farmers, and adults; long-time goals for the agriculture department; goals of production for supervised farming programs; and what the future plans of the Veterans' Institute should be as it draws near the close. The council is well into its fourth year at this time.

Council Members Enjoy Serving

It can be seen that the Williamston Advisory Council has been active. The members are vitally interested in the local program of agricultural education. The council is made up of twelve members with staggered three year terms, which accounts for the four new members each year. Of these twelve members, two are women, the rest are men. Two of these men are businessmen, the rest are farmers. An effort is made to select members from all areas of the community, of various ages, from different types of farms, and at the various levels of establishment in farming.

It has been an easy matter to get people to serve. Once the purpose of the council has been explained, practically every person contacted has been very willing to help.

It is important that the members of

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Contributions of the FFA to the community

JOSEPH K. SCOTT, Vo-Ag Instructor, Williamsport, Maryland

Joseph K. Scott

HAVE you ever taken time out from your busy chores as a teacher of agriculture to analyze your local FFA chapter? What did you discover? What is the FFA contributing to the community and the school which you serve? Too often we are so absorbed in our work that we take our successes and our failures too much for granted. We do not take into consideration what other persons are thinking.

With this thought in mind the author took a survey of his community to find out just what other people were thinking about the FFA. The people contacted were average citizens consisting of farmers, businessmen, and school administrators. The question asked was: "What should the FFA contribute to the community?"

Although there were many people answering this question, without a single exception all listed rural leadership as the greatest single contribution. The second most important contribution noted was improved farm practice resulting from home project work conducted by the FFA members.

Since leadership was considered the most important contribution, with which I think we all agree, how, then, can your FFA chapter develop this necessary leadership?

The public speaking contest sponsored by the FFA on local, state, and national levels provides a wonderful opportunity to develop leadership. We should stimulate more interest in this event in our local chapters, because that is where a large number can participate. A chapter contest could be staged before an assembly of all or part of the student body. This develops confidence in the individual and aids in eliminating stage fright. It also acts as a learning tool in the subject matter involved. This year we held our public speaking contest before the agriculture class and two English classes. The English teachers acted as judges and offered constructive criticism. Public speaking is the best training for teaching these young boys to speak their own minds ably and with confidence.

Following public speaking as a means of developing leadership is the correct use of parliamentary procedure. County and perhaps state contests in this field offer a wonderful stimulation for developing leadership. The correct use of parliamentary rule at all chapter meetings cannot overemphasized in training future leaders.

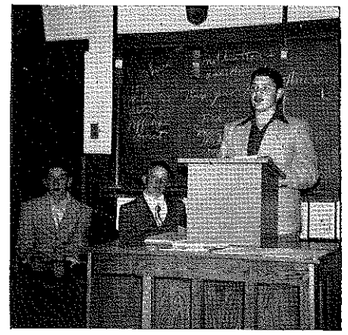
To be a real farm leader requires more than just being able to speak well. If a young farmer is to acquire the respect of other rural and urban people, he must be a proficient farmer. This expertness can be acquired only by careful study and planning. The new improved practices that the FFA boy takes home and puts to use contribute much to the community.

Chapter group projects are doing much to improve agricultural practices. In 1948 we built a low pressure weed sprayer in our agriculture shop. That same year we sprayed several acres of corn for weed control on an experimental basis. The following year, because of a wet spring, weeds got ahead of the corn in our community. Our sprayer was in demand. Since then practically every farmer owns or has access to a sprayer of some type.

Our corn experimental plots have created interest in growing more corn to the acre. It at all possible every boy that has corn as a project plants and fertilizers differently from his dad. The father's corn acts as a check plot. These tests give good results and each year more boys are striving to become members of the 100 bushel per acre corn club.

By using local livestock and dairy farms to stage contests for FFA members, we have stimulated interest in choosing better livestock because farmers and sons are learning what to look for in producing good show and breeding animals. Each year our chapter holds a livestock and dairy judging contest. We solicit the help of a specialist from the state agricultural college and a local farmer who furnishes the cattle. Recently a local pure bred livestock breeder in our community invited all the county FFA members to a judging contest. Five classes of beef cattle were judged. The farm owner served a lunch to 65 students, parents and other local breeders. Here also we forsterd an improved relationships between the FFA and our local leaders.

We must not overlook the contribution of the FFA to semi-urban and urban people. An activity that our chapter has been engaging in for the past several years is in cooperating with the Lions Club in repairing toys for needy families at Christmas time. Last year the FFA members repaired over one hundred toys in the agriculture shop.

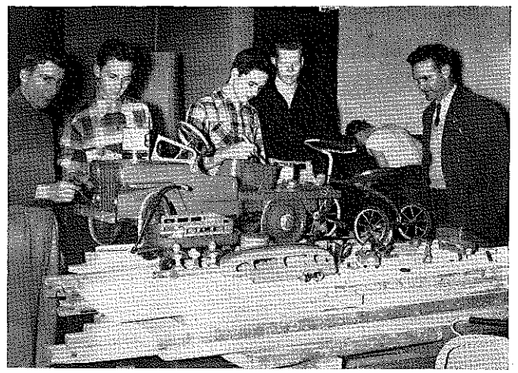


The local public speaking contest is conducted before an audience of high school pupils and teachers.

Some like to separate the FFA from vocational agriculture. They are separate in the true sense, but the relationship is so close that the line of demarcation is invisible. It would be difficult to distinguish whether contributions made to the community by the local agriculture department come from the FFA or vocational agriculture. What better way can vocational agriculture contribute to community service than through the activities of the FFA?

If the FFA is helping rural youth to be better community leaders and more proficient farmers, then it is making a splendid contribution to the community. □

The FFA Chapter has built up good-will in the community through the annual project of repairing toys at Christmas time.



Our Cover

Lorena, Texas, Future Farmer Chapter members are shown examining a tractor donated to them by a farm implement dealer of Waco, Texas. This is the kind of cooperation which can result from desirable relationships and participation on the part of vocational agriculture departments and the communities they serve. Standing in front of the tractor are a member of the school board, the implement dealer and the superintendent of the school. Photo courtesy of Vannoy Stewart, State FFA Adviser, Texas. □

Activities of an advisory committee

R. J. DELORIT, Vo-Ag Instructor, Plymouth, Wisconsin

R. J. Delorit

AGRICULTURAL advisory committees are neither new nor unusual, but only a comparatively small number of agricultural instructors have learned to realize or utilize their potentialities. Experienced instructors, especially those of us who have spent a greater part of our teaching career in one community, are skeptical about becoming involved in what may add more work to an already heavy schedule if our programs seem to be progressing successfully. Inexperienced instructors often avoid them for fear that they are too complex to handle. Although their value will undoubtedly vary from one department to another depending upon existing conditions, they can provide valuable contributions to any department if properly handled.

Our experience has indicated three values of an advisory committee. These are: (1) they are a source of new and sound ideas, (2) they acquaint the community with the work of the department, and (3) they are probably the best public relations staff that one can obtain.

One of the first jobs of our advisory committee after its establishment was to aid us in the development of an agricultural curriculum. Our administrators felt that in order to meet the needs of our community, our educational system should offer four separate curriculums. These were agricultural, commercial, general, and college. We thought we knew what should be included in an agricultural curriculum, but we felt that this group would be in an excellent position to provide suggestions. From that meeting arose a number of suggestions which we incorporated in the curriculum. Frankly, the soundness of the suggestions impressed both the administrators and ourselves. Later the committee was informed of the subject matter and activities presented within the agricultural program. From then until the present time, our plans call for two or more meetings yearly depending upon the need. The first meeting takes place soon after the onset of school. At this time the new members are acquainted with the program, and a program of work is planned for the year. Other meetings are used to plan details for activities of a wide scope and to meet new situations as the need arises.

Improve Public Relations

To those who have never worked with an advisory committee, it might appear that its value ends here. Actually, we have found this to be but only a part of its value. First, in spite of publicity and other public relations mediums, only a small percentage of the people are aware of all the various training phases being provided to agricultural students. Through these men, other people obtain a more complete picture of the program. Needless to say, the continued development of vocational agriculture is dependent in no small degree upon not only informed parents, but on a well informed rural and city population as well. The best publicity for a department comes from without and not from within. Secondly, an advisory committee brings people into closer working relationship with the school. It gives people an opportunity to take an active part in the program and, consequently, they feel that they are a part of it. Vocational agriculture has done a great deal in utilizing the physical resources of a community but is far behind many other agencies in making full use of its human resources. Basically, the strength of any program, regardless of its nature, begins with those to be served. People, by nature, want to contribute and feel that they are a part of something. Third, we have found our advisory committee valuable in keeping administrators and board members informed of not only the activities, but also of the needs of the department as well. If properly done, what can be more mutually beneficial than farmers, administrators, board members, and agricultural instructors working together toward a common goal.

Advisory committees are not the answer to all problems nor do they assure an outstanding agricultural program. In fact, there is a possibility that they may create a greater problem than the ones which they were meant to solve. Fortunately, this is only a remote possibility if the instructor possesses a fair sense of vision.

Committee Membership

It is frequently said that "those instructors who have the greatest need for advisory committees are those who possess the least ability to handle them." While there is considerable logic in this statement, it is undoubtedly true that a greater measure of success can be assured if the individual realizes the limitations and is aware of the problems that may arise. One of the problems indicated by instructors is the repropagation of the committee without ill feeling. I am sure this can be done in a number of ways. Our committee consists of a board member, a farmer who represents the adult classes, three farmers who have sons in classes, the superintendent, principal, FFA president, and two agricultural instructors. We are now planning to add a young farmer representative. The board member is chosen by his own group, the adult farmer is elected by the adult farmer classes, the three other farmers are selected by the FFA executive committee, the young farmer representative will be elected by his group, and the rest of the members, of course, are chosen by virtue of their position. The term of office for elected members is two years. This method of choosing members was suggested by the original advisory committee. We have found it to be fair and yet it provides a certain degree of control by the instructor.

Another important point to remember is that an advisory committee is what the name indicates—to advise or suggest. The advisory committee is not intended to be a group delegated with the power of administering school affairs. The development and administration of school policies is the job of the board of education and administrators. Neither should the committee ever reach the point where it dictates to the agricultural instructor. Here lies the instructor's main job—to guide and direct the efforts of the committee along the proper channels. One need not be a magician to do this, but it does require planning and looking ahead. This, however, is a requirement for any successful activity. □

GUEST EDITORIAL

(Continued from Page 75)

of better communities and of leading and encouraging, as well as directing, others toward goals and achievements in community life. This has made family life on the farm, and in the town as well, more productive of genuine good.

The people of my state are awakening to the fact that much of our progress is traceable to the knowledge being acquired by boys who study vocational agriculture, something which grandfather never had an opportunity to know, but which has made his grandson a more successful farmer, a better leader in his community activities, and a happier and more useful citizen. Aside from this he is more successful from the economic standpoint, which enables him not only to be a still better farmer but to do things for the advancement of community life which grandfather could never afford to do.

Yes, the years have shown that mine and all other states, through their programs of vocational agriculture and the Future Farmers of America, are reaping a rich and fruitful reward. That is the reason the programs are expanding so rapidly and receive such widespread support. We have learned from experience that, regardless of the field of endeavor, the young man beginning his life's work has more chance of success, is a better and more useful leader and citizen in his community, and is far more likely to succeed in his chosen work because of the lessons he learned under the instruction of a wise teacher in the field of Vocational Education. □

It is never too late to give up your prejudices.—HENRY DAVID THOREAU

Meetings for parents "sell" farming programs

WARREN L. GRIFFIN, Vo-Ag Instructor, Needville, Texas

Warren L. Griffin

HOW big a part does the parent play in the farming program of the student? To what extent should the parent be considered when the boy starts a project? Is it necessary for the parent to understand the fundamentals involved in the program of vocational agriculture?

These and many other questions should be considered by the vocational agriculture teacher when he starts a group of first-year boys on their farming program.

How many times has a father of one of your boys met you on the street at the beginning of the school year and asked, "What kind of a project does my boy have to have this year?" If a good job had been done in selling the farming program to both parent and boy, this question should never have been asked. In this case, however, the farming program was not clearly understood by either the parent or the boy. Too many boys and parents believe that the farming program is just something that the boy has to have in order to "pass" the course in vocational agriculture. Too few parents look at the farming program as a means of getting the boy established in the farming business, making his own money, and putting into practice the principles that he has learned in class.

It is my belief that there are entirely too many short-term projects. The ideal program should emphasize the long-term project which increases in size as the years go along so that the boy is ready to break away from his father after completing school and go into business for himself. There are too many boys who have as their only objective the cash gained from the project. These boys usually have entries for the county fair, such as fat steers, fat barrows, capons, and the like. Usually when the fair is over, the boy is left without any type of a project until he begins to get ready for the next fair. On the other hand, some of the boys have a breeding enterprise which enables them to keep the offspring to increase the size of the project or to sell them to pay off the initial investment, leaving them with an animal that will continue to produce. In any department both long and short-term projects will be found, but through the proper selling methods the less desirable type can be kept at a minimum.

I have found that the best way to sell the farming program to first-year boys is to first build enthusiasm in class. This may be accomplished through class discussions, by taking the boys on field trips where they will see the programs of some of the more successful in-school and out-of-school boys, and by showing movies and reviewing articles concerning FFA boys in the various communities over the state. This should make the boy enthusiastic and eager to begin on his own farming program.

After this enthusiasm has been built up, the next step is to sell the parents on the farming program. I have found that the most effective way to do this is by having a meeting of all of the boys and their parents. This meeting should be held after the boys thoroughly understand the principles involved in the farming program and have been introduced to the vocational agriculture course. It is best to wait until the Greenhand Chapter has been organized and the boys are familiar with the FFA. This meeting should not be postponed too long, however, because the enthusiasm will begin to drop, and the boys will lose interest. The best time to hold this meeting, in my opinion, is from four to five weeks after the beginning of school.

In planning this meeting the boys should take the initiative in working up the program and your main objective should be kept in the background. This will cause the boys to take a bigger part in the program and they will show more enthusiasm in getting their parents to come. It should also be made clear that each boy is expected to bring his parents.

In one of the best meetings that I have had the Greenhand officers were in charge. This meeting was opened with the regular opening ceremonies. The officer and committee reports were given. The parents were then shown through the agriculture building, including the shop, library, office, and classroom. Everything was explained to them by

(Continued on Page 95)

Future Farmers participate in conservation

RAY L. BRIGHT, Vo-Ag Instructor
Millheim, Pennsylvania

When the frost is on the pumpkin
And the corn is in the crib,
Then what's to keep the hunter
And his hound dog from the ridge?

Here in central Pennsylvania
As in every wooded state,
Every boy who loves the mountains
Just can hardly seem to wait.

September's show is pleasant
And October's days are rare,
But give a lad November
And the hunting of the hare.

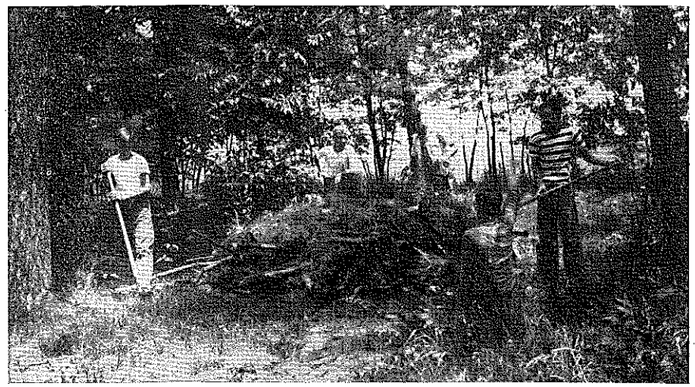
BUT thoughts of hunting bring up a problem too. Increasing numbers of sportsmen combined with intensified agricultural effort have made serious inroads in our game supply. The reclaiming of land unused for years and the removal of old fence-rows has destroyed much of the natural cover and food for wild life. The Future Farmers of East Penns Valley have had a hand in this effort for greater crop production. Now they are as concerned as any sportsmen in the area and are making plans to insure better hunting days ahead.

A group of twelve sophomore boys with two of their members serving as spokesmen requested class time to study the problem of wildlife conservation. I have never seen a more enthusiastic group. They went through all of the reference materials on wildlife and game management as though it were a sport itself. After careful study and class discussion of the various practices that can be used to protect game, the group decided to build rabbit retreats such as the one shown. This one was built in the corner of the woodlot on one boy's home farm. Two fifty-five minute periods were needed to complete the job. A pile of stone located at the site selected for the retreat was a big time-saving factor in construction.

All of the boys agreed to follow the

(Continued on Page 84)

FFA Chapter members cooperate in promoting wild life conservation. A rabbit retreat constructed on farm of one of the members.



Do home farm visits bring results?

J. V. RAINE, Vo-Ag Instructor, Staples, Minnesota

J. V. Raine

AN oversized class of ninth grade boys enrolled in vocational agriculture presented the opportunity to conduct a field experiment on the value of home visits as determined by the attitude of the students toward the study of vocational agriculture, by the grades received by the students, and by the scope of the supervised farming programs measured in terms of labor income, work units, net worth statements and participation in skills, techniques, and improvement practices. Thirty-two boys were divided into two groups by means of mental aptitude tests. Each group was taught in a separate class, but effort was made to teach the same subject matter to each group on the same day, if possible. Group I, which was the control group, was visited an average of three times during the year; and Group II, the experimental group, was visited an average of seven times during the year.

Both groups possessed nearly identical average mental aptitude scores at the beginning of the problem. All of the boys lived in the same type of farming area, which is generally cut-over timber land of a sandy nature. The average family was composed of three boys and two girls for both groups. At the beginning of the school year, a pre-test was given to both groups to determine the amount of subject matter each group possessed prior to studying vocational agriculture. Results of the tests showed that both groups had about the same knowledge of agriculture.

The writer prepared a series of 102 statements which would help to measure the attitude a student had toward farming. The results of this test revealed that both groups had a similar attitude toward farming.

Group I was visited once during the school year, and that visit was made early in the fall. Two more visits were made to the Group I boys during the months of June and August. Group II was visited three times during the school year, once during the early fall, the second time just after the New Year and again in the spring. This group was visited once during each of the months of June, July, August, and September or October. An effort was made by the writer to cover the same type of information during the visits to each group, but the material was covered in more detail and more often for Group II.

Analysis of Results

At the close of the school year, both groups repeated the pre-test as a final examination. Again both groups showed similar amounts of progress, indicating that the home visits contributed nothing to the amount of subject matter acquired. A summary was drawn from the eight letter grades received by both groups, which involved six six-weeks period grades, the final examination grade, and a grade indicating the scope of the supervised farming program. (See Figure I.) The results of this summary given in Figure I show that Group I earned higher grades during the first, second, and fifth six-weeks periods; but Group II excelled in the other five periods. The writer contends that the supervised home visits were at least in part responsible for increasing the interest of the students and stimulating them in achieving a higher scholastic standing in the class.

The same attitude inventory which was given at the beginning of the year was administered before the close of the school year in June. Table I gives a breakdown of the results of the inventory. (Page 83)

A study of the data presented will reveal a slight advantage for Group I at the beginning of the study, but an analysis of the attitude inventory taken at the end of the study reveals Group II definitely ahead. Significant is the fact that Group II gained in six of the seven areas of the inventory, while Group I lost ground in every area except one. Group II made substantial gains in the areas of supervised farming, leadership, scholarship, and recreation. The writer believes that the three visits made during the school year to Group II are responsible for this gain.

Interesting results were secured when a study was made of the extent to which each group re-enrolled in high school and vocational agriculture the following year. Three members of Group I had dropped out during the school year while Group II was still intact. Sixty-nine per cent of Group I returned to high school the following fall as compared to eighty-one per cent for Group II. Only thirty-eight per cent of Group I re-enrolled for vocational agriculture, while seventy-five per cent of Group II were members of the Agriculture II class. These data show that home visits, properly made and spaced throughout the calendar year, contribute to the school's holding power of a class of students.

The concept of the supervised farming program is ever broadening. No longer does it largely center around the profit motive of the productive project. Improvement practices and skills and techniques learned by a student while studying vocational agriculture vary greatly and are difficult to summarize except by number. In Group I less than

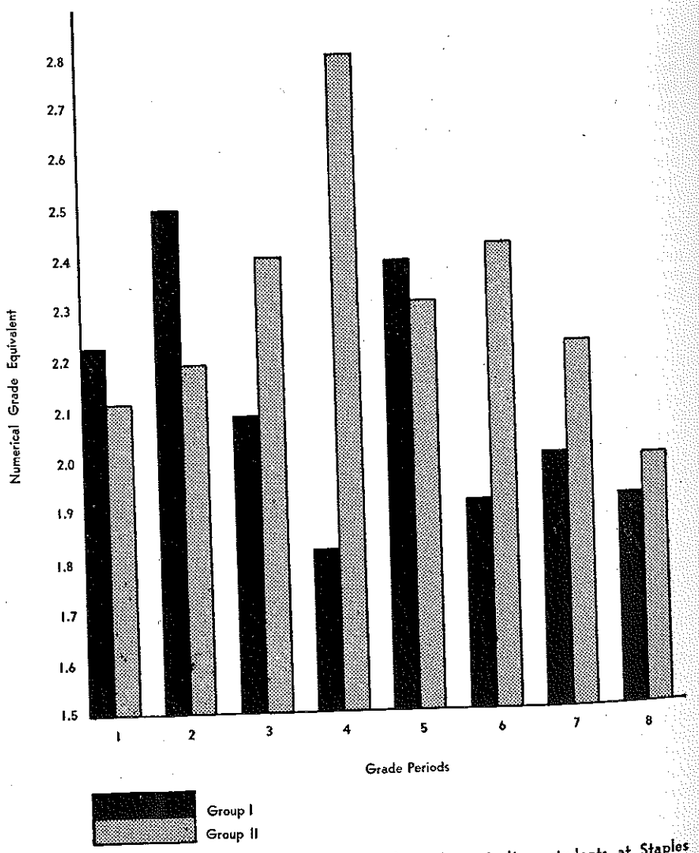


Figure I—Average period grades received by ninth grade agriculture students at Staples High School during the school year 1950-51.

TABLE I. Summary of the attitude inventory given to ninth grade agriculture students at Staples High School during the school year 1950-51.

	Group I		Group II		Combined Group	
	Begin	End	Begin	End	Begin	End
	(Per cent of desirable answers given)					
Supervised Farming	64.8	62.8	64.6	73.1	64.8	68.5
Leadership	70.8	70.0	63.3	67.5	66.7	69.2
Cooperative Activities and Community Service	63.7	67.5	66.2	68.7	65.0	68.7
Earnings and Savings	65.8	59.2	60.8	60.8	62.5	60.0
Conduct of Meetings	63.0	58.0	63.0	64.0	63.0	61.0
Scholarship	63.3	61.1	50.0	60.0	55.5	60.0
Recreation	71.7	70.8	68.3	75.8	70.0	73.3
All areas combined	66.1	63.9	63.1	68.9	64.4	66.7

fifty per cent of the group completed one or two improvement practices, while sixty-six per cent of Group II completed one, two, or three improvement practices. Eighty-five per cent of Group I mastered and practiced an average of 2.5 skills and techniques per student, while ninety-three percent of Group II participated in an average of four skills and techniques per student. The data emphasize the important relationship between home visits and the skills and techniques, and improvement phases of the supervised farming program. These phases of the supervised farming program must be planned in close cooperation with the student and his parents, and the teacher of vocational agriculture must bring the two together.

Records, as kept in the *Minnesota Supervised Farming Planning and Record Book,* revealed that Group I earned a labor income of $83.25 as compared to $103.23 for Group II. Two members of Group I worked on farms for experience and are not included in the averages for Group I. The writer feels that the added number of home visits made during the time that crops and livestock were growing paid some dividends. Group II was visited four times during the growing season as compared to twice for Group I.

A simplified net worth statement was used to determine financial progress made by the students. Group II had a substantially higher net worth than Group I, with Group II averaging $216.80 while Group I averaged $135.35.

Summary

1. The number of home visits has no influence on the amount of subject matter material absorbed by ninth grade vocational agriculture students at Staples High School.
2. The number of home visits was an influential factor in the six weeks period grades, the final supervised farming grade, and the final examination grade received by ninth grade vocational agriculture students at Staples High School.
3. The number of home visits had a significant bearing on the attitude of ninth grade vocational agriculture students at Staples High School.
4. The number of home visits had a significant influence on persistency of ninth grade vocational agriculture students to continue to attend high school and study vocational agriculture the following year.
5. Increased scope of supervised farming activities as measured in terms of work units was associated with the larger number of supervised home visits.
6. Higher labor income from supervised farming activities was associated with the larger number of supervised home visits.
7. A higher net worth statement of the ninth grade vocational agriculture students was associated with the group receiving the larger number of supervised home visits. □

The Rural Teacher's Philosophy *Crops* Up

Carefully *lay the groundwork* in your *fertile field* of educational endeavor. *Plow* your intellectual *furrows* diligently and deeply. *Rake in* rigorously the four R's, Readin', 'Ritin', Rithmetic, and Readiness. *Fertilize* frequently with friendship, obedience, love, and understanding. After psychological selection of right methods, *drill in* the choice of *seeds* of character, culture, and citizenship so that learning may *germinate* and *grow. Plant* not by the *dark of the moon* but rather *hitch your* educational *wagon* to a philosophical star.

If you carefully *cultivate* pupils' ideas and ideals as they *'turnip,'* and not *'squash'* their initiative and impulses but *thin out* the undesirable qualities, you'll have a *bountiful harvest* that's hard to *'beet.'* In fact, it will be the *'apple'* of the community's eye.

Even though the youngsters *'barley' know their onions* when you begin to work with them, and times are sometimes *harrowing* as you first *scratch the surface,* you may find that the little citizens are *transplanted,* and *bud* and *blossom* until the *fruits* of your teaching will be a *'peach'* of a school, and you'll have a *barrel of fun* doing it. With thanksgiving you can well blow your *horn of plenty.*

So *'lettuce'* put forth our earnest efforts for a *bumper crop* of successful service. If it results in a raise in *'celery,'* and you are able to live within your *'beans,'* you'll say *"soil's right"* with the world.

DR. GEORGE W. WRIGHT,
School of Education,
University of Delaware,
Newark, Delaware.

Student Teachers to Meet at FFA Convention

Student teachers in agricultural education plan to hold several meetings at Kansas City during the FFA Convention. Sessions will be held in the Civic Auditorium at times which will interfere least with the activities of the Convention, thus giving opportunity for prospective teachers to become familiar with the Convention proceedings.

All student teachers are welcome. Agenda for the program may be secured from John N. Weiss, 103 Gregory Hall, University of Illinois, Urbana, Illinois, after September 15.

Advisory Councils Consolidate Interests

(Continued from Page 76)

8. The council recommended that an attempt be made to lengthen classes for students studying vocational agriculture, but this was not found possible at this time.

9. The council has made a study of the course of study offered in the vocational agricultural department and recommended minor changes in the curriculum.

10. The council has been of material assistance to the FFA chapter in its attempts to buy a tractor. It has:

a. Recommended the feasibility of a tractor for the agricultural department from the standpoint of being educationally and financially sound.

b. Studied each bid submitted by tractor companies and made suggestions.

c. Interested additional tractor companies in entering the competition.

d. Recommended that the FFA chapter sell bonds to finance the tractor.

e. Pointed out to school authorities the need for help in financing the tractor.

Agricultural teachers must believe in the effectiveness of advisory councils before they should attempt them. It is my firm belief that an effective agricultural program is dependent upon having a complete program in agricultural education that adequately meets the needs of all the rural people in the community. Too often, agricultural instructors are prone to believe they have an effective program due to the success they have achieved with their day school program. With the spiraling costs of education, increased tax loads, and an awareness on the part of the public of these burdens, it is becoming increasingly important that the schools must meet the needs of the people they serve in order to survive. I believe that an advisory council is the best method yet devised for an agricultural instructor to use to do the job in his community that *needs to be done.* □

As long as the life of society goes on normally, education is generally acknowledged as an important social function, yet it does not attract much public attention. But when some crisis comes, when a depression is felt in the social atmosphere or some political cataclysm occurs, then people turn to education as a remedy and panacea against the evils of the times.—H. G. WELLS

The role of the teacher
in promoting school and community relations

AMOS W. BAIR, Vo-Ag Instructor, Richmond, Utah

IN RECENT years much attention has been given to the term, Public Relations. It is a subject about which many books have been written. In fact, the entire field of communications has been overflowing with the "what" and the "how" of a good public relations program.

Educators of all ranks—classroom teachers, principals, supervisors, superintendents—yes, even the vo-ag teacher has been introduced to this thing we call public relations.

In vocational agriculture we've had a tendency to pay too much attention, perhaps, to the foundation and framework of public relations structure. We've failed, perhaps, to pay enough attention to the little things it is made of—things we do day by day, year in and year out while on the job. Too often we assume that the things we do as individual teachers are too insignificant to matter much in the school's over-all public relations program.

Public relations is not something you can hire an expert to do and forget about, although many experts are doing a fine job. It's not something that's going to be done in the principal's office or something the superintendent can do without your help. Someone said that public relations is the letter you don't write when you are mad, and the nice letter you do write to the so-and-so when you've regained your sense of humor. The little things in the classroom routine, in our contacts with the public as we go along from day to day, on our visits to the farm, are the things that really count. These so-called little things are important. There is nothing too small in the school routine for us to overlook.

The vocational agriculture teacher is the nucleus of the school's community relations program. He is in constant contact with the boy and his home, the school and the community. He must meet the public on common grounds and must at all times maintain a professional attitude. As a classroom teacher he must assure the best community relations, must create an atmosphere such that each student leaves the classroom with a feeling of genuine happiness based on a sound sense of security, physical comfort, and success toward his chosen vocation.

To achieve good public relations there are a number of factors that must be taken into consideration:

1. The first consideration must be the pupil. The teacher should recognize that each student differs from other students in many respects and has had many varied experiences. Subject matter and the choice of problems to be solved along with the method used should be approached at the level of the individual student. The teacher should develop in each boy a sense of belonging to the group and a confidence in his own thinking. He should direct the thinking of the boys by planning and evaluating together. He should be sure that each boy experiences success through the employment of classroom accomplishments, adapted to his own needs, on his own farm.

2. The second consideration is directed at the teacher himself, who must be happy and interested in the subject he is teaching. He must be well prepared in knowledge and subject matter and teaching methods, and should have a sound philosophy of proper pupil advancement through the subject matter. The vocational agricultural teacher must be cheerful and human, have a sense of humor, and realize his own limitations. Furthermore, he must add to the cheerfulness of the situation by being well groomed, neatly dressed, and speak with a pleasant voice.

3. The third consideration is the classroom. It should have an agricultural environment conducive to study, with attractive appearance and adapted to the interests, comfort and health of the students. Equipment, references and supplies should be adequate and flexible enough to assure the best possible service to the students. Agricultural resources should be used as a part of the classroom environment.

4. The fourth consideration is the parent. The parent should be aware of the outstanding achievements, opportunities and needs of the boy. Visits and reports to the parents should be a guide to further progress. A working understanding between the boy, parent and teacher should be an assurance both for the boy's success and good public relations.

To promote good public relations, a teacher should develop an understanding of the community needs and functions in order that he can serve as an integral part in community planning and at the same time, use the community resources to further the educational process in the classroom. This goal may be accomplished in a number of ways:

1. The teacher may originate through the class, the F.F.A. organizations or the school, projects for community improvement which can be worked on cooperatively by the school and the community. Possible projects may include: Recreational programs, banquets, parent education, farm and home safety, etc.

2. Students may carry educational programs for service clubs or they may aid the city or council or church in some community or church project.

Teacher contacts on the farm and in the community are a definite force in the development of public relations. The vocational agriculture teacher should endeavor to leave every group or person contacted with a higher estimate of the educational process than they had before the contact was made. Some of the qualities of the teacher which aid in the development of public relations through contact are friendliness, honesty, sincerity, professionalism, spirituality, morality, community interest, and interest in the boy and the farm. The vocational agricultural teacher may stimulate better public relations by the distribution of educational literature. Farm bulletins and school publications such as the N.E.A. Journal, *Agricultural Education Magazine* and others may be placed in the homes and in public places such as the doctors' and dentists' officers where the public can come in contact with the best thoughts of the educators.

The public relations program is definitely related to the professional attitude of the vocational agriculture teacher. We as teachers of farm boys must help each other to maintain professional standards by supporting professional organizations in their endeavor to improve the professionalism of the group.

When we as vocational agriculture teachers, through our service, convince the public that our greatest goal is the greatest possible development and achievement of the children of our communities, we will have established ourselves as a professional necessity and adequate pay, tenure, and happiness will follow. □

Future Farmers Participate
(Continued from Page 81)

same practice on their own farm in cases where shelter is lacking. Plans for rabbit retreats are available by writing for Bulletin 16, "Wildlife in the Farm Program" published by Pennsylvania Game Commission.

Other projects studied and recommended for farms on the basis of needs are: fence-row projects, ditch-bank plantings, brush-pile projects, steep retired hillsides, woodland-field border projects.

The Future Farmers plan to initiate one or more of these projects each year as a group activity in the hope that other interested people will cooperate with appropriate practices on their own farms.

This is convincing evidence of youth's willingness to cooperate in worth-while community activities. □

Experience with Council
(Continued from Page 78)

the council fully understand their function and relationship to the Board of Education. This is clearly stated in the Constitution and By-laws. A member of the Board of Education has been designated by the board, at the request of the council, to sit in on all meetings. This board member, like the teacher of agriculture, principal, and superintendent has no vote and is not counted as one of the twelve members.

By the use of an advisory council, a program of agricultural education can more adequately serve the needs of the people of the community. □

Community improvement through sound farm planning

A Practical Course in Farm Management Prepares Future Farmers for Better Living

ELDON DRAKE, Teacher Education, Utah State Agricultural College

Eldon M. Drake

A COMMON observation of most vo-ag men as they're making supervised project visits is the extreme difference in the physical condition of many of the community's farms. On one hand may be a farmstead whose general appearance is that of prosperity. And yet, next door on practically the same type of land, is a farm displaying all of the symptoms of poverty. The buildings and fences are run-down, the soil abused, and the crop and livestock production is at a low ebb.

"Which farmer," one might ask, "is contributing the most to the community's socio-economic growth?" "Which farmer is retarding this growth?" The answer is not difficult to find. A prosperous farm invariably makes a happy farmer; and a happy farmer is a community's best supporter—its greatest asset!

Such a situation is analogous to the familiar saying, "A chain is no stronger than its weakest link." For no community can grow and prosper as long as poorly managed farms exist as "weak links" in its chain of progress.

Perhaps the logical conclusion derived from such an observation is that farm management is a key factor in why such a difference exists in many of our farms. Assuming that farm management is the answer, no community leader is more strategically situated to attack such a community problem than the vo-ag instructor. For a vo-ag man is working with both the present and future generations of the community's farmers. He can treat today's management ills—and prevent tomorrow's. And there's no better way of mastering farm management problems than through a well-planned vo-ag course. Rural America has hundreds of prosperous, thriving communities which are the direct products of such vo-ag programs.

One of the most successful farm management programs in the inter-mountain area has been developed by Frank Jacobs, vo-ag instructor at the Madison high school, Rexburg, Idaho. Mr. Jacobs tried several methods of teaching farm management and found that a mere study of the farm problems failed to get proper student motivation. Too, a demonstration farm for the whole class left the problem to be solved a rather hypothetical one.

In getting at the problem of community improvement through a practical farm management program for his vo-ag students, Mr. Jacobs has each boy draw up a complete farming plan for his *home* farm. He gives several reasons why such a method is a workable solution in getting farm planning across to his students.

First of all, each boy develops a greater personal interest in his home farm—his own situation. Furthermore, the parents of the boy are brought into the farm planning picture. Farm planning, according to Mr. Jacobs, needs this parent and son relationship. With both the boy and his parents setting out to solve their problems as a team, faster and more constructive results are obtained. Farm planning is placed on a "doing" basis and the teaching is given on a vocational level.

In carrying out the foregoing method of teaching farm management Mr. Jacobs usually organizes the course as an Ag. IV course of study. Such a schedule gives the course an advantage of what he calls "clinching" the information taught the first three years. When the Ag. III and Ag. IV students meet together, jobs such as animal breeding, and farm law, which are not directly connected with working out the farm plan, can be taught one year and the balanced farming plan the next.

Preparation to teach this farm planning problem should begin early—at least a year before the boys start their planning. Mr. Jacobs emphasizes that, first of all, a good survey of each farm must be made. This can be done by contacting the Soil Conservation Service specialist and having him assist with soil surveys and maps of each of the boys' farms. Making observations on crop and livestock programs on each boy's farm with a critical analysis of practices which need improvement will provide the foundation upon which the boys can do their planning.

Mr. Jacobs has developed the following program as a method of teaching farm management to his Ag. IV students. This plan should work in your area too.

Job I—Orientation of problem

Job II—Conduct S.C.S. field trip to a problem farm and get instruction on the following:
- A. Soil survey
- B. Soil topography
- C. Irrigation and drainage
- D. Field layout for rotations

Job III—Follow up with classroom discussion and questions

Job IV—Map individual farms as of current season and record, by legend, the results of the soil survey. Draw in fields and acreages, showing present rotation. Color maps.

Job V—Fill in costs and yield table of past rotation

Job VI—Study crop rotations

Job VII—Work out several good rotations that could be used and select the best one.

Job VIII—Record costs and yields on table

Job IX—Record the total production

Job X—Work out the livestock program, including feeding tables, rations, estimated expenses and costs, and the amounts of each feed required

Job XI—Fill in feed production and disposal chart

Job XII—Study and review soils and fertilizers

Job XIII—Make soil tests and record the results

Job XIV—Outline the fertilizer program
- A. Show manure production and disposal
- B. Show phosphate requirement and fertilizer to use and the method of application

Job XV—Itemize in budget form the costs and returns for the old and new plan and make comparisons

Job XVI—Work out building requirements for the new plan by describing the type best suited, estimated costs, and farmstead arrangement

Job XVII—Work out machinery requirements, estimated costs, etc.

Job XVIII—Outline the transitory steps needed to get from the old to the new plan

Mr. Jacobs gives his students on-the-spot training in putting the foregoing plan into action. A farm in the high school's service area is selected as a "workshop" where students, the instructor, the S.C.S. specialist, and the county extension agent work out a complete farm plan. Through such planning, which involves both livestock and crop enterprises, the students acquire experience and information which can be used as a

(Continued on Page 94)

Planning in the Field. Soil Conservation Specialist discusses cropping plan for the farm with vo-ag class. Frank Jacobs, Vo-Ag Instructor at Rexburg, standing in back row at right.

An FFA safety program

HAROLD J. HAYNES, Vo-Ag Instructor, North Troy, Vermont

OUR CHAPTER has had some experience with safety programs for the past few years; and—while measurement of effectiveness is difficult—I believe the chapter has had some influence in making the farmers in the patronage area become a little safety-conscious. We have, for the past three years, made application for the State Foundation Award in Safety and were fortunate in winning it a year ago. We have tried to make farm safety practices and teaching one of our big goals in the FFA program of work and have elected a Safety Committee at the time of each annual election of officers. These boys have felt the need for safety work on the Vermont dairy farm and have been quite active in their endeavor to do some real work toward accomplishing safer working conditions and practices on them.

Using the Foundation Application form as an outline, I will list some of the accomplishments of our chapter that I feel might help other committees of FFA groups to see possibilities for action along this line.

In promoting safety, the following devices have been used:

1. Subscribed to National Safety Council Farm Safety service and ordered charts and questionnaires for distribution on farms and for displays.
2. Fifteen safety teaching films used in all classes, all-day and two veterans' groups.
3. Two weeks after the Foot and Mouth Disease outbreak in Canada, a public showing of the picture, "Outbreak" shown to 250 farmers, cattle dealers and customs officials.
4. Fire prevention surveys run on 105 farms by FFA and veteran enrollees.
5. Safety hazards surveys run on 91 farms.
6. Safe use of shop tools and safety charts used in the Farm Shop program.
7. Fire prevention display set up in local store during fire prevention week. Surveys and check sheets of National Board of Fire Underwriters distributed.
8. Display made on field machinery and tractor operating safety at store in largest city of county during Farm Safety Week. 300 National Safety Council check sheets distributed—sponsored by Chapter Safety Committee. Also used at two fairs in county.
9. During the year, 23 medicine cabinets were made by the boys for safe storing of animal medicines on dairy farms.
10. One chapter meeting and a unit taught advanced agricultural classes on liability responsibilities of the FFA chapter in connection with fair and other chapter-sponsored activities.
11. All members brought in news clippings of farm accidents and fires for bulletin board use to point out hazards and dangers.
12. Fire-cause demonstration arranged for and attended by chapter and 225 people of area in cooperation with agent for a fire insurance company.
13. Chapter used about 500 danger tags in marking and eliminating safety and fire hazards on home farms and those of neighbors.
14. Chapter invited Deputy Fire Marshall to speak at local Kiwanis meeting and P.T.A. meeting to bring out need for inspection service.
15. Chapter planted trees and recommended fencing local water supply.
16. The chapter sponsored a safe driving demonstration put on for people in two local high schools in cooperation with Farm Bureau Insurance Company.
17. Chapter helped with fire fighting demonstration for local fire department.
18. Chapter showed 5 films on fire fighting techniques for local fire department.
19. Chapter cooperated with local Grange in making safety films available for their meetings.

These are the things that we have attempted as safety teaching techniques. Whether they have been effective or not is hard to say. We have tried at least, and I hope that some reduction in loss of life, facilities and properties has come about from the use of these various measures. Safety teaching must be a part of all jobs and activities and a constant thought of the agriculture teacher if continued caution is to be taken by our enrollees and farmers of our patronage area. □

Let's Take Action

(Continued from Page 75)

educational systems. In the case of vocational agriculture more specifically this will involve many things such as types of programs eligible for reimbursement, who should be permitted to take vocational agriculture, the length of class periods, the types of out-of-school groups to work with, etc. And secondly, there is the problem of determining the degree to which the present vocational education acts meet our educational needs and if modifications in them are desirable. This second problem probably is in need of more serious consideration than the former. It would involve annually a critical evaluation of the program of vocational agriculture and of the policies which guide its operation.

We are all aware of the risk we run should we ask Congress to modify the provisions of the acts under which we receive Federal assistance. However, if the need of change is clearly indicated after a thorough study, we should not hesitate to ask that corrective measures be taken. The risk would be a calculated one in which we would stand to gain much more than we would lose.

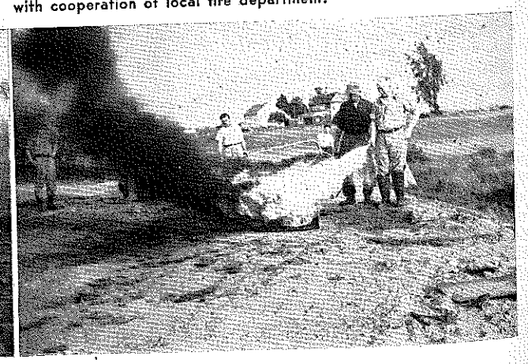
There is no doubt in my mind but that we need to take stock of our situation and act accordingly. The big question is: *Will we?*

J. C. ATHERTON, Teacher Education, Arkansas

Cooperation with Local Fire Department in Fire Prevention

North Troy—Newport Center FFA sponsors demonstration of fog and drenching method for extinguishing wood fires.

A chemical fire fighting demonstration arranged for and staged with cooperation of local fire department.



Starting the new school year

LEONARD F. LUCE, Vo-Ag Instructor, Cazenovia, Wisconsin

Leonard F. Luce

THE FIRST few days of the new school year are important not only to the instructor, but to the student as well. It is a time of some confusion, getting acquainted with other students, and getting accustomed to the confinement of a classroom. But it is also the time to introduce the work of the agriculture department and the policies and plans for the year. If this is done at the very beginning of the year, better harmony and less confusion will result. It is not expected that this all will take place the very first day, or even the first two days, but it should start then and continue until all students understand the plans which are to be put into operation. A complete plan of operations, which is very necessary for a successful year of work, comes partly from the past year's work, or experience in teaching, and partly from the needs of the individuals enrolled.

There are many situations within a school which sometimes alter plans, and without preparation to meet such changes, the teacher is often left in a dilemma. Band tournaments, baseball games, class plays and other activities take students from classes and sometimes leave only three or four in class. Should the instructor carry on with the work, and let those absent make it up, or should those present be given something else to do? The instructor as well as the student should understand in advance what the policies are on these and similar issues to avoid difficulty.

Another part of our plan of operations should be our farm shop policy. I have seen many farm shop classes where poor preparation and planning was evident. The instructor had no plan, nor did the students. If a high school boy is left with the decision of what he wants to do or study, 90 per cent will do very little, or they will do just what they enjoy most and may not be in keeping with the purpose of an education in agriculture. The student should first complete specific projects and job operations which are similar to those encountered on the farm.

To bring out this plan of operation more clearly to the students, I have found it very effective to mimeograph a statement for the students. This states the policies of the school and especially the agriculture department. It is distributed the second or third day of school and is read and discussed. The copies are then retained by the students for further reference.

Another factor, often prolonged and "shelved" until too late, is the FFA program and what it should do. The sooner this program for the year can be determined and work on it begun the better the program will be. Some research on what this program should be for the year can be done during the summer months along with the project visits made by the instructor. Many of the students as well as the parents have concrete ideas that will help in forming a good program. In our program in Community Service this year the FFA painted the interior of the Village Hall, an activity suggested by the parents and students.

In conclusion, a plan of operations and policies is the best way to a successful year ahead. It is better not only for the instructor but for the students. If the road ahead is clear and there is a common ground of understanding on what is to be accomplished and expected a great deal of learning results which, in all cases, is the primary object in education. □

Useful Work—An Objective of Education

ORLANDO A. LESTER, Headmaster, Quimby School, Center Sandwich, N. H.

DOWN through the years of our educational experience, hundreds of objectives of education have been listed and classified. I like to think of useful work as a very essential part of our education and that it does serve and is necessary to society, and consequently can be considered as a prime objective of education.

If we accept the above philosophy, vocational education must be an integral part of our educational system. General education furnishes the background for the broadening and orientation to those electing to pursue a vocational course.

Young people, wherever they are, must learn economic efficiency—how to earn a livelihood and to manage their affairs with ordinary prudence; they must master human relationships—how to get along with other people, including their families.

Youth is clamoring for security. The most important element in personal and economic security is occupational competence. The assurance that one is equal to the requirements of a job gives a mental lift towards life.

I hear young people say the days of opportunity are gone. There is much useful work to be done and it is part of our job as leaders of young people to assure them that there are opportunities for everyone who is willing to work.

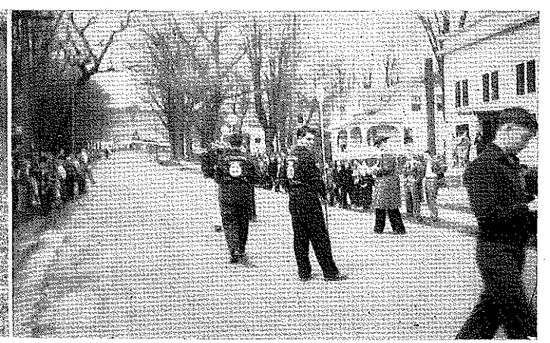
The programs of vocational agriculture have enriched and vitalized our educational curricula because of the fact that no one is successful in life unless he is trained efficiently and is willing to work incessantly to gain competence in the job to be done. Vocational agriculture has added to the major function of education: that of bringing intelligence to bear upon that life as it is lived, not only on the farm, but also in the factory, home and office.

In the last analysis, the job one is to pursue is a prime objective in life. In school, teachers must guide, encourage, and insist on work well done. Habits formed in school are likely to stay with us in adult life. If we can develop citizens who will do their job well, take an interest and pride in their work, be worthy home members, and good moral characters, our society need not worry about having people to replace those leaders of today who have made America the leading productive nation of the world. □

Examples of FFA Chapter Cooperation with the Community

North Troy—Newport Center Chapter plants trees on water-shed of village water works.

The chapter sponsors a safe-driving demonstration. Members are measuring "reaction" and "stopping" distances.



The cooperative study of institutional on-farm-training in central region[1]

CLARENCE E. BUNDY, Teacher Education, Iowa State College
ROBERT L. HAYWARD, Assistant Supervisor, Missouri

Clarence E. Bundy

Robert L. Hayward

ELEVEN of the thirteen states in the Central Region have cooperated in a study of the Institutional On-Farm Training program in the region. Plans for the study were made at the 1950 North Central Regional Conference on Research in Agricultural Education held at Purdue University. A committee consisting of W. A. Williams, Indiana; J. F. Malinski, Minnesota; U. E. Wendorf, Nebraska; C. E. Bundy, Iowa; and R. L. Hayward, Missouri (chairman) met at Iowa State College in October, 1950 to make final plans and to get the study underway. Graduate students and members of the Vocational Education staff at Iowa State College assisted the committee in planning and have assumed the major responsibility in conducting the study.

The purposes of the study were: (1) to utilize the experiences of the trainees, instructors of veterans, and of instructors of vocational agriculture in determining recommendations which may be applicable to other programs of agricultural education for adults, (2) to obtain information which may be of value in improving the Institutional On-Farm Training program during the remaining period of its existence.

An eight page printed schedule was used in obtaining information from the veterans. Schedules were obtained from all members of nearly fifty classes selected at random in each of the eleven states. States participating in the study were Indiana, Iowa, Kansas, Kentucky, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio and Wisconsin.

The schedules from each state were coded and a random sample of 300 schedules was taken from each state. The information on these schedules was transferred to I.B.M. cards. Shown in Table 1 is a summary of the enrollment of veterans in Institutional On-Farm Training in the states of the Central Region in March, 1950; the number of classes from which schedules were obtained; and the number of schedules obtained from each state.

Each of the participating states contributed $50.00 toward the expenses of conducting the study, and graduate students contributed both time and funds. The Iowa Agricultural Experiment Station provided funds for the transfer of information to I.B.M. cards and for the processing of the cards. Tabulations have been made for each item on both schedules and a complete summary is being prepared for publication.

Graduate students have been largely responsible for the completion of the study. Nine master's degree studies are in progress or have been completed. Following are the titles of these studies and the names of the persons responsible for making them:

1. Implications for Adult Education in Agriculture from Responses of Participants in the Veterans Farm Training Program in the Central Region: I Administration. Willard Anderson I.S.C. (Completed)
2. Implications for Adult Education in Agriculture from Responses of Participants in the Veterans Farm Training Program in the Central Region: II Course Content in Future Programs, Dean Elliott I.S.C. (Completed)
3. Implications for Adult Education in Agriculture from Responses of Participants in the Veterans Farm Training Program in the central Region: III Methods of Instruction. James D. Hamilton I.S.C. (Completed)
4. Implications for Adults Education in Agriculture from Responses of Participants in the Veterans Farm Training Program in the Central Region: IV Needs. Clarence Rhodes I.S.C. (Completed)
5. Implications for Adult Education in Agriculture from Responses of Participants in the Veterans Farm Training Program in the Central Region: V Methods of Improving Instruction. James E. Hamilton I.S.C.
6. Implications for Adult Education in Agriculture from Responses of Participants in the Veterans Farm Training Program in the Central Region: VI Course Content in Present Programs. Charles Perdue I.S.C. (Completed)
7. Implications for Adult Education in Agriculture from Responses of Participants in the Veterans Farm Training Program in the Central Region: VII Audio-Visual Materials and Methods. Marshall Warren I.S.C. (Completed)
8. A Summary of Procedures used in Institutional On-Farm Training Programs from Responses of Instructors of Veterans Classes in the Central Region: D. W. Martens U. of Nebraska (Completed)
9. Implications for Adult Education in Agriculture from Responses of Teachers of Vocational Agriculture in Schools in the Central Region Maintaining Veterans Farm Training Programs. H. T. Hall I.S.C.

TABLE 1. Veterans On-Farm Training Enrollment and Returns by States.

State	Number Enrolled	Number of Classes Reporting	Number of Schedules Returned
Indiana	8,953	50	1,084
Iowa	7,417	50	1,014
Kansas	6,500	48	1,032
Kentucky	14,264	47	988
Michigan	6,246	50	989
Minnesota	9,606	47	1,180
Missouri	15,100	49	1,121
Nebraska	8,143	48	1,085
North Dakota	3,022	48	1,035
Ohio	8,252	49	858
Wisconsin	6,400	50	913
Totals	93,903	536	11,299

Summaries of the findings in each of the above studies will be available for publication during the next few months. The summary of the complete study will be published in bulletin form.

Considerable information concerning the veterans enrolled in Institutional On-Farm Training in the Central Region was obtained. On March 15, 1951 there were 93,903 veterans enrolled in the eleven states involved in the study. Schedules were obtained from 11,299 of these veterans. Missouri had the largest number of veterans enrolled with 15,100 men. Kentucky had 14,264, Minnesota, had 9,606, and the other states had fewer than nine thousand. North Dakota had the smallest number enrolled, 3,022 veterans.

Approximately two-thirds of the veterans in each state were married and have children. The majority of the remaining trainees were married and have no children. The percentages of single veterans ranged from 6 to 18 per cent in the various states.

With the exception of two states, over 60 per cent of the veterans in each state were from 26 to 35 years of age. The distribution of veterans over 36 years of age and those under 25 years was nearly equal.

Over 50 per cent of the veterans in each state had more than 36 months of eligibility and entitlement for training or education when they enrolled in the Institutional On-Farm Training program. Approximately one-third of the trainees had been attending classes from 13 to 24 months. One-fourth of the veterans had been attending classes from 7 to 12 months.

It was found that 63 per cent or more of the veterans in each state had spent 10 or more years on the farm after the age of 10 years and prior to enrolling in the Institutional On-Farm Training program. Less than 5 per cent of the veterans in each state had no experience, and from 14 per cent to 34 per cent of the veterans in the 11 states had from 1 to 9 years of farm experience.

More than 30 per cent of the veterans in each state had 1 to 3 years of experience as a full-time partner, sharecropper, renter, owner-operator, or manager prior to enrolling in the veterans on-farm training program. In only two states, Iowa and Wisconsin, were there more than 25 per cent of the veterans who had no such experience.

The study revealed that the Institutional On-Farm Training program is helping veterans in becoming established in farming as shown by the decrease in percentages of hired hands, partners or sharecroppers, and renters, and the increase in owners and renters, owner-operators and managers. The greatest decrease was in the hired hand group; the greatest increase was in the owner-operator group.

Four per cent of the trainees had completed only grades 1 to 6; 34.1 per cent had completed not more than grades 7 to 8; 54.7 per cent had completed not more than grades 9 to 12; and 6.5 per cent had completed from 1 to 4 years of college. Of the men interviewed, 67.8 per cent had no training in

(Continued on Page 90)

[1]The first in a series of articles. Another appears in this issue of the Magazine on p. 89. The series will be continued in the November issue.

Course content in institutional on-farm training in central region

CHARLES E. PERDUE, Graduate Student, Iowa State College
DEAN A. ELLIOTT, Graduate Student, Iowa State College

Charles E. Perdue

Dean A. Elliott

AS A PART of the study of the institutional on-farm training program in the Central Region, an investigation was made of the emphasis now being given the various areas[1] of subject matter and the recommendations of the veterans concerning emphasis which should be given the same areas[2] in future programs. The purpose of the study was to discover implications for future programs in adult education in agriculture.

In analyzing the responses of the veterans who participated in this study, the following main points became evident:

1. Increased emphasis was recommended for all units of study in all states participating.
2. There were great differences among the states regarding the emphasis that had been given the various units of study. There were also great differences among the states regarding the emphasis which should be given the units of study.
3. Veterans were in favor of the inclusion of all 16 units in the course of study.
4. The greatest increase in emphasis was recommended for the two units in farm mechanics and farm skills.

The 16 units of study shown in Table 1, were ranked from high to low on a basis of the mean score given each unit of study in the present program. The corresponding rankings for the future program are also shown for each unit. The median state was determined by ranking the states on a basis of high to low mean scores. The state which had the mean score which came at the midpoint in the ranking was designated as the median or typical state.

On the basis of the mean score for the typical state in the present program the unit, "livestock production practices" ranked the highest with a mean score of 1.57. The importance of livestock production in the states of the Central Region may explain to some extent why this unit received the high mean score in the typical state.

In comparing the rank of the mean scores for the typical states in the present program with the ranking of the same unit for future programs, the livestock production enterprise received the highest ranking for both studies. This would indicate that the unit of livestock production practices should continue to rank high in the amount of emphasis received in future programs for farmers.

The unit "farm and home accounts" was rated as being second in importance in present programs. This same unit was ranked eighth for future programs. The responses from both studies indicated that the present program is fulfilling the desires of veterans for training in farm and home accounts.

The unit "crop production practices" was rated as being third in importance in the present program as well as for the future programs.

The mean score given farm planning and management in the typical states in the present program and the ranking of future programs ran fairly parallel to each other. This would indicate that even though the importance of certain units is recognized and is being followed in most cases, future programs should include more emphasis upon these units. As an instructor's time is limited an increase in instruction may have to come about through improved methods of teaching.

The widest deviation between mean scores given any unit in the median state for the present and future programs was for farm mechanics. This deviation amounted to 0.68 whereas the second widest spread between mean scores was 0.62 and was for the unit "farm skills." A somewhat lesser spread was noted for "food preservation and storage" and for "farm health and safety." It is apparent that the greatest need for increased emphasis is for the units "farm mechanics" and "farm skills."

The wide spread between the emphasis now being placed upon the various units and that recommended by the veterans for a future program is shown in Table 2. (Page 90)

The high mean scores for the units of study regarding the present program were well distributed among the 11 states participating in the study. A high mean score for a specific unit may indicate that the on-farm training program has fulfilled a greater need in one state for this unit than it did in other states. The highest mean score in the present program was that for the unit "fruit and vegetable production practices" for Indiana. The lowest mean score of 0.44 was that for "recreational activities" and was obtained from Iowa. This low mean score may indicate a lack of need or a lack of emphasis upon recreational activities in the Iowa on-farm training program. Data from North Dakota yielded low mean scores in 9 of the 16 units studied.

However, high mean scores for the units recommended for a future program were distributed unevenly with Kentucky contributing 13, or approximately 80 per cent, of the high mean scores for the 16 units of study. Data from Wisconsin yielded low mean scores in the cases of six of the 16 units. This was the largest number of low mean scores obtained from any one state.

In their recommendations for a future program, veterans in Kentucky rated "livestock production practices" highest with a mean score of 1.87. The lowest mean score of 0.92 was that for "family relationships" and was obtained from Iowa. With the exception of the two units, "recreational activities" and "family relationships," which were given mean scores with numerical values of slightly less than unity in one state, Iowa, all units of study were given mean scores with numerical values of one or more. Hence, according to the responses of the veterans from 10 of the 11 states, all 16 units should be stressed at least to some extent.

(Continued on Page 90)

TABLE 1. Rank of Mean Scores of Units of Study in Typical States for Present and Future Programs.

Rank		Unit of Study	Mean Score of Typical State	
Present program	Future program		Present program	Future program
1	2	Livestock Production practices	1.57	1.80
2	3	Farm and Home Accounts	1.48	1.59
3	3	Crop Production Practices	1.47	1.76
4	4	Farm Planning and Management	1.46	1.69
5	1	Soil Conservation	1.37	1.80
6	7	Marketing Farm Products	1.29	1.61
7	10	Farming Programs	1.29	1.46
8	9	Farm Health and Safety	1.09	1.57
9	6	Farm Skills	1.02	1.64
10	5	Farm Mechanics	.98	1.66
11	12	Community and Cooperative Activities	.85	1.21
12	14	Fruit and Vegetable Production Practices	.83	1.11
13	13	Leadership	.80	1.19
14	11	Food Preservation and Storage	.80	1.30
15	15	Family Relationships	.66	1.05
16	16	Recreational Activities	.57	1.03

[1]Perdue, C. E. Implications for Adult Education in Agriculture from Responses of Participants in the Veterans Farm Training Program in the Central Region: VI. Course Content of Present Program. M.S. Degree Thesis, Iowa State College.

[2]Elliott, D. A. Implications for Adult Education in Agriculture from Responses of Participants in the Veterans Farm Training Program in the Central Region: II. Course Content. M.S. Degree Thesis, Iowa State College.

TABLE 2. Present and Recommended Emphasis of Units of Study by States. (Mean Scores)

Unit	States										
	Ind.	Iowa	Kan.	Ky.	Mich.	Minn.	Mo.	Nebr.	N. D.	Ohio	Wisc.
Farm Mechanics											
Present	.65	.75	1.88	1.06	.98	.87	1.04	.87	1.02	1.02	.91
Recommended	1.64	1.65	1.77	1.69	1.72	1.66	1.64	1.68	1.77	1.66	1.60
Farm Skills											
Present	.90	1.02	1.05	1.01	1.06	.83	1.34	1.40	.80	.94	1.03
Recommended	1.59	1.67	1.73	1.72	1.57	1.63	1.77	1.80	1.64	1.56	1.52
Soil Conservation											
Present	1.34	1.42	1.33	1.24	1.50	1.38	1.43	1.37	1.27	1.37	1.40
Recommended	1.79	1.82	1.82	1.82	1.85	1.74	1.79	1.84	1.78	1.79	1.80
Farm and home accounts											
Present	1.48	1.47	1.58	1.35	1.58	1.58	1.40	1.40	1.73	1.48	1.56
Recommended	1.59	1.59	1.61	1.60	1.59	1.53	1.48	1.58	1.69	1.61	1.59
Farm Planning and management											
Present	1.43	1.46	1.41	1.48	1.50	1.53	1.51	1.28	1.50	1.45	1.45
Recommended	1.66	1.68	1.62	1.80	1.78	1.72	1.73	1.64	1.68	1.77	1.69
Livestock production practices											
Present	1.56	1.58	1.52	1.63	1.59	1.63	1.66	1.57	1.48	1.53	1.52
Recommended	1.76	1.80	1.76	1.87	1.83	1.73	1.82	1.82	1.77	1.81	1.71
Crop production practices											
Present	1.53	1.45	1.45	1.64	1.60	1.46	1.63	1.47	1.33	1.52	1.44
Recommended	1.76	1.76	1.74	1.82	1.81	1.72	1.79	1.78	1.71	1.79	1.72
Fruit and vegetable practices											
Present	1.71	.66	.99	1.29	.84	.71	1.11	.72	.57	.82	.83
Recommended	1.11	1.04	1.21	1.61	1.22	1.07	1.23	1.10	1.00	1.19	1.09
Family relationships											
Present	.63	.51	.79	.72	.80	.66	.81	.51	.51	.70	.65
Recommended	1.07	.92	1.05	1.34	1.18	1.02	1.14	1.01	1.06	1.05	1.00
Marketing farm products											
Present	1.32	1.23	1.34	1.34	1.25	1.23	1.33	1.29	1.12	1.35	1.22
Recommended	1.63	1.58	1.61	1.70	1.62	1.53	1.63	1.57	1.54	1.67	1.54
Farming programs											
Present	1.28	1.29	1.36	1.48	1.31	1.25	1.31	1.24	1.23	1.39	1.28
Recommended	1.48	1.46	1.50	1.67	1.48	1.34	1.46	1.43	1.39	1.53	1.42
Leadership											
Present	.70	.74	.89	.86	.81	.80	.81	.69	.72	.81	.75
Recommended	1.20	1.18	1.22	1.48	1.19	1.16	1.20	1.17	1.17	1.22	1.14
Recreational activities											
Present	.54	.44	.66	.58	.65	.56	.63	.48	.46	.57	.58
Recommended	1.00	.99	1.07	1.25	1.01	1.05	1.08	1.02	1.02	1.03	1.05
Community and co-operative activities											
Present	.83	.72	.92	.81	.96	.96	.85	.81	.74	.93	.98
Recommended	1.15	1.08	1.23	1.37	1.17	1.21	1.21	1.20	1.18	1.25	1.21
Farm health and safety											
Present	.99	1.02	1.09	.98	1.22	1.14	1.14	1.10	.84	1.33	1.03
Recommended	1.57	1.56	1.50	1.64	1.63	1.55	1.60	1.59	1.52	1.63	1.49
Food preservation and storage											
Present	.71	.69	.96	1.25	.92	.80	1.12	.73	.58	.84	.77
Recommended	1.28	1.20	1.39	1.67	1.35	1.29	1.42	1.30	1.21	1.30	1.28
Farm and home improvement											
Recommended	1.53	1.50	1.57	1.74	1.58	1.56	1.65	1.66	1.57	1.57	1.49

(Continued from Page 89)

In summarization, then, the following implications were derived from the two studies:

1. Although we have recognized the importance of the individual units in the institutional on-farm training program, data indicated that in all cases increased emphasis should be given each of the areas. Improved teaching techniques or methods would provide for better utilization of the instructors' time and enable them to better accommodate the expressed needs of the veterans.
2. Large differences were found to exist among the states with regard to the amount of emphasis that should be placed upon the various units. Similar differences could be expected to exist within each state. This evidence suggests that the program of work must be planned to fulfill the needs of the community in which it is to be used.
3. The greatest spread between the emphasis now being given the units of study and that desired for the future, as indicated by the veterans, lies in the areas of farm mechanics, farm skills, food preservation and storage, and farm health and safety. However, the veterans were in favor of including all 16 units in the course of study.
4. The needs of the veterans in the 16 areas of subject matter will not be completely met by the institutional on-farm training program. Other agencies and programs will be needed. It would appear that teachers of vocational agriculture should give increased emphasis to the 16 units of study in future programs for young and adult farmers. □

The Cooperative Study

(Continued from Page 88)

agriculture in high school; 12.3 per cent had 1 year; 7.9 per cent had 2 years 4.2 per cent had 3 years; and 6.5 per cent had completed four years of high school agriculture.

A total of 82.7 per cent of the veterans had had no young or adult farmer training. Nearly 10 per cent had 1 to 3 years of training; 1.9 per cent had 4 to 6 years; 0.7 per cent had 7 to 9 years; and 3.0 per cent had 10 or more years.

The findings present many implications for present and future programs of adult education for farmers. □

Establishing Relationships With the School

KEISTER N. ADAMS, Vo-Ag Instructor, Lothian, Maryland

HOW many of the problems of a teacher can be traced to a poor relationship with the school administration! How many weak, ineffective programs of vocational agriculture are the result of poor cooperation, or a total lack of cooperation between the teacher and the high school principal! Undesirable schedules for the teacher that do not provide time for project supervision, call for so-called "extra" classes, many non-teaching duties, poorly selected vo-ag pupils—these, and many other problems of a teacher of vocational agriculture in many cases result from an administration unsympathetic to the program of vocational agriculture. Such an attitude on the part of a principal might be blamed in many instances on the neglect of the teacher to devote sufficient time and energy necessary to create understanding between himself and his principal.

Fortunate indeed is the teacher who works under an experienced and understanding administrator who is thoroughly familiar with the true aims, needs, and purposes of vocational agriculture. In such instances, the problem of the teacher is simply to maintain the existing relationships and carry out an adequate and effective program.

Mutual Understanding Necessary

However, the teacher working under less ideal conditions is challenged to develop an attitude and understanding that will result in a mutual effort to accomplish the purposes of an effective, functional program of vocational agriculture.

The question, of course, is how can this be done? Two or three pertinent principles warrant consideration here. First, the teacher must know the ideas and aims of the principal as they relate to vocational agriculture. Secondly, the principal should be familiar with the aims of the teacher. Thirdly, working together, the two must satisfactorily blend their aims and purposes in such a way that the vo-ag program can operate efficiently as an integral part of the total school program.

The first and second principles outlined here are basically important and go a long way toward establishing the third principle, which is largely a matter of cooperation and mutual effort.

With these principles in mind, the following points might prove helpful:

1. A simple statement of objectives of the program consistent with the philosophy of secondary education.
2. An annual and long-time plan.
3. A suggested plan for the orientation of, utilization of, and service to the rest of the school.

Establishing satisfactory relationships with the school administration is not simple and spontaneous; it is usually a gradual accomplishment resulting from continuous, sincere effort based on sound principles. □

He that is slow to wrath is of great understanding.

World problems in the light of human behavior*

ROGER M. KYES, Vice-Pres., General Motors Corporation and Chairman FFA Foundation Sponsoring Committee for 1952.

IT IS YOU as teachers who determine the philosophy of life that will be taught to the boys of the Future Farmers of America organization. Therefore it is important that men from all walks of life discuss the problems of the day with you in an effort to bring thoughts that may be of assistance in your approach to the important responsibility you are undertaking.

Doubtless you, like many others, have been concerned about the solution of the many complex problems that confront us today. You are subject to the silver-tongued oratory of the politician, the columns of your newspapers, as well as radio and television. These media, along with shelves of books which are pitched for popular appeal, very often tend to confuse, rather than enlighten, most of us.

Like yourselves, I have been subjected to this barrage to a point where I decided to cast aside the fluff and attempt to take a look at the fundamentals which are involved in relation to our world problems today.

We must start with the obvious premise that the world is made up of human beings; therefore, the most important single factor is what makes them act or react as they do.

When we boil it down, we find five motivating forces. They are: fear, hunger, sex, instinct, and reason.

Webster prefers to define fear as "Painful emotion marked by alarm, extreme awe, or anticipation of danger; agitation or revulsion caused by foreboding, fright, dread; disquiet."

The degrees of fear are illustrated by its synonyms; Dread, Fright, Alarm, Dismay, Consternation, Panic, Terror, Horror.

Regardless of degree, fear takes two general forms:

1. Real and recognized by others.
2. Imagined and not recognized by others.

If you were to visit Europe today you would find the former type, namely, the fear of aggressive action on the part of Russia which is openly recognized and discussed.

The second type is the cloud which still hangs over America and much of the rest of the world as a result of the great depression of the early thirties. Despite our post-war period of prosperity, the shock and hardship of the last depression is deeply etched on the minds of our people. Our course has been down the coast of illusions toward so called security as a sedative to our fears which are still retained from our economic experience. This fear is further accentuated by the ageing of our population which finds a greater portion of our people demanding security for old age.

Though we know that it is only by the production of wealth that security can be attained, our fears lead us to accept illusory substitutes, just as we whistle in the dark, knowing full well that these notes will be of little assistance should real dangers be lurking in the blackness of the night.

Since people fear death, injury, insecurity and the personal inability to cope with a situation, we must bend our efforts toward creating a circumstance of life that will alleviate these as much as possible.

The next factor in human behavior is hunger. Hunger has been the most dangerous force in human history. The French Revolution, which sounded the death knell of the Feudal System in France, was precipitated by hunger.

The Chartist Movement in England was motivated by hunger. The revolt of the Asiatics against the economic domination by European powers, which we are witnessing today, is a revolt against hunger—the worst evil of poverty. All the guns and men we can muster will not stop this revolt so long as these people feel that their hunger and poverty are unnecessary evils.

Hunger should be considered in its broader sense when we look at world problems—not merely as famine and starvation but rather as the lack of the food constituents necessary to maintain health. On this basis it has been authoritatively estimated that two-thirds of the population of the world are hungry.

Down through the years we have taken a gloomy view of solving this problem because we have been imbued with an outworn theory that has no scientific basis. I refer to The Malthusian Theory of Population. Malthus' thesis was that population increases in geometric progression and food supply in arithmetical progression. In other words, as people reproduce, food production becomes insufficient for their necessities and nothing can be done about it. Curiously enough, it was the fear of nascent socialism which was responsible for the creation and acceptance of the Malthusian Theory. Malthus felt that the increase in world population was a danger to its economic equilibrium, therefore he tried to build a stop sign on the highway of population increase.

The economic professors and "Calamity Joes" have been dragging out this scarecrow every time people become nervous and doubtful as to the future of the world. It is unfortunate that this falacious doctrine has misguided us through the years.

Malthus' first mistake was that he considered the growth of population as an independent variable isolated from all other social phenomena. However, instead of being an independent variable, it is dependent upon other factors. For example, there are the political and economic factors which control population. In fact, the rate of increase predicted by Malthus in 1798 has lost its impetus. Fertility has begun to decline in many countries to the point where some are concerned with under-population.

The statement I am about to make may startle you but I predict that within our time there will be a formal program to encourage immigration to the United States, because whether you realize it or not we have too few people to adequately carry on the progress that is in store for America. Nineteen forty-five was the last year in which people in the working age brackets reproduced themselves. Should we be faced with war, the balance of manpower will be against us. Stalin's advisers know that lack of comparative manpower is the soft underbelly of Democracy—our vulnerable spot. If Russia can win the support of the great masses of Asiatic people the scales will weigh heavier against us.

Since hunger, in the broad sense, is the basic factor that makes them receptive to Communism, why do we not destroy hunger?

We have the physical plant to do the job. Of 50 per cent of the world's soil which can be cultivated, only 10 per cent is being used. Moreover, production per acre in most of the world could be greatly increased by proper agricultural practices and improved techniques.

Let us take the example of India. Wheat production could be raised 30 per cent in ten years; 20 per cent by using fertilizer, 5 per cent by introducing new varieties and 5 per cent through protection from insects and diseases.

The only practical limitations to world food production are the amount of capital and labor human society is willing to devote to it, together with its ability to break the bonds of land monopoly in foreign lands, which is the most notable hangover of the feudal period.

Too many people still have the archaic notion that hunger and misery are inevitable. Too many cling to the false idea that economic life is a game in which some must lose in order that others may win. We cannot solve national or world problems until we clear up this misconception. The science of economics must devote itself to the balanced distribution of the good things of the earth so that we may all prosper in peace.

The major responsibility and the chance for success is the choice of human society. We have a great ally which Malthus overlooked in his gloomy predictions—and that is technological progress. Should we foster technological advance in agriculture and industry we can not only offset the weight of numbers which may be available to Communism, but, more important, we can create the means through which human want can be destroyed. Should we be successful in this latter endeavor, many who are now attracted to Communism will embrace our way of life.

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*From an address before the North Central Regional Conference, Chicago, March, 1952.

World Problems in the Light of Human Behavior

(Continued from Page 91)

The third factor that affects people is that of sex. This great biological force has produced much good and much evil.

Its importance in society has been recognized from the beginning of time. It is the basis of the family—the world's greatest institution. Where Motherhood and Family are held in high esteem the moral fiber and discipline of nations tend to be stable and strong. The pages of history testify to the greatness of the women who have, as mothers and wives, given the world our greatest leaders. These same women were those who stood firmly at the side of their men through their trials and triumphs.

Those who would destroy a nation or a people abuse the family institution in three ways. By holding mothers, wives and children as hostages, they wield great power over the actions of men as has been demonstrated in Europe and Asia by Russia.

Secondly, by the course of easy marriage and divorce, the sanctity of marriage and family is broken down. Again I refer to the practices under Naziism and Stalinism.

The third abuse of the family institution is the use of women for political intrigue and exploitation. Whether it be the Mata Haris in times of war or the female proponents of free love presently being used to convert men to Communism, they are equally vicious in their attack upon the moral fibers of a nation.

The women of the world have a great responsibility to cherish and protect the family. Nations have survived war, flood and famine but no nation or civilization could long survive without the family keystone to give it strength and stability.

The fourth basic phenomenon of society is that which results from instinct. This is the native or hereditary impulse. It is natural and unreasoning prompting to action. A mother instinctively protects her young; cattle stampede by instinct; bees swarm by instinct. This force is very complex in society and difficult to predict because the same set of conditions may cause a different instinctive reaction at a different time, depending upon the state of the individual or group. We see manifestations of instinct in society.

For example, riots result from instinctive reaction to environment.

The greater the stress being endured by a society of people, the more violent the instinctive reaction to the conditions of stress. Panics and bank runs illustrate this point. We must help people accommodate themselves to the turbulence of their daily experience. The unpredictable reactions of society resulting from instinct can be minimized in proportion to the stability of the environment we succeed in creating.

The fifth factor is that of reason. The process of reasoning in the narrow sense is that of passage from data or premises to a conclusion—the forming or discovery of rational relationships of facts or ideas. Put simply, it is getting the facts and effectively organizing them and, finally, properly interpreting them so that an accurate conclusion can be reached. Viewed in the broad sense, we have the transcendental (or supernatural) speculation of reason which relates to three things: the freedom of the will, the immortality of the soul, and the existence of God.

The inclination of members of society is toward happiness. This goal can only be reached when society is so organized as to create an atmosphere of happiness.

If we are to be successful in creating a peaceful and prosperous world we must create a happy world. To do this we must, through reason, find the answer to three things:

What can we know? (which embraces knowledge)

What ought we to do? (which embraces morals and conduct)

What may we hope for? (which embraces the goals we wish to achieve).

As a society we must realize that if we are to find happiness we must use all of our practical knowledge to achieve it, we must be worthy of having it, and we must seek a proper set of ideals as guideposts for the world we would have tomorrow and for time to come.

Today we have a world filled with sorrow.

Communism and Democracy are in a struggle—the outcome of which finally will be determined by the human reaction to the five fundamentals I have outlined. Communism uses terror to create fear, appeals to the hungry, attacks the family institution by breaking down our moral codes, plays on the explosive elements of instinct by means of cold war and substitutes propaganda and illusory promises for reason.

To insure victory we must remove the causes of fear in society, abolish hunger, strengthen the family institution, quiet the instinctive reactions of disturbed people and use the power of reason to set a sound course for the world. □

Hansucker in New Position

H. N. Hansucker has resigned as State Supervisor of Vocational Agriculture in West Virginia to join the staff of the Agricultural Education service of the U. S. Office of Education, Washington, D. C. His new position will be that of Program Planning Specialist and Regional Agent for the twelve North Atlantic States.

Mr. Hansucker taught Vocational Agriculture in Wayne, West Virginia for six years previous to his appointment as assistant State Supervisor in 1935. He served as Assistant Supervisor and Executive Secretary of the State FFA Association until 1946, when he succeeded John M. Lowe as State Supervisor and State Advisor of the FFA. Previous to his resignation, he had been acting Director of the West Virginia FFA—FHA Camp in addition to his other duties.

Agricultural Education Magazine has been fortunate to have had the services of Mr. Hansucker as a Special Editor since 1949. His effectiveness in arranging for and obtaining copy has served as a pattern for other Special Editors.

Guidance practices used by Indiana teachers

HOWARD MEEKS, Teacher,
Knightstown, Indiana

Howard Meeks

WHAT is the status of the guidance program in the public schools of Indiana and what guidance practices are used by teachers of vocational agriculture in these schools?

This problem was studied by the writer to help school superintendents, principals, supervisors, and teachers to have a sound basis upon which to formulate and improve the existing guidance program in the schools. The study is based on questionnaire returns from 228 Indiana vocational agriculture teachers. The schools were divided into four groups according to size for purposes of study and comparison.

Summary of Questionnaire Study

1. The principal, especially in the smaller schools, performed more guidance duties and responsibilities more often than any other type of personnel.

2. The home-room teacher was more commonly used for guidance duties in the larger high schools and more guidance departments were established in the larger schools.

3. Counseling and schedule planning were the more common offices held by vocational agriculture teachers. Very few of the teachers acted as Dean of Boys or counselors in the schools.

4. Sixty-two per cent of the teachers of vocational agriculture in the study had no formal training in the field of guidance. Some teachers had received in-service training or had taken one or more graduate courses in Guidance, but only one had a Master's degree in Guidance.

5. Conferences with students who have problems with their work was the most important function of guidance in the schools studied.

6. The unit basis of instruction was more commonly used by teachers as compared with the seasonal plan of teaching vocational agriculture. Several indicated they followed a combination of the two plans.

7. Animal Husbandry and Soils and Crops were the most common subjects offered in the ninth and tenth grades. Farm Management was most popular in the eleventh and twelfth grades.

8. Conferences with student and parent was the most common basis used for selection of agriculture students. Farm background and past interest also ranked high. Several teachers indicated agriculture was a required subject especially in the ninth grade and no devices were used in selecting students.

(Continued on Page 94)

*Based on a Masters Degree Research Paper, Ball State Teachers College, Muncie, Indiana.

Let them know . . .

DON E. HADLEY, Vo-Ag Instructor, Ohio City, Ohio

Don E. Hadley

LISTEN to your radio or read the daily papers and you will hear and see such slogans as: "Best Buy Buick," "It's Luckies two to one," "Good to the Last Drop," DuPont's "Better things for better living through chemistry," and many similar ones which is proof that private business has learned that *it pays to publicize* your product or service.

Many of the larger businesses spend millions of dollars annually in advertising a product. Imagine what they have spent to make these slogans famous, and they go on doing it year after year. As one writer has stated, private business has learned that the public must be wooed if it is to be wedded to a particular product or service.

Moreover, private businesses have learned that stockholders desire and demand information regarding the status of their investments. Private businesses want their stockholders to be satisfied with their investment and most of them prefer that their securities be owned by as many persons as possible. They desire these conditions because they are aware that a satisfied stockholder is likely to continue as a stockholder, a customer, and a booster for his company, whereas a disgruntled or a skeptical stockholder is likely to dispose of his holdings and become a knocker.

The need for publicity or, as it possibly should be called, a public relations program is as great in our schools, particularly in vocational agriculture, as it is in the administration of private business.

Schools were established by the people, they are financed by the people, and they belong to the people. The people are, therefore, entitled to regular and truthful information concerning them. All the people are stockholders in the school enterprise and they have the same right to be kept informed concerning their investment as have stockholders in private business. To provide this information is an obligation of the school and its employees. Familiarity with the school is not as likely to "breed contempt" as is the lack of a thorough knowledge of that institution.

To organize and operate an effective publicity program for vocational agriculture, it is essential that those responsible understand what the program should seek to accomplish. Goals must be maintained and criteria established. It is necessary to make careful plans just as a commercial house makes plans for its advertising programs. A sane program for the purpose of letting people know the objectives, procedures, and accomplishments is legitimate activity. There is little danger that the public will be reminded too often of what the vocational agriculture program is doing and how it is affecting the youth who come under its influence.

In considering this problem of publicity and its relationship to our vocational agriculture program, it seems logical that we should consider some of the reasons why publicity has not been used extensively in the past. In the first place many teachers and administrators are unaware of the value of publicity in their department. They haven't awakened to the fact that public relations are all important in their work as well as in the work of the school as a whole. Then there are some who believe publicity in any deliberate form is unprofessional, yes, even undignified. They seemingly are convinced that parents should know little about the schools so they will not be tempted to meddle.

Many teachers take the position that their work is of such importance that the students will rush forward to enroll, regardless. They fail to realize that before any student enrolls, however important the work is, he must know something about it first. Then there are others who may believe in publicity, but have no feeling of responsibility with regard to it. It is always a job for the other fellow, not theirs. In many schools the vocational agriculture department is already over crowded, there are already more students than they know how to take care of, consequently there is little incentive to undertake any sort of publicity scheme. They fail to recognize that a publicity program is necessary at all times. It is just as necessary during good times as bad times. It is necessary when the "goose hangs high" as when it hangs low.

Why Do We Need Publicity Now?

Vocational agriculture has experienced phenomenal development in the past 25 or 30 years. It is still growing in leaps and bounds.

The present day growing problem of feeding our nation and the world has caused increased interest in the whole field of agriculture. One of our outstanding leaders has said, "There has never been a time in the history of vocational agriculture when it was more generally accepted by both educators and taxpayers as a necessary aspect of the education of all farm boys. The same elements in the educational system which formerly opposed the introduction and expansion of vocational agriculture are now among its strongest advocates. Vocational agriculture has found a secure place in the rural school and in public esteem."

We haven't arrived, neither is the battle won for vocational agriculture, but considerable ground has been gained and it is a challenge to each of us to maintain our position, keep up the momentum, and move forward. A strong well-designed public relations or publicity program is one of the best ways to get this job done.

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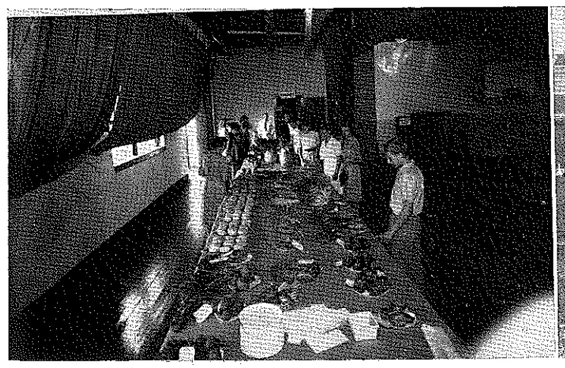
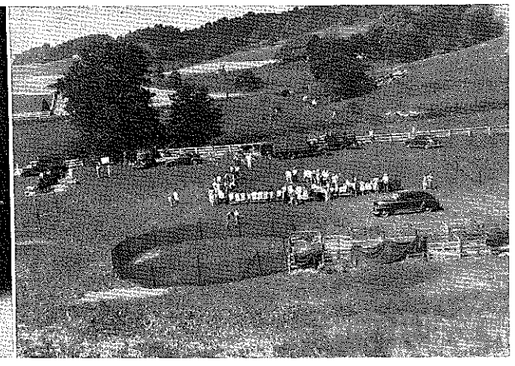
Community relations are improved through Junior Fairs. This is the experience reported by Lieb McDonald, Vo-Ag Instructor at Sparks, Maryland. In addition to the agriculture department and the school a fair involves organizations of the community such as P.T.A. and service clubs, businessmen, and prominent citizens, competent farmers as judges, and of course, the parents and friends of exhibitors. The pictures show the vegetable exhibit arranged in the school auditorium and a view of arrangements made for livestock exhibits and the judging of livestock. Elaborate facilities are unnecessary to arouse community interest and participation where its own products are concerned.





Conservative but not reactionary*

DAIRD R. ARCHER, Vo-Ag Instructor,
Ozark, Missouri

WHEN attacked it is almost a natural impulse to fight back. This might be called *self* defense, but I prefer to take myself out of the matter. In this case some basic principles and philosophies have been attacked. These ideals are not the property of any individual but actually they are a product of and the property of our profession as a whole. We should make every effort to stay on the right track, lest we might be misled by mistaken impressions.

Mr. Irving E. Bach in the May issue[1] took issue with most of the ideas expressed in the editorial "Teach For Tomorrow" in the February issue. If I may, it would be a privilege to speak further on the subject. In so doing I hope to make certain points which have been perhaps poorly made before. And I would like to expand on previously discussed principles in the hope that we in the profession can crystalize these ideals into everyday working practice.

In speaking of "teaching for tomorrow" one might easily gain the impression that we are advocating a departure from time-tested principles. I think we can have a progressive and dynamic teaching program and yet use conservative principles. Those who would argue this point probably confuse the issue by thinking of conservative principles as old-fashioned ideas. Some people claim to be conservative but are actually reactionary!

Mr. Bach asks, "Do we want to produce leaders or followers?" He also says "Leaders will appear by themselves by virtue of their ability rather than by their oratory." Our purpose is to help train leaders. They must be developed and many people with high I.Q. ratings are completely lacking in leadership ability. Good leaders are usually good followers and good followers perform a valuable leadership service by their mere example. The term "leadership" has no magic about it. It is an innate ability which awaits development.

Then he says, "Where are we going to find an agriculture teacher who knows it all first, better, and more completely than anyone else in the community." If I had said such a thing (I did not) this would be placing the agriculture teacher on a near par with God. We are as we learn from our environment. We cannot *know* very many things before the community knows them because we are pretty much a product of it after living there a few years. But we do have additional training that most people in the community do not have and we should know how and when to use it. We are next to the problems and we should have (or should acquire) the ability to formulate a forward-looking program. If we cannot do *much* to lead the way in "teaching for tomorrow," then who can? We are at the grass roots, gentlemen.

Certainly we should not turn our backs on college courses, farm experience, summer school, conferences and workshops. We must take the fundamentals and technical information thereby gained and use it as a background to help us formulate a forward-looking program. We must surpress our reactionary tendencies and use our established fundamentals coupled with our close ties with the grass roots to guide us. Do not these conditions qualify us to be "in the drivers seat" in "teaching for tomorrow?" □

*A response to an editorial by Irving E. Bach, appearing in the May, 1952, issue.

[1]Bach, Irving E. "Leaders or Followers," *Agricultural Education Magazine*, 24: 263, May, 1952.

Community Improvement

(Continued from Page 85)

guide in working out their own farm plans. The use of such planning on the farms of a community does much to insure the wise utilization of the agricultural resources. And both present and future generations of farmers will be in a better position to contribute to the community's social and economic welfare.

A rural community that solves its problems is a community that shows the results of good management. And good management begins on the home farm! A Future Farmer with a balanced farming program is a step in the right direction. □

Guidance Practices

(Continued from Page 92)

9. Occupational guidance was more often given as an exploratory course in grades 9-12 and grades 7-8. Very few schools provided separate courses in Occupations.

10. About one-half of the teachers indicated that they help students secure summer work and one-third assist graduates with placement after leaving school.

11. Movies and field trips ranked at the top as methods used in supplying vocational information. The bulletin board and library material also were popular. Career days were more often used in the larger schools.

Formal training in the field of guidance is relatively new and much needs to be done to improve the school guidance program. The writer feels that vocational agriculture teachers should make more extensive use of guidance services as expansion of the program takes place in the public schools of Indiana. □

Cooperation in exhibits and contests

ELVIN SCHULTZ, Supervisor
Lincoln, Nebraska

THE public should be made acquainted with vocational agriculture, its purposes and accomplishments. They should also be kept well informed concerning up-to-date developments and expansion of the program.

There are many ways in which this can be accomplished. The use of exhibits and contests in developing interest in accomplishments is among the very important means.

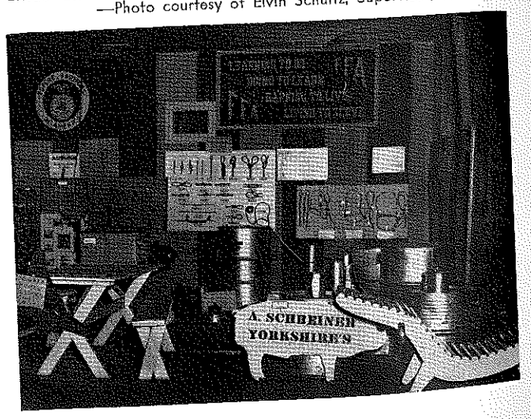
In the past we have used an exhibit of Farm Mechanics at our Nebraska State Fair. All schools were given an opportunity to express their interests and desires in participating. Entry blanks were sent out to all of the schools and when the final count was made, eighteen schools exhibited over 150 articles of farm mechanics. Some of the more common projects were, feed bunks, saw horses, concrete hog troughs, poultry feeders and founts, pig brooders, forge work, rope work, and arc and acetylene welding projects.

With the use of radio, both live and taped programs, and our newspapers giving the results of the various vocational agriculture activities, such as contests and the exhibiting of the farm mechanic projects, we find a much better informed community. Many Chapters have businessmen come to them and ask if they can help the vocational agriculture program in someway. They have offered equipment and merchandise to the chapters as well as supplying illustrative materials.

The vocational agriculture program has benefited a great deal due to the cooperation of the vocational agriculture instructors in conducting and helping with contests and exhibits. □

No man ever wetted clay and then left it, as if there could be bricks by chance and fortune.—PLUTARCH

A collection of the kind of items used in Farm Shop exhibits which attract attention and inform the public.
—Photo courtesy of Elvin Schultz, Supervisor, Nebraska



Let Them Know

(Continued from Page 93)

Again we need publicity now as a vital part of our program. The taxpayer is probably more concerned with the program of our department than with that of any other, for it is generally a costly type of instruction. In every school where an adequate program is in operation the investment of public funds for equipment, materials, maintenance, and salaries is high. It seems necessary then that the taxpayer be kept informed and interested concerning the purposes and outcomes of the work.

I believe we have fallen down badly when it comes to bringing before our public, yes, even before our fellow teachers and administrators, the purposes and objectives of vocational agriculture. If nothing more is done in the way of publicity certainly we can acquaint them with what we are trying to do.

There is evidence pointing toward an era of broad educational expansion, of which our program will be a vital part. We must be alert and ready to show what our place is in this expansion movement and how we can make a definite contribution to the over-all broad program.

Possibly we need a wide-awake publicity program if for no other reason than to wake up and inform some of our own people.

What Can Be Done?

1. *Good Teaching.* There is nothing that will publicize vocational agriculture more in a community than to have on the job well qualified, interested, and enthusiastic teachers.

2. *Make use of local newspapers and school papers.* Most newspapers realize the news value of school affairs; items about school matters do not have to be sensational to be news. It should be remembered, however, that the primary purpose of newspaper publicity is not advertising, but it is to promote a better public understanding of the purposes and values of vocational agriculture.

3. *Public Addresses.* Many opportunities arise to speak before social and civic groups. We should not hesitate to tell others of our work and what its place is in the education of farm youth.

4. *Promote Young Farmer and Adult Classes.* This provides a means of getting parents and people of the community into your class room and shop, which if handled properly may be a wonderful publicizing device.

5. *Open House.* The class and shop room should be open at all times to visitors. Periodically an invitation should be extended to the community to visit at a specific time.

6. *Displays* which will be seen by pupils and public.

7. *Co-operate with local organizations.*

8. *Enlist co-operation of parents* with boy's farming projects.

9. *Make movies or slides* of work which can be shown to groups.

10. *Take pictures of activities* in department which can be posted.

11. *Invite local leaders, industrialists, dealers, and tradesmen* to talk to classes. □

....Tips that work . . .

Get pupils to read what they sign

A teaching aid I have used is known as the "get rich quick scheme." I was horrified one day when one of my veterans told me that a lawyer had appeared with a sheaf of paper for him to sign about his farm. "What did they say," I asked him. "I don't know, I didn't read 'em—just signed 'em" he replied. I hastened back to the office and prepared three paragraphs of pure "baloney" with one crucial sentence in it. At the next class I told the fellows that the sheets I was about to pass out for them to sign were requested by the V.A.; that they merely stated in part that the undersigned veteran was in training under the provision of public law 16 or 346 as the case may be; where he was training; and that I was his instructor, etc., etc.

I then passed them out and everyone in class glanced at them, signed them and passed them back. Then I read them what they had signed and you should have seen their faces. They had signed a statement agreeing to pay me every month the same amount of money as they were receiving in subsistence. Now it takes me about twenty minutes to get them to sign for their farm account books, but they really read things first.

ARTHUR J. PRATT,
Veteran's Instructor
Lyndon Center, Vermont

* * *

Use local "color" in meetings

During the school year I accumulated a file of colored slides taken of highlights of the activities of each class during the year, (both in and outside of school). I selected 17 of the better ones, tape recorded captions for them, had a boy run the projector, timed with the recorder, continuously during our "Vocational Department open-house" with the Industrial Arts and Home Economics Departments in the school gym.

On actual door count, 537 people came to our exhibit and the response was more than favorable. Our display was timed so that it was fast moving and non-overlapping, taking exactly 7 minutes to go through the series. The recorder was tuned so that only the group immediately in front of the screen could hear the caption and follow the sequence.

Again was proven—"A picture is worth a thousand words."

JAMES L. NORDEN, Instr Vo-Ag Dept.
Sidney, Montana

* * *

New tree planting tool

RECENTLY we had a crisis develop when we had 4,000 spruce seedlings to plant and could find only two adzes to use to do the job. Our first thought was to hop into the car and go around to see if we could borrow some more from farmers. We spent a half hour and went several miles and found two more but with handles missing. We decided that something more fruitful would have to be done or one or two days would be spent in the shop fitting handles in adzes to use for the planting.

On my return to the department from the last visit in search of adzes, an inspiration came, and I stopped at my brother-in-law's hardware store to see if he had a supply of used ¾" pipe. This he had, and I cut nine pieces 30" long from his scrap pile. The practice teacher and I next went through our scrap pile and found an old truck spring with a leaf about 2" wide.

With the torch we cut nine sections about 10" long from this old spring. The next step was welding these pieces of spring onto the end of the pipe to be used as an adze. On experimentation we found that the tool needed ballast; this was welded on in the form of a 5" piece of ¾" by 1" steel bar stock.

We planted trees the next day with plenty of tools for all. The boys and I prefer our new lighter tool to the old clumsy adze for doing this work. Any department can make these up, and perhaps more trees would be ordered by farmers if they used these tools instead of heavy adzes in planting their own. The cost is practically nil—which should interest school boards and superintendents, and also be of interest to neighboring farmers.

HAROLD J. HAYNES, Vo-Ag Teacher,
North Troy, Vermont

Meetings for Parents

(Continued from Page 81)

the boys. Following this, everyone went back to the meeting room. There, a program was given by the boys which included the FFA creed, the FFA motto, talks on the aims and purposes of the FFA and the farming program. The farming program was explained to them by an American Farmer, a State Farmer, and a Chapter Farmer. After these boys had related some of their experiences in working with their projects and discussed what the project program had meant to them, I briefly summarized the project program, explaining what I thought a satisfactory program included and what I expected of each boy. After this the meeting was closed and we adjourned to the shop where the boys served home-made ice cream, cookies, and punch. This little social period enabled the parents to discuss the farming program among themselves.

This meeting provides a good time to explain to the parents that the project is the boy's and they should only offer their advice, not services, to the boy. It should also be explained that the boy is going into the project to make money and that the project should not be considered just another one of his pets.

After the meeting a follow-up should be made by the teacher. He should visit each boy, sitting down with the parents, and letting them help in planning the boy's farming program for the coming years. □

Pictures of the month...

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

"Look, No Mommies"
Don Collison, Belmond, Iowa
Camera: Speed Graphic, Pancro Press Type B f:22, 1/200

FIRST PLACE

"Corn Test Plot"
W. A. Rawson, Concordia, Kansas
Camera: 4 x 5 Spd. Graphic. 1/100 at f:11
Pan Press type B film.

"Name Holders Made by the Agricultural Class"
Robert N. Clauson, Odessa, N. Y.
Camera: Kodak 35 MM, 1/50 sec at F-16
XX film, flash bulb. 1 press 25

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...rt of a Young Farmers Welding Class
(Photo, courtesy of Sture B. Pierson)

Featuring . . .

Serving Out-of-School Groups