

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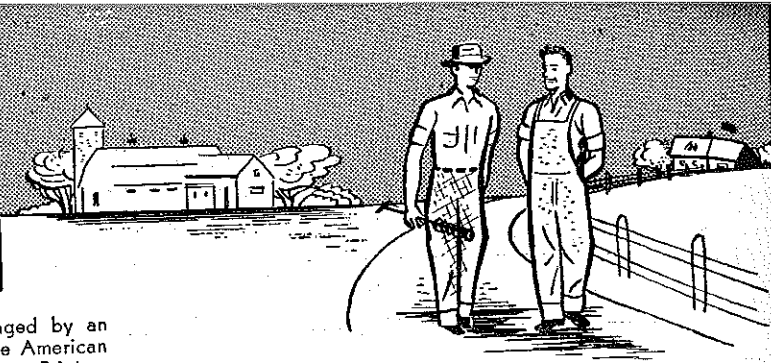
Part of a Young Farmers Welding Class
(Photo, courtesy of Sture B. Pierson)

Featuring . . .
Serving Out-of-School Groups

The Agricultural Education Magazine

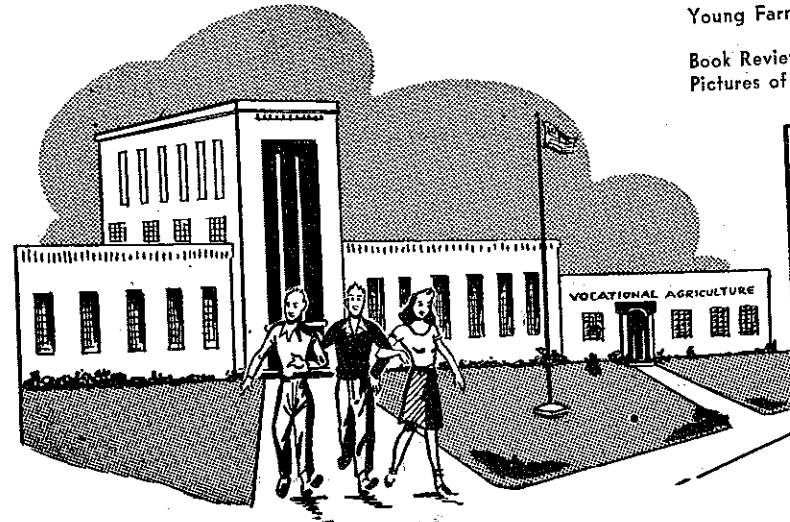
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Preparing teachers for young farmer opportunities

AS TRULY as individual farming programs are the basis of instruction in vocational agriculture, student teaching is the most significant experience in the pre-service education of teachers of vocational agriculture. Thus, in one sentence, has been stated the proposition on which the success of teacher education in the years ahead depends.

The imperative need for a continuous program was unequivocally identified in the report, *An Evaluation of Local Programs of Vocational Education in Agriculture* (Voc. Div. Bul. 240, p. 70), by the statement, "It should be said in conclusion that follow-up and establishment of young men in farming is the weakest part of the vocational agriculture program." It is difficult, if not virtually impossible, to find a community in which the teacher of agriculture has been doing outstanding work in advising and instructing a significant number of the out-of-school young farmers that does not have also a superior high school program. Teachers soon realize that their frequent on-farm involvement in the current problems of young farmers provides them with the very best preparation for organization of appropriate learning activities for their high school classes.

Experienced teachers of vocational agriculture who resigned to take jobs in the veterans institutional-on-farm program have been reluctant to return to high school positions. Some of them have voiced the discovery that they had not known what teaching could be like until they began working with young adults who have the immediate, intensely real, and very personal problems of progressive establishment in farming. It is at once an indictment of and a challenge to teacher education, to supervision, and to the in-service professional improvement of teachers that this situation exists in any appreciable degree.

Teacher education will attack the problem from the three directions outlined in the opening statement of this discussion. Continuous individual progress toward establishment in farming and successful family and community living is the controlling objective in the long-time planning of young farmer instruction. The high school phase is a desirable preliminary period. Beginning teachers will avoid many mistakes and save much valuable time in adjusting to a high level of effectiveness in their responsibilities for a comprehensive community school program if they have had a student teaching experience of adequate length in a school where there is in operation a complete program in vocational agriculture.

A complete program of education in a community is often conceived to be determined by the total needs of all of its people at any one time and as providing for the dynamic nature of the many interacting social processes. It is even more important in the total influence upon the future of the community that a complete program of education be recognized as that combination of desirable formal and informal educative experiences which will best promote the welfare of the individual in his family and community functions continuously throughout life. It is agreed that formal general education ought to be provided until the individual can continue to be self-educative in the broad areas of purposeful living. It has been a fortunate situation that farm boys have been able to begin their vocational education in the real setting of their future work life while they are still in high school. But, it is only a beginning. A so-called long-time farming program plan which includes only the four years of high school is like a blueprint for just one floor of a building or a plan for the first four innings of a baseball game.

Teachers who have placed their work with out-of-school young men engaged in farming in its proper position of first importance have made sizeable increases in the proportion of their time spent in on-farm instruction. They have changed both the content and the procedures used in class teaching. A well-handled field trip to the home of a young farmer with whom the teacher has been working on the solution of a problem may hasten the adoption of an approved practice in the community and release time of students and teacher for more learning. On the basis of intending to maintain active, systematic instructional contacts with each young farmer after his high school years, much greater consideration can be given to helping him approach his problems in the sequence and with the intensity most suited to his individual abilities and home farm situation.

Teachers of agriculture need to develop close working relationships with the businessmen's organizations of the town and with the important farmers' groups in order to help their students to achieve status as full participating adults in the community. It is a remarkably short time after high school until a good Young Farmers Association numbers among its members several school directors, township officials, civic and service club officers, directors of farm organizations, and fraternal and religious leaders. Sociologists have found that the local fire company is the best common denominator for bringing together people in the several social stratifications of the community. Further study in the future will accord this commendation to the Young Farmers Association.

It is just as desirable, and in every way as essential, that there be State Young Farmers Associations as that high school boys have the FFA and that teachers have state conferences. The leadership training values and the professional improvement contributions of these two groups have proven their worth in promoting the broad concepts of interdependence in a democratic society. It has been frequently demonstrated that the face-to-face relationship of rural people tends to suffer a breakdown of the individual responsibility consciously felt by each member for the success of the common goals of the group as the community nears a population of fifteen hundred persons. For this and other reasons, the local Y.F.A. must clearly recognize that the vocational as well as the personal and social purposes of each of its members will most likely be achieved through a carefully planned local program of activities.

There are several administrative and supervisory changes which need to take place in the near future. The criterion for determining the need for more than one teacher of agriculture in many communities will be, first, the number of young farmers actively using the vocational agriculture department of the high school, and, second, the enrollment of in-school boys. The reverse has been true in the past. The Young Farmers Association members will express clearly their willingness to bear the educational cost.

Teachers look to state supervisors for guidance in determining the relative emphasis to place upon each phase of their programs. For example, supervisors have spent a large amount of time organizing state-wide FFA events and many types of contests for high school boys. The results have been proportional. District and state leadership training conferences for delegates of local Young Farmers Associations will provide the same effective orientation.

Teacher education's prime responsibility is to make certain that new teachers go to their jobs having had an adequate student teaching experience in schools where successful young farmer work is the heart of vocational agriculture. Many states are making progress toward the goal that supervising teachers shall have the master's degree. As desirable as that is, it may be even more valuable that student teaching centers meet the criterion of having a complete program in operation.

The practice of involving university staff members of technical subject matter departments in the in-service upgrading of teachers is a much more functional relationship when these men are invited to assist with the solution of problems of out-of-school young farmers. This has been revealed often in the veterans classes. Demonstrations of new research can be set up on a long-time

(Continued on Page 123)

What's hindering the development of the young farmer program?

HAROLD R. CUSHMAN, Teacher Education, University of Vermont



Harold R. Cushman

WHY do so few teachers of vocational agriculture conduct young farmer programs? What factors are hindering the development of these programs and how can these factors be overcome? A recent study¹ of Vermont conditions has shed considerable light on

these questions which may be of interest to friends of the young farmer program in other states.

Research Procedures Used

All of the Vermont schoolmen charged with administration, supervision or teaching of vocational agriculture returned responses to individual questionnaires.

Local conferences were held in each community with the teacher, principal, superintendent, school board, advisory committee, and state supervisory staff. At these several conferences the various hindering factors were discussed and clarified. A program of action for overcoming hindering factors in each school also was developed.

Case study data were collected in each school concerning activity in the young farmer program prior to the study, action taken to overcome factors believed to be hindering, and activity in the young farmer program during the following year.

The biggest roadblocks discovered and the proper "dynamite" for their removal follow.

Lack of Promotion

The study showed that folks "just plain don't know about" young farmer programs. Even principals and superintendents, not to mention school board members and farmers, admitted that they were uncertain as to just what a young farmer program was. The best means revealed by this study for informing folks were individual contacts by the teacher and school administrators with the people of the community. News stories, speeches, and descriptive reports published in the town report also proved effective.

Lack of Teacher-time

The teachers participating not only lacked time during the school day for on-farm instruction and planning, but in many cases their evening schedules were overburdened. Rearranging the teacher's schedule of in-school classes to free him for on-farm instruction early in the afternoon and cutting down the

teacher's participation in school routine, co-curricular activities, pre-vocational classes, and non-vocational instruction proved effective in providing scheduled time for work with young farmers during the school day.

Teachers found time at night to conduct young farmer classes by voluntary reduction of participation in community and civic activities, scheduling young farmer classes during alternate weeks, and by decreasing their participation in evening co-curricular activities of the school.

It was further indicated that teachers need the help of principals, superintendents, advisory committees, and state office personnel in shaking themselves free of time-consuming trivia and non-vocational busy work.

Lack of Know-how

Teachers hesitated to conduct young farmer programs because they believed that they had been inadequately trained or that their training was out of date. Young farmer workshops for teachers and individual assistance by supervisory and teacher training personnel proved effective means for overcoming this factor in Vermont.

Negative Attitude

Throughout the course of this study it was obvious that the teacher's philosophy regarding his job had a direct bearing on whether or not he conducted a young farmer program. Some teachers conducted programs in the face of tremendous obstacles. Others failed to conduct programs in optimum conditions. Older teachers whose programs have



Kenneth Feidler and his father discussing current plans for their farming operation. The culmination of a series of farming relationships which began six years ago when Kenneth began planning his farming program with father and mother as a freshman in vocational agriculture. A partnership agreement was arranged upon Kenneth's graduation from Millheim, Pennsylvania, Vocational Agricultural Department.

consisted traditionally of only all-day classes were especially impeded by this factor. No effective means short of the employment of a new teacher were found in this study for overcoming this obstacle.

Too Heavy Pupil Load

It was arbitrarily assumed that a teacher could serve a total of fifty enrollees (from all-day, young farmer or adult farmer groups) without being overloaded. Effective means used to reduce pupil load were dropping Pre-Vocational Agriculture 7 and 8 from the offerings of the school and freeing the teacher from non-vocational courses. The obvious solutions of adding a second part-time or full-time teacher of agriculture, and more careful selection of all-day pupils were not reported in this study.

Non-school Employment of Teacher

Teachers who supplemented their income with non-school employment such as operating a farm, building houses, etc. seldom conducted young farmer programs. Voluntary cessation of such work or the employment of a new teacher appeared to be the only solutions discovered in Vermont.

Other Factors

Lack of knowledge by schoolmen of the number of young farmers who would be interested in a young farmer program was an important hindering factor. The best way to liquidate this gremlin proved to be a thorough survey of the community's young farmers. It was interesting to note that in every case in this Vermont study, a sufficient number of interested young farmers was found to justify a program.

In some schools in Vermont the teacher was uncertain as to whether he had permission to leave the school building to work with young farmers during the school day when time was available. Principals readily gave such permission when they realized the need for it. □

Adult education in Forksville, Pa.

T. DEAN WITMER, Vo-Ag Instructor



T. Dean Witmer

THE adult evening class in agriculture of the Loyalsock Joint School System, Forksville, Pa., was organized this past winter. Forksville is situated in Sullivan County in northeastern Pennsylvania. Most of the topography is hilly and mountainous. The growing season is rather short compared to other sections of the state. The soil is of glacial origin, and mostly red shale. A majority of the farmers' income is derived from dairy products and lumber. There is some poultry, but this must be considered as a secondary enterprise.

During the past two years, several requests and inquiries had been made concerning evening classes in agriculture. These requests were made by established farmers who had taken part in the evening classes made possible by the war time training program from 1941 to 1945.

Some of the needs, as stated in these requests, were: instruction in farm mechanics, milk testing, soil testing, and various other subjects. Probably the reason for some of the requests is that the community is somewhat isolated from large centers of population. Another reason is the development of new machinery and the many new methods in farm machinery repair. A reason for learning milk testing probably is the distrust by the milk producer of the local milk market. Still another reason for requests was curiosity.

The needs of the young farmer in the community are somewhat different from those mentioned previously. Farming today is very mechanized and requires

much more capital than formerly. Land is also more expensive. The young men need instruction about finances in agriculture. Then, too, many of the young farmers feel the need of a place to bring their particular problems. Although they may know the theory and have a lot of technical knowledge, they do not have the years of experience of the older farmer to rely on.

Organization

The adult education class at Loyalsock was organized in December. Cards were sent to these who had requested such a course and to other potential class members. At the organization meeting the subjects suggested by the students were listed on the board and a probable time schedule was worked out. While this was not to be considered a hard and fast ruling, it would serve as a guide for the course and eliminate time wasting. Ten nights, in addition to the organization meeting, were selected for this experimental course and submitted to the supervising principal for approval. These nights were chosen so that they would not interfere with previously scheduled school and community activities. Approximately fifteen men attended the organization meeting.

How the Needs Were Met

On the whole, these classes have been conducted in a very informal manner. As the men bring their problems before the group and discuss them, they receive a lot of practical advice and help from the other farmers as well as from the instructor. An example of this is the problem of seeding grasses and legumes, which was a general problem among the class members. Part of the solution, suggested by one of the class members, was to attach an ordinary garden hose to each seeding tube and extend it behind the drill, thus allowing the seed to drop on the surface and avoid being seeded too deeply. Going over the seeded ground

with a cultipacker or roller would then cover it sufficiently. This solution originated in an article from a magazine. The results of this method in this area are not yet final but the method is being tried.

The formal instruction, carried on by lecture, demonstration, films and discussion, covered the following subjects.

1. Electric and oxy-acetylene welding
2. Milk and soil testing
3. Seeds and Fertilizers
4. Tractor maintenance
5. Farm machinery repair (grain drill, plow, corn planter)
6. Crops
7. Father and Son Agreements—Parliamentary Procedure
8. Farm leasing—Buying farm machinery
9. Electrical Demonstration—Feeding dairy cattle
10. Farm law

Time did not permit full coverage of all these subjects in class time, and often the men stayed after class to discuss the subject of the evening.

The instructor did not attempt to be an expert in every field. For some of the sessions experts were invited to teach the class. Films were found to be excellent aids in summarizing many of the discussions and demonstrations. For example, the tractor maintenance class made use of lecture, demonstration, practical application by class members, and a film. For this class session, men brought in two different makes of tractor. The local mechanic was on hand to demonstrate the various phases of tractor maintenance, and groups of men performed the different operations on each tractor. To summarize the lesson a film on tractor maintenance was shown.

This class, started as an experiment, has proved extremely successful. The enrollment has not decreased since the first class meeting, and most of the same farmers have returned for every meeting. Their interest also has been shown by lively discussions among the group at every meeting. Many of the students have asked for additional information outside of class time which

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ADULT FARMER INSTRUCTION GOES INTO PRACTICE

Harvesting Burley tobacco. A member of the evening class, Leicester High School, Buncombe county, North Carolina.

Photos, courtesy of J. K. Coggins.



Adult farmer member of the Murfreesboro High School evening class, Hertford County, North Carolina, showing a stalk cutter which he built at the Murfreesboro shop as a part of his shop practice.



¹Harold R. Cushman, "What Are The Factors Hindering The Conducting of Young Farmer Programs By Vermont Teachers of Vocational Agriculture and How Can These Factors Be Overcome?" (Unpublished Doctor's dissertation, Cornell University) 1951, 869 pp.



Members of the adult study group are active in the rural fire department which they organized and sponsor.



Collinsville merchants furnish refreshments and door prizes at every meeting. This was watermelon night.

Never a dull moment in Collinville's adult study group

JOHN FOX, Vo-Ag Instructor, Collinsville, Oklahoma



John Fox

ONE OF THE major problems confronting many vocational agriculture teachers is how to go about organizing educational activities for adult farmers. And once a program is organized, how to keep interest in the program alive.

Often, well-meaning teachers have tried without success to get farm people to come out to educational meetings. Others, after they have succeeded in getting a crowd out to their meetings, have watched helplessly as the attendance dwindled away after a few meetings.

I do not profess to be an expert on organizing out-of-school groups. But I would like to tell you about the adult program we have at Collinsville. Our adult program is still going strong after seven years—proof that the program meets the approval of the farm people in my community.

When I came to Collinsville to teach vocational agriculture, I inherited from my predecessor an adult program which he had organized five years before. He had done some expert spade work and a good job of selling the idea to farmers in the community, which had resulted in an initial meeting of a group of farmers and their wives and children one night at the high school to organize what they called the Collinsville Adult Study Group. They elected officers and, from the first meeting, the president of the group presided over the meetings.

Right here I would like to point out the importance of letting the adult group run their own program—with a minimum of "fuss and bother" by the vocational

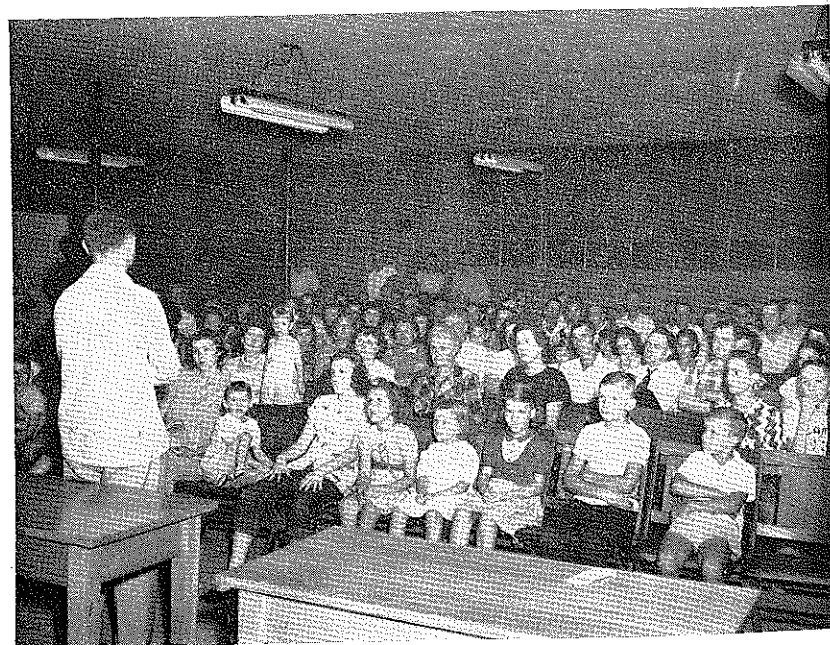
agriculture teacher. The "ag" teacher should stay as much behind the scenes as possible. He should be the good right hand of the elected officers of the group. He should make his services available to them at all times, but he must let the farmers themselves "run the show."

Only a few farmers attended our first meetings, but as programs became more interesting and more people learned about the monthly meetings, the membership increased. Today we have over 300 members enrolled in the adult class!

Programs Must Be Constructive

We learned early that farmers will not come out to meetings if they do not get something constructive that they can

Family members of all ages attend sessions of the adult study group. A farm problem of interest to all is being discussed.

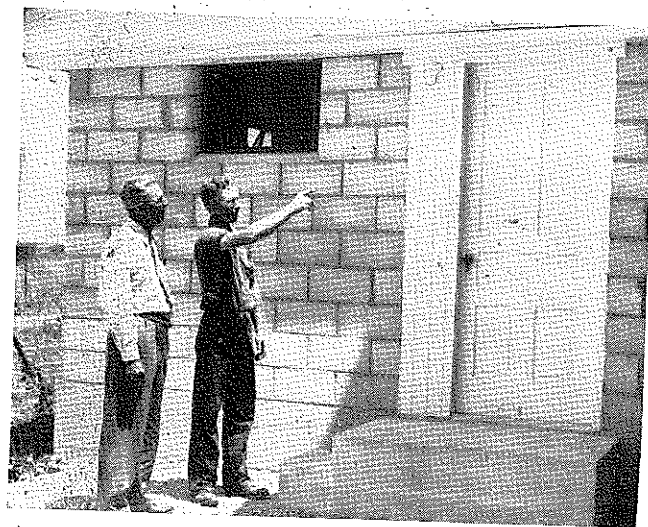


take home with them and use. This is especially true in my area where most of the farmers are dairymen and their time is valuable. The "Ag" teacher should work closely with the program committee to plan worthwhile and interesting programs.

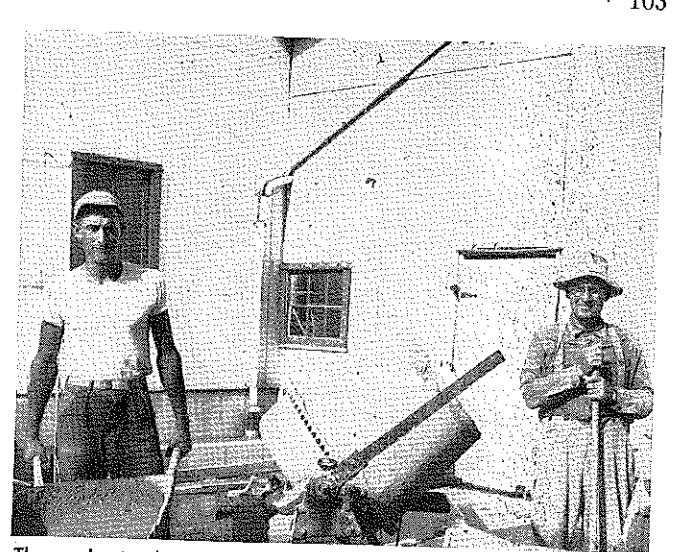
We are careful to make sure that the agricultural problems that we discuss in our meetings are of current interest and that they are common problems to a majority of the group. For instance, it would be foolish for us to talk about spraying cotton for insects when most of the group is worried about a disease that is currently plaguing their dairy cattle.

Another important thing is to set a definite time the year around for the meetings to be held. At Collinsville we meet the second Monday night of each month. In a community like ours there is some kind of meeting almost every night. If you do not have your meeting night well-established in the minds of

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A modern milk house results from the planning and execution of the individual training program of Merlin Schlea of the Gibsonburg Institutional On-Farm Training class and his instructor Mr. Galen Yeasting.



The understanding between landowner and tenant, so necessary for successful farm operation, is well brought out in the case of Lyle Gardner the landlord and Loren Sommer a veteran in the Woodville school in building a new milk house.

Effectiveness of institutional on-farm-training in Ohio

With implications for future programs in adult education

J. H. LINTNER, District Supervisor, Institutional On-Farm Training, Columbus, O.

THE "proof of the pudding is the eating thereof" and the best indication of the effectiveness of the Institutional On-Farm program is generally considered to be the number of veterans who continued to farm after they complete or interrupt their training.

A study completed in March of 1952 indicates that out of every 100 veterans who entered the program in Ohio, almost sixty are presently farming on either a full-time or a part-time basis. Forty-four per cent of the veterans surveyed were engaged in full-time farming with 14.7 per cent farming on a part-time basis.

It should be recognized that Ohio is in a transition stage with increased industrial activity crowding out agriculture as the center of population moves westward. As a result of this investigation, the author feels that part-time farmers in Ohio should not be considered as substandard to full-time when "establishment" is considered. Rather it is believed that in the industrial areas of the state a part-time farmer with regular off-the farm employment may be equally as permanent and secure as a full-time farmer. Accordingly both part-time and full-time farmers were considered as "established" with 75.3 per cent in the established group farming full-time and 24.6 per cent part-time.

The long time farming plans of the 40.6 per cent who are not presently farming are shown in Table I. The effect of the Korean situation and the unusual economic circumstances is indicated by the 53.3 per cent who will return to full-

time farming whenever conditions permit, and the 21 per cent who consider that they will eventually become part-time farmers. Only about six out of every 100 veterans surveyed, indicated that they will probably never farm.

TABLE I. Long-Time Farming Plans of Veterans Not Presently Farming.

Long-Time Plans	Total for State	
	Number	Per Cent
Will probably never farm	15	14.3
Will probably farm part time	22	21.0
Will return to farming whenever conditions permit	56	53.3
No response	12	11.4
Total	105	100

In interpreting the results of the study it must be realized that the random sampling included all veterans who had been in training, regardless of the length of time and whether they were interrupted either voluntarily or for cause. As the veterans surveyed were no longer in training their status in farming and judgments of their own experience in Institutional On-Farm Training are free from the influence and prospect of continued subsistence payments. Since many veterans had been out of training for a year or more after completing their schooling the time lag permitted a more accurate appraisal.

The Purpose of the Investigation

While the primary objective of the study was the determination of the pro-

portion of veterans actually continuing in farming, the broader aspect is indicated in the statement of the problem. The purpose of the investigation was to determine the effectiveness of the Institutional On-Farm Training Program in the light of its objective after five years of operation, with a view to pointing the way for modification in the ensuing years and the application of successful features to the young farmer and adult farmer programs taught by regular instructors of vocational agriculture.

The specific objectives of the study are implied in the following questions:

1. How successful has Institutional On-Farm Training been in establishing farmers on either a full-time or part-time basis?
2. What has been the contribution of Institutional On-Farm Training toward the establishment of veterans in farming?
3. What further educational opportunities are desired by veterans after completing their entitlement.
4. What features of the Institutional On-Farm Training program should be modified in the remaining years of operation?
5. What features of the Institutional On-Farm Training programs should be adapted or included in future young farmer and adult farmer programs?
6. Was the Institutional On-Farm Training program equally successful in all land use areas?

Conclusions

1. The Institutional On-Farm Training program has achieved its objectives of establishing veterans in farming in about 60 per cent of the cases among veterans who entered training.

2. There is a reasonable prospect that possibly 50 per cent of the veterans not presently farming will return to the farm either on a part-time or full-time basis whenever condition permit. (Table I)

3. Veterans who were not owners at the time of entry into training have been able to advance in farming arrangement status in almost 50 per cent of the cases.

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J. H. Lintner, A Study of the Effectiveness of the Institutional On-Farm Training Program in Ohio with Implications for Future Programs in Adult Education, Doctoral Dissertation, The Ohio State University, 1952.

4. Establishment in farming is possible regardless of selected personal factors. None of the selected personal factors, e.g., age or previous farming experience at time of entry into training, appeared to be absolutely accurate in determining which veterans should be approved for training.

5. The degree of establishment in farming among the land use areas generally followed the agricultural and economic potential of the land use areas.

6. Both the size and the quality of farming operations are reasonably satisfactory to more than three-fourths majority of veterans engaged in farming.

7. All of the different types of instruction contributed to the establishment of veterans in farming with the possible exception of off-farm instruction taught by "others" which ranked lowest. (Table II.)

TABLE II. Ranking of Appraisals of the Different Types of Instruction By All Veterans.

Type of Instruction	Rank No.
Individual on-farm	3
Small group on-farm	4
Off-farm taught by instructor.....	1
Off-farm taught by "others".....	5
Educational trips and tours.....	2

8. All of the selected areas of subject matter instruction were of value in establishing veterans in farming with those concerning productive agriculture ranking over the managerial aspects of farming. Family and community living and farm and home budgets were least favorably considered. (Table III.)

9. The third and fourth years of training, in contrast with the first and second, were considered "different in emphasis" and "an advance over previous instruction" by almost 50 per cent of the veterans; but only 34.4 per cent felt that it was "a more important factor in influencing their establishment in farming."

10. The third and fourth years' training program has accomplished its objective in about 50 per cent of the cases although the "work book" procedure as used in Ohio, apparently has not proved too successful.

11. Both subsistence payments and instruction played important parts in

TABLE III. Ranking of Appraisals of Selected Areas of Instruction By All Veterans.

Areas of Instruction	Rank No.
Individual training program.....	5
Farm accounts	6
Farm mechanics	7
Producing farm crops	1
Producing livestock	2
Farm management and marketing	4
Conservation of soil and water	3
Family and community living.....	8
Farm and home budgets.....	9

establishing veterans in farming with 56.8 per cent considering the former of "great importance" and 67.2 per cent stating that equal progress would not have been possible with subsistence payments alone. In the opinion of the majority of World War II veterans who participated in the present training program, any future Institutional On-Farm Training program should provide for both instruction and subsistence.

12. More than 60 per cent of the veterans feel the need for a further educational program after finishing Institutional On-Farm Training, with practically all of this group willing to participate without subsistence payments.

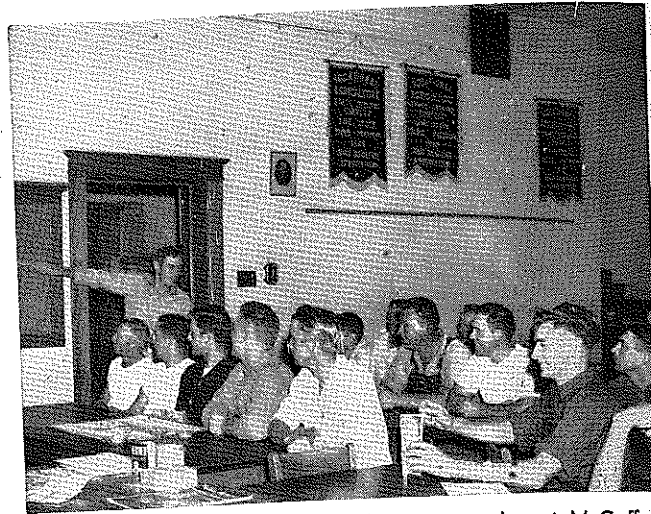
13. While none of the existing educational agencies are presently able to provide the on-farm type of instruction desired by the veterans, those with broad coverage over the state and extensive contacts, viz., The Agricultural Extension Service or the Soil Conservation Service, rank highest in veterans' opinions of their ability to assist them in becoming established in farming. The agencies with only a secondary educational objective, i.e., federal lending agencies, rank lowest with the regular vocational agriculture teacher in an intermediate position.

14. While a sizeable group of veterans would be willing to pay a moderate annual fee, any program providing on-farm instruction similar to Institutional On-Farm Training, would require additional financial support beyond student contributions.

15. Existing educational opportunities may be improved by providing for (1) more "service" for farmers, (2) promoting greater coordination between agencies, (3) increasing the number of educational trips, and (4) devoting more time to the consideration of individual rather than group problems.

16. The preferable pattern for evening group meetings is a combination of an intensive winter series with regular meetings throughout the rest of the year.

17. Adult education provided by the local school in other fields than agriculture will meet an expressed need among the majority of veterans who have finished Institutional On-Farm Training.



John Ramge, Institutional On-Farm Training teacher at McGuffey, Ohio, instructing his class of veterans.

Recommendations

Since the study was concerned primarily in evaluating the Institutional On-Farm Training program in Ohio with concomitant interest in implications for future programs in adult education, the recommendations have been grouped accordingly into Parts A and B.

A. Recommendations for the Good of the Institutional On-Farm Training Program.

1. That revision be made in the present administrative organization and procedures for the selection and approval of the farm facilities to eliminate "poor risks" in any future program before time and money have been used unproductively.

2. In the selection of "veteran" farmers to become students of Institutional On-Farm Training it would seem advisable to consider the individual in relation to the total of all personal circumstances rather than apply a single criterion, or a limited number of criteria considered separately.

3. That positive measures be provided in any future program for the guidance of students after they have entered training to insure early elimination when progress is not possible.

4. That greater efforts be made to acquaint the veterans as to the financial

(Continued on Page 120)



John Savage, Instructor at Lykens, Ohio discussing use of labor saving equipment with a member of his class.

"Barn-yard philosophers"

HENRY L. McDOUGAL, Vo-Ag Instructor, Rushville, New York



Henry L. McDougal

IF there is anything I am sold on, it is the out-of-school phase of the vocational agriculture program. It is with such groups that we have a chance to do some of our best teaching. Farmers want such groups because they need them. Out-of-school groups can

readily apply improved practices and can quickly bring about changes which everyone can see. Through such groups we also can foster some real public relations that will benefit our departments, our schools and ourselves.

This is the story of my experiences with an out-of-school group, known as "The Barn-yard Philosophers." It is my hope that this account may stimulate others to organize such a group or provide a useful idea or two.

First, it is important that you realize that the area I serve lies in Ontario and Yates counties in the Finger Lakes region of New York State. The farming in this area is diversified with most farmers receiving their income from two or more major enterprises.

The Barn-yard Philosophers held their first meeting in October, 1950. Prior to the meeting I had made about forty personal contacts and mailed seventy letters, inviting farmers and their hired men to the meeting to discuss organization of an out-of-school group. Although only ten came, those present were quite enthusiastic. After we had discussed what such a group might accomplish we set up topics for eight meetings ahead, elected officers, and decided to have our meetings the second and fourth Mondays of each month. The name, Barn-yard Philosophers, was selected at a later meeting upon the recommendation of a committee that had been appointed for that purpose.

Our group varies in age from young men fresh out of school to men in their seventies. We have several operator hired men "teams" and father and son partners who are members. Since our organization meeting, we have had thirty-four meetings. Seventy-two different farmers have attended with an average of sixteen per meeting. This may seem low but many of our meetings were planned to help farmers with specific problems and we do not expect any member to attend meetings having no value or interest to him.

Following are some personal conclusions that I have arrived at through my work with the Barn-yard Philosophers.

EDITORS NOTE: Mr. McDougal accompanied the above article with a chart showing the dates of each meeting, topics for discussion, special features of method used and attendance figures. Space did not permit printing, but interested persons may wish to get such information direct from the author.

Make personal contacts. Personal contacts with prospective members before organizing an out-of-school group have no substitute. Through on-the-farm visits, one can stimulate interest and explain the functions of such an organization. The agricultural teacher also can solicit the aid of key men in the area to help organize the group. Your advisory council can be of great assistance in this phase of the program.

Have officers help you. Officers for your out-of-school group are desirable. They help you in establishing the feeling that it is an active organization of farmers, by farmers, and for farmers. Use the officers as an executive committee in making plans, securing speakers, deciding on places for meetings, planning for refreshments, and getting out notices. We elect a president, vice-president, secretary, and treasurer at our first meeting in January each year.

Plan regular meetings. Having a set time for meetings is desirable in two ways. First, members of the group will become accustomed to the meeting day and will avoid other commitments for that time. Secondly, other organizations will also know when you have your meetings and will tend to avoid scheduling their meetings for the same day as yours. This is important in an active community since no one can be in two places at once. Let the group decide on the days of the month and the hour for the meetings. We meet at 8 p.m. on the second and fourth Mondays from September through March and on the fourth Monday of the month from April through August.

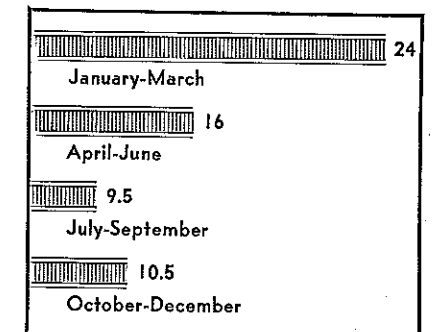
Hold at least one meeting each month. Meeting monthly or oftener keeps the group on an active status the year around. It also provides for splendid out door meetings and tours on timely subjects such as weed control, pasture improvements, machinery adjustments, etc. Summer meetings should be largely of the out-door type and not too frequent because of the competition of farm work. Our May meeting was a tour of improved pastures with twenty-two members present. Our June meeting was another tour to observe results as well as the equipment used in chemical weed control. Twenty-one attended this meeting. These meetings were very worth while but would not have been possible during other months. This is the reason why I favor year-round meetings.

Meet more frequently during the off season periods. The farmer is always busy but there are times when he is less so. Let your group decide when this is and have bi-monthly meetings during this period. A study of our records shows the following average attendance by quarters: January to March, 24; April to June, 16; July to September, 9.5; and October to December, 10.5. These figures clearly show that we get better attendance at our meetings during January, February and March, the



Part of the "Barn-yard Philosophers" group waiting for "hots" following an evening tour to observe the results of chemical weed control and the equipment used. The "gent" with the pipe, seen inspecting the "hots," is instructor, H. L. McDougal.

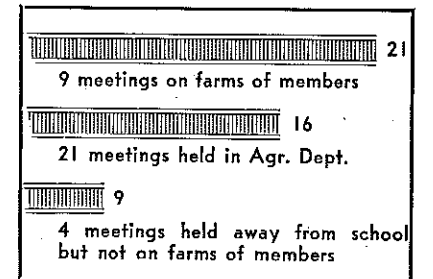
time of year when farm work is less pressing in this area. What I am saying is, have year around meetings but more of them in the off-peak season when your members will have more time.



Graph showing attendance by quarters of the Middlesex Valley Out-Of-School Group. This clearly illustrates the desirability of having more meetings during the off season.

Use the members' farms as meeting places. Holding some meetings on the farms of members of the group has several advantages. It provides first hand information and "learning by doing." It aids in helping the members to know each other better and to share in their individual problems and accomplishments. It helps in making the group a farmer organization. Individuals also are provided an opportunity to contribute to the group. It may avoid the cost and trouble of heating the school building on a cold winter night. Of the thirty-four meetings we have held, nine have been on members' farms. At these nine meetings, we had an average attendance of twenty-one, as compared

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This graph shows the relationship between place of meetings and the attendance of the Middlesex Valley "Barn-yard Philosophers."

Cooperation in Young Farmer education

WILBUR ROSE, Vo-Ag Instructor, Punxsutawney, Pennsylvania



Wilbur Rose

Through the years, past experience has proven that the instruction in vocational agriculture that a boy receives in high school is of great benefit to him in making a success of the business of farming. To assist him after he is out of school he has various agencies available, but for the out-of-school young farmer, these services cannot meet all of the needs.

Punxsutawney (Home of the Groundhog) has a population of 10,000 and is located in the west central part of Pennsylvania. The Chamber of Commerce of this community has long been interested in agricultural developments. The Agricultural Committee of the Chamber of Commerce, together with the teacher of vocational agriculture, sponsored an Agricultural Fair in 1950 and 1951. Interest on the part of vocational agriculture graduates and Veteran-On-Farm trainees who had completed training, as well as that of area farmers, began to develop toward a program of Adult Education in Agriculture for farmers. Through the cooperation of the School Board and the Chamber of Commerce, such a program for area farmers was started in the spring of 1951. Several reasons were presented for a program of education for the farmer.

1. A large number of farmers who are now farming have never taken any vocational agriculture in high school.
2. Agriculture is such a fast moving business that the farmer cannot keep up and therefore he needs agricultural instruction.
3. The existing agencies cannot service all of the farmers who need help.

Organized Instruction Necessary

The program of Young Farmer Education at Punxsutawney is a school function. The instructor is one of the teachers in the agricultural department spending his full time with the area farmers. The local Chamber of Commerce and the two banks in town assist the School Board financially and provide office space for the instructor.

During the school months, the group of 40-50 men meet one night each week in the high school for two hours to discuss their problems and receive classroom instruction. The course of study is held in the fall according to the

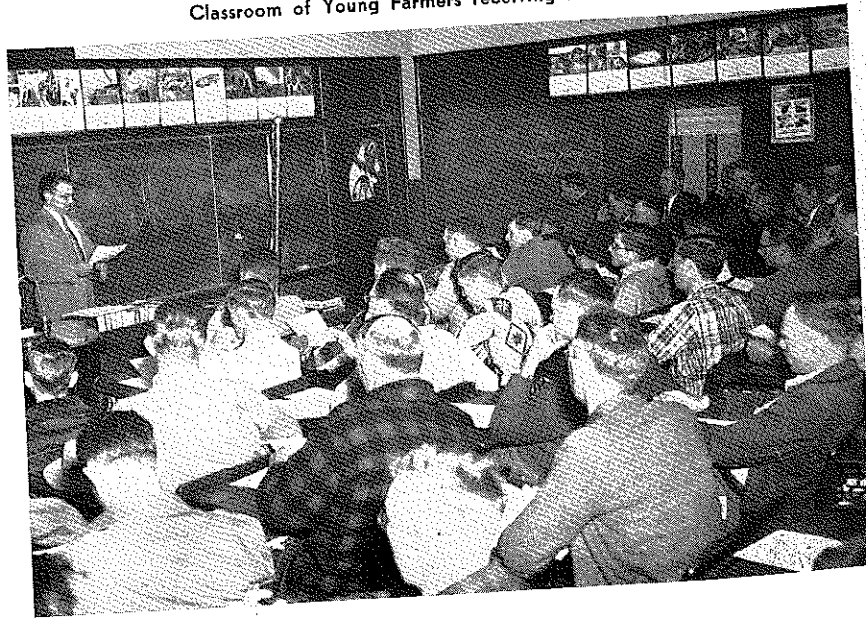
desires and needs of the group. Discussion of crops, livestock, equipment, etc. are held with men from the state college occasionally invited in as guests. During these classroom discussions, the interest of the farmer is high. These men leave their work early in the evening to attend classes to learn something new to help advance them in their work. This interest that the men show certainly makes teaching of adults much easier. When this type of instruction first started, various people thought that the attendance would be small, but the opposite has been the case. The classroom is always filled and other farmers are inquiring about the classes. The distribution of class members is interesting in that the age varies from 18 years to 72 years. About one-fourth of the members are graduates of vocational agriculture, one-fourth are graduates of the Veteran-On-Farm training program and the rest have never had any agricultural instruction.

Methods of Teaching

While instructing adult farmers, I feel that visual aids can and should be used, but not excessively. The farmer can better understand a discussion on weed sprays, hybrid corn or any topic new to him if a good new movie on this subject is presented to provide the mental set to accept this new information and retain it. Field trips are planned as often as possible to visit area farms where some farmer is doing a good job in some particular phase of farming. Trips to artificial breeding establishments to see the bulls that the men are using on their herds have been worthwhile.

The most important part of a program such as this is the farm visitation. Here the instructor can give real help to the farmer by discussing and advising with him on his particular problems. It is important that the instructor be dressed so that he can work along with the farmer while advising him on his prob-

Classroom of Young Farmers receiving instruction.



Member of Young Farmer Class and Instructor W. B. Rose examining Grass Silage in Trench Silo constructed and filled under instructors supervision.

lems. The farmer will have a better feeling toward the instructor if the latter is not afraid to work a little with him. I feel that it is important that a farmer realize that you are visiting his farm to help him and that you are really interested in his problems. This sort of relationship is particularly necessary when you are helping men to make decisions that involve finances.

Since this program first started, we have cooperated with the Extension Service, Soil Conservation Service, Fish and Game Commission, and other agencies. These various services have been of invaluable service in making a program successful. □

Adult education

(Continued from Page 101)
shows that they are putting at least part of what they learned to good use.

For anyone attempting to start adult evening classes, here are a few precautions: Start classes early in winter to prevent crowding of spring planting season; allow more time for better coverage of problems, with possibly fewer problems; keep schedule flexible for problems that may arise from class. For those teachers who have not taught an adult evening class, here is one teacher's opinion—it is a lot of extra work, but it is well worth all the additional effort and worry. □

Institutional-on-farm training in Vermont

EDWARD O. EATON, Atlantic City Electric Co., Atlantic City, N. J.

IN A RECENT study of 190 trainees enrolled in the institutional-on-farm training program in Vermont many interesting things were discovered. The study was conducted in a similar manner to that of the National Study of the Education of Farm Veterans, with certain exceptions. As in the national study an attempt was made to determine the progressive establishment of veterans in farming, the extent to which they were established in home and community life, and their reactions to the institutional-on-farm training program.

Probably the main exception to the pattern set in the national study of farm veterans and also to other similar farm veteran studies was the fact that 100 per cent of the eligible veterans in Vermont were included in the investigation. An eligible veteran was one who had been enrolled in the training program during the years of 1949 and 1950 and who was enrolled in the program at the time the investigation was started which was early in 1951. When the fact that a 100 per cent coverage of the program was carried out, it is considered fitting that the findings of the study might carry considerable weight.

The Vermont veterans were for the most part, farm owners with an average age of 32.5 years, married, thrifty, and hard working. They were satisfied with

farming, their homes, and with their communities as a place to live.

Satisfactory progress in becoming established in farming was made by these men. This is supported by the comparisons made between 1949 and 1950 labor income, net worth, productive man work units, milk production per cow, tons of milk produced per man, and productive man work units per man. The comparisons showed that significant increases, all over 10 per cent, were made in each of the above factors with the exception of milk production per cow. The change in milk production per cow, though slight, did show an increase. For purposes of a more complete analysis of the progress made, the complete group of veterans was split into three categories. These three categories were made up of the low third, middle third, and high third of veterans at the end of 1949. True comparisons were made to show what each of the three groups had accomplished at the end of 1950. It was found that the men in the low third group, for each of the above factors used in measuring progress, were progressing much more rapidly in becoming better established in farming. With the assumption that the changes made by this low group of veterans were at least due in part to the effectiveness of the training program, it was

concluded that the most effective work was done with those men who needed it most. This conclusion deserves emphasis because it points out that the smaller and poorer farmer had been effectively reached by an agricultural education program namely: The Institutional-On-Farm Training Program. It is a recognized fact that agricultural agencies have found it difficult to reach the poorer and backward farmer through educational programs. It was gratifying to find that the poorest and smallest farm veteran operators had been provided this educational service so effectively through this program.

In attempting to discover why some veterans made more progress than others little conclusive evidence was found. However, tenure status stood out as an important non-managerial factor responsible for the extent of progress. Because of the complete control of their farm business by owner-operators, as compared to the lesser control of veterans working in partnerships or working as tenants, it was concluded that owner-operators were in a better position to take advantage of the training program and had done so as shown by their rate of progress in becoming established in farming.

As to managerial factors it was found that as size of business increased it had a desirable effect on labor income, labor efficiency, and net worth.

The findings of the study other than those dealing with the farm management aspects, readily point out where the emphasis in the training program has been placed. Apparently little emphasis had (Continued on Page 109)

YOUNG FARMER INSTRUCTION BRINGS RESULTS

Elmer R. Dowdy, right, agricultural instructor at Hillsboro high school, North Carolina, discusses the importance of grading eggs with a young farmer veteran pupil. (Photo, courtesy of J. K. Coggin)

An auto hub, a few boards, a shallow pump cylinder, some scrap metal and the skills learned by this young farmer in the vo-ag shop enabled him to design and build a windmill pump.



A program for the wives of veterans and young farmers

WILLIAM KNIGHT, Teacher of Veterans, Gaylord, Michigan

A PROBLEM that is not unique among beginning farmers is the adjustment that the farmer's family makes to the new environment. While teaching a class of veterans, I noticed that many of the wives were discouraged with their new situations. Some were city girls who had married farm boys, others were country girls who had taken urban employment during the war, but, regardless of their background, the inconveniences of their new environment contrasted unfavorably in their minds with the life which they had so recently given up. Often the husband was aware of these things, but was financially unable both to develop the farm business and to provide a modern kitchen. Another cause of dissatisfaction was the limited number of social contacts available to the farm wife. Frequently the husband was unaware of this factor; he met only his own friends when he marketed farm products and in the classroom. The veteran, in his eagerness to further the farm business without hiring additional labor, often called upon his wife to help in the field or barn. Seldom did she see any connection between helping her husband in his work and the possibility of acquiring those things which would make her home more beautiful and comfortable.

It was not until a few of my veterans had left the farm and taken urban employment that I realized their choice was dictated by the unrest of their wives. I sensed that some of my other veterans were unhappy because of a lack of understanding with their wives. Occasionally other teachers told me of similar situations.

My wife and I discussed the problem. We decided that most of the difficulties could be covered under two headings: a need for wider social contacts, and a need for understanding each others problems. After discussing our conclusions with some of the better adjusted families, we decided that an organization of some kind for the wives might go a long way toward meeting these two needs. Accordingly invitations were sent out for a meeting of the wives of the veterans.

Opportunity to Discuss Problems

At the first meeting of the wives there was nearly 100% attendance. They met on the same evening as their husbands but in a different room. Some brought small children. Once they had all been introduced, my wife, who had previously met most of them on farm visits with me, asked them how they would like to spend their evening together. They decided to discuss "mutual problems, and just get acquainted." In one of their early meetings they decided to discuss the topic, "What I Dislike About Farming." Each gave a brief report on the topic. Before their meeting was over

they had unanimously changed the topic to "What I Like About Farming." Psychologists might call such a session "mental catharsis," but at any rate after that meeting a great improvement in husband-wife relationships on the farm was noticed. It was our feeling that many of these girls had never before realized all of the advantages they were able to enjoy on the farm and that these advantages actually outweighed the inconveniences. Many never before had realized that they were indeed partners in the farming business with their husbands and that full cooperation of each partner was essential to the success of the business. A successful business meant less inconveniences for each of the partners and more comforts.

These meetings provoked a number of informal discussions among the veterans themselves. Although they did not meet with their wives, they recognized that certain changes were occurring in the attitudes of their wives. They began to reevaluate their own position. I now noticed on my farm visits that somehow the veteran now had time to build a cupboard in the kitchen, to mow the lawn and dig up some ground for a flower garden, and to put up swings and teeter-totters for the children!

Need for a Program Recognized

After several informal gatherings the wives decided that their meetings would be more valuable if they set up some kind of program and if each one assumed some responsibility in it. Each farm wife suggested a topic for the program which they set up for a year. Some of the topics were sewing, cooking, child guidance, music appreciation, gardening, history of the Bible, home beautification, etiquette, marriage problems, and games for children. These wives weren't any different than any other group of young farm women, and some presented their topics with considerable difficulty. But as time went on all of them were able to express themselves more freely and were at ease with guests.

The changes that have been brought about in many cases have been beyond our expectations. Several wives who particularly despised everything rural now are active in agricultural organizations in their communities. The husbands appreciate their wives' club. More than once I have been told on a late afternoon visit, "I've got to hurry with the chores tonight so I can help the 'missis' get ready for her club tonight."

After two years in operation the club has about 50% regular attendance. Analyzing the drop in attendance from that of early meetings discloses that all of the drop-outs are accounted for by two factors: the majority have taken evening employment (their club meets evenings) to supplement the farm income, and the remainder come irregularly as their

husbands have completed their training. Nearly all of the wives now belong to some rural organization. We feel that the club serves only to meet the original two needs, and as they are met it will have served its entire purpose.

Principles to Observe

Several principles that we feel contributed to the success of the club, and which might have some value with similar groups are the following:

1. No one individual dominated the group. Initially there may be a need for outside guidance, but it should be very discrete.
2. The program that was finally adopted represented the desires and interests of the majority of the group.
3. Each individual had some responsibility in the program.
4. Infrequent use was made of outside resource persons. We justified this principle on the basis that outside resource persons take responsibility from the group. Interest was measured by the degree of participation the individuals within the group took in the program. Resource persons were a "treat" and were not offered at every "meal."
5. Occasional activities which brought the entire families together were of considerable worth.
6. We have had a sympathetic and understanding school administration.

There are several problems that probably are somewhat typical of any similar organization. One is the children. Baby sitters are often difficult to obtain in the country. If young children are to come to the meetings, provision must be made for their activities. Several valuable topics can be developed from this need. A possibility of caring for the children by girls enrolled in homemaking courses offers valuable practical experience. It has been pointed out that each individual in the club had some responsibility. It should not be inferred that the responsibility in all cases was equal. In most groups there are some natural leaders, and by the same token there are some natural followers. The organization's success is dependent upon wise and judicious leadership. However, an overly ambitious and dominating leader will cause the disintegration of the organization as quickly as the lack of intelligent guidance.

Any program such as this may afford the instructor no extra monetary compensation, but the reward may be found in the happier homes and more successful farming programs that result. □

1952
AVA CONVENTION
Boston, Mass., Nov. 30-Dec. 5
Headquarters for
Agricultural Education
Bradford Hotel

Never a dull moment

(Continued from Page 102)
the people, it is difficult to find a suitable night when there is not a serious conflict.

The businessmen of Collinsville were brought in on the planning of the adult study group. As a result, local merchants furnish refreshments and door prizes for each meeting. Refreshments are usually coffee and doughnuts in the winter months and ice cream or watermelons in the summer months. Don't make the mistake, however, of placing too much dependence upon recreation and refreshments. You still must have a good educational program!

Have Group-sponsored Project

With these other things out of the way, let's get down to the real reason why I think our adult study group at Collinsville has been so successful. These other things are very important, but other such adult classes have failed when they had all of the ingredients I've mentioned. There must be something more to make the program "click."

At Collinsville we are always building up to something. Since its beginning, the adult study group has sponsored and carried out several worthwhile agricultural programs.

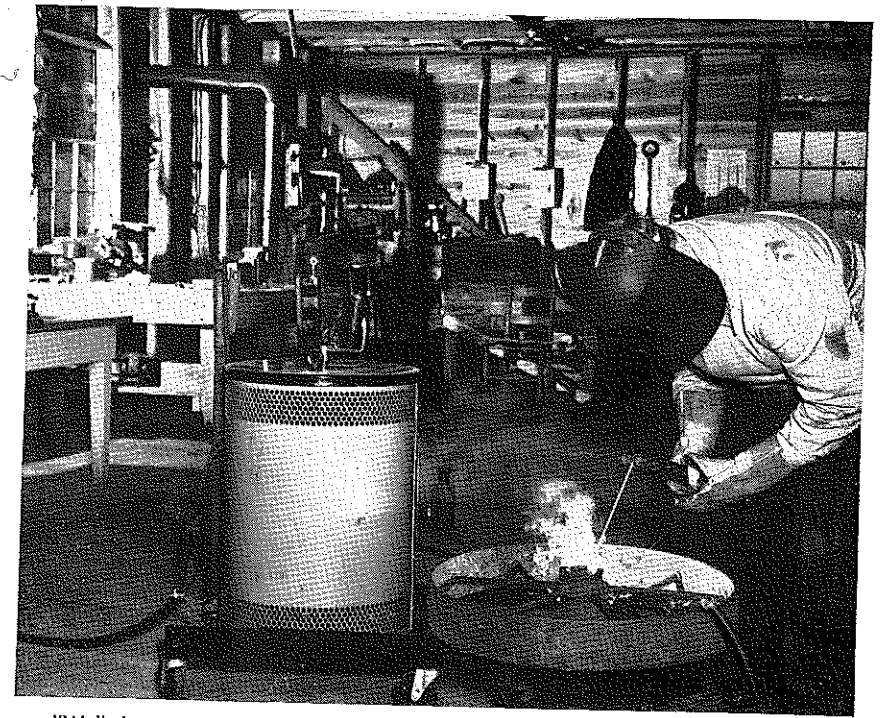
The first activity the group sponsored was an artificial insemination program now known as the Collinsville Dairy Breeders Association. One of the members of the adult study group became the first president.

Since the organization of the Association, several thousand dairy cattle have been bred artificially. This has, in turn, increased profits because farmers were able to afford a better breeding program. There were other results. Someone had the idea of sponsoring a Dairy Day. And now, each year at the dairy breeders' annual meeting, Dairy Day is proclaimed in Collinsville. The all-day program features improved dairy practices in feeding, breeding and management. Lunch is served by local merchants and dairymen come in from all areas around Collinsville to attend the event.

Next, the adult study group decided to sponsor the Collinsville FFA chapter in a DDT spray program. A Tulsa creamery donated a power sprayer to the chapter and since then over 25,000 head of cattle and hogs and over 500 dairy barns and other farm buildings have been sprayed for control of pests. The power sprayer is also used to fight fires and in burning fire guards. The FFA boys also have a soil testing lab at school where they have tested over 1000 soil samples for adult farmers.

One of the major achievements of the adult group was the organization of the Collinsville Tri-County Fair, a community fair held each year in September. A member of the adult study group is president of the fair board and three other members of the group are directors on the fair board. The fair has grown bigger each year, new buildings have been constructed and new equipment set in.

As the meetings grew larger and the services of the vocational agriculture department were expanded, it became



"Well, I got to piddling in the school farm shop at Fallston while I was a member of the vocational evening class and discovered the need of a shop on my farm." These are the words of Tom Cornwell, Route 1, Shelby, Cleveland county, North Carolina, who, because of his contact with the vocational agriculture shop work at Fallston, has developed one of the most complete farm shops on a small farm to be found in North Carolina. His original shop was housed in a small shed 12 x 16 feet which he enlarged to 12 x 28 feet in 1944 and again in 1946 to 36 x 28 feet. His shop equipment consists of a 10-inch bench saw, a 6-inch jointer, a 14-inch drill press, a 10-inch machine quick change lathe, a portable sander, a 7-inch grinder with twist drill grinding attachment, an air compressor and paint gun, a 250 amp. electric welder and miscellaneous hand tools, and a 35-pound grease gun. Mr. Cornwell cultivates 385 acres of land and never goes off his farm to get his equipment repaired. He has power machinery and is operating a combine in it's eighth year which still runs as well as new. He has operated a grain binder twenty-four years and turned it in at half price for a new one. "I am saying this to emphasize the importance of caring for your farm equipment and the value of farm shop tools to keep this equipment in good repair. The convenience and satisfaction of working with all types of equipment is worth a great deal. In all, I have approximately \$1500 invested in my farm shop, but it is one of the best assets to my farm that I have." (Photo, courtesy of J. K. Coggins)

Institutional-on-farm training in Vermont

(Continued from Page 107)

been placed on anything other than operating the farm business. However it was found that the home living conditions of the veterans could be rated high and their standard of living was comparable to that of the average American farm family.

Participation in community organizations and activities was so low that these veterans could be considered "non-joiners." However it should be borne in mind that these veterans were attempting to become established in farming and had little time for community organizations and activities. It was believed that the emphasis placed on becoming established in farming by the veterans was an indication of their good judgment in realizing that, first of all, their success depended on their operating a profitable farm business.

A high degree of satisfaction with the teaching techniques used in nearly all educational activities was expressed. The use of on-farm-instruction in future programs for young and adult farmers seems necessary to insure their success. In planning future programs major consideration must be given to providing adequate time and money so that on-farm-instruction will be assured. □

Now Collinsville has one of the most modern vocational agriculture buildings in the state with a classroom, lab, shop and a large meeting room which is used by the adult study group and for other agricultural meetings.

The most recent job tackled by the adult study group was to form the Collinsville Rural Fire Department. Members of the class purchased a rural fire truck and equipped it so that they could protect their farms against prairie fires and home fires. Thousands of acres of grassland have been saved, several homes and other farm buildings have been kept from burning and hundreds of miles of fire guards have been burned to prevent spread of fires since the fire truck has been in use. Last year's adult study group president also served as fire chief and all members of the rural fire department board of directors are members of the adult study group.

I think you can see now the answer to our success at Collinsville. As long as we have some worthwhile project to work on—a goal to reach—then there is never a dull moment in our adult classes and farmers keep coming back for more! □

Serving adult farmer needs in a community

ROBERT L. MOORE, Vo-Ag Instructor, Weimar, Texas

THE vocational agriculture teacher of today must recognize the fact that the farmer is rapidly forging a new pattern in agriculture. The trend is toward a greater dependence upon increased production per man and per unit.

This is being accomplished by mechanization, specialization, and through a close working relationship between agricultural agencies and commercial companies.

If we are to serve the adult farmer in our community, we must understand the basic problems of farming and at the same time strive to control the throttle on new and improved practices.

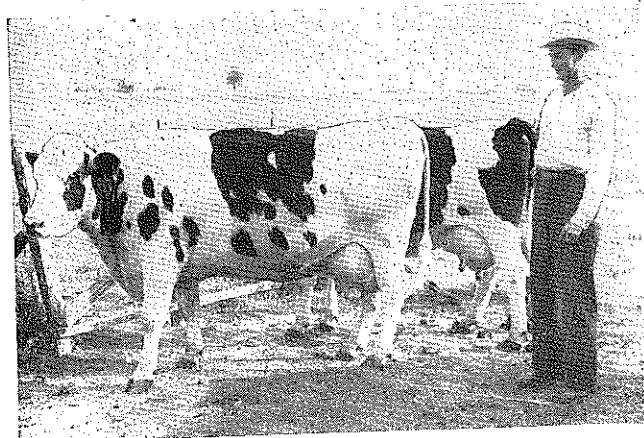
This cannot be done by any one farmer or agricultural worker. It requires the pooling of our thinking, our leadership abilities and our technical information. To accomplish this, one can readily see that organized effort is required.

This is the way that large industries operate. Take the large feed companies for example. They have their financial advisers, their nutritionist, and their salesmen. If this is good business in large companies then why should not a group of dairy, beef cattle, or cotton farmers profit from organized action.

I can best illustrate how we can serve our community by describing a method that is working in my community. The Weimar trade area is a community of diversified farming. The problem of serving the cotton farmer, the beef cattle farmer, and the dairy farmer can best be solved by organizing farmer groups according to their own interests and individual problems.

In the fall of 1950, I was able to get the dairymen to see a need for improvement through an intense visitation program, small group field trips, and through the help of leading dairymen from other areas. After this need was recognized by some of the leading dairymen it was a simple task to get the banks

The two Holstein cows were purchased by the Weimar Grade "A" Dairy Association. The grade "A" dairymen pooled their dairy replacement needs then sent a representative with a truck to Wisconsin and purchased disease free cattle with good production records.



to support the program. The businessmen and civic groups quickly realized the importance of dairying when it was brought to their attention that grade "A" dairymen in the area had an annual income of over \$300,000.

After the foundation work had been completed a meeting was called for the purpose of formulating plans for dairy improvement. The first group meeting included the bankers, school superintendent, local ministers, civic leaders, leading dairymen, and a representative from the Carnation Milk Company. The most significant contribution at this meeting was a suggestion by one of the leading dairymen that we needed some type of organization to plan and carry out a program of improvement. Committees were appointed at the meeting and a general dairy meeting was called a month later at which time officers were elected to lead the grade "A" dairymen.

Through competent leadership and interested members this organization has continued to grow and develop. In the following year it accomplished the following:

1. The organization has a paid up membership of thirty-one dairymen out of a possible forty-one.
2. Had a state veterinarian to test over 200 cows for bangs and TB.
3. Ordered critically needed hay by the car load which was not available through local feed companies.
4. Purchased 45 head of Holstein and Jersey cows costing over \$19,000.
5. Constructed a dairy show barn.
6. Increased the number of cattle shown at the Weimar Dairy Day by forty per cent.
7. Held regular educational and recreational meetings on the first Thursday evening of each month. Every other meeting was a family social.

I present this as a method of serving out of school groups. I think it is a good solution for serving adults. This method helps create interest and promotes

rapid dissemination of information. It also stimulates the interest of the agriculture teacher and encourages him to visit the individual farmer more often and help him with his personal farm problems.

The farmer is eager for us to help him locate and solve his problems. If we can prove that we have something to offer he will be more than willing to support our program.

The form of adult education varies

MARION T. JENKINS, Vo-Ag Instructor, Coahoma, Texas

EDITORS NOTE: Mr. Jenkins is reported to have one of the strong adult education programs in the state of Texas. He raises some questions that may provoke a response from other teachers. At first glance he would appear to be opposed to adult education. Closer examination reveals his argument is one of approach.

FROM the early beginning of vocational agriculture in the high schools we have been confronted with the problem of adult education. Patterns have been formed and some have been stressed as a "must" upon the teacher of vocational agriculture. The question which will arise quickly in each teacher's mind about adult education is: "Where does my biggest obligation fall—with my all day students or with the adults?" Like all other teachers in a school system, he has an obligation to meet in order that the school system will function as one coordinated effort. His salary comes from a voucher signed by a member of the school board or his representative. His classes are scheduled and this schedule must be met in order to maintain a workable school unit of instruction.

Teachers of vocational agriculture have many different schedules in different schools, but they are still an integral part of the school system whether classes are over at noon or at four P.M. Some teachers have a schedule providing that they will have a large portion of the evening off for adult education—but are they using it properly? With the many activities of a teacher of vocational agriculture in relation to his classroom work and FFA program, I question whether he has much time for adult education if his all-day program is really progressive.

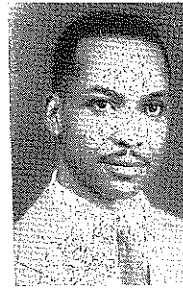
A few of the activities which a teacher of vocational agriculture can undertake that will deal directly with his students are: a supervised farming program for all boys, leadership activities, judging teams, livestock shows, summer camps, recreational activities, livestock improvement programs, FFA activities, district meetings, area meetings, and state and national conventions. Now, if a teacher spends six to seven hours a day in actual classroom work and takes care of the aforementioned activities, does he have time for an adult education program? Do the boys need more help to get established in the business of farming and ranching, or does the farmer and rancher already established in the business need a part of your time?

Through the medium of the boy in all-day classes, his supervised farming program, and FFA activities, we are actually carrying on an indirect adult educational program. Through the boy the parents learn the latest agricultural developments and will be pleased and willing to try new methods for they can see that their son is thinking along the lines of progressiveness. If the boy

(Continued on Page 112)

Audio-visual materials and methods in I-O-F training in Central Region

MARSHALL G. WARREN, Vo-Ag Instructor, Sedalia, North Carolina



Marshall G. Warren

THIS investigation is one of a series of nine studies resulting from plans made at the fourth annual Central Regional Conference on Research in Agricultural Education held in August, 1950, at Purdue University.

The purpose of these studies was to determine the practices in use in the Central Region in the Institutional On-Farm Training program which may be applicable to other present and future programs in agricultural education for young and adult farmers.

The investigation was confined to the following states in the Central Region: Indiana, Iowa, Kansas, Kentucky, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio and Wisconsin. The sample was limited to veterans currently enrolled in the veterans on-farm training program under full time instructors, and who also were in classes which had been in operation for six months or longer.

This study was concerned with the extent to which certain audio-visual materials and methods had been of value to veterans enrolled in the Institutional On-Farm Training program, and the extent to which they should be used in an effective instructional program.

Warren, Marshall G. 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. M.S. Degree Thesis, Iowa State College.

EDITORS NOTE: This is another in the series of reports of the North Central Regional study of Institutional-On-Farm Training. Others appear on pp. 112, 113, and 118.

TABLE 1. Extent to Which Certain Audio-Visual Materials and Methods Have Been of Value to Veterans Enrolled in Institutional On-Farm Training by States (Mean Scores)

Material or Method	Ind.	Ia.	Kan.	Ky.	Mich.	Minn.	Mo.	Nebr.	N.D.	Ohio	Wis.
Farm and Home Records.....	1.66	1.78	1.79	1.72	1.74	1.76	1.78	1.52	1.83	1.68	1.66
Notebooks.....	1.14	1.60	1.52	1.59	1.55	1.60	1.76	1.58	1.63	1.45	1.65
Annual Farm and Home plans.....	1.05	1.08	1.28	1.39	1.18	1.13	1.26	1.15	1.32	1.08	1.22
Textbooks, reference books and bulletins.....	1.45	1.60	1.52	1.64	1.55	1.60	1.75	1.58	1.63	1.46	1.64
Field trips to experiment stations, state colleges of agriculture and to county field days.....	1.58	1.27	1.55	1.51	1.60	1.40	1.43	1.47	1.54	1.57	1.58
Field trips to fairs, shows and sales.....	1.38	1.11	1.42	1.20	1.20	1.28	1.12	1.35	1.26	1.57	1.19
Field trips to farms in the community.....	1.45	1.34	1.49	1.53	1.43	1.33	1.57	1.41	1.30	1.48	1.42
Field trips to commercial farms and demonstration farms.....	1.49	1.29	1.29	1.20	1.29	1.35	1.26	1.52	1.27	1.38	1.42

The veterans in fifty classes selected at random in each of the eleven participating states responded by completing information on an eight page questionnaire. Their responses to the questions stated below were used in this investigation.

The mean score for a state for each material or method as shown in Table 1 was determined by assigning numerical values to the responses as follows: much=2, some=1, none=0. To compute the mean score these assigned values were multiplied by the appropriate frequencies, summed and the result was divided by the total frequencies. Thus, the higher the mean score reported from a state the more emphasis desired by re-

spondents for that particular material or method.

According to information presented in Table 1, the highest mean score of 1.83 was that for farm and home records obtained from North Dakota. The lowest mean score of 1.05 was that for annual farm and home plans and was obtained from Indiana. Three, or approximately 38 per cent of the high means scores for the 8 units shown in Table 1, were obtained from Missouri.

With the exception of two states more

than 75 per cent of the veterans in each state indicated that farm and home records had been of much value to them in their training. Textbooks, reference books and bulletins; notebooks; and field trips to experiment stations, state colleges of agriculture and to county field days were given high ratings. Field trips to commercial farms, field trips to fairs, shows and sales, and annual farm and home plans were of least value.

The differences in mean scores among states indicated considerable variation in the effectiveness of these materials and methods. There was more uniformity in responses concerning the value of the following: farm and home records; textbooks, reference books and bulletins; field trips to farms in the community; and field trips to commercial farms and demonstration farms. Greatest variations in responses among the states were among those concerning the value of notebooks and field trips to fairs, shows and sales.

Only in the case of field trips to farms in the community was evidence obtained to prove that the value received from the aforementioned materials or methods was related to the ratings of the instructors. The veterans having instructors who were rated high indicated less value from field trips to farms in the community than did trainees with instructors who were rated average or below.

Materials and Methods Approved By Veterans

There were differences among the states regarding the extent to which certain audio-visual materials and methods should be used. The materials and methods listed as follows are ranked according to the extent to which veterans indicated they should be used in an effective instructional program.

(Continued on Page 113)

1. Have the following been of value in your Institutional On-Farm Training?

- | | Much | Some | None |
|---|------|------|------|
| a. Farm and home records..... | () | () | () |
| b. Notebooks..... | () | () | () |
| c. Annual farm and home plan..... | () | () | () |
| d. Textbooks, reference books, and bulletins..... | () | () | () |
| e. Field trips to experiment station and state colleges of agriculture and to county field days..... | () | () | () |
| f. Field trips to fairs, shows, and sales..... | () | () | () |
| g. Field trips to farms in the community..... | () | () | () |
| h. Field trips to commercial farms such as stockyards, fertilizer plants, demonstration farms, machinery companies..... | () | () | () |

2. To what extent should the following be used in an effective instructional program?

- | | Much | Some | None |
|---|------|------|------|
| a. Motion pictures..... | () | () | () |
| b. Filmstrips, and slides..... | () | () | () |
| c. Photographs, pictures, charts, tables, and graphs..... | () | () | () |
| d. Specimens (grains, insects) and models (livestock, buildings)..... | () | () | () |
| e. Maps..... | () | () | () |
| f. Blackboards..... | () | () | () |
| g. Bulletin board..... | () | () | () |
| h. Field trips..... | () | () | () |
| i. Wire or tape recordings..... | () | () | () |
| j. Demonstrations..... | () | () | () |

Recommendations of veterans for administration of adult farmer training programs

WILLARD R. ANDERSON, Graduate Student, Iowa State College



Willard R. Anderson

THE responses of 3,300 veterans enrolled in institutional on-farm training in eleven states of the Central Region were used in making an investigation of the implications for administration of programs for adult farmer education.¹

An evaluation of the financial and educational benefits of the Institutional On-Farm Training Program may be made, based on the fact that more than 80 per cent of the veterans interviewed in each of the eleven states were of the opinion that the training they received contributed more than the subsistence payments toward their progress in getting started in farming.

The longer the veterans had been enrolled in training the higher the percentage of veterans who indicated that they could not have made as much progress in getting started in farming had they received subsistence pay and no institutional on-farm training.

The findings show that subsistence payments are not necessary for participation in adult farmer classes. More than 53 per cent of the veterans in each of the states indicated that they would continue in an educational farm program similar to the present one without subsistence pay. The range in the yes column was from 72.67 per cent for Kentucky to 53.00 per cent for Minnesota. The veterans who had been enrolled for longer periods of time showed greater interest in continuing their training in agriculture.

Who Should Be Responsible For Training?

The question regarding who should be responsible for the training in case of another institutional on-farm training program brought some interesting responses. The agencies which were preferred were the public schools through vocational agriculture departments, the Veterans Administration, and the State Colleges of Agriculture.

The remaining seven questions used in this study were in regard to the veterans recommendations for future adult farmer classes. The implications of the findings should be useful in planning adult farmer programs in agricultural education.

Slightly more than half of the veterans in Iowa, Kansas, Kentucky, Michigan, Missouri and Ohio indicated that there should be more than 50 hours but less than 100 hours of on-farm instruction

¹Anderson, Willard R. Implications for adult education in agriculture from responses of participants in the veterans on-farm training program in the Central Region. I Administration. Unpublished M.S. Thesis. Iowa State College, Ames, Iowa, 1952.

per year. The range was from 55.67 per cent for Michigan to 33.67 per cent for Nebraska. This might mean that the present requirement of 100 hours is excessive; or it may mean that the time is not used effectively.

Monthly intervals of on-farm instruction seemed to be preferred by most veterans. Less than 50 per cent of the respondents in each of the states recommended on-farm visits at one or two week intervals. This might mean that planned on-farm instruction periods at monthly intervals would make for better use of time of both the instructor and the trainee involved.

A majority of veterans in all states except one recommended that classroom instruction should be given at weekly meetings or weekly meeting during slack seasons and monthly during busy seasons. Missouri veterans indicated a definite preference for monthly meetings.

There were great differences in opinion among the veterans in the various states regarding schedules for farm mechanics classes. This might be explained by the varied farming enterprises carried on in the Central Region. Two-hour or three-hour night classes were preferred by 52.33 per cent of the veterans in Ohio. Approximately 29 per cent of the veterans in Minnesota preferred two-hour or three-hour day classes. The preference for devoting one full day to farm mechanics classes was indicated by 15.33 per cent of the veterans in Wisconsin. In Kentucky 44.67 per cent of the veterans favored one full day for farm mechanics classes.

Who Should Instruct Veterans?

The recommendations made concerning instructors for future adult farmer programs showed that vocational agriculture instructors were preferred by the majority of veterans in all states except Iowa and North Dakota. Special instructors — local farmers, machinery dealers, mechanics, and others—were preferred by 50.67 per cent of the veterans in Iowa and North Dakota as contrasted with 25.67 per cent for Wisconsin. The findings showed that it would be desirable to employ vocational agriculture instructors on a full time basis for adult education only. Furthermore it would seem advisable to employ specialists for certain types of instruction which demand extensive training and experience.

The veterans' recommendations concerning the best methods in financing future adult farmer programs showed that federal funds would be the best single source of funds. More than 50 per cent of the veterans in each of ten states and 63 per cent of the veterans in Missouri indicated a preference for a combination of federal and other funds, either state, local or tuition, as the best methods for financing future adult farmer programs.

More than 50 per cent of the veterans in each of the eleven states indicated a willingness to pay taxes to support adult education programs in local schools. The range was from a high of 61.33 for Kentucky to a low of 50.33 for Minnesota and Michigan. In the median state of Nebraska, 31.33 per cent of the veterans were uncertain in regard to paying taxes for adult education.

The findings of this study point out many important implications regarding administration of adult farmer programs. The veterans have expressed their desires to continue adult training in agriculture; they have indicated how they want the classes scheduled; they have recommended certain types of instructors; and evidence has been shown that financial problems can be solved.

These findings present a real challenge to persons engaged in agricultural education work. The educational needs of farm people must be met through changes in administrative policies, course content, and methodology. □

The form of adult education varies

(Continued from Page 110)

In all-day classes in an interested progressive individual, he will convey to his parents the ideas which will improve farming or ranching methods on his particular farm. The neighbor who has no children in vocational agriculture will notice new methods and improvements and, pretty soon, you have another adult in your educational program, yet he has never attended an adult educational meeting. I believe if we will concentrate more on the boy in all-day classes, give sound and helpful advice, and guide him away from some of the farming pitfalls, we will have a sound adult educational program even though it has been developed indirectly.

The teacher of vocational agriculture is usually loaded down with activities of a civic nature. He is a co-ordinator of peace, good will, and harmony in the community. He is an over-loaded individual.

I believe that adult education is an important part of an education program, but there is a question as to whether it should be incorporated into the vocational teacher's program of work as is outlined in the State and National Program.

Other agricultural agencies have been established for the farmer and rancher where he can secure necessary information on all the latest farming and ranching methods. These agencies are charged with the responsibilities of providing guidance, latest methods, and actual work in the fields. These men are specialists in their respective fields and work under the direct sponsorship of the U.S.D.A. to provide information for the farmer and rancher. The vocational agriculture teacher is working under a state educational agency in direct connection with our high schools with the aim in mind to provide education for the high school boy so that he can become established in farming and carry on his educational program by application. □

Evaluation of methods used in I-O-F training in the Central Region

JAMES D. HAMILTON, Teacher Education, Tennessee

THE VETERANS enrolled in institutional on-farm training in eleven states of the Central Region have indicated that classroom instruction has been of more value to them in their training program than individual or small group on-farm instruction. This information was found in an investigation of the opinions of veterans concerning methods used in the training program as a part of a cooperative study of institutional on-farm training in the Central Region.¹

The responses of 300 veterans selected at random from each state were used in making the study. The veterans responded to the following question: Of what value has the following type of instruction been to you?

	Much	Some	None
a. Individual on farm	()	()	()
b. Small groups on farm	()	()	()
c. Classroom (off farm)	()	()	()

Shown in Table 1 is a summary of the responses from the various states in terms of mean scores. The mean scores were obtained by assigning numerical values to the responses as follow: much =2, some=1 and none=0.

The veterans in each state rated classroom instruction of most value, and with the exception of veterans in Nebraska, individual on-farm instruction was rated higher than small group on-farm instruction. The veterans in Missouri rated classroom and individual on-farm instruction to be of nearly equal value. Veterans who had instructors who were rated high tended to rate classroom instruction high.

Classroom instruction was rated higher

TABLE 1. Types of Instruction by States (Mean Scores)

States	Small group on-farm	Classroom (off-farm)	Individual on-farm
Indiana	1.61	1.39	1.76
Iowa	1.60	1.38	1.78
Kansas	1.63	1.48	1.72
Kentucky	1.77	1.67	1.84
Michigan	1.71	1.38	1.81
Minnesota	1.55	1.24	1.74
Missouri	1.75	1.44	1.77
Nebraska	1.56	1.58	1.83
N. Dakota	1.56	1.47	1.83
Ohio	1.60	1.37	1.73
Wisconsin	1.67	1.38	1.74

¹Hamilton, J. D., Implications for Adult Education in Agriculture From Responses of Participants in the Veterans Farm Training Program in the Central Region: III Methods of Instruction. Unpublished M.S. Thesis, Iowa State College, Ames, Iowa, 1951.

than individual on-farm instruction. This suggests that more emphasis might be given to the improvement of methods used in individual on-farm instruction. Since several hours are devoted by the instructor to individual on-farm instruction as compared to each hour devoted to classroom instruction, the need for improvement is magnified. This suggestion is also applicable to small group on-farm instruction since more efficient use of the instructors time may result from this type of instruction.

Teaching Methods Rated

The methods used in classroom teaching were also rated by the trainees participating in the study. They were asked the following question: How would you rate the following methods of classroom teaching?

	Good	Fair	Poor	Uncertain
a. Lecture	()	()	()	()
b. Question and answer	()	()	()	()
c. Discussion by class members	()	()	()	()
d. Demonstration	()	()	()	()
e. Laboratory—actual performance by students	()	()	()	()
f. Group or individual reports	()	()	()	()

From the responses of the veterans in each of the eleven states the demonstration and discussion methods were the preferred methods of classroom instruction. This suggests that more emphasis might be placed upon the use of these methods in pre-service and in-service training. Laboratory work involving actual performance by students and question and answer methods received almost equal ratings. The veterans in Kentucky gave the question and answer method a higher rating than did the veterans in the other states. Laboratory experience was rated lowest by the respondents from Kansas. The veterans in all states with the exception of Kansas rated the lecture method below the four methods previously mentioned.

No significant relationships were found between the methods of instruction and the ratings of the instructors.

The percentages of the veterans who responded in the "good" column concerning the value of the various methods were as follows: demonstrations, 73.7 per cent; discussions, 71.5 per cent; question and answer, 55.3 per cent; laboratory, 51.4 per cent; lecture, 48.2 per cent; debate, 40.2 per cent; and group or individual report, 32.1 per cent.

Sources of Reference Materials

There were differences among the states in the ratings of sources of reference materials based upon responses of veterans to the following question: Of what value is the following reference material for adult classes?

- Bulletins and circulars from your home state colleges
- Bulletins and circulars from other state colleges
- Bulletins and circulars from the U. S. Department of Agriculture
- Farm magazines and papers
- Farm text or reference books

Bulletins and circulars from the home state college was the preferred source in all the Central states. Bulletins and circulars from the U. S. Department of Agriculture were rated second in all states but Kansas and Wisconsin. The percentages of the veterans who responded in the "much" column for the various reference materials and sources were as follows: bulletins and circulars from the home state college, 68.7 per cent; bulletins and circulars from the U. S. Department of Agriculture, 60.6 per cent; farm texts or reference books, 54.5 per cent; farm magazines and papers, 53.8 per cent; and bulletins and circulars from other state colleges, 29.4 per cent. There was no relationship between the rating of the instructor and the source of reference material.

The findings in this study suggest that more effective use might be made of individual and small group on-farm in-

struction, demonstration and discussion methods, and bulletins and circulars from the home state college as reference materials. More effective use might also be made of farm texts, and farm magazines and papers. It might also be implied that more emphasis should be given these methods and sources of reference materials in pre-service and in-service teacher education programs. □

Audio-visual materials

(Continued from Page 112)

(1) Field trips. (2) Demonstrations. (3) Motion pictures. (4) Specimens (grains, insects and models (livestock, buildings). (5) Blackboards. (6) Photographs, pictures, charts, tables and graphs. (7) Filmstrips, and slides. (8) Bulletin boards. (9) Maps. (10) Wire or tape recordings.

The findings of this study indicate that: farm and home records; textbooks, reference books and bulletins; notebooks; and field trips have been of most value to the trainees. The veterans indicated that much use should be made of field trips, demonstrations, motion pictures; specimens and models and blackboards, in an effective program. Special effort should be made to make effective use of these materials and methods in the Institutional On-Farm Training program and in future programs for young and adult farmers. □

Teaching adult farmers

J. N. WEISS, Teacher Education, University of Illinois



J. N. Weiss

THE teaching of adult farmers is one of the most desirable areas of activity for the teachers of vocational agriculture in the local community. However, we find many teachers who hesitate to prove this. We are all familiar with the excuses which have been

offered for not conducting adult classes, but in the writer's opinion the most important reason why beginning teachers do not organize adult classes is fear of failure, or a lack of self-confidence before a group of adult farmers. This condition usually stems from a limited background of farm experience, or inadequate training and experience in teaching adult classes.

Surveys which have been made in local communities show rather conclusively that young and adult farmers need, want, and are so situated that they can use systematic instruction in agriculture. The teacher of vocational agriculture who lives in a community is in the best position to provide that systematic instruction.

Let us take a look at some of the facts, revealed in the preliminary summaries of the National Study of Institutional - On - Farm Training program.¹ More than 90,000 farm veterans were enrolled in this program. Out of this number, seventy-four per cent of them had never been enrolled in high school vocational agriculture, although ninety-three per cent of them were farm reared. The "typical" veteran trainee in 1951 was thirty-two years of age. He was married and had two children. He owned part or all of his farm.

This same national study reveals that veterans in training in each of the four

¹Hamlin, H. M. Sixty-three Studies of the Education of Farm Veterans. Mimeograph, Division of Agricultural Education, University of Illinois, Urbana, Illinois. June 1952.

Group of adults study conservation and reforestation in the field. (Photo by G. P. Deyoe)



regions of the country increased their net worth by about 20 per cent in 1950. From 1949 to 1950 they had as a group increased the size of their farms, their crop acreages, their livestock units, the yields of their major crops, and the rates of production of most of their farm animals. It is questionable to say that all of these accomplishments can be attributed to the farm veterans' educational program, but we can safely assume that it provided a major incentive.

It seems significant that veteran trainees were generally satisfied with the training program. Eighty-five per cent of the New York trainees and 79 per cent of the Montana trainees studied by Julson stated that they were well satisfied with the program. Sixty-three per cent of the trainees studied in the Central Region said they would continue in the program without subsistence payments, and twenty-seven per cent more said they might continue.

In general, adult farmers have responded favorably, if good teaching was provided on the problems with which they were concerned.

What Is Good Teaching?

Teaching techniques will vary with differences in teachers, students, and subject-matter to be taught. There are numerous definitions of good teaching, but most authorities agree that it is the *guiding of the learning process so that desirable changes take place in the student as a result of the instruction.* These desired changes would include the *development of desirable attitudes, interests, ideals, appreciations, understandings, and abilities of farmers enrolled.*

The effective teaching of adults will include the basic principles for good teaching of all groups. Even though farmers who are enrolled in class may have had little formal education they will have had valuable experience in farming. One class of adult farmers had twenty-four men enrolled who, on the average, had farmed for twenty-one years. This class represented a total of 504 years of farm experience, which

proved to be a valuable reservoir of information upon which to draw in the solving of their problems.

The procedures to be used during a given lesson or series of lessons will depend upon what the instructor is trying to accomplish. If the purpose is to provide new information to the group, he may be forced to resort to the *lecture method*, supplemented by illustrative materials such as charts, slides, etc. If the purpose is to teach skills, he may choose to use the demonstration and laboratory approach. If the objective is to exchange ideas and experiences and to arrive at conclusions which appear to be sound, the discussion or conference technique is most suitable. In general, adult farmers prefer the latter method where they can participate in the solution of their problems in light of their own experience, supplemented with new information.

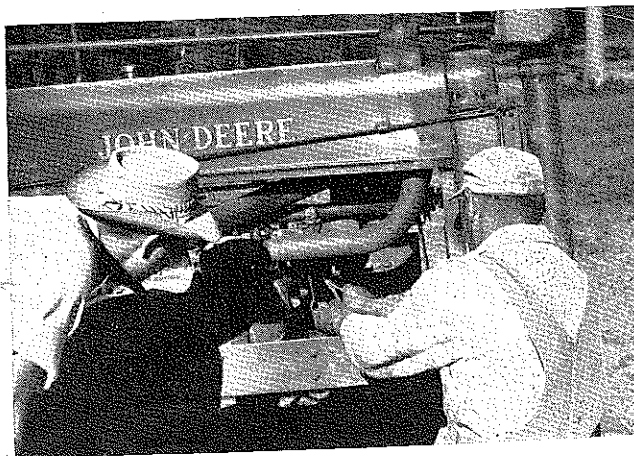
Student-Teacher Planning Important

Except for courses whose content is prescribed by law, regulation, or code, the subject matter of any course in adult education should be determined by the students' needs and desires. Teachers of adult farmers have failed in their first attempt most often because they used a ready made course of study—the teachers' version of "what was best for them." Successful teachers of adults have learned that an adult farmer will get for himself what he wants and not what the teacher wants him to have. Hence, good teachers of adults organize the course of study in a democratic manner. Farmers who are enrolled share with others in the opportunity to voice their needs. Around this expression of wants the wise teacher builds his course of study. The alert teacher realizes that learning in the subject will give the student new concepts of his need, so he checks regularly with the group to determine the necessary revision and adjustments which should be made in the course.

More recently, advisory committees of the agricultural advisory council have been used to help determine the farmers' needs for instruction in different interest areas, such as dairy, beef, pork production, or soil management, etc. An advisory committee of four or five farmers who have expressed a desire to enroll for instruction in a specific in-

(Continued on Page 116)

Teacher provides individual farmer instruction on the farm. (Photo by G. P. Deyoe)



Organizational procedures for young farmer programs

A study of successful programs in selected communities in North Carolina

T. N. HOBGOOD, Jr.,* SELZ C. MAYO,† and C. C. SCARBOROUGH‡

HOW DOES a vocational agricultural teacher proceed in establishing a young farmers program in a community? Changing the tense and the person, the question might read, "How did you go about organizing the young farmers program in your community?" The latter wording was the first question actually posed to eight teachers of vocational agriculture in a recent study conducted by the senior author.¹

Purpose

Recent heightened interest in young farmer classes is apparent on every hand. In North Carolina this interest is due to several factors. Among the most significant of these are certain administrative memoranda, awareness of teachers that major agricultural changes may be brought about through young farmers, effects of the Veteran-training program, increased facilities available to teachers, and improved instruction received by teachers in their undergraduate and graduate training programs.

Young farmer classes are being organized at a rapid rate. Some of these are successful while others very quickly fail. It appears important, therefore, to attempt to isolate the factors which appear to be associated with successful programs. It was the purpose of this study to determine the procedures used by teachers in organizing what has been classified as successful young farmer programs.

Method and Limitations

The method used was essentially the case study approach. A District Supervisor was asked to supply a list of schools which he classified as having successful young farmer programs. Eight of these were selected for study during the spring of 1952.

The senior author visited these schools and personally interviewed the teachers. An interview guide had been prepared in advance. The guide consisted of a series of open-end questions designed to be conversational in nature but which would solicit comparable responses from teachers concerning the procedures they had used in organizing their young farmer classes.

Certain major limitations of this study and procedures should be recognized:

1. These cases were not a systematic sample of the successful cases in the District—time and costs had to receive considerable attention.

2. No attempt was made to determine the degree of success of these programs

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‡Professor, Agricultural Education.

¹This is one phase of a study by T. N. Hobgood, Jr.—"Problems Involved in Organizing and Conducting Young Farmer Programs, Including Suggested Solutions." M. Ag. Ed. Problem, N. C. State, 1952.

—the appraisal by the District Supervisor was accepted 'in toto.'

3. A control group of unsuccessful programs was not included in the study—time and cost factors prohibited the use of this technique.

4. The study was limited to the organizational procedures employed by the teachers—other phases of the total program may very well be found to be of more importance in determining the success of a young farmer class.

Brief Review of Eight Programs

These brief reviews are designed to show the specific techniques used by the teachers in organizing their successful young farmer classes in very different community situations.

Case No. I

The number of young farmers available was determined from school records, all-day students, and veterans enrolled in the Veteran Farmer Training Program. Each young farmer was personally contacted by the teacher for the purpose of acquainting him with the proposed program and "selling" the program to the individual when necessary.

After personally contacting the individuals, letters of invitation were sent to the prospects. The first meeting was used to get acquainted, to determine the topics to be discussed, to determine meeting dates and length of meetings. The young farmers present agreed to meet 24 times a year with 12 periods of shop work and 12 periods devoted to class discussion. The first meeting included a discussion of interest to the young farmers. Before the first meeting, the teacher worked intensively with two prospects and these students carried the burden of helping the teacher organize the class.

Case No. II

This class was unusual, because it met during the afternoon, and the teacher had to limit the enrollment due to lack of time and facilities. This program was organized strictly on a voluntary basis. Due to the large enrollment of veterans,

all-day students, and adult farmers, the young farmers were not given the privilege of using the shop. One afternoon six young men came to see the teacher about setting a time each week when they could have access to the shop. They were told that this could be worked out if they could bring in enough individuals to justify the use of the instructor's time in this project.

Then the teacher surveyed the young farmers' wants and needs, and pointed out that they needed a little instruction on present farm problems. They all readily agreed and decided to spend every other meeting in the classroom. The next meeting they assembled in the classroom where they elected officers, determined problems to be discussed and set up a meeting schedule.

Later an addition was made to the program. The agriculture teacher and the home economics teacher met and worked out plans for a group of meetings on home beautification. The young farmers were asked to bring their wives with them. The whole group met together when the discussions pertained to both sexes, and the men and women were separated when the subjects became more specialized. This series ran for nine meetings and the meetings were concluded with a supper. This group of meetings was considered very successful by both teachers.

Case No. III

The number of young farmers available was determined from records, all-day students, and veterans. Personal interviews were made with all possible candidates for the purpose of acquainting them with the proposed program. Then news articles were printed in the local paper, and cards were sent out, inviting the prospective members to attend the meetings.

The first meeting was devoted to getting acquainted, determining topics for discussion, and setting meeting dates. After this was completed, interesting pictures of the community were shown and commented upon. This program was unusual in that it was limited to single young farmers. The married young men attended the adult class.

Case No. IV

This teacher started his organization by writing three articles for the local newspaper. The articles consisted of explanatory information about an out-of-school program. The program was explained to the FFA members and the veterans. They were asked to relate the

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Spittle Bug Spraying Demonstration on farm of member of Young Farmer Program. Photo, courtesy of Wilbur Rose, Punxsutawney, Pa.



Teacher and farmer discuss individual farmer problems on feeding cattle. (Photo by G. P. Deyoe)

Teaching adult farmers

(Continued from Page 114)

Interest area is appointed by the agriculture teacher and advisory council. This advisory committee plans the tentative objectives and course outline with the help of the teacher; secures the enrollment; decides upon the time and place of meetings; plans special activities, trips, demonstrations; and assists with the evaluation of the course as it progresses. This procedure has proved to be a time saver for the teacher and motivates interest for the students enrolled. Furthermore, it provides the teacher with an opportunity to plan his work in advance of the meeting of the class.

The primary objective for adult classes should be to develop the ability of farmers, through systematic instruction, to intelligently solve their problems, to make sound managerial decisions, and to perform manipulative jobs or skills needed on the farm. This should result in increased efficiency of the farmer and should improve the family living. The class as a whole should share in formulating the objectives for the course and subscribe to their attainment. Ordinarily, objectives do not become meaningful to students until they plan ways and means by which they can be accomplished, and devise a plan for evaluating progress toward their chosen goals.

Use Conference Procedure

Successful teachers of adult farmers seem to agree that the informal conference is the most effective method for teaching groups of persons concerned with managerial problems. A systematic discussion is carried on by the group under the direction of a competent leader. The teacher of adults is not a teacher, in the traditional sense of the word, as much as he is a leader. To be an effective leader of group thinking he must earn the respect of the class; he must realize that he is essentially a member of the group with certain special responsibilities; he must be friendly, fair, and informal in his relationship with the class. The teacher should be sensitive to adult resentment of traditional classroom restraints. The teacher should introduce a spirit of equality which reduces to the least possible significance the relation of teacher and learners. Most adults like to talk. The teacher who recognizes this will let them

talk as much as possible, commensurate with common sense educational standards, seeing to it, however, that discussion does not degenerate into "just talk" or aimless gossip. The teacher must stimulate and guide the group to ask questions and to make statements pertaining to the problem.

The conference method provides for constructive

thinking and the pooling of experiences on problems of interest to the individuals enrolled. The teacher or conference leader encourages all class members to bring into the discussion all their experiences which relate to the problem. The leader's responsibility is to keep the group from straying too far from the problem under consideration. The leader of the discussion should use a flexible plan of procedure so the group can participate freely and eventually arrive at a conclusion.

A Leader's Plan

The discussion leader's plan for a conference may include the following steps:

1. Introduce the problem area to be discussed.
2. Analyze the problem by asking questions pertaining to it and make certain that the problem is understood by the group.
3. Ask questions which will help the group evaluate their past experiences or results.
4. Ask questions which will help the group to determine desirable standards and develop objectives.
5. Attempt to solve the problem of pooling of the experiences of individuals in the group. Encourage all members to participate.
6. Present pertinent results obtained from local farmers and high school pupils' farming programs and check with scientific data secured from Agricultural Experiment stations and other dependable sources.
7. Evaluate with the group the factual information assembled and the experiences of farmers in the class.
8. Get the class to try to decide on the best possible conclusions.
9. Decide on a *plan of action*. The plan of action should include a list of approved practices which should be adopted on the home farms as a result of the instruction. Each farmer should carefully analyze his own situation and definitely decide which approved practices he can and will put into effect.
10. Plan a follow-up program. The follow-up will include visits by the instructor to each class member's farm to assist the farmer with his special problems and provide whatever individual instruction is necessary on the farm. Plans should be made for additional class meetings to report results obtained by individual members in the use

of approved practices which were agreed upon at previous meetings.

It should be remembered that adults do not arrive at hasty conclusions. They want to examine all phases of a problem. Furthermore, if older men are interested, they can learn and develop understanding as effectively as a high school student. This is due to their mature judgment, ability to reason, and their creative imagination.

Adult farmers, like most people, enjoy a variety of activities in a course. The methods used can be varied by introducing an occasional outside speaker or consultant on a special problem; arranging for several members of the class to take part in a panel discussion; providing a demonstration of some skill or practice; providing a field trip for observing approved practices which have been completed on the farm. Don't overlook the available charts, slide films, or motion pictures that depict recommended practices.

The teachers of vocational agriculture who have taught adult farmer classes have found it to be a challenging, thought-provoking, and highly satisfactory experience. □

Organizational procedures

(Continued from Page 115)

information to their fathers, brothers, and neighbors, after which the teacher personally visited all the prospective members for the purpose of explaining the program and inviting the farmers for a meeting.

A meeting date was set, and all interested individuals were called together. At this first meeting, time and dates of meetings were set, and the group decided on the topics to be discussed. The remainder of the time at this first meeting was devoted to a discussion of a short subject in agriculture. Officers were elected three meetings later.

Case No. V

In this department, the young farmers and the adult farmers are combined into one class. This group alternates its meetings, one meeting being spent in the shop and the next meeting in the classroom discussing a designated subject or problem.

This program began when four farmers visited the agriculture teacher for the purpose of determining the possibilities of having a farmers' organization. The teacher explained the possibilities and the procedure that should be followed in organizing such a group. Each farmer was asked to visit all of his neighbors who might be interested in such a program and explain to them the purpose and values. The teacher visited prospective members who could not be reached by the farmers. Cards were sent out to all prospective members visited designating the time, date, and place of first meeting. At this first meeting possible subjects for discussion were determined, a committee was appointed to aid the teacher in conducting the class, and a good movie on agriculture was shown. Officers for the organization were elected at the second meeting.

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Organized and unorganized adult education

EDWARD R. GRIGGS, Vo-Ag Instructor, Halfway, Oregon

EDUCATION is necessary to the adult farmer. It keeps him informed on current developments at agricultural experiment stations, colleges and other research centers. He becomes acquainted with new techniques and methods adaptable to his particular needs. He learns how his enterprises fit into the national agricultural picture.

When we speak of adult education, we are usually referring to organized classroom instruction. But do we ever stop to consider the unorganized phases of adult education in agriculture? Surveying a ditch, or dynamiting a ditch for a farmer is educational as well as is testing soil, treating diseased livestock or carrying on a farm safety campaign.

Are these practices educational or are they just services performed to please the farmer? Let's consider one of the practices and determine into which category it fits. A local farmer owned a thirty acre tract of land that was non-productive because of its swampy condition. The farmer consulted the vocational agricultural department about the most practical way to drain this land. It was decided that dynamiting a ditch through the field on a surveyed grade would bring the best results at the lowest cost. Sticks of dynamite were set in the soil at twelve inch intervals. Concussion from each stick caused the adjoining stick to go off. Consequently, approximately one hundred feet of ditch was blown at each blast. The result was a well proportioned ditch that drained the thirty acres and put them into productivity.

By all appearances, the above operation was just another service. But wait! During the operation, eight farmers visited the farm and inquired about dynamite spacings, grade of the ditch, depth and various other facts needed to do a similar job. Consequently, four neighboring farmers drained their land with the use of dynamite. Ten FFA boys, who helped to do the work, learned how to use dynamite safely to drain land and thus put it into valuable use.



Just as dynamiting started a chain of reaction to provide a farmer with this ditch, so did the demonstration spread in its educational outcomes.

Some localities are many miles from a veterinarian and, because of this, much of the routine veterinary work falls upon the agricultural department. Each time the instructor is called upon for treatment of farm animals he can give the farmer practical instruction which enables the farmer to perform his own work on a similar case in the future. It is realized that all communities may not require veterinary work and drainage knowledge. But each community does have some pertinent problems which require technical knowledge. The agricultural department can greatly increase its educational output by assisting and instructing the farmers about these problems.

The all-day school program for the high school boys fits in very nicely with the unorganized phase of adult education. For instance, consider a farmer who needs a soil test. The high school boys can collect and test the soil and send the fertilizer recommendations to the farmer. The farmer learns what fertilizers his soil needs for the crops he plans to raise and the boys learn how to test soil and determine fertilizer requirements.

A well-rounded adult program will enable the instructor to give at least one-third of his instruction to the day-school classes in the field under practical conditions. The problems confronting the farmers today are the problems that will confront the boys tomorrow. What preparation can be made then under actual, on-the-farm conditions?

The organized, or night meeting phase of adult education is just as important as the unorganized phase. A successful adult program cannot be carried on without including both phases. Farm visitation gives the instructor a wonderful opportunity to stir up interest for his evening classes. Farm visitations will also enable the instructor to know what material should be presented to his classes.

For most communities it is recommended that the night meetings be held during the winter months, preferably in January and February. At this time there is less work to be done on the farms and a larger attendance can be expected. At this time of year farmers are planning their operations for the coming season and can really benefit from training and factual information made available to them. An agricultural film following night

classes is always appreciated by the farmers. They also can use copies of the material presented to the class for future references. A complete agricultural education program will definitely help the agricultural department and the community in the following ways:

1. It enables the farmers to combine their practical experience with technical knowledge.
2. It helps the agricultural instructor to become acquainted with the farmers and with their needs and gives him practical experience which will broaden his knowledge in agriculture.
3. It gives the day-school students an excellent opportunity to study and solve actual farm problems. Some FFA chapters send out a newsletter periodically to the local farmers. These letters carry material about current problems. □

Organizational procedures

(Continued from Page 116)

Case No. VI

This teacher started his organization by visiting personally the majority of the prospective members. Enthusiastic individuals were asked to see the rest of the prospective members. Besides explaining the program to the individual during the interview, a survey of the farm was made. The purpose of the survey was to determine the prospective member's individual needs.

Cards were sent out designating time, date, and place of first meeting. At this first meeting the date, time, and length of meetings were determined. Officers were elected, and topics for future meetings were selected. The remainder of the time was devoted to discussing a major subject. The group decided to spend every other period in the classroom, and the remaining periods were to be spent in the shop. The majority of this group were former FFA members or former members of the Veteran Farmer Training Program.

Case No. VII

This teacher began organizing this young farmer program by obtaining the names of prospective members from school records, FFA members, and veterans enrolled in the Veteran Farmer Training Program. All prospective members were interviewed by the teacher for the purpose of acquainting the individuals with the program. The program was advertised with posters and several spot announcements on the local radio stations.

Cards were sent out announcing the first meeting date. This meeting was devoted to explaining the program, determining time and dates of meeting, and the subjects to be discussed. The rest of the period was devoted to a discussion on tobacco diseases.

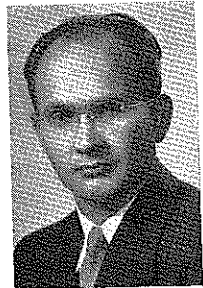
Case No. VIII

This teacher started his program by sending out personal letters to 21 prospective members for the purpose of familiarizing the individuals with the program. They were asked to think about the possibilities of a farmer's program. This was followed up by a personal visit for the purpose of better acquainting the prospective members

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Need for further training for veterans and other rural groups

CLARENCE L. RHODES, Vo-Ag Instructor, Palisade, Colorado



Clarence L. Rhodes

AS a part of the study of institutional on-farm training in the Central Region a study was made to determine the opinions of the veterans concerning the needs of farm groups of various ages and training for instruction in farming.¹

The responses of 3,300 veterans selected by random sample in the eleven participating states indicated that of the six rural groups considered, young farmers, 25 years of age or younger, would benefit most from instruction in farming. Adult farmers from 26 to 35 years of age would benefit more than would adult farmers 36 years and older, farm women would benefit more than part-time farmers. The veterans felt that rural non-farmers would benefit least from instruction in farming.

More than 70 per cent of the veterans sampled in each state were in the adult farmer age group of 26 years of age or older. Yet their responses indicated that young farmers under 25 years of age would benefit from instruction in farming more than any other rural group. This finding may imply that young farmer classes should be given more emphasis in agricultural education programs.

More than 69 per cent of the veterans in each state indicated that farm women would benefit from instruction in farming. This finding may imply that vocational agriculture programs should provide training for farm women. Veterans saw some value in instructional programs for part-time farmers but the need was not great.

Effect of Previous Training

When previous training in agriculture was considered, the mean scores for the eleven states indicated that farmers who have completed vocational agriculture in high school would need further farm training more than would farmers who have completed institutional on-farm training. Those farmers who have attended an agricultural college would need the least further training. Veterans in Missouri placed more emphasis on the need for such training for all three groups of farmers as indicated by that state having the highest mean scores for each group.

More than 70 per cent of the veterans in Kentucky and Missouri and over 50 per cent in the other 9 states indicated

¹Rhodes, Clarence L. Implications for Adult Education in Agriculture from Responses of Participants in the Veterans Farm Training Program in the Central Region; IV, Needs. Unpublished M.S. Thesis, Iowa State College, Ames, Iowa 1952.

that farmers who have completed institutional on-farm training would need further farm training. This indicated a need for some type of farm training program to meet the needs of the veterans after they have completed their present program. Since thousands of veterans have participated in the program, the problem of providing training for these men is a challenge to leaders in agricultural education.

More than 65 per cent of the veterans in Missouri, and over 45 per cent of veterans in the other 10 states indicated that farmers who have attended an agricultural college would need further farm training.

The mean scores as shown in Table 1 indicated that there were differences in the responses of the veterans, when classified according to the months that they had been in training, regarding the need for further farm training by farmers with previous agricultural training. The data indicate a positive relationship in that the longer the veterans had been in training, the greater the need seen for further training of farmers with previous training in agriculture. There was less variation in the responses of veterans concerning the need for further training by farmers who had completed vocational agriculture in high school than in the responses concerning the needs of farmers who had completed institutional on-farm training, or who had attended an agricultural college.

TABLE 1. Months in Training and Need for Further Farm Training by Farmers With Previous Agricultural Training. (Mean Scores)

Months in Training	Completed vo-ag in high school	Completed institutional on-farm training	Attended an Agricultural College
6 or less	1.40	.80	.64
7 to 12	1.50	.92	.76
13 to 24	1.56	1.14	.84
25 to 36	1.58	1.22	.94
More than 36	1.58	1.18	1.10

The findings in this study present a number of implications for future programs of agricultural education for young and adult farmers. The opinions of the veterans indicate that much more emphasis should be given young farmer instruction. Their indication that farmers 26 to 35 years of age need more instruction than older farmers may have implications for our adult farmer classes which now involve a large percentage of farmers with more maturity. The need for instruction in agriculture by farm women has been given little attention in present programs.

An expanding program in adult education for farmers will be necessary to provide for the needs of the veterans after they have completed institutional on-farm training. Fifty to seventy per cent of the veterans in each state desired further training and the longer they had been in training the greater the need for further training. These findings should challenge all persons engaged in agricultural education work. □

Organizational procedures

(Continued from Page 117)

with the program and informing the individuals of the meeting date.

The first meeting of this group was devoted to organizing the program. The names of other prospective members were secured and divided among the group present. They were asked to contact these men personally and explain the program to them. Then mimeographed letters were sent to all prospective members announcing the first official meeting.

This meeting was devoted to electing officers, setting future meeting dates, and determining what to teach. The group decided to notify the teacher two weeks in advance which subjects they wanted taught. The remainder of the meeting was devoted to explaining the value of the school shop to them. At the time three college students were doing their practice teaching in the department. The group was divided into three small groups. Each practice teacher took a group and explained and demonstrated the use and operation of each power machine in the shop.

Major Conclusions

Organizational techniques are important and these have been reviewed in the preceding sections. Of even greater importance are what might be labeled "organizational principles." An attempt was made to abstract certain principles employed by these eight teachers. The results of this effort are presented as follows:

1. There should be a "felt" need for a young farmer class in the community. If there is no felt need in the community, it is the responsibility of the teacher to create this need.

2. Careful study and intelligent planning should be made before attempting to organize. A complete knowledge of the community situation should be obtained and plans made before the class is organized.

3. A definite plan for collecting, tabulating, and interpreting information concerning the group should be made. This plan should point up the needs, interests, and abilities of students.

4. Support of the principal, superintendent, and school committee should be obtained. Since a young farmer program is considered a part of the school program, the teacher should certainly get the support of the school officials.

5. Some type of advisory council should be established to aid the teacher in organizing and conducting the class. Important information and guidance can be obtained from a council. Also, the council should be a great help in developing and promoting the program.

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Help them to help themselves

CLEMENS BRIGL, Vo-Ag Instructor, Beulah, North Dakota



Clemens Brigl

FARM shop instruction has real appeal to Young Farmers. In addition, it can serve a real need in modern farming operation. A Young Farmer needs skill in a wide variety of shop activities. But he responds best to instruction which is centered around

one area of his needs at a time. It usually is best to begin with basic skills dealing with rope-work, sheet-metal and soldering, cold metal, carpentry, painting, tool fitting, and glazing.

In subsequent portions of the course, or in separate courses, would be the instruction in tractor repair and maintenance; welding and metal work; electricity; and farm carpentry. A thorough attention to each of these areas of need is better than a sampling from each spread throughout the course.

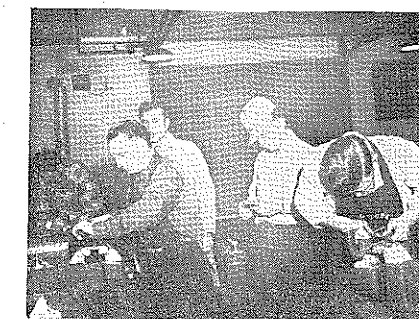
A Young Farmer course in farm shop should be continuous throughout the year. During the slack season of farm work, frequent meetings are possible. One class meeting per month is sufficient during the busier season. By keeping the classes on a year around basis, contact with the group is maintained. This should be accompanied by occasional home farm visits.

The following pictures and their descriptions tell the remainder of this story.



Pictured above are the eighteen Young Farmers and one guest present at one of the early sessions of the course. In all, there were twenty-eight out-of-school youths enrolled. For this class, there were twenty-seven meetings during the year with sessions averaging just under three hours each.

In the next picture is shown a group of Young Farmers working on the following jobs: setting a saw in preparation for sharpening; making bolts out of old rods; and performing various soldering operations. Some of the skills developed during the course on sheet-metal and soldering included: tinning a soldering copper; rolling sheet-metal; patching holes; soldering a hole; repair of various items; and making a funnel. In cold metal, the proper use of the hack saw;



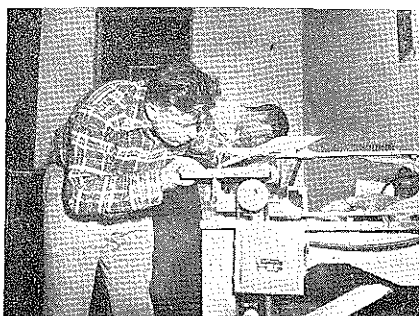
cutting and bending; drilling with drill press; counter sinking and reaming; filing and grinding; punching and riveting are learned.



A member of the class is being shown, in the picture above, how to lay out a rafter for a building by the "stepping-off" method. Not only is rafter cutting practiced, but the boys learn also how to figure board feet, use woodworking tools correctly and make plans for their individual carpentry projects. All of the boys are allowed to take home their own projects so long as they pay for the material used.



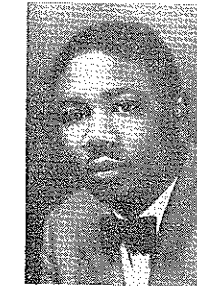
The author is shown here explaining how to set a saw in preparation for sharpening. Many other useful tool-fitting and sharpening techniques are mastered, including sharpening drill bits, auger bits, wood chisels, screw drivers, scissors and other hand tools.



The operation of various power tools in the shop is a necessary part of the instruction. The jig saw in the foreground above, and the lathe in the rear are two of the common tools used. Other

Starting out-of-school groups

B. W. BARNES, Instructor, Institute, West Virginia



B. W. Barnes

TEACHING young farmer and adult classes includes how you will teach, whom you will teach, where you will teach, who shall teach, the purpose for teaching, and the result and evaluation of the teaching. To determine these factors about the program, it is important to have pertinent information about the community.

In deciding what to teach, it is necessary to plan effectively the course of instruction which will best meet the needs, interests, and abilities of the students.

The teacher should be in the community long enough to know "who knows what" and who is influential. He would then know whether or not the principal is a dependable source of information. Plans would be gone over with him first to get his attitude, suggestions and ideas on the proposal. Acquaint him with the details of the program for he, too, should be interested in what the school can offer the total community.

In the meantime, jot down some informal notes as to the approximate number of young farmer candidates and adult farmers in the community, their farming status, the approximate cost of the program, general objectives and possible value of the program to the individuals, community and the school. With the permission of the principal, from whom has been secured the number of these prospects who were former vocational agriculture students, their rank in school and their participation in extra-curricula activities, contact the county superintendent of schools. You will be in a position to give some information as well as seek some. In short, sell him on the idea and request his suggestions and observations on the general trend and farming status of the community. He may have observed something during his years in the county that can make a definite contribution to this program. This may be his opportunity to concern himself actively with the program. Do not go beyond this level in the administrative set-up unless it becomes necessary.

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power tools include sanders, floor model saw, grinders and welders.

All Young Farmers are permitted to bring in work from home to be repaired in the shop and to construct various equipment so long as there is a relationship with the work of the course.

If you haven't tried a shop course for Young Farmers, start one and find out for yourself how satisfying it can be, not only to the pupils but for you. □

Effectiveness of—

(Continued from Page 103)

and advisory assistance which is presently available to all farmers from federal lending agencies and the general agricultural assistance provided through farm radio broadcasts.

5. A greater effort should be made to teach veterans to perform a larger proportion of "service" activities presently done for them by existing agencies so that they will not be dependent on technicians when they finish training.

6. A concerted effort to bring about greater coordination between existing agencies will not only save time for the veterans in training but should improve the off-farm instruction taught by "others" which is presently the lowest ranking type of instruction.

7. Increased emphasis on the number and quality of educational trips prompts the recommendation that administrative and teacher training echelons give greater consideration to improving procedures, methods and techniques for this type of instruction.

8. Teachers should concentrate on the use of specific individual rather than abstract group problems in off-farm as well as on-farm instruction.

B. Recommendations for Consideration in Planning for Improved Young Farmer and Adult Farmer Programs Other Than Institutional On-Farm Training.

1. Veterans who have finished their Institutional On-Farm Training should be contacted promptly to insure smooth transition from an intensive, somewhat specialized type of training to a more liberal and frequently broader approach to their problems.

2. Veterans with experience in Institutional On-Farm Training are accustomed to individual diagnosis of needs and group planning to assuage these needs. If other young farmer programs are to meet the needs of the groups, some veterans should be included in the planning and, wherever, appropriate, in the operational phases.

3. The 20 per cent of part-time farmers among the veterans who have finished their training indicates the need for other agencies to anticipate the specialized needs and provide separate or integrated instruction appropriate to the local situation.

4. The fact that over 90 per cent of the veterans continue to keep a farm account book with only 30 per cent participating in a group summary provides a fertile opportunity to teach farm management in a functional manner.

5. The low ranking of the satisfaction of veterans on size and quality of their farm buildings suggests early emphasis on this instructional area where veterans constitute a sizeable proportion of a young farmer or adult farmer group.

6. While instruction and participation in the two areas of keeping a farm and home budget and using the "work book" technique for developing a long time farming program did not rank high in the Institutional On-Farm Training program, this may be due to either failure

of teachers to bring about the feeling of need in appropriate situations or lack of ability to properly instruct in those fields. It is suggested that the well trained and courageous teachers, particularly among regular instructors of vocational agriculture can be more successful in these instructional areas.

7. Practical experience and demonstrated ability should be evaluated in selecting men to handle specialized classes as many persons with meager backgrounds of professional training can successfully use their forte with selected groups of students.

8. The potential number of veterans not presently farming who plan to do so when conditions permit indicates the importance of up-to-date surveys or perpetual census procedure to guide them to appropriate young farmer or adult farmer programs when they are ready.

9. Agencies not having complete or uniform coverage of the state, i.e., regular vocational agriculture, should correct this inability to provide their specialized assistance in on-farm instruction and group discussion of individual problems; or other agencies should either expand or change their programs to accomplish these ends.

10. Agencies and organizations having either a direct or a contingent educational mission should continually study and define their position and function to avoid duplication with individuals or areas of instruction. Unless an agency can identify its ability to meet a particular need in a more functional manner than any other agency it should redefine its position. Cooperation between agencies to insure complementary efforts instead of competition was possible in Institutional On-Farm Training and when started at the local level will insure better understanding of policy and planning echelons.

For persons interested in a more extensive examination of this investigation, particularly in the social and economic status of the veterans and recommendations for further study, a 17-page digest will be mailed upon application to the author at 497 East Town Street, Columbus 15, Ohio. □

Starting out-of-school groups

(Continued from Page 119)

If a good relationship exists between the vocational agriculture department and the county agent, contact the latter and the home demonstration agent. The county agent should know about the possible farms for sale and help to determine the county program for agriculture. The home demonstration agent would know the community-minded women who might be interested in the program and the social, economic and farming status of the people. These agents should know whether the farmers have been 4-H club members or not. They could provide information about the conservation programs, the cropping systems and livestock programs that have been used in the area.

Along with these contacts with various

personnel, make individual contacts with prospective enrollees. Get as much information as possible from them through general conversation and observation at their homes. Know the educational status of various members of the family, their ages, the number of boys, girls, and in-laws, marital status of family members, and church affiliation. The size of farm, type of farming, whether owner, renter, or share-cropper, partnership at home or away from home, general attitude of wife and children toward farming, the need for expansion, if any, and the possibilities of expanding are items which constitute helpful information. Ask the prospective pupil if he or his wife have some farm problems in which they desire help and if they would be interested in attending a class held in the community for their group. A form for all of this information should be used either in their presence or at the school depending upon their apparent attitude toward answering questions to be recorded.

The information received should be classified, compiled, studied, and evaluated for use. This might be mimeographed and circulated if advisable. It would give a picture of the farming activities and possibilities among the groups concerned.

A contact with the ministers of the community often is desirable. Ask for their opinions, suggestions and knowledge of any facts that would aid in the program, and ask for a spot on the church calendar in order to mention briefly the proposed course. This might be done also by the Sunday School superintendent, deacon, president of the home demonstration club or principal.

After seeking cooperation from the local newspaper for pictures and stories it would be time to call an organization or study-group meeting which would include the farm families and other important persons in the program. This is the group to decide who are interested and how many would enroll in the classes, the most convenient place and time of meeting, and how often to meet. Be ready with a framework of the objectives and course of instruction. This should be completed with them and from their contributions, suggestions, and ideas.

As needs arise, enlist the cooperation of credit agencies interested in helping farmers, and such community personnel as doctors, lawyers, rural mail carriers, and county officials for any information they might have that would assist in the program in any way.

By this time, a teacher would have enough information to assure himself that the program would render a service to the life of the community. □

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Evaluating the work of veterans' teachers

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THE teacher of agriculture and the veterans' teachers attached to his department are all engaged in a cooperative program designed to help the veterans-in-training to develop into proficient farmers. Many of the veterans' instructors are capable men and are doing an excellent job in both the classroom and in the field.

As the supervisor of the veterans program in his department, the teacher of agriculture must continually evaluate the effectiveness of the instruction carried on by the instructors working under his direction. The writer knows through experience that the teachers of veterans-in-training welcome and require a thorough discussion of their duties, responsibilities and opportunities when working with the young farmers in their community.

In order to call the veteran instructor's attention to the characteristics and considerations that the teacher of agriculture uses in determining the worth of the services of a veterans teacher, the writer has listed ten factors in ten areas of his job which he considers important. The items and divisions are by no means complete but they do suggest the most important characteristics and considerations. In each instance the word "ability" means "ability put into action." The outline may serve somewhat as a means by which both the veterans teacher and the regular teacher of agriculture may evaluate himself and his work.

Factors in Evaluating the Work of a Veterans Teacher

1. Classroom work:

- Attitude toward veterans and their situations.
- Interest in helping veterans to improve their farms, their homes, their families and themselves.
- Knowledge of the specific and general problems involved in farming.
- Preparation for classes.
- Natural and acquired ability to teach.
- The use of a variety of teaching techniques and procedures.
- Desirable and effective classroom management.
- Ability to secure and maintain proper conduct, attitudes, desire for learning, and progressive improvement.
- Ability to follow up lessons taught and problems discussed.
- Ability to gain confidence and cooperation of veterans.

2. Shop Work:

- Understanding the objectives of the shop program.
- An appreciation of the possibilities of shop work in improving the veteran.
- Preparation for instruction.
- Organization of instruction.
- Precautionary observance of shop safety.

- Insistence upon quality workmanship.
- Observance of shop regulations.
- Proper care and inspection of tools and equipment.
- Ability to correlate the shop program with the farming situation.
- Ability to demonstrate shop skills.

3. On-the-job Work:

- Understanding the farming needs of each veteran.
- Ability to size up the farming possibilities of the veteran.
- Ability to help the veteran in planning his over-all farm program.
- Giving sound and reliable suggestions and recommendations.
- Ability to demonstrate to the veteran the best practices for doing the various jobs on the farm.
- Providing definite help to the veteran on specific jobs while making visits.
- Carrying out a systematic schedule of visits and assistance according to seasonal needs and teaching calendar.
- Being looked upon as a family helper, friend, and adviser, and not as an inspector.
- Ability to get the veteran to put into practice the better methods of farming.
- Ability to establish desirable relationships between the veterans, the school, and the community in general.

4. Tours and Trips:

- Ability to see and understand the teaching possibilities in conducting tours and trips.
- Ability to plan tours for the most effective teaching situations.
- Organizing the itinerary of visits.
- Success in having veterans show worthwhile accomplishments and progress on their farms.
- Ability to train veterans in making explanations to visitors.
- Success in bringing out worthwhile questions and answers on the tours.
- Ability to encourage pride in improving the farm and the home.
- Maintaining proper procedures on trips.
- Securing desirable conduct, attention, and learning on the part of all veterans of the group.
- Maintaining appropriate relationships among members of the group while on tours.

5. Reports:

- Promptness with all reports.
- Accuracy.
- Carefulness and neatness.
- Completeness.
- Filing reports.
- Ability to use information on reports in the teaching program.
- Attitude toward making reports.
- Using reports as a means of improvement.
- Measuring accomplishment through the use of reports.
- Ability to use certain reports in matters of public relations.

6. Records and Information:

- Accuracy.
- Carefulness and neatness.

- Completeness.
- Filing records and information.
- Collecting and assembling information for teaching.
- Helping veterans with training papers.
- Finding sources of useable information.
- Ability to use veterans' records as a desirable source of teaching material.
- Selecting and securing information through established agencies.
- Ability to keep records and information up to date.

7. Personal Improvement, Initiative, and Progressiveness:

- Constant evidence of initiative.
- Finding original procedures in teaching.
- Exploring the field for desirable and effective practices in teaching.
- Using the veteran's progress as a worthwhile teaching opportunity.
- Using books and various other teaching aids, and attending meetings and conferences.
- Exemplary conduct and general interest in improving teaching abilities.
- Desirable attitudes and practices regarding improved methods of farming based upon experiments, experience, and scientific research.
- Open-mindedness in regard to changing methods and progress.
- Ability to influence veterans along the line of the best farming practices.
- Ability to grow and develop ahead of the actual requirements of the veterans program.

8. Response and Cooperation of Veterans:

- Ability to direct veterans into desirable channels of thought and action.
- Setting up certain standards and goals toward which to work.
- Using methods that bring about a worthwhile response.
- Encouraging the execution of accepted practices.
- Ability to command and maintain the confidence and respect of veterans.
- Devising ways and means whereby veterans get practice in practical cooperation.
- Ability to influence the general sentiment of the group in disturbing and controversial matters.
- Influencing veterans in their attitude toward rules and regulations and requirements of the school.
- Keeping a check on cooperative efforts of the veterans.
- Ability to show results of cooperative endeavor among veterans.

9. Outlook and Viewpoint Concerning Veterans Program:

- Vision in regard to veterans program.
- Assuming dependable attitudes toward the various phases of the program.
- Recognizing possibilities of the veterans program in training the individual veteran.

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Young farmer program presents challenging problems

FRED H. CORNABY, Area Supervisor, Richfield, Utah

THE year 1952 has brought with it problems which will no doubt have some bearing on the future strength and success of the Young Farmer Program in a great number of our agricultural communities across the nation. With the completion of the Institutional On-Farm Training Program in areas where it has provided a great deal of leadership and membership support to the organization, the damage will be serious. This condition, coupled with the fact that the majority of farm boys who graduate from high school either enter college or are called into the armed services, further reduces the chances for the organization's success. These conditions, plus the fact that some teachers of vocational agriculture have never been entirely sold on the objectives behind the Young Farmer movement, surely offer a variety of reasons why it may lose some of its momentum for the time being.

After spending three years in a very close association with the Young Farmer Program in Utah, I will grant there are new problems to face, but surely we have gained experience through past efforts in getting our Young Farmer Chapters established which provides us with an abundance of ammunition for attack on today's new problem. Let us analyze some of the reasons why the majority of Utah's still functioning 50 chapters of Young Farmers have met with success.

An enthusiastic chapter advisor who will work diligently with Young Farmer Chapter Officers, yet, let the officers and members plan and run their own program, is of first necessity. Many fine vo-ag teachers have failed as Young Farmer Advisors because they have dominated too much of the show. They failed to recognize they were working with mature men, many of whom are very capable of making their own decisions, rather than a group of high school students who need considerable help. Unless the local Young Farmer Program meets the current real needs of

the recipients, rather than that which the instructor believes to be best for them, it has little chance of success.

The more successful chapters have been very careful in the selection of well qualified chapter officers. This has been accomplished through the use of nominating committees. It may take several years to establish a strong, functioning chapter, but only a few months of poor leadership is quite sufficient to cause dissolution.

Practically every chapter member is vitally interested in group activities which will assist him in his economic struggle to become established in farming. Such activities include cooperative timber, pole, and cedar post cuts; volume purchasing of feed, seed, and fertilizers; collective ownership of costly, little-used farm machinery; and group construction of headgates for irrigating purposes and other "assembly line" made devices that are used on the farm.

Young Farmers are interested in seeking a satisfactory solution to their ever increasing problems in the farming business. They are reluctant about being preached to just for entertainment purposes. They want information that will benefit them here and now. The exchange of ideas among themselves combined with the virtues of fellowship association is one of the fine attributes of the program. Knowing your neighbor and some of his ideas about farming, coupled with the art of learning to work together, can't help but improve American citizenship. Many of Utah's fine community improvement projects have come about through Young Farmer cooperative action.

Recreation in various forms has helped to stimulate Young Farmer interest. Annual accomplishment banquets have proved very successful. Rabbit hunts, steak fries, canyon parties and dances have all been engaged in. Active participation in the annual State Young Farmer Convention and the annual tour has kept interest high.

Although this year and other years ahead are quite unpredictable as to Young Farmer numbers to work with, surely every farming community will always have some young men available to replace those who discontinue farming, otherwise our great dependence upon agriculture for our existence would be in jeopardy. As long as there are young farmers in a community there will always be a need for a Young Farmer organization. After several years experience with successful Young Farmer Chapter operations surely we can look to the future with continued hope for Young Farmer prosperity as long as we are sincere in our efforts and will profit from our past experiences. □

Evaluating the work

(Continued from Page 121)

- d. Recognizing the possibilities of the veterans program in the life of the community.
 - e. Meeting criticism with constructive information.
 - f. Studying administration of the veterans program.
 - g. Informing the public concerning plans and accomplishments.
 - h. Creating and maintaining optimism in discouraging situations.
 - i. Establishing confidence in reliable agencies.
 - j. Encouraging confidence in the future of farming.
10. *Personal Status and Situation:*
- a. Formal schooling and training.
 - b. Age and experiences.
 - c. Ability to understand the attitudes, desires, needs, and problems of veterans.
 - d. Reaction of veterans concerning the acceptability of the teacher.
 - e. Personal set-up, situation, and security of the teacher and his family.
 - f. Health and ability to carry out all duties.
 - g. Personality as reflected in all phases of the training program.
 - h. Degree of interest and enthusiasm manifested.
 - i. Professional growth and improvement.
 - j. Consideration of the veteran as a person. □

Croft Christensen, adviser, and a member of his Young Farmer group dragging in a log as a part of chapter project.

Photo, courtesy of the author.



Loading the first load. Young Farmers of Gunnison, Utah, chapter cooperated in a lumbering project to obtain lumber, fence poles and hay derrick sets.



BOOK REVIEWS

FUNDAMENTAL JOBS IN ELECTRICITY, by Perry & Schafebook, pp. 306, illustrated, published by McGraw-Hill, second edition, list price \$3.60.

A practical electrical textbook covering a knowledge of fundamentals, using a "step-by-step" technique which makes it possible for each student to advance at his own rate of progress with a minimum amount of guidance from the instructor. The revised edition includes a very informative *Introduction* covering the nature of electricity and its forms as well as many new projects on such subjects as electronics, television, and special lighting. Because of the flexible nature of the organization of the material in this text, it is readily adapted to various types of introductory courses in electricity. Each job has been carefully planned and follows a definite order: (1) assignment, (2) installation of circuit diagrams needed, (3) application of the projects, (4) operation explanation, (5) materials needed, (6) tools required, (7) layout procedure, and (8) questions. Tests have been included at desirable intervals, and in order that the student may check the operations performed on each job, a model form of check list has been placed in the Appendix. Sections I, II, and III mainly furnish information. Section IV deals with safety. Section V covers light and power wiring, and projects included in this area meet the general requirements of the National Underwriters' Association. Sections VI, VII and VIII cover generators, motors, transformers, electrical refrigeration, and automobile wiring. Section IX takes up plants and appliances. The fundamental information included and the sound selection of projects make this book one of important significance to persons wishing to learn the principles and practices in this field, and of great value to instructors in electricity. —APD

* * *

SOILS AND SOIL FERTILITY, by Louis M. Thompson, pp. 339, illustrated, published by McGraw-Hill, list price \$5.00.

This text is written in simple terms for the student without thorough training in chemistry and physics. Special emphasis is given the formation and classification of soils, soil fertility and the use of fertilizers, maintenance of organic matter and soil conservation. There are chapters which deal specifically with phosphorous, potassium, sulfur, and the minor elements, in addition to chapters adequately treating nitrogen and calcium. Another chapter discusses the causes of variations in plant composition—fundamental to the understanding of soil and plant relationships. Unusual treatment of topics include the introduction of plant physiology as part of fertility studies. The book starts with six chapters which deal with the physical, biological, and chemical properties of soils, and the formation and classification of soils. The remaining chapters deal with fertility and management. This

Barn-yard philosophers

(Continued from Page 105)

with sixteen for twenty-one meetings held in the department, and nine for four meetings held elsewhere. This shows that farmers like to meet on their own farms.

Take advantage of local ability. Fourteen of our meetings have been centered around an outside speaker to bring us some information. Most of our meetings are of the discussion type, sometimes with a speaker preceding the discussion. Many times someone in the area, such as the county extension agent, insurance agent, businessman, lawyer, or veterinarian, is well qualified to lead a discussion on a certain topic. My experience has been that these men are willing to cooperate if given an advance invitation and an outline of what is wanted. Of the fourteen outsiders we have used, including lawyers, not one has cost us anything. It is interesting to note that our average attendance at these fourteen meetings was seventeen as compared to an overall average of sixteen.

Use visual aids. Good slides or movies as motivation for group discussion are very worth while. They not only motivate but, to a degree, entertain. At the six meetings when it was known in advance that colored slides or movies were to be shown, our attendance was twenty-two, or six above the average.

Use panels of class members. A panel discussion with the panel made up of members from the out-of-school group is an effective way to motivate and stimulate discussion. It is best to have a member serve as chairman of the panel to keep on the subject and within time limits. The panel discussion should be followed by a general discussion and a summary of points agreed upon. One of our best meetings during the past year was of this type. On the panel were three farmers and three hired men. They discussed "Farmer—Hired-man Relationships," and presented many points that needed consideration. The discussion ended with a summary of what makes a good "boss" and a good hired man. The result was a better understanding between the two.

Serve light refreshments after each meeting. Refreshments for out-of-school groups is often a debatable question. Some will say that if it takes refreshments to get attendance, then the meeting isn't worth while. I agree. My argument, however, for a cup of coffee and fried cakes or a strawberry sundae, is based on the value of small group discussions that continue while refreshments are being enjoyed. The fellowship and brotherhood that light refreshments provide is a value and helps to hold interest in the organization.

In our group the president appoints a committee at each meeting to plan and serve the refreshments for the next meeting. Each member present contributes his share of the cost of the

text should prove of interest and value to students in vocational agriculture as well as to young farmer groups and to instructors in the broad field of agricultural education. —APD

refreshments, which is seldom more than twenty-five cents.

Make use of your advisory council. Your agricultural advisory council or committee can be of great help in organizing and conducting out-of-school groups. They can help in planning, in making contacts with prospective members, in securing speakers, in deciding on a program and in making periodic evaluations of the program. I believe, in other words, that the advisory committee should be used as a sponsor. If you have such a committee, use it. If you haven't, get one! Let them help you with your out-of-school group. □

Organizational procedures

(Continued from Page 118)

6. Specific objectives for the program should be democratically developed. These objectives should be based on the needs, interests, and abilities of the students. The young farmers should play a major role in this democratic process.

7. Programs should be geared to and synchronized with the specific vocational agriculture objectives. The program should not only be organized to fill the need of the students, but it should also carry out the major objectives of vocational agriculture.

8. It should be an integrated program. Any program of systematic instruction for young farmers must be planned as an integrated part of a long time program of vocational education in agriculture.

9. The program should be made up of a wide variety of educational activities. It should be recognized that farming is not only a business but a way of living.

10. It should be a student centered program. The program should be of such a nature that it becomes possible for those enrolled to take over gradually its direction and control so that in the end it becomes self-perpetuating and is largely independent of the personality of any teacher. □

Preparing teachers for young farmer opportunities

(Continued from Page 99)

basis with greater probability that they will be carried through to a complete evaluation.

Superior teachers will stay in one community and reap the rich rewards of satisfying life careers as social engineers when they see their service as a continuous process of organizing learning experiences through which farm people achieve maturity. The stability which is so essential in the emotional status of self-reliant citizens is cultivated as individuals develop a feeling of belonging and of being needed in the formulation of an articulate competency in building for themselves the kind of social community in which they are proud to live. Young farmer education is vocational agriculture's most challenging opportunity.

GLENN Z. STEVENS,
Teacher Education,
The Pennsylvania State
College.

Pictures of the month...

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

"Testing Soil in Vocational Agriculture
Laboratory"

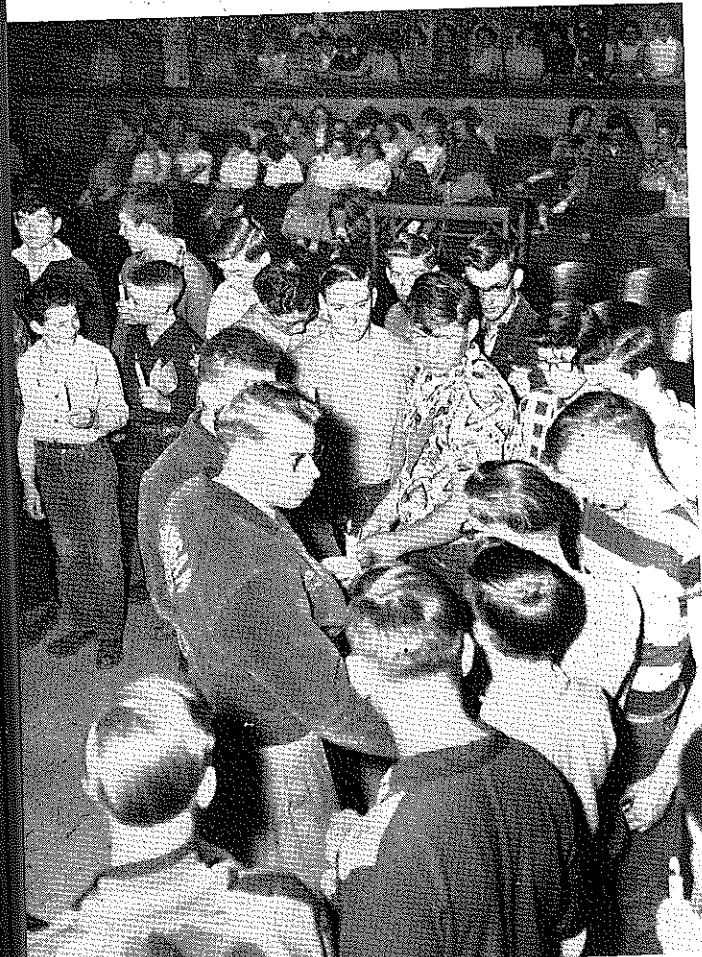
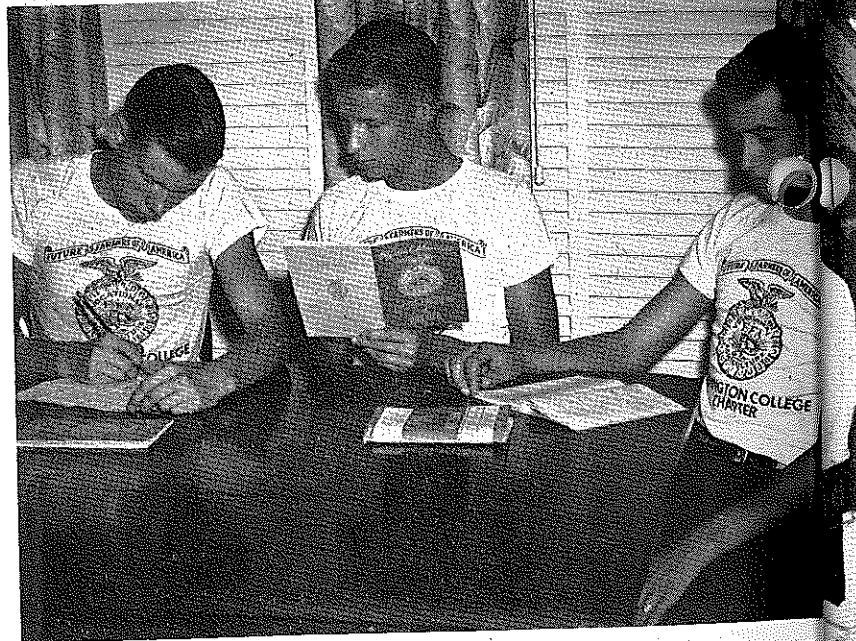
Ward Harrington, Teacher
Macon, Missouri
Camera: 4 x 5 Crown Graphic
Film: Super pan press Type B
40 flash bulb

FIRST PLACE



"Careful Planning Means Better Results"

A. B. Foster, Teacher
Washington College, Tennessee

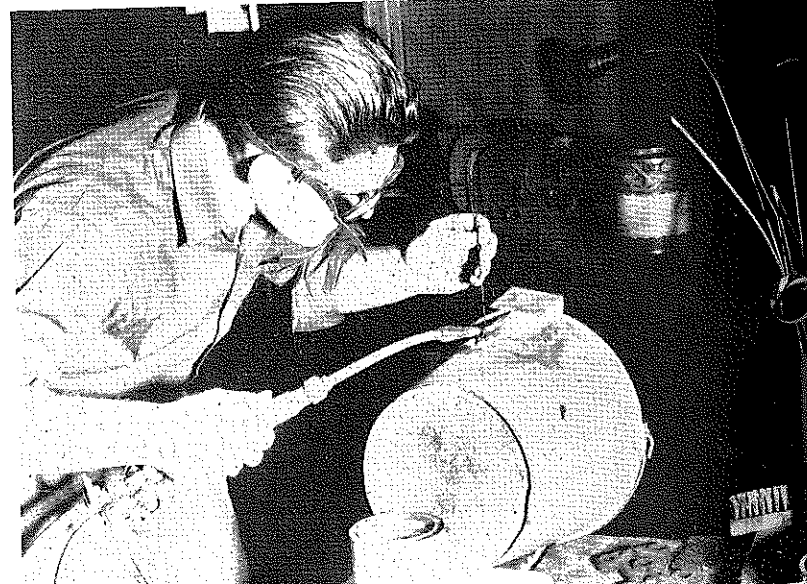


"Receiving More Light in Agriculture—
A Part of Green-hand Initiation"

D. G. Cronkhite, Teacher
Stockbridge, Michigan

"Brazing A Lap-joint"

Bond L. Bible, Teacher
Morgantown, West Virginia



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Featuring . . .
Improving the FFA Chapter