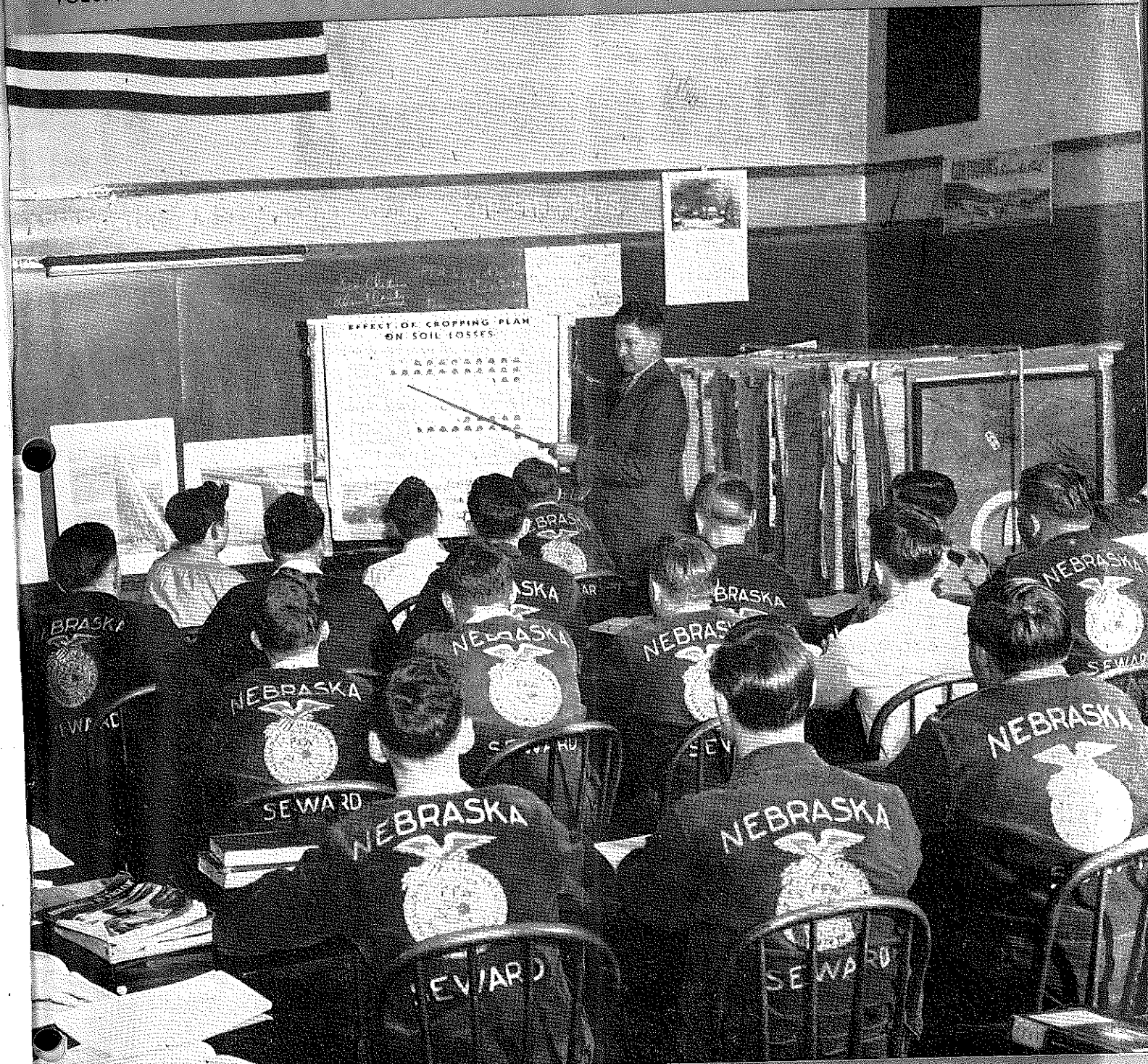


The **AGRICULTURAL EDUCATION** *Magazine*

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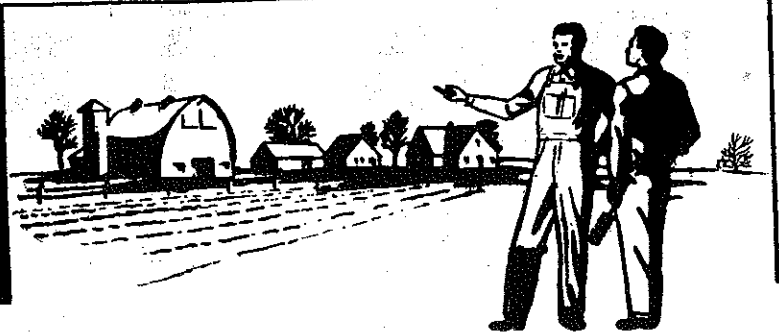
NUMBER 7



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Featuring . . .
**Relationships with Other
Agricultural Agencies**

The Agricultural Education Magazine



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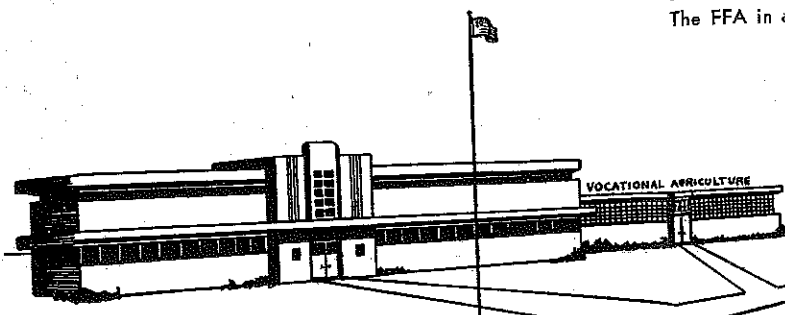
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Editorials

Guest Editorial . . .

E. ALLEN BATEMAN, State Supt. of Public Instruction, Utah

YOUNG FARMER and Adult Farmer Programs are one of the greatest assets of school districts in agricultural areas. Superintendents of schools in such districts should examine and re-examine the effectiveness of the school in serving the needs of farmers in these age groups.

In most school districts in which agriculture is a basic factor in the economy of the people, a high percentage of the high school boys receive training as Future Farmers. Most of them marry girls from the local high school and establish farm homes in the local school community. They become leading citizens within a few years. Their feeling as to the service which the school has given them as citizens and as farmers is a most important factor in setting the tone of the community toward the public school. The school superintendent or high school principal that has a blind spot on these organizations is neglecting one of his greatest opportunities for service.

The need for school help as a farmer and as a citizen does not end when the Future Farmer graduates from high school. He acquires a farm of his own; he establishes a home; he needs information on new developments in good farm operation. In all these endeavors he needs to cooperate with other farmers, other citizens, and with the school, if he is to be successful. He makes greatest progress in these objectives if he continues to work for a few years with other young farmer friends of his high school years. He also works well with an instructor who is a friend that he knows and in whom he has confidence. The Young Farmer organization is a natural follow-up of the Future Farmer Program. Through it, and with support from Adult Farmer Instruction courses, the know-how of vocational agriculture teachers and the facilities of the School Farm Shop will enable the school to really serve as a Community Service Center.

The success of the school in this work will depend to a great extent upon the quality of teachers who handle the program. Superintendents should let Teacher Training institutions know that vocational agriculture teachers are expected to have training in Young Farmer and Adult Farmer Programs. If there is only one teacher of Agriculture in the high school, he should be selected because of his ability to carry on in each area of school service. If there is more than one teacher in the "Ag" Department, one of them should have special ability in working with young farmers.

Finally, nothing will make the program successful unless the superintendent and high school principal take a personal interest in this work and its accomplishments. A superintendent should be on the field trips; he should get reports at frequent intervals; he should demonstrate a working knowledge based upon interest. No other program will pay off better for the good of the school, the community, and the farmer. □

New Year's Resolutions?

PERHAPS you no longer take seriously the custom of making New Year's resolutions. Maybe it has become out-of-date and as passé as the era when turkey dinners belonged to the observance of Thanksgiving and Christmas. Some of us date back to the period, however, when we were urged to look upon the coming of the New Year as a traditional day to take stock of ourselves and firmly resolve to mend our ways as a proper manner of starting out on the year ahead. No doubt it was the frequency with which well-meant and solemnly-made resolutions were broken that has brought us to a more "enlightened" era regarding such things. Nevertheless, as 1953 gets underway, we in Agricultural Education have some matters about which we should take stock and give some consideration for future action.

Two articles in this issue of the *Magazine*, dealing with divergent topics and written from widely divergent backgrounds, present challenges in two of the directions our appraisal might well consider. I refer to Dr. Hamlin's reference to "A Strategy for Agricultural Education" and Cecil Corulli's concern over the relation of the FFA to a changing agriculture. The general theme of this January issue suggests another matter in which we are far from the most effective solution of problems.

What will the year ahead mean for you in improving our concepts and practice in supervised farming programs; in the emphasis and progress in serving out-of-school groups, particularly young farmers; in increasing the soundness and effectiveness of our efforts to guide pupils in their choice of a vocational agriculture curriculum; in improving our methods of instruction in the direction of using subject matter as a means of solving real farming problems rather than as an end in itself? Each of you can add your own list of the directions in which self-appraisal and resolutions for the future should be made.

In the interests of the *Magazine*, I hope you will pardon bringing into this discussion of "stock-taking" some analysis of the first half of Volume 25. That, too, may present some challenge to those in the mood for appraising the past as a guide for future activity.

An analysis of the source of articles contributed to the *Magazine* during the first six issues of Volume 25, July through December, shows the following:

Contributed by	Articles	Per Cent			
Teachers	89	65			
Supervisors	6	5			
Teacher Trainers	19	14			
Others	22	16			
Contributions by States					
15 States	0	5 States	4	1 State	9
5 States	1	3 States	5	1 State	10
6 States	2	1 State	6	1 State	11
8 States	3	2 States	8		
Regional Distribution			Articles	Per Cent	
North Central	52	38			
North Atlantic	41	30			
Southern	22	16			
Western	13	10			
Not Classified	8	6			

On page 164 you will find a list of the themes for the remainder of Volume 25. A fitting theme-song for an Editor at this point—"What Shall the Harvest Be?"

Happy New Year!

Local cooperation pays

GLENN M. ANDERSON, Vo-Ag Instructor, Winona, Minnesota



Glenn M. Anderson

IN MOST communities there are several agricultural agencies which have as their purpose serving the farm family and the Winona area is no exception. Winona County has three vocational agricultural departments, the Agricultural Extension Service, Soil Conservation Service, Production Marketing Administration, Farm Home Administration and others such as R.E.A. and Co-op Oil Companies, all working with the farmer, showing him how to help himself do a better job of farming. It is quite obvious that there must be cooperation and coordination between all these agencies to give the farmer and others of the community the best possible service.

Many an "Ag" teacher coming into a community has faced the problem of knowing just where he and his department fit into this whole set of farm agencies. Coming to Winona just out of college, I was in this quandary and also faced the often-heard questions—"Don't you think we have too many agricultural services?" and "Aren't the Vo-Ag departments overlapping the Extension Service?" To answer these questions the veterans instructor and myself decided to find out what each service was set up to accomplish and to discover what each had done in our school area. After obtaining this information, we tried to decide how we would fit each of the agencies into our program, for we found they had things to offer which would be valuable in the All-Day, Young

Farmers, Adult and Veterans Classes. It is not my purpose to answer questions about the number or overlapping of services in this article but I have learned that by trying to fit a bit of the services available into our program we have had cooperation and understanding between our department and the agricultural agencies of Winona County and surrounding area.

Assistance to Teachers

The program of vocational agriculture is one of continuous instruction, not just one meeting on a topic followed sometime later by another meeting on a different topic, as is the approach of most of the other agencies dealing with agriculture. Therefore, it is possible for a vocational agricultural instructor to call upon an agency, such as the Soil Conservation Service, to give some technical information where it best fits into the instructional program of the various classes. An example of this type of cooperation occurred when our Ag III and IV classes laid out contour strips on a small farm owned by the father of one of the boys in the class. The first day the class was shown the methods and techniques used by the Soil Conservation Service in laying out a farm plan. After that the boys proceeded by themselves under the guidance of the agency. A similar practical approach will be followed this spring, only gully control will be the problem taken up.

Examples Are Numerous

The agricultural instructor needs also to work with community businesses which deal with farmers. These businesses may be retailers, manufacturers or processors of agricultural products or equipment who are desirous of taking an active part in the instructional pro-

gram of the agricultural department. For example, a representative of a local manufacturing company producing chemical sprays, feeds and other items for farm use was called upon to speak to the Young Farmers class on the manufacture and proper use of various livestock insecticides. Another example of this type of cooperation is a series of tractor maintenance classes put on by the implement dealers for the Veterans agricultural class. This series was conducted by the dealers in their own shops as shop space was not available in the high school at the time.

The Veterans institutional-on-farm training class has also cooperated with the Farm Home Administration in an attempt to show the men how to make wise use of available capital and credit in becoming established in farming. It is now being planned to do this same type of thing in the Young Farmer classes.

Cooperation with County Agent

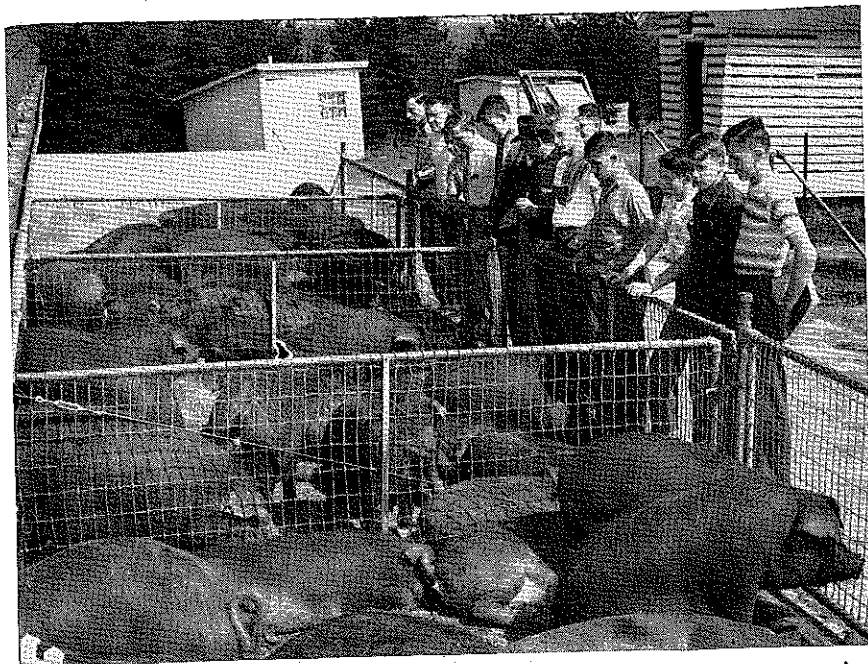
During the past year the vocational agricultural instructors and veterans instructors of the county and the County Agent have met more or less regularly to draw up a master calendar of all classes and meetings to be held in the county and surrounding area. This calendar was to help prevent conflicts of important meeting dates and to help make the best possible use of speakers which were to be in the area. Any additions or changes to this calendar were given to the County Agent and he informed the "Ag" instructors. Other matters of mutual interest are taken up, such as the County Fair and other county-wide events, at these meetings. Such meetings have improved relationships not only between instructors and county agents but they have helped the "Ag" men realize what other instructors of the county are doing and have helped them improve their own programs. All the other representatives of agricultural agencies of the county also have been invited to attend these meetings.

As a result of meetings between the various agencies, our agricultural department in cooperation with the County Extension Service and the agricultural committee of the Winona Association of Commerce held an all-day grassland institute this past year. It was held in conjunction with the dairy herd management series of the Adult Classes and was attended by some five hundred farmers from the surrounding area. I feel the success of this meeting was due to the cooperation between the three aforementioned agencies and I know the job was made easier because more people helped with the necessary arrangements. Plans are being made for another similar meeting next year with the same three agencies taking part.

Services Are Increased

During the spring and summer months there is a real opportunity for vocational agricultural departments to work out such field demonstrations as fertilizer and varietal trials. Here also is a chance for cooperation with other agricultural agencies. Our department plans

(Continued on Page 157)



Demonstrations for use in teaching often are the result of cooperation among various agricultural agencies. Swine feeding experiments are no exception.

Michigan teachers study Problems of marketing and farmer cooperatives

RAYMOND M. CLARK, Teacher Education, Michigan State College



Raymond M. Clark

"TO MARKET farm products advantageously," is listed as one of the major educational objectives in vocational agriculture. With this objective in mind, two series of district meetings have been held with Michigan teachers of vocational agriculture during the past two years.

The first series of meetings was held in January and February, 1951. In addition to teachers of vocational agriculture, extension workers, representatives of agricultural agencies, such as Production Credit Associations, representatives of various cooperative association personnel, and a representative of the Michigan Association of Farmer Cooperatives attended these meetings.

Purpose of the Meetings

The meetings served to open up many problems which exist in the area of marketing and in the operation and management of farmer cooperatives. Teachers were stimulated to think about problems of marketing and to give consideration to the development of instruction which would help in their solution.

The second series of meetings was held in June, 1952. For this series teachers of vocational agriculture and of institutional on-farm training were invited. The plans for the meetings were made with the objective of helping teachers with instructional problems. Methods which might be used in attacking problems of marketing were discussed and experiences which teachers had had were exchanged in the meetings. These experiences together with contributions of resource persons were helpful to teachers in further development of instructional programs which would help to meet the

objective of marketing farm commodities to advantage.

Organization and Operation of the Meetings

Chairman of each meeting was Mr. T. H. Kerrey, State Supervisor of Agriculture Education. Dr. Henry Larzelere, Extension Specialist in agricultural economics at Michigan State College, Dr. Raymond Clark, teacher-educator at Michigan State College, and Mr. Everett Young, Field Secretary of Michigan Association of Farmer Cooperatives served as resource persons and as discussion leaders for parts of the program. Other resource persons who attended included representatives of farmer cooperatives which were serving the areas represented by the teachers who were in attendance at the district meetings.

Planning for the Meetings

Preparation for the meetings included two planning sessions of the four persons indicated above. Plans were based on responses of teachers to four questions which were previously mailed to them by Mr. Kerrey. Kerrey asked the teachers to respond to the following questions: 1. What is the major marketing problem in your area? 2. What marketing problems in your area are cooperatives attempting to solve? 3. What are your instructional problems in the teaching of marketing and agricultural cooperation? 4. What instructional aids do you need for the teaching of marketing and cooperation? Responses were summarized to indicate the types of problems existing in each of the areas in which meetings were planned. Major marketing problems varied with the section of the state in which the teachers were located. Such problems as marketing of fluid milk, marketing of vegetables, and grading and marketing of livestock appeared most often in the responses to the first question.

The teachers indicated that they face many problems in instruction. Among



Everett Young, Field Secretary, Michigan Association of Farmer Cooperatives and John Campana, teacher of Veterans at Houghton, Michigan discuss literature for use in instruction on marketing.

these were included such items as, "How to develop understanding of seasonal price fluctuations," "How to teach students to analyze a market problem," and "How to develop activities in FFA chapters which will provide experiences in cooperative organization."

Conducting the Meeting

Dr. Larzelere presented an outline, "Procedure for Analyzing Marketing and Cooperative Organization Problems," which teachers requested be developed as a manual for their use in teaching. The outline provided suggestions as to materials which should be studied by a group in analyzing a market problem. Price relationships, market functions, principles of cooperative organization and the like were presented and discussed by the group. Applications to the program of teachers of vocational agriculture were made by the teachers and by some of the resource persons. Techniques of instruction were presented by Raymond Clark and discussed by the teachers in each of the district meetings.

This program of in-service education of teachers again emphasizes the desirability and the values of cooperative activity between the agencies involved. Local community resources were revealed to teachers and many of those who attended the meetings as resource persons discovered new opportunities to assist the teachers of vocational agriculture in their instructional program. They volunteered to serve as resource persons for class meetings, to conduct field trips through their respective organizations, and to help in many other ways in the development of the program.

(Continued on Page 159)



Conference at Homer, Michigan, to discuss procedure for analyzing a market problem.



During a recess teachers examine display of teaching materials on marketing and farmer cooperatives.

Work toward common goals is important

CLARENCE B. DAVENPORT, Vo-Ag Instructor, Mt. Holly, New Jersey



C. B. Davenport

OF ALL the ideas for the advancement of agriculture and rural living which have been bantered around rather loosely over the years I suppose this idea of real cooperation and understanding between agencies takes first place.

I believe that the old evangelist, Dwight L. Moody, once said, "The world has yet to see what God can do with a wholly consecrated man." With human nature constituted as it is, I suppose it is rather much to expect all agencies to work unselfishly for the greatest good to agriculture and rural living without some thought as to who is to receive the credit; but I still believe that the country has yet to see what advancement could be expected if each of us decided to put aside our petty jealousies and made the common good the central theme of our work.

In discussing this problem I am not going to try to tell anyone else how they should do it, or how it can best be done in their areas. I am simply going to describe a few of the ways in which it has worked out well for our school and the others in the county.

When discussing this matter of co-operation the first thought which comes to mind is the cooperation, or sometimes lack of it, between our group and the various branches of the Extension Service.

Cooperation is Possible

After a good many years of teaching Vo-Ag in one school I have developed a rather strong feeling that active, friendly cooperation is not only possible but should be a definite must. I believe that farmers and other taxpayers who pay the bill have a right to expect that all agencies supposedly working together for the greatest good to agriculture should be doing just that. I believe that I have lived long enough to know something about human nature, how we all differ in the make-up which we inherited, but I still believe that we can learn to "get along" with others, to be grown-up enough not to always insist on having our own way or to think that we know it all, and that the viewpoint which we hold is always right and the other fellow's always wrong. A little of the spirit of real Christianity will go a long ways in helping us grow in tolerance. No better way has ever been evolved.

I believe that, as a rule, various agencies work together better on the local level than elsewhere. Of course I am speaking only from personal experience. In our county there is a county agent,

assistant county agent, 4-H club agent, home demonstration agent and six Vo-Ag departments with nine Vo-Ag instructors.

Frequent Meetings

Some years ago I had a kind of feeling that a little friction was developing where none had ever been before. So I called a dinner meeting of the group and this type of meeting has continued at irregular intervals over the years. After dinner we have a closed session and endeavor to "nip in the bud" any embryo dissensions. Anyone feels free to discuss any matter in which he feels that another is stepping out of bounds. We endeavor to be very frank and clear-up any misunderstandings which may be developing before they become public knowledge.

After this part of the meeting is completed, the satisfaction of all, the County Agent takes over. Our County Board of Agriculture is the official governing body for the farmers of the county and the County Agent is their spokesman and representative. He outlines the program of the County Board for the year and we all list the planned activities. If eleven or twelve of us working together can't make things happen in our county, then maybe we all ought to be fired. It stands to reason that if we all work together toward a common end some changes should take place.

Examples of Cooperative Effort

There are many ways in which we work together for the good of all the people we hope to serve. A list of a few might include the following—

1. All Ag teachers are on the County Agent's mailing list to receive all information, bulletins, notices of meetings, etc., which are sent to farmers.
2. The County Agent feels free to use our Vo-Ag building for any meetings which are too large for his office, since we are both in the same town.
3. One 4-H club meets in our building and practically all 4-H leaders meetings are held here.
4. The Home Demonstration Agent uses our building for meetings and our shop for group activities such as furniture refinishing.
5. We use the County Agents Laboratory for such activities as soil testing whenever we are unable to do them in school.
6. Each group is represented on the Farm Fair Committee and we work very harmoniously.
7. Members of the county extension staff are very willing to speak at FFA meetings, help us secure other speakers, help us train judging teams, etc.
8. At practically all county-wide activities for farmers when there is a job

to be done we all "pile in" and do it, and don't worry too much about who gets the credit.

Other Agencies

Listed below are a few examples of cooperation with other agencies:

1. The Soil Conservation Service has been very cooperative and has worked with all schools in soil conservation programs. Members of their staff conduct field trips for Vo-Ag boys to conservation demonstrations, assist in training soil judging teams in the various high schools, and assist any boy wishing to do some soil conservation work on his own farm.

2. The local Production Credit Association allows boys to borrow money through its organization for production projects. In our own high school the FFA owns stock in Production Credit and we have a Loan Committee of FFA seniors which interviews prospective borrowers and grants or rejects loan applications made by the boys. If the boys' committee grants a loan the County loan committee accepts their judgment. In this way the men feel that they are giving the boys experience which should be valuable later when they become farmers and possibly members of the county committee. FFA officers are always invited to participate in the meetings and dinners of the parent organization. Young men who have had the benefit of loans while in high school, later find that it is easier to secure loans when they start farming.

3. The Farmers Home Administration committee has been very helpful and cooperative in helping our high school boys learn about the possibilities of securing assistance in purchasing a farm. They have also given a kind of preference wherever possible to young men who have had Vo-Ag training.

4. The New Jersey Field Crop Improvement Association each year furnishes hybrid seed corn to the Vo-Ag boys of the state for their corn projects, and then offers prizes for the best yields and lowest cost of production at the end of the year. It also furnishes some of their newer hybrids to a few of the older boys to conduct comparison tests.

5. In the dairy field the various breed associations are always glad to furnish animals for judging purposes, the local dairy cooperative furnishes prizes each year for the FFA boys who have the best establishment programs, and the New Jersey Guernsey Breeders Association conducts a judging school and a sale of purebred livestock at which only 4-H and FFA youngsters may bid on animals.

6. Our Poultry Auction furnishes facilities and personnel for work in training poultry judging and egg grading teams. They also furnish valuable training to the boys in cooperative marketing of eggs and poultry.

7. The Fruit and Vegetable Auctions cooperate in every way possible in furnishing facilities for the boys to study all phases of marketing. They also furnish contacts with the big city markets and marketing outlets in arranging field trips for Vo-Ag classes.

(Continued on Page 159)

Land judging—a cooperative endeavor

DON HOHMAN, Vo-Ag Instructor, New London, Wisconsin
HOWARD HASS, Dist. Conservationist S.C.S., Waupaca, Wis.

VOCATIONAL agricultural leaders of Wisconsin are aware of the importance of a comprehensive program in Soil Conservation. Through the cooperative efforts of the State Soil Conservation Committee of the Wisconsin Vo-Ag Teacher's Association, and the Soil Conservation Service, a new approach has been taken in teaching this subject to agricultural students.

For several years, one or more phases of soil conservation has been taught in the classroom and in the field without a coordinated approach. This has been due in part to a lack of training in this relatively new field as well as a lack of facilities and equipment for instruction. Leaders in the field of vocational agricultural education and soil conservation service all over the country have been searching for methods of improving soil conservation instruction. One of the methods tried was the development of a farm conservation plan on the home farm of a student in each of the several agricultural departments of Waupaca, Wisconsin. This involved instruction by members of the soil conservation service in the classroom and in the field. Students were given training in working with aerial photos examining the farm, selecting proper land use for each field, and applying the different practices required to correct erosion problems. This was excellent training but involved too much technical time and numerous field trips. The participants felt a more effective method was needed.

Howard Hass, District Conservationist at Waupaca, noticed that land judging contests were being held in several states. A copy of a score sheet of such a contest was obtained from Southwest Missouri State College. At a meeting of the Vo-Ag instructors and Veteran trainers, the idea of a local contest was presented and enthusiastically approved. The score sheet was revised to meet local conditions, and plans were made for a land judging contest.

During the school year of 1950-51 members of the soil conservation service staff visited each school giving the initial instruction in soils, capabilities of fields, and practices recommended for each problem.

On May 9, 1951, the first land judging teams representing schools in five counties participated. An entry fee of \$1.00 was assessed each team and the money was used to purchase a trophy for the winning team. The Montello, Wisconsin FFA team took first honors and Walter Schudloch of Berlin had the highest individual score.

Each pupil looked over three different farm fields. They rated the soil on each field and indicated how they would use each parcel. These students were not guessing. They expertly determined the slopes, studied the depth of the topsoil in the profiles, at the fence lines and rubbed samples between their palms.

Comments from interested bankers who witnessed the contest were these: "What the bankers would like to see is emphasis on land judging in every section of the state, especially those with sharp erosion problems." Several bankers in this area are thinking in terms of advancing credit on the basis of land capabilities and adoption of soil conservation practices.

One of the interested spectators to this first land judging contest was Mr. Dale Aebischer, teacher-trainer in agriculture of the State Board of Vocational and Adult Education, Madison, Wisconsin. He was impressed and felt that land judging should be promoted through the soil conservation committee of the Wisconsin Association of Vocational Agricultural Instructors.

At a meeting of the soil conservation



Vocational agricultural pupils from five Wisconsin Counties took part in Land Judging Contest in which the Soil Conservation Service assisted.

committee of the Wisconsin Association of Vocational Agricultural Instructors, the committee adopted the idea of a state-wide emphasis on soil judging. However, the committee felt it was necessary to have the various agricultural instructors become more familiar with the ideas and recommended a state-wide series of one-day workshops at several centers during July.

Mr. Bernard Hylkema, chairman of the Wisconsin Agricultural Teachers' Soil Conservation Committee and Joe Lucente of Chippewa Falls, a committee member, presented the idea of soil judging and a one-day workshop to the vocational agricultural men at their annual convention and the idea was adopted.

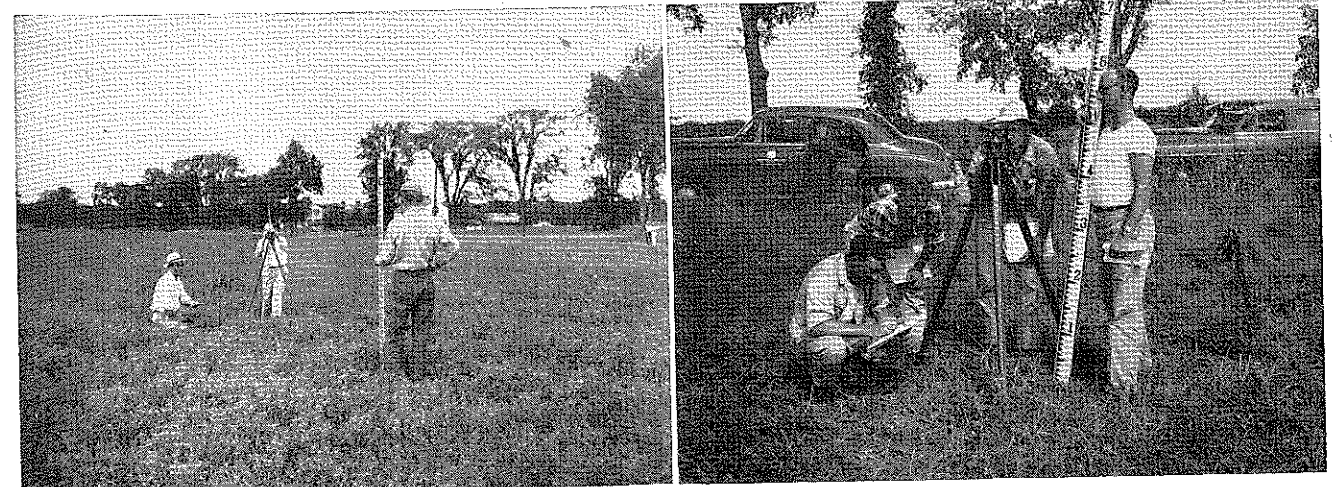
The score card has been revised somewhat and has been distributed throughout the state. The one-day workshops were held last July and Wisconsin Agricultural teachers are teaching boys land judging along with other soil conservation problems.

Our cover

Vo-Ag instructor uses charts and pictures, provided by the local Soil Conservation Service district, in developing lesson on soil conservation. One of the many readily available resources growing out of cooperation among agricultural agencies.

S.C.S. photo, furnished by H. W. Deems

PUPILS GET TECHNICAL ADVICE FROM SOIL CONSERVATION SERVICE ON LAND JUDGING



Public relations is your business

GORDON I. SWANSON, Teacher Education, University of Minnesota
JOSEPH F. MALINSKI, Assistant Supervisor, Minnesota



Gordon I. Swanson

IN SIX months, 9500 vocational agriculture instructors will have completed their year's program, 800,000 vocational agriculture students will have received guidance and direction with their farming programs and perhaps, 25,000,000 other fellow Americans will have had some type of contact with vocational agriculture. What will the sum total be of all the impressions gained from these contacts with vocational agriculture? In short, how are your public relations? Are they designed to win a few friends, to win many friends, or to lose friends? We propose that this question is not too elementary. Many educators have been surprised to learn that a search for an answer to this question has become a most important part of their job.

What are Public Relations

Is it difficult to achieve precision in any definition of public relations. Like virtue it is best described by its absence. Venturing forward on this thesis one might ask, "what is not public relations?" The answer is immediately obvious, all one's relations with the public are his public relations. What vocational agriculture activity cannot thus be included?

The post-war period has been punctuated with incidents involving public refusal to support educational programs offered by professional educators. Bond issue failures, school reorganization refusals and retrenchments in higher education supply only a portion of the evidence available to suggest a lack of understanding of the objectives of education. The consumers of education (or the public) have come to expect education to rest on its merits and not on its laurels. The merits of vocational agriculture programs are obvious only to those who are familiar with its objectives. As in other areas of education, its professional leadership must present a solid front of concern for its public relations. This concern may be demonstrated in four areas: its *policies*, its *program*, its *personnel*, and its *publicity*.

Policies

Lines of responsibility for public relations have been established in vocational agriculture. The U. S. Office of Education, the State Department of Education, the teacher-training institutions, the public schools, and the vocational agriculture departments have been cited for their work in public relations

or the lack thereof. Each have "passed the buck" and in turn each has received it along with the feeling that somehow another level of administration should assume the chores for the profession.

A fact that needs remembering is that each of the foregoing levels is uniquely aligned with a different segment of the public—a segment whose self-interest is concerned with the success or failure of vocational agriculture. Accordingly it is necessary that each of the levels have an established policy and a planned program of public relations.

But merely to have a program of public relations is not enough. Agricultural educators must become aware of the competition for public interest. Business, politics, and entertainment have all been searching for new ways to occupy what spare moments might be available in the fast moving lives of American citizens. Moreover, they know that public opinion rarely anticipates issues, it merely reacts to them. The steps are obvious—they must prepare to operate more effectively in an increasingly crowded public opinion market with a planned program at all levels.

The Program

The most significant element in any educational program is the nature of its product—its students and its service to the school community. Therefore, it is the most significant element of public relations. In reality, education is an economic good. It is pursued for the satisfaction of human wants and it is available at a certain price. Its purchasers, the American public, have learned to consider the quality of their purchasers before entering any discussion of price. Therefore, the most important single step that can be taken by vocational agriculture teachers is the strengthening of local Vo-Ag programs.

In developing a public relations program for Vo-Ag we often forget that vocational agriculture is ultimately assessed on the basis of its usefulness to the farmer and his future in the American economy. We may be very successful in convincing advertisers to include vocational agriculture in their national advertising though a fair return on even such investments is contingent on the usefulness of vocational agriculture to farm people.

Here, again, strong vocational agriculture programs are not enough. The public cannot be expected to exert any effort in developing an understanding of vocational agriculture programs. This is the job of the profession. However good vocational agriculture programs may be, they still must be *dramatized*, *emphasized*, *publicized*, *explained*, *illustrated*, and *interpreted*. The public can right-

fully expect these efforts from agricultural educators if they, the public, are expected to understand and support the program.

The Personnel

Every person representing vocational agriculture is knowingly or unknowingly exerting a public relations influence. All of his movements contribute to an understanding or a misunderstanding of the program he represents. Obviously, the most convenient way for the public to view an educational program is through the people involved. What is seen by the public may contribute to good public relations. On the contrary, the public may be viewing a person who has failed to assume this responsibility.

How are vocational agriculture personnel involved in public relations? It begins when a prospective teacher has a pre-employment interview with a superintendent. School administrators have become particularly sensitive to the public relations potential that may be apparent in new additions to their faculties. A vocational agriculture teacher's involvement in public relations continues in all his personal and professional relations with the public, the attitude he displays toward his job and in the manner in which his students conduct themselves on field trips, in judging contests and at various State or National Conventions. The sum total of all the impressions gained by the public at this time next year, will be guided most directly by the personnel involved in the vocational agriculture programs.

Publicity

Publicity is the least important tool in maintaining good public relations. It is the least important because of its limitations in effectively interpreting education. Early in this century a number of educational institutions made an effort to secure such results with ideas borrowed from business. They resorted to short but intensive publicity campaigns. While they served a useful purpose under special conditions their limitations soon became evident. The result was a shift to a continuous program of broader scope which included opportunities for interaction between school and community.

Opportunities for effective publicity must not be overlooked, however, in a sound approach to public relations. Its utilization must be geared to the supplementation of, rather than the supplanting of the other aspects of public relations. Each of the aspects of public relations must be considered and they should include all the activities with which agricultural educators may keep themselves aware of community needs and also the activities whereby the public may be kept aware of the *purposes*, *value*, and *needs* of agricultural education. □

Nearly three times as many boys participated in the national FFA band at the 1952 convention as were in attendance at the 1928 meeting in Kansas City when FFA was organized.

Nebraska Vo-Ag departments are helped by other agricultural agencies

L. E. WATSON, Vo-Ag Instructor, Humboldt, Nebraska



L. E. Watson

A FRIENDLY and cooperative spirit exists between the Nebraska vocational agricultural departments and the other agricultural agencies. This spirit means progress in the state. The other agricultural agencies, to mention a few,

are: Soil Conservation district, Weed district, Rural Fire districts, County and State Fairs, Livestock Loss Prevention Board, National Safety Council, U.S.D.A. Market Service, Dairy Breeders and other Livestock Associations, Colleges of Agriculture and Extension, and many others.

Soil Conservation and Weed Control

Soil conservation districts lend valuable technical service to the vocational agricultural departments. They will use a boy's farm, draw up a farm plan, recommendations, and soil-use map, and make individual copies for members of the class. This gives the boys first-hand information on how the soil district works. Technical staff members go out on this farm with the class. They help lay out contour lines, stake out dams, and discuss the complete set-up with the class and their instructor. This technical help provides the do's and don't's from experience and training.

Weed districts have worked with vocational agricultural departments in promoting weed control. Newspaper articles and public meetings, with vocational agricultural boys putting on demonstrations, have helped make the farmers conscious of the weed problem.

Fire Control and Farm Safety

Cooperation with Rural Fire districts may seem minor but it really is important. Vocational agricultural boys take farm fire hazard surveys. The fire department points out thing to look for and how to correct them. Many fires each year are prevented by this cooperation.

The vocational agricultural departments help promote safety on the farm. They set up farm safety display windows, run newspaper ads, news articles, farm surveys, and work with the council in any way possible to bring the accident problem to the public. The National Safety Council provides the vocational agricultural departments with a great deal of valuable information. It provides safety posters, information on causes of farm and home accidents, newspaper cuts and many other services.

County and State Fairs

Most county fair boards, as well as the state fair, set up a premium list for vocational agricultural products. These products include livestock (breeding) classes, crops, and farm mechanics. This past year, the Nebraska state fair set up a division for Farm Mechanics. The display was made up of shop work made in vocational agricultural shops the past year. The entry list has been extended in this department this year.

Livestock Agencies

The Livestock Loss Prevention Board provides many helpful suggestions, facts and figures, regarding livestock losses. The boys in turn present demonstrations, encourage good loading chutes, and careful handling of the livestock. Tours are taken to the packing houses to observe the losses as they show up from the result of poor handling.

There is a lot of valuable research carried on by the various livestock and breeders associations. This research is passed on to the vocational agricultural departments. With the Vo-Ag departments using this research, the breeds are kept up-to-date and production is increased.

Teaching Materials

The agricultural departments find much valuable teaching material in the daily and periodical market reports of the U.S.D.A. Marketing Service. Reports on supplies, and prices of crops, and livestock are up-to-date and from a reliable source when they come from the market service.

Our schools are the medium through which much of the research and information provided by the Agricultural Colleges and Extension Service is taken into the farming areas. Bulletins provided by them furnish valuable teaching aids. Occasionally, the Extension Service sends out specialists to help us. The Vo-Ag departments use these men as a source of new information.

Other Agencies

There are many other agencies which work with the Vo-Ag departments. Agencies, such as: P.M.A., F.H.A., Production Credit, machinery companies, feed companies, and seed companies play a part in producing a better agriculture by cooperating with the schools. Radio and television play their part in cooperating also.

Conclusions

With the type of cooperation that has been described here, it stands to reason that agriculture in Nebraska must be on the up-grade. Vocational agricultural departments are in great demand. Many

schools which do not have a department are asking for one. These communities realize that the Vo-Ag department is the center with the knowledge of how to teach and reach the most people in the community. The cooperation of the above-mentioned groups and the Vo-Ag departments will build not only a strong agriculture but also a strong nation. □

Local cooperation pays

(Continued from Page 152)

to put on three such field demonstrations: one on varieties of small grains, a fertilizer demonstration to show the effects of nitrogen, phosphorous and potassium, and another on the effect of minor elements on plant growth. In order to put on these field demonstrations the agricultural department is cooperating with the Farm Bureau, the State Department of Education, the County Extension Service, a commercial fertilizer company, the University of Minnesota and three individual farmers of the school area. These projects could not be carried out if it were not for friendly, workable relationships between all the people of the various agencies. The programs of all the agencies benefit from this cooperation and a better over-all program is brought to the farmer—the desire of every vo-ag instructor.

Radio programs are a means of bringing to the public the realization that there can be a valuable working relationship between various agricultural agencies serving in an area. The radio station in Winona sets aside two fifteen minute programs each Saturday morning to be used by people concerned with agriculture. During this time the agricultural instructors can interview students, tell of some new development in agriculture, interview an area farmer on some special topic closely related to his farm, or interview some other agricultural agent, perhaps a member of the P.M.A. Board. The County Agent can do the same, as can representatives of all the other agencies. Typical of this type of program is a tape recording made at our annual FFA Christmas party last year. The county agent, farm editor of the local paper, and a FFA member and his father were interviewed.

By working together these agencies and the vocational agricultural department can give the people of this area an opportunity to keep abreast of the latest happenings in local, county, state and national agricultural news.

No Set Pattern

I don't believe there are any hard and fast rules or principles for vocational agricultural instructors to follow in their search for greater cooperation between their department and other agricultural agencies.

We have found, however, that by understanding the purpose and operation of other agencies, by meeting with them and discussing mutual problems and by working out programs together much has been accomplished. Our goal of cooperative, friendly relationships becomes easier to attain. Its nearness to our grasp, however, still depends a lot on the ability of all persons involved to understand differences in personalities. □



A typical market scene where farm produce is not sold but bartered.
—All photos courtesy of author



Community minded Indians assemble on school farm to aid in potato harvest.

Ag education under point IV in Bolivia

ALVIN W. DONAHOO, Specialist in Agricultural Education,
The Institute of Inter-American Affairs



Alvin W. Donahoo

THE educational problem in underdeveloped countries which are being aided by the Point 4 program are indeed many and varied. However, in the field of agricultural education the problems seem even more varied. One of the greatest problems that one encounters in working with rural people is the superstition attached to agriculture. One soon finds that the agricultural decisions that these people must make in their day to day life are not based on scientific facts, but are dictated by superstitions that have been handed down generation after generation. For example, potatoes must be planted on a certain day in spring because a god in a nearby mountain will look with favor on the work that is being done. Another sign may indicate that there will be an abundant rainfall so the potatoes should be planted four inches apart in the rows. One could cite example after example where he must contend with these age-old superstitions. Yet, one cannot be too critical of these superstitions. One soon learns that the Indian is not interested in farming for a profit. He farms only to produce food so that he may survive. He knows that generation after generation of his people have survived following

EDITOR'S NOTE—

Mr. Donahoo, formerly with the Department of Education at the University of Minnesota, is now in Bolivia with the Division of Education of The Institute of Inter-American Affairs. As Latin American Regional Office of the Technical Cooperation Administration, the Institute directs all U. S. Point 4 activities in 19 republics of Central and South America. The Point 4 Education program in Bolivia has been in operation since 1945. In addition to supplying technical assistance in agricultural education, the program in Bolivia operates in the fields of rural elementary education, teacher training, and vocational education. Education programs are also operating in Brazil, Dominican Republic, Ecuador, Honduras, Nicaragua, Panama, Paraguay, and Peru.

these practices. He is not sure that the new method will continue over the years to produce as much as the method that is now being used. Since this is a matter of life and death, agricultural changes come slowly.

Lack of Equipment

Another problem is poor tools and equipment. On most farms, the tools are of the crudest nature. As a result, agriculture in Bolivia is stationary and the techniques used correspond to practices used during the time of the Incas. The plow used by the Aymara Indian is a small tree trunk to which is attached a small steel point. This crude instrument cannot plow the soil; it can only scratch the surface and as a result, a good seed-bed is seldom prepared. The Indian uses a handful of hay attached to his plow to cover the grain which was thrown on the soil by hand. There are no harrows available so the hard clods of soil are broken by the women with a long-handled wooden hammer. Harvesting of grain is done with a sickle and later thrashing is done with a stick or trampling by cattle. Marketing is later done through a crude barter system that is both expensive and inefficient. Yet, until the Indian learns better methods of farming and learns to increase his production, he cannot afford more expensive equipment.

Lack of Cooperating Agencies

In attempting to teach improved agriculture in a country such as Bolivia, one is soon confronted by the fact that there is no wealth of agricultural knowledge such as is available to every agricultural instructor in the United States through the experiment stations, land grant college and private business concerns. The oldest experiment station in Bolivia is approximately four years old. Much is still to be learned about what crops will grow, the best methods of production, and the use of fertilizers, etc. Almost nothing has yet been done in the way of developing better seed

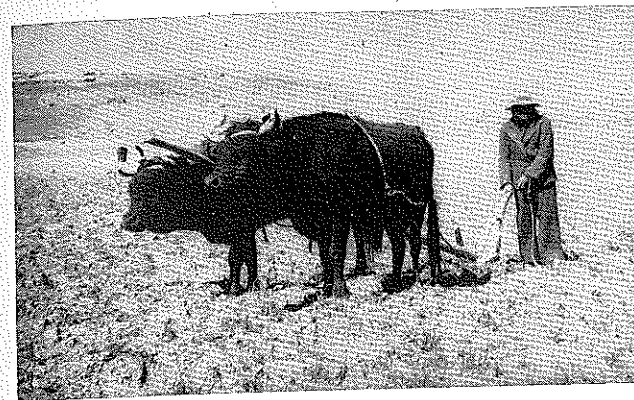
such as wheat, corn and other crops. Because of the lack of agricultural information, much of the work must be done on a trial and error basis.

Agricultural work progresses very slowly due to the lack of trained personnel needed to carry out a program of agricultural education. Most of the teachers of agriculture who have graduated from agricultural schools have had little or no training in practical agriculture. Most of their experience is based on a textbook and most teachers of agriculture seldom leave their classroom to teach gardening, crop production and animal husbandry. In the public schools, vocational agriculture, as it is known in the United States, is non-existent. However, all rural school teachers receive some agricultural training of a general nature, and most of the rural schools in Bolivia have a tract of land attached to them where it would be possible to learn practical agriculture. However, because the teachers lack the insight into practical teaching and because of the antiquated methods, these school lands produce very little.

Need for Vocational Agriculture

Agriculturally speaking, Bolivia is a relatively new country. The exploitation of agricultural lands, especially in the semi-tropical and tropical areas, has scarcely begun. In such areas as Santa Cruz, the land is fertile and productive, and the farms now being developed in these areas are large enough to warrant the use of farm machinery. In other words, for the first time areas are being developed where it is possible for agriculture to be on a commercial basis. As these new areas are brought into production it will be possible to produce food-stuffs such as milk, grains, and meat that must now be imported.

As agriculture become commercial, people must be trained for this new way of life. The farm no longer will be a way of eking out a living but it will become a business. Trained farmers are needed who can take the scientific information being developed by the newly founded experiment stations and put this information to use producing more and better agricultural products. If these newly developed areas are to be farmed with modern equipment, then men must be trained to operate and maintain this equipment. At the present time there are few farm operators skilled in the use of



Power on most Bolivian farms is furnished by oxen.



Indian farmer on his way to the field carrying his wooden plow.

farm machinery. There is also a great need for men trained in practical agriculture who can teach others modern methods of farming. With the agriculture of the country developing, there is an increasing demand for extension workers and for teachers of agriculture in the public schools. There appears to be a real need for schools of vocational agriculture similar to those in the United States to teach crop production and use of modern machinery and management, but of course the teaching must be based on the needs of the people.

Community Leadership

It would appear that schools of vocational agriculture could in a short time show such results that these schools would soon be looked upon for leadership in the field of agriculture. The schools in the rural areas are looked upon for leadership in areas other than agriculture and the community school philosophy dominates in these areas. Through cooperative effort, the Indian has built the school in his community. Hours of labor are devoted to planting school lands, building teachers' living quarters and other projects for the betterment of the school. Since the Indian believes in his school and looks to it as a source of improving community life, schools of vocational agriculture should be readily accepted. Since there are few agencies working in the field of agriculture in Bolivia, anyone working to improve agriculture is watched with both interest and suspicion. It appears that with adequate equipment it is easier to show results where agricultural methods are antiquated than it is to show results in the United States where agriculture is highly developed. For example, in a rural normal school this past year it was possible to increase the yield of market-

able potatoes by a wide margin by merely planting potatoes a greater distance apart in the rows than the Indian farmers were accustomed to planting. Such experiments are followed with great interest and many farmers indicated this new method of planning would be followed next year. On plots where commercial fertilizer more than doubled the crop yield, the farmers at once demanded to be shown how to use these new chemicals. An experiment involving the plowing under of green manure crops is being watched with skepticism. In an area where food is so difficult to obtain, the plowing under of crops appears to be a great waste of both animal and human food. However, if crop yields are increased as a result, this practice will be widely adopted in a few years.

While these results are good, the facilities for teaching practical agriculture in the present schools are very limited. Schools are needed where it is possible to teach all phases of practical agriculture to young men needed in an expanding agriculture where the possibilities for farming scarcely have been started. □

Work toward common goals

(Continued from Page 154)

A Two-way Process

In our area the various farmers' cooperatives allow our boys to become active members, and since they cover the field of cooperative buying and selling so completely we have never felt that there is any valid reason for setting up boys' cooperatives which would simply be duplicating agencies.

After all is said and done I wonder if this matter of securing cooperation is not a two way proposition. I believe that

if the Vo-Ag man is the right type, who really desires to be friendly and to secure the cooperation of other agencies, he usually will find the door open in most places. I suppose that there are difficult situations in places, largely due to clashing personalities. But I also know that it takes two people to make a very successful argument. Just so does it usually take two people who are rather headstrong and uncooperative to have difficulty in finding a common ground where they can meet and work together successfully. □

Problems of marketing

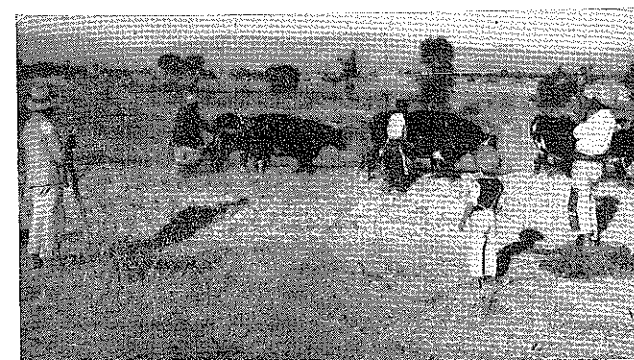
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What Lies Ahead?

Predictions are likely to be modified through time. However, teachers are more conscious than before of the need for stepping up their instruction in marketing. They are more than ever convinced that the instruction must be carried to the doing level. Participation in actual marketing programs and experience in the organization and operation of cooperative activities will be recognized as of greater importance in the instructional program.

Additional training of teachers in service will be necessary. Next steps in the in-service training program should include workshops for teachers in which they will have an opportunity to study further into their problems and to develop instructional materials for use in their local programs. □

Women on the average have completed about half a year more schooling than men, but fewer have gone to college.



Thrashing wheat by having it trampled by cattle.



Thrashing crew with forked branches for pitchforks.

Cooperating with local agencies

VENCIL G. MOUNT, Vo-Ag Instructor, Republic, Missouri

COOPERATION of the related agencies in a county, community or neighborhood is practical, advisable and essential for the continued efficient service of anyone of the agencies.

The American pattern of family farming and living has long been accepted as one of the basic strengths of our democracy. This pattern of farming and living is influenced in some local areas by as many as twelve agricultural agencies in addition to vocational agriculture. All of these agricultural agencies, although sponsored and maintained by different legislative measures, are working toward the same general goals. Those goals will be formulated and employed to suit each agency but in the final analysis they center around the dissemination of educational information or service.

There are many civic organizations that are an influencing factor in shaping and molding the standards and patterns of family living and farming. The adult training program of vocational agriculture is very closely related to the educational programs of all the other agencies.

Workers in any field differ in their aptitudes and abilities. It is natural that one does his best work in the area he likes and where he can use or demonstrate his best skills. Civic and agricultural agencies include a broad field where different people may utilize their special skills. Even though extension specialists are available, their time is limited and must be spread throughout their given area. A greater portion of the work must be done with local talent.

Planning Needed

It would seem practical for all of the civic and agricultural agencies to plan the broad aspects of their program together. With this cooperative planning made well into the future each person might be able to take a larger share of the work for which he is better qualified. The subsequent program would be of greater value and more effective toward the improvement of good community living. Thus each person would more fully realize the satisfaction of work well done and a goal achieved.

Cooperation is advisable because it helps build strong communities. Living in a community of this kind makes for attitudes of tolerance, cooperation, self-reliance, and love of freedom. In their meetings farm families learn to understand and respect one another's rights. A greater accomplishment in this direction may be realized where cooperative planning prevents overlapping and repetition of work by different agencies. Some may work in a county or group of counties, while others may work in a community or neighborhood. With the work planned well in advance a person working within a neighborhood, community or school district will be able to do a more effective job without repetition or competing with other agencies.

More Efficient Use Of Talent

In this day and age of emergencies much thought has been given to the problem of man-power utilization. How can we teach cooperative efficiency unless we practice it? All of the various agencies have specific responsibilities and problems to solve. Yet there are many areas within the reaches of these responsibilities where a greater coordinated utilization of man power would be more effective in reaching desired goals.

Cooperative effort of all agricultural and civic agencies involved is essential to the promotion of confidence in them. There is a sense of partnership in the operation of a family farm that is unique in modern society. Dad, mother and children all share in the enterprise. The successful family farm provides an atmosphere in which family ties are likely to be particularly strong, the guidance of the parents more solidly respected, and the place and responsibilities of the children more clearly defined. A lack of coordination between the various agencies which serve such families is inconsistent with this pattern and tends to create lack of confidence.

The effectiveness of accomplishments will be reflected in the confidence enjoyed by the agencies in that area. Satisfactory and efficient service cannot be rendered for long where a lack of confidence is evident.

Effect on Educational Outcomes

Vocational agricultural instructors, county farm agents or agents of any of the twelve or more agencies involved can do more efficient work through cooperative effort. They will all command more confidence and respect. This will increase the educational opportunities in their area and the longevity of tenure for the agents and instructor.

Increased educational opportunities are needed for adults to enable them to cope more effectively with changing conditions and to make fuller use of technological and other developments for improving family farm operations and living. This includes education in improved farm management, the philosophy and practice of cooperation, in community affairs, and the economic, social and political problems of the Nation. □

Gamble joins "Point 4" program

William K. Gamble, agricultural extension specialist of Fargo, North Dakota, and Shenandoah, Iowa, has departed for Burma to join the Point 4 mission of the Technical Cooperation Administration, Department of State.

Mr. Gamble has served as Assistant State Supervisor of Agricultural Education at North Dakota Agricultural College, instructor in agronomy at Iowa State College, and vocational agricultural instructor in the Shenandoah High School.

Principal "Point 4" concerns in Burma are agriculture, health and sanitation, education, housing and labor.

Using the soil conservation service

K. B. JAMES, Vo-Ag Instructor, Lawrenceville, Virginia



K. B. James

ALL of us, as Vocational Agriculture Teachers, realize the great need for Soil Conservation Service, whose trained technicians stand ready to give advice and assistance whenever asked to do so.

Even though we are cognizant of the great need for soil conservation practices to be established on the farms of our all-day students, veterans, young and adult farmers, we as teachers are failing, as a rule, to tie our programs in with the program of our local Soil Conservation Districts.

I have heard many Vo-Ag teachers and Veterans' teachers alike, complain of the lack of cooperation they have received or are receiving from the Soil Conservation Service in their locality. Upon investigation, the lack of cooperation was due not to the fact that the Soil Conservationist was uncooperative, but due to the lack of aggressiveness on the part of the teacher himself. In most cases, the teacher had no long-range plan or program to present to the Soil Conservationist when he made his first contact enlisting aid. In other cases, if the Soil Conservationist could not schedule the teacher for a definite date to visit with him on some of his farms, the teacher would become discouraged and not continue to try to set up a definite visitation schedule with the Soil Conservationist. This is a fault of many of us which could be eliminated if we as teachers would visualize the area and number of farms that each SCS office has under its jurisdiction. In almost every case considered, the demand for SCS assistance was enough to warrant a staff of from 3 to 4 technicians; however, in only a few instances was a staff of two technicians employed, and in most cases, only 1 technician was available to attempt to meet the needs of his area. This in itself poses an almost insurmountable obstacle for the local SCS office. Add to this the apparent lack of planning and organization which most of us present to the technicians to cope with, and we get a lack of cooperation. Teachers, the bulk of responsibility rests upon us and we may as well face it! What can we do to correct the unfortunate predicament we find ourselves in? Most teachers will be able to solve their individual problems with some careful thought and planning, constantly working toward the adoption of complete soil conservation plans on all farms throughout the county in which they are employed.

Many methods are open to the Vocational Agriculture teacher who is de-

(Continued on Page 164)



A farm pond constructed by a Vo-Ag class. The local S.C.S. technician assisted in planning the pond.



S.C.S. Technician explains soil and water conservation practices to Vo-Ag class. (S.C.S. Photo)

Relationships must be sought

H. W. DEEMS, Teacher Education, Nebraska

A SUCCESSFUL relationship is like a bank. You must deposit, if you expect to draw out. The important thing in relationships with any agricultural agency is to use that relationship wisely.

Today there are many agencies assisting the farmer. The ability of these agencies to work together is the secret key to a progressive community. The Vo-Ag instructor cannot promote a separate, isolated agricultural program. He must work with and for other agencies. They, in turn, must do the same for him.

Agricultural Extension Service

Memorandums of understanding relative to Smith-Hughes and Smith-Lever relationships were first outlined in 1918. They were revised in 1928 and to limited extent in recent years.

The relationships under which at least some states operate include the following general definitions and policies or ones similar in effect to these.*

1. That extension work consists of practical demonstrations and the dissemination of information among men, women and youth through the personal work of county agents, home demonstration agents, 4-H club workers and technical specialists. It is not a systematic course of instruction but deals with problems of practice and business on the farm or in the home.

2. The vocational agriculture Acts make provision for courses of systematic instruction in agriculture, carried on in schools or classes for those who have entered upon or who are preparing to enter upon the work of the farm. This systematic instruction shall provide for supervised practice in agriculture.

3. It is understood that all extension work be administered by those in charge of extension activities and that all vocational education in agriculture be administered by those in charge of vocational education. Any work participated in by the teacher of vocational agriculture, not included in all-day, day unit, evening, or part-time instruction should be done

*Summarized from Nebraska Memorandum of Understanding Relative to Smith-Hughes and Smith-Lever Relationships.

in accordance with the plans of the extension system for the state and in cooperation with the agent in charge of extension work in the county. However, it is recognized that the "Ag" teacher must respond to calls for individual help on the part of farmers within the patronage area of his school, but this type of activity should not be sought and should represent but a small part of his job. Teachers of vocational agriculture should be invited to participate in all meetings conducted by the extension service for the formulation of community programs.

4. It is recommended that the extension service do not enroll students of vocational agriculture for 4-H work.

5. Care should be taken to see that work which is supported by Federal funds will not in any way duplicate or overlap work being carried on in that same community when that work is supported in any part from another Federal fund.

The Vo-Ag teacher and the county agent should have a memorandum of understanding. They should have fre-

quent conferences. They should know about each others program. Certain activities, such as fairs, judging contests, surveys, introduction of new crop varieties and a program for improving livestock should in many instances be cooperative projects.

The Vo-Ag teacher should invite the county agent to speak to his Ag classes, go on project tours and attend the FFA banquet. The community, through the local papers and over the radio, should be informed about each program. It is important that the local news editors know how both the extension and vocational agriculture programs are directed and carried out.

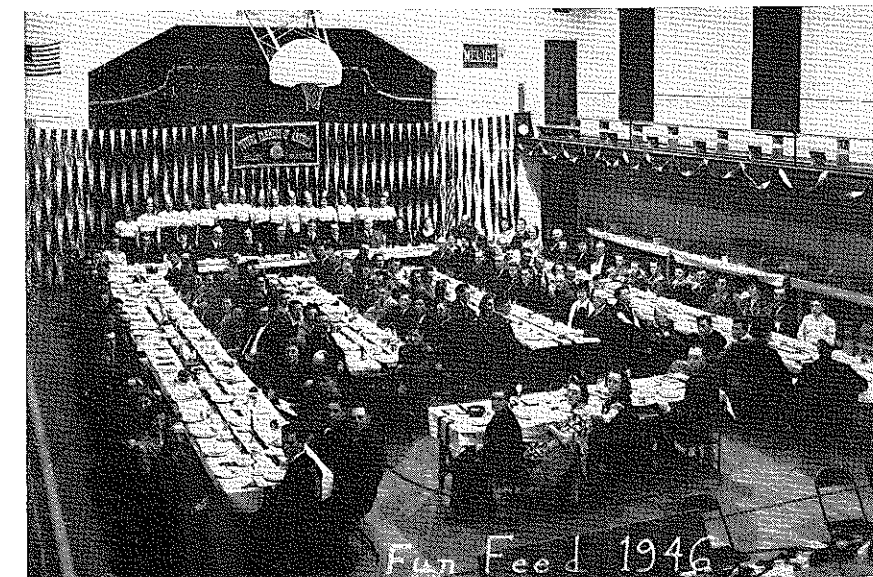
Soil Conservation Service

A national leader in soil conservation work, some years ago, told a group of "Ag" teachers that the best way to develop a good relationship with S.C.S. was to "use them." He went on to say, "The more you call on us for help, the more help you give us." The proper credit should be given to the agency when assistance is given.

Services available to Nebraska Vo-Ag departments from local S.C.S. districts include the following:

- 1. Lend educational films and colored 2 x 2 slides to the school.
- 2. Lend charts, graphs and large pictures to the school.

(Continued on Page 171)



Local FFA Chapter invites representatives from all agricultural agencies to their annual banquet. This aids in developing good relationship.

Forestry's place in vocational agriculture

EUGENE COFFIN, Vo-Ag Instructor,
Dover-Foxcroft, Maine

FORESTRY has played an important part in the economy of the Pine Tree State, but very little emphasis has been placed on forestry in the curriculum of Vocational Agriculture. In Maine, "Trees" are the source of our largest industry. One-third of the state's wealth comes from the manufacture and sale of forest products, and nearly one-third of all wage earners in the state are employed by forest industries.

A state-wide tree farm program is now underway for Maine and will soon be adopted. Such a program has already been established in 30 of our 48 states.

When a new department of Vocational Agriculture was established at Foxcroft Academy recently, it was requested that the aspects of forestry be studied and incorporated in the curriculum of Vocational Agriculture if found desirable.

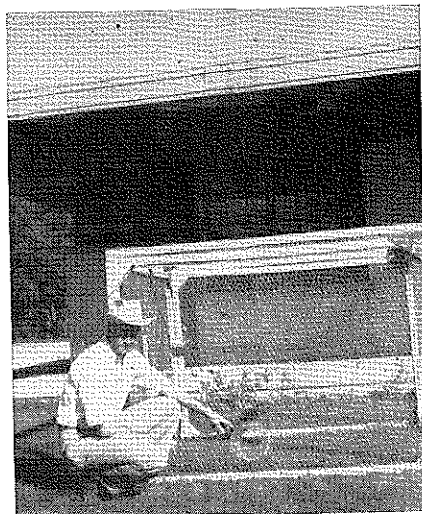
This academy located in Dover-Foxcroft, Piscataquis County, Maine, is a typical area of the state. Potatoes, Dairy, and recently Poultry, are the major enterprises. But little consideration has been given to the proper management of one of our greatest crops, "Trees."

In Dover-Foxcroft alone there are several large wood-using industries, with many more in the surrounding area. The 1950 farm census gives the following information:

Land Area of the County	2,526,720 Acres
Land in Farms	143,759 Acres
Woodland in Farms	93,174 Acres
Value of Crops	\$ 759,437
Value of Forest Products	\$ 258,743

From a report by Gregory Baker on the "Primary Wood-Using Industries of Maine," we find the annual production in Piscataquis County to be 65.3 million board feet of which 70.4% is pulpwood, 13.5% lumber, and 10.5% in Turnery Mills.

Needless to say, forestry now has its place in the school. We are also fortunate in that we have a small forest of some 70 acres. This forest will be used as a demonstration area to show the various methods by which farm woodlots can



The type of trap being built to control Magpies.

produce at maximum rates. Practices such as thinning, selective cutting, pruning, afforestation, and reforestation will be carried out.

A small nursery is contemplated to make a more complete unit for instruction purposes, to serve as a source of income for our "Dirigo Chapter of FFA" and as a community service project.

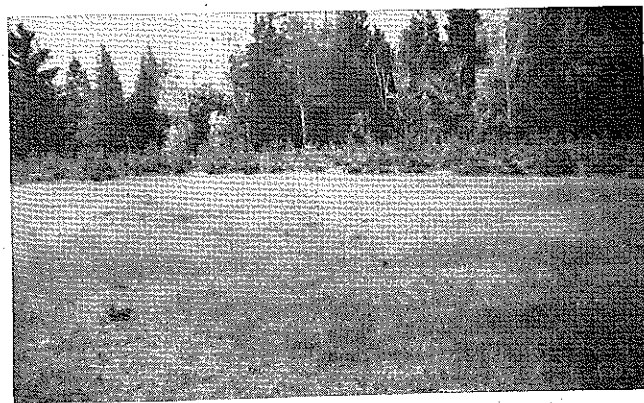
I believe that there are many departments of Vocational Agriculture situated in such an area as ours in which more time is justified in some basic forestry instruction. Certainly the practical aspect of a forestry program can be demonstrated by planting a small area. We have two sections that have been planted to pine. One is about six years old and the other is ten years old. From the pictures you can see the exceptional, rapid and vigorous growth on our ten-year old pines. This is proof enough that any farmer can do the same.

The interest in this project shows the wisdom of the addition of this study to Vocational Agriculture, and with our eyes on the future we hope to develop forestry to its proper and very important place in the economy of our farming area. □

Theme for February— "Supervisory Assistance"



Some of the 10-year-old pines at Foxcroft Academy.



Pines set out at Foxcroft Academy 6 years ago.

A community service contribution

MACK JONES, Vo-Ag Teacher,
Steamboat Springs, Colorado

IN THE LATE winter of 1952, County Agent, William Culbertson, came to me with the idea of having the FFA Chapter build some magpie traps to help the ranchers and farmers here in the Elk and Yampa River Valleys.

For many years the magpie has been a nuisance, an economic mistake, a predator, and detriment to the Livestock Industry in many sections of Colorado, especially here in Routt County where deep snow and long winters are the rule.

The magpie may have some value as an eater of carrion, but he more than offsets any such value by his damage to animals, picking at grubs in their backs, bloody tissue around dehorned cattle, young born lambs, and calves, and his ideal dining place is on the backs and heads of mature sheep. Losses to the magpie by the Livestock Industry are enormous each year, as he is also a carrier of diseases and germs.

Many methods of eradication have been tried, such as a five cent bounty on heads and eggs of magpies, poison grain, shooting, and trapping. Trapping has offered the best result, due to the fact they are best trapped in late fall and winter; thus, any magpie trapped at this time will not be around to reproduce in the spring.

After advisement from Superintendent Sauer and Mr. Jones, the Steamboat Springs Chapter undertook this project with good results so far, although the only trapping done was in the spring. Summer is not a good time to trap because food is adequate.

We built these traps for \$10.00 each, \$7.50 of which was for necessary materials, and \$2.50 went into our treasury for time, labor and planning. We placed 14 before school was out and have orders for 10 more this fall.

These traps are 6' x 6' x 4' high, covered with 1" mesh wire, over 2" x 2" lumber frame. The corners are reinforced with triangular shaped plywood to hold the corners. A funnel, 9" at opening, tapering to 5" in 2 feet, is placed about 4" above ground to allow magpies to enter. Once they get in and

(Continued on Page 164)



The Hinds County Coordinating Council. All agencies are represented.

Effectiveness of cooperation among agricultural agencies demonstrated by the Hines County, Mississippi, coordinating council

J. E. McCARTY, Vo-Ag Instructor, Ufca, Mississippi



J. E. McCarty

THE HINDS County Coordinating Council is composed of the following agencies working with farm people in the county: teachers of vocational agriculture, the county agricultural extension agent, the assistant extension agents, Farmers Home Administration supervisor, home demonstration agent, teachers of home economics, county administrator for P.M.A., institutional-on-farm instructors, county health officer, and soil conservationists. It has as its aim, "A Better Agriculture for Hinds County." The Council meets monthly throughout the year. The election of the president of the Council is rotated by years; thereby, affording an opportunity for each agency to furnish the chairmanship for the Council.

At the monthly Council meeting the following procedure is usually followed: The meeting opens with a short fellowship period during which refreshments are served. Following the fellowship period a brief period for a round-table discussion is held at which each member of the Council is given an opportunity to give an account of his activities during the past month and his plans for the future. Such discussions enable all members to learn what the other members are doing. This is truly the purpose of the Council, and in the opinion of the writer, provides the groundwork for effective coordinated effort. After the round-table discussion is completed, an organized program is presented by members of one of the agencies. Each agency represented on the Council is given an opportunity to be responsible for the program at least once during the year.

steers averaging 1,000 pounds each. Since Swift and Company has a large poultry processing plant in the county, there is no problem in marketing all broilers produced. It is felt that by the coordinated effort in this project the farmers have profited more than if each agency had worked at the project independently.

Sweet potatoes have been recognized as a commercial crop in Hinds county for many years; however, little effort had been put forth by the various agricultural agencies in promoting this enterprise. It was through the efforts of the Council that facilities have been established in the county for storing and marketing sweet potatoes. The Council placed major emphasis on producing quality potatoes, and set up proper machinery for marketing. It is believed that the project will continue to grow in importance.

During 1950-51 the Council worked out a plan for teaching pasture development. These plans included information on land preparation, fertilization, and seeding. To stimulate farmer interest in pasture improvement, awards were made to farmers for accomplishments. These awards were in cash and ranged from \$40 for first place to \$7.50 for fifth place. The results of the pasture improvement program are shown below:

1951-52 Pasture Contest Participants

Scope	No. of Farmers
100 acres and over	12
55-99 acres	10
25-49 acres	31
10-24 acres	63
3-9 acres	32
Total.....	148

Some Accomplishments of the Council

The Hinds County Coordinating Council has been functioning successfully since 1949. It is felt that the work of the Council has been effective in promoting a better agriculture for the county. Among the outstanding projects promoted by the Council are: (1) a broiler production program, (2) sweet potato production, marketing, and storing, and (3) pasture development. The results of these projects have been gratifying.

The broiler project was started in 1949 at which time the county was producing about 200,000 broilers annually. It is estimated that in 1952, after three years of coordinated effort by all agencies, the county will produce approximately one and one-quarter million broilers. The total weight of these broilers is equivalent to over 3,000 beef

Civic Organizations Are Behind the Program

The major civic organizations in the county are supporting the agricultural efforts of the Council. A striking example of the extent of this support is the enthusiasm shown by the Chamber of Commerce of Jackson, Mississippi. This organization provided all of the money for the cash awards made to the farmers. It is believed that so long as the various agencies in the county work together to effect a prosperous agriculture, civic organizations and commercial companies will wholeheartedly support the program. □

Extent of Pasture Practices Carried Out (1949-1951)

	1949	1950	1951
Limestone	120 tons	8,969 tons	7,716 tons
Calcium Silicate Slag	188 tons	906 tons	93 tons
Basic Slag	2,098 tons	2,263 tons	2,366 tons
Phosphate	—	2,010 tons	1,623 tons
Potash	—	591 tons	625 tons
Fescue	—	21,062 lbs.	26,220 lbs.
Ladino and White Dutch	5,920 lbs.	6,967 lbs.	9,776 lbs.
Dallis Grass	21,204 lbs.	10,226 lbs.	14,580 lbs.
Lespedeza	7,920 lbs.	13,266 lbs.	44,329 lbs.
Crimson Clover	15,000 lbs.	17,307 lbs.	21,677 lbs.
Red Clover	7,950 lbs.	11,367 lbs.	13,592 lbs.

Working together has mutual values

A. E. DITTBRENNER, Supt., Racine County School, Racine, Wisconsin

THE RACINE County Agricultural School has been keenly aware of the mutual advantages of working with other agricultural agencies. Over the years this has developed into some of the finest cooperation.

Included in these groups are the Agricultural Society, Production and Marketing Association, County and Home Agents, 4-H Clubs, Farm Bureau, Kiwanis, and others. School facilities, including the school farm, have been made available for the many special meetings throughout the year.

A short account is hereby presented of some of these relationships. The Agricultural Society which sponsors the fair is one of the largest groups with which a very close cooperation is carried on. The Superintendent serves as secretary and all vocational teachers serve as superintendents of the various departments. The Society conducts monthly meetings of an educational nature to which all members, Future Farmers, Future Homemakers, 4-H club members and veterans are invited. These are actual demonstrations on selecting, fitting, showing, feeding and management of the various animals. These meetings are held in the farm shop and gym and many animals are furnished from the school farm. University men or outstanding judges are usually called on to present the demonstration and are assisted by Future Farmer boys. In spite of bad weather during the year these meetings have an average attendance of over two hundred. They serve as a valuable aid in training the boys and girls.

The Production and Marketing Association office is located in the school. Students are invited to sit in on all the regular meetings. All aerial view maps of every farm in the county are available whenever needed.

Grain plots including corn and soy-



A demonstration made possible through cooperation of various agencies serving the Racine County area.

beans are carried on with the cooperation of the College of Agriculture, University of Wisconsin, and County Agent. These have been a source of considerable interest to all farmers. A very close cooperation is maintained with the County and Home Agents. Facilities are always available for any and all meetings held at the school.

Breed meetings including a barn meeting have been held by the various associations.

These many relationships with other agricultural agencies have been the means of many contacts with rural groups, not otherwise possible. Public relationships, so important to all agricultural departments, can be greatly improved through closer relations with other agencies to the mutual advantages of both.

A community service

(Continued from Page 162)

get fed, they can't seem to figure any way out but to fly against the screen wire, thus, attracting other magpies.

The best time to set the trap is in winter when snow is on the ground. Bait with any dead animal you may have

around. Move the trap after each kill. Best way to kill is shoot them, or throw a tarp over the trap and run car fumes or tractor fumes into the closed trap, or kill by hand.

A rancher here in Routt County, trapped 54 magpies the first week. Another trapped 14 the first night. We believe we will get enough magpies trapped next winter to make existence hard for them.

The plans for the traps may be obtained from the State Game and Fish Commission in your State. If not, States near Colorado may obtain them from the Colorado State Game and Fish Commission, Denver, Colorado.

It is hoped that the Steamboat Springs FFA Chapter's contribution to elimination of the magpie will strengthen the economy of our community. □

Using the S. C. S.

(Continued from Page 160)

sirous of establishing a working relationship between his boys, their fathers, and the local Soil Conservationist, among them being:

1. Vo-Ag meetings with the local Soil Conservationist serving as guest speaker.

2. Father and Son meetings during or after school at which the local soil conservationist can act as discussion leader when the topic gets to Soil Conservation.

3. Visits with the SCS technician to local farms of the Vo-Ag boys and parents to establish a friendly relationship.

4. Scheduled community meetings of an agricultural nature at which time the Soil Conservationist can speak briefly in outlining his program and its many advantages.

5. Vo-Ag Department sponsored Soil Conservation contests among the students and communities.

Wide-awake Vocational Agriculture teachers will be able to think of a score of ways whereby they can incorporate soil conservation into the programs of their respective patronage areas; however, any type of progress requires a certain amount of effort on the part of us as Vo-Ag teachers. □

Future Themes

Themes for remaining issues of Volume 25 of the Magazine are: February—*Supervisory Assistance*; March—*Professional Improvement*; April—*Teacher Selection and Recruitment*; May—*Evaluating the Local Program*; June—*The Summer Program*.

Bear in mind that copy must be submitted three months in advance of publication. Pictures illustrating the point of your story are welcomed. Plan now to contribute to the April, May and June issues.

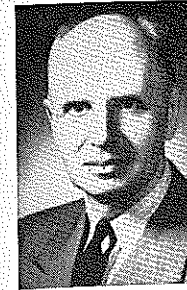
About 34 per cent of the adult population in 1950 had completed four years of high school or more, compared with 24 per cent in 1940.



Demonstration of the judging, showing and fitting of cattle. FFA members, homemaking girls and parents attend such meetings in which various agencies cooperate.

A strategy for agricultural education

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



H. M. Hamlin

AGRICULTURAL education in the United States lacks a basic strategy, based on sound and enduring principles, which would result in the greatest good to the public it serves and, incidentally, in the greatest good to agricultural educators.

Agricultural educators the country over think very much alike about the basic issues underlying agricultural education. When it is proposed that the Agricultural Education Service be transferred from the Office of Education to the Department of Agriculture we realize, almost to a man, that fundamental principles essential to the health of our work are being ignored and we rise in successful protest. What we think and do between emergencies does not always hew so closely to the lines our basic principles establish.

This article proposes to remind us of some of our most basic principles and to indicate what they mean for us in practice. An unprincipled man or an unprincipled institution or agency cannot enjoy continuing success. Neither can a man, an institution, or an agency that violates regularly the principles to which lip service is given.

II

Probably the most basic idea that should determine our strategy in agricultural education is that the branch of it with which we are concerned is a part of the public school system. Our strategy must be a part of the strategy of the public schools.

Our conception of the public schools determines what we do in them. Sometimes it is inadequate conception. The public school system of this country is a tremendous enterprise. It enrolls more than 25,000,000 persons each year. It affects vitally almost one-half of the homes of the nation. It is the nation's largest single employer. The investment in school buildings and facilities is the largest investment in any "industry."

In spite of all of the criticisms that are heard, the public schools enjoy to an astonishing extent the loyalty of the public. Public opinion surveys, widely scattered over the country, show this. It is shown by the membership of 6,500,000 people in parent-teacher associations, by the growing expenditures for public schools, by the statements of many influential people not directly associated with the schools, and in many other ways. One easy way to get in trouble in

this country is to become known as an enemy of the public schools.

The public school in America is a changing institution, as the facts of history well show. It is too easy to think that what is always was and always will be. The basic arrangements for the public schools are arrangements which make them subject to continuous change.

The public school is an agency for public education only. It is intended to supplement, and not to supplant, other community agencies, public and private.

It is, or should be, a public agency in every sense. It is intended to be controlled and supported by the public and to serve the entire public without partiality.

Control of the public schools rests with laymen. Professional personnel work within the framework of policy that laymen design.

Public education is a state function, which most states choose wisely to farm out to school districts, retaining only the controls needed to insure that the districts will provide the minimum services public schools must provide. The federal government can have relationships with the public schools of a state only through contractual arrangements with individual states.

Public education is almost entirely financed with state and local funds. The American public is not sold on federal aid to education, fearing undue federal control and believing that federal administration is unnecessarily wasteful. It accepts occasionally the use of federal funds for special purposes if they are provided with safeguards of state and local rights. Public attitudes on this subject may sometime change, but the attitudes that now prevail have a long history.

The public schools are kept by various devices from forming alliances with particular parts of the population. School boards are independent of other governmental agencies. School elections are commonly held separately from other elections. Church and state are distinct.

Most important of all, the public schools are agents of a democratic country, designed to prepare its students for life in such a country, and obligated to operate democratically.

III

Given these basic and generally accepted concepts of the American public school, the kind of public school we need and are most likely to get can be described as follows:

The local public school is the basic institution of public education, which is supplemented, and in no way supplanted, by area, state, or national institutions. It provides most of the education at public expense of most of the people of its community.

It serves its local public without discrimination because of sex, race, social class, or age.

It is a public institution, conducted in the public interest. It serves the interests of individuals and groups only as their interests coincide with the public interest.

Its primary purpose is to teach people to live and to work together as good citizens of a free and democratic country.

All possible control is granted to the people of the local school district.

It is a community school. District lines are intended to follow community lines. The school is to contribute to community building.

All who are affected by the school share in making its policies as they are willing and able to share.

The program of each local school is based upon the needs for education of the people of the community.

It is recognized that education goes on in and out of school. School and non-school education are interwoven.

The school concerns itself only with education and with those functions that make education possible.

The resources of the community, physical and human, are fully used by the school.

The program of the school is closely related to community study, community plans, and community action.

In brief, public education in this country is primarily a community function.

IV

What strategy do agricultural educators adopt when they accept as the most important consideration the fact that agricultural education is a part of the public schools? What should we begin to do and what should we cease doing if we believe this is the case?

First of all, we realize that attention must be focused upon the local schools and departments, that activities at the state level are intended only to aid the local schools, and that activities at the federal level are intended only to aid the states.

We recognize that the agricultural education we are to have in our schools depends primarily upon the support of the local people, financial and other, that is given to individual schools and departments. We do not become unduly reliant upon the state and federal governments.

We know that the citizens of a community have the last word regarding their public schools, which they say as they vote funds for support, elect governing boards, and create the climate of public opinion in which the schools must operate. Therefore, we work with the representatives of the local public included in advisory groups, with parents, and with other laymen affected by the agriculture departments in deriving the policies under which agricultural education is conducted. We recognize school administrators as responsible for carrying out policies, but do not accept them as policy-makers.

We see the possibilities for agricultural education in the school system as

(Continued on Page 166)

A strategy for Agr. Edu.

(Continued from Page 165)

a whole, and not merely in the high school. Adults and pupils in the elementary and junior high schools are seen as potential students.

We recognize that there are others than those now served who have need of agricultural education: farm women and girls, part-time farmers, workers in agricultural occupations other than farming, town owners of farm land, and the public generally. We urge local boards of education not to confine their programs to those which can be federally aided, but to provide the agricultural education that is needed, using local and state funds for the purposes for which federal funds are not available. Because we see the claims of other groups upon agricultural education, we do not confine advisory groups to farmers.

We cooperate fully with all others in a school system, attending school-wide conferences and participating in general organizations of school people. We allow time in our programs for sharing in the total school programs.

We work for official policies for our agriculture departments, developed by all affected, known to all, and consistent with general school policies.

We see to it that educational programs, not service programs, are provided. We make the FFA an educational agency. What is done is evaluated by educational standards.

Realizing that teachers are unlikely to be democratic in their relationships with their students if their own relationships with local administrators and with state and national officials are undemocratic, we make every effort to include teachers in decision-making councils. State supervisors share decisions with their teachers. Teacher educators get help from teachers and work with teachers in service as well as with students preparing to teach. Teachers are given representation in regional and national conferences. National organizations, made up largely of teachers, provide real teacher participation.

Entangling alliances are avoided. The FFA looks for friends in circles other than big business.

State and national leaders associate more commonly with leaders in other fields of education, know more fully what is going on in these fields, come to appreciate that there is progress in areas other than agricultural education, and understand that the schools as a whole make good agricultural education possible.

Realizing the power of the public and of the groups which support the public schools, as a whole, we do not give undue weight to the special demands of agricultural groups.

We want agricultural education to follow no principles which the public schools as a whole cannot follow. We believe that the best ideals we have for agricultural education are ideals that the schools as a whole could well adopt. We want to share with others what has been learned in agricultural education. We want the laymen with whom we work to be enthusiastic about the public

schools, and not merely about the agriculture departments in them.

The organizations of agricultural educators work with other organizations for the good of public education and do not become selfish pressure groups.

The education of those in agriculture is so conducted that they are led into the main stream of public education. Teacher-education and state supervisory staffs are organized so that contacts between them and workers in other fields of public education are made easy.

V

What can be expected if we follow, or do not follow, our best strategy?

Conceiving ourselves as all-out participants in public education, we can establish agricultural education as an invaluable part of it, contributing essentially to the general purposes of the public schools as well as to the special purposes of their agriculture departments. We can have the good will and the support of schoolmen generally and of the public loyal to the schools. Against this nothing can prevail.

We can serve far greater numbers of people and insure that a majority of the public, and not a small minority, understand and appreciate what we are doing.

We can increase the number of teachers of agriculture in our schools until the staffs will be somewhat adequate for the job there is to do and some specialization of efforts will be possible.

We can develop happier and better adjusted teachers because they will fit better into their school systems and will understand their colleagues better.

We can hope that, with our help, school systems can be developed in which the kind of agricultural education we want can be at home.

The alternative to which we are exposed was suggested by Benjamin Franklin: "If we don't hang together, we shall hang separately." Hanging together in this case does not mean merely aligning ourselves with other professional people in education. It means working with the public in whose schools we have a part to help these schools become as useful to the public as they may be. We are certain to get into trouble, sooner or later, if we accept any narrower conception of our role. We are as certain to prosper if we take our proper place in an enterprise much larger than vocational education in agriculture. □

The 318 farm boys who received their American Farmer degrees at the 1952 national FFA convention made up the largest class in history to receive this highest of all FFA degrees.

May 1953 bring improvement in all phases of the Vo-Ag program

A county agricultural program that works

MAYNARD BOYCE, Vo-Ag Instructor, Scio, New York



Maynard Boyce

THE teachers of agriculture in our county, in common with most agricultural teachers in New York State, have held monthly meetings for many years. These meetings have been held for the most part at one of the schools in the county. Following dinner with

the wives of the various teachers, the men proceed to a separate room for the meeting while the ladies are guests of the host agricultural teacher's wife. We have discovered that planning FFA activities, helping the new teacher, and solving teacher problems of many kinds can be profitably considered in this manner.

We have also found that we can go beyond the scope of this briefly outlined organization. A few years ago, while trying to obtain a college specialist for a talk on a technical phase of agriculture (this is best done through the extension service in our state), one of the men in the county extension office suggested that the men in charge of the PMA program and a few others might also be interested in the topic. As a result, we invited these men and their wives to our meeting. At the following meeting of the agriculture teachers, we voted to invite all of the professionally employed agricultural workers in our county to future meetings of our group. This arrangement has continued for several years and is now solidly entrenched as a part of the teachers' program as well as that of the others meeting with us. In fact, we no longer invite the others; they are a part of the group and serve their return as hosts and take as much part in group activities as any of the teachers.

In the years that the system has been in operation, we have found certain advantages in working together:

1. We can better understand the work of each agency and can help each to do its best work within the limits of the work which we do ourselves.
2. We can promote agricultural events on a cooperative basis which could not have been done so well without working together.
3. We lose our petty jealousies and begin to appreciate that many past feuds were matters of top level policy rather than individual differences.
4. We can secure authorities for the professional improvement portion of our program who would be unwilling to speak before a smaller group.
5. We can work together to accomplish the job which is really the purpose of all our work—"Better farming and better living." (Continued on Page 169)

Trends in the progress of veterans' farm training in Arkansas

H. G. HOTZ, Research Specialist, University of Arkansas

FOR THE five year period ending December 31, 1951, a number of important facts may be discerned concerning the development of the Institutional On-Farm Training program in Arkansas. Based upon the data obtained from systematic follow-up studies conducted each year over the five year period, some significant trends are revealed, and a brief summary of these trends is presented below.

These statistical data provide some convincing evidence that the institutional farm training program in Arkansas has materially aided farm veterans in becoming better established in farming. In addition, the program has obviously aroused certain related civic and cultural interests on the part of the veteran.

Veterans in Training

The number of veterans enrolled in the Arkansas farm veterans training program gradually increased from a total enrollment of approximately four thousand during the year 1946 to a peak enrollment of 22,454 for the year ending December 31, 1950. For the year ending December 31, 1951, the total enrollment dropped to 18,373, and the number actively enrolled at the close of 1951, six months after the cut-off date on new enrollees, declined to 11,680.

The percentage of veteran enrollees who withdrew from the program for reasons other than that their periods of entitlement had expired also declined gradually. During the early years the program was in operation this percentage was over 50, and for the year ending December 31, 1951, it was only 31.

On the whole approximately 80 per cent of the veterans who completed their periods of entitlement continued to engage in farming. This percentage remained fairly constant over the five year period.

Progressive Establishment of Veterans in Farming

Size of Farm Business. The total capital invested in the farming operations conducted by the veterans in 1951 was \$60,340,105. This is an average of \$5,175 per veteran. In 1950 this average was \$5,080.

Farm Income. The gross farm income of the veterans in 1951 was \$32,766,728. This is an average farm income of \$2,812 per veteran. In 1950 this average was \$2,563.

Farm Assets. The total farm assets of the veterans on December 31, 1951, was \$53,389,925, or an average of \$4,579 per veteran.

The most recent of these published studies is: H. G. Hotz, "Progress Report, Institutional On-Farm Training in Arkansas, January 1, 1951 to December 31, 1951." Arkansas Division of Veterans Farm Training, State Department of Education, Little Rock, June, 1952.

Net worth. The total net worth of the veterans on December 31, 1951, was \$41,970,935. This is an average net worth of \$3,600 per veteran. In 1950 this average was \$3,637 and in 1949 it was \$3,011.

Rise in Farming Status. During the five year period approximately five per cent of the veterans each year changed from the status of a renter to the owner of his farm. The percentage of the veterans who were owners or part owners of their farms also remained fairly constant. In 1947 this percentage was 49 and in 1951 it was 45.

Membership in Farm and Community Organizations

Recognized Farm Organizations. The percentage of veterans belonging to a recognized farm organization has steadily increased. In 1947, this percentage was only 36 and in 1951 it was 60.

Cooperative Farm Organizations. The percentage of the veterans enrolled who in 1950 belonged to a cooperative farm organization for buying or selling services was 30. In 1951, this percentage was only 22.

Civic Organizations. Twenty-six per cent of the veterans in 1951 reported that they belonged to a local civic organization.

Interest of Veterans in Agricultural Education

Sixty-two per cent of the veterans enrolled in 1951 stated that they were interested in further training in vocational agricultural education without subsistence payments. In an earlier study nearly 60 per cent of the farm veterans in Arkansas declared that they would be willing to pay taxes to support a similar farm training program, without subsistence payments, after the termination of the institutional on-farm training program.

A survey of the opinions of 126 local superintendents of schools conducting classes in veterans farm training in Arkansas showed that 23 per cent of the veterans who have completed institutional on-farm training continued to depend on veterans instructors for farm advice and counsel. In a similar survey of the opinions of eleven state supervisors of vocational agriculture in the Southern Region this percentage was 21.²

The percentage of veterans who reported in 1951 that they had started a home library containing at least fifteen books was 47.

Quality of Instruction

According to the judgments of 126 local superintendents of schools conducting classes in veterans farm training

²J. C. Atherton, "Vocational Agriculture for Young Farmers." (Study not yet completed.)

Service recognized

The University of Florida has established a custom of awarding a certificate of appreciation for members of the faculty who have served for a period of twenty-five years or more. During commencement exercises held on August 16, 1952, the author of the following verses received a certificate of appreciation. The verses were inspired by the award.

SERVICES AT THE UNIVERSITY OF FLORIDA

I have seen the bay at Tampa
In the stillness of the dawn,
Rowed down the swift Suwannee
When the shades of night were drawn;
I have lingered in Orlando,
Viewed the sunset at St. Pete,
Strolled in the gardens at Palatka
When whippoorwills sang retreat.

I have been in Panama City,
In St. Augustine, and know the thrill
Of roaming along the old streets
That lead north to Jacksonville;
I've enjoyed the beautiful vista
Of blooming orange trees at high noon,
Reflected by a Miami moon.

But my soul is always hungry
For the privilege of teaching that's mine,
On the campus of the University of Florida
With its waving palms and pine;
Thoughts of students and of fellow teachers—

Travel as I may both far and near—
Stay continually in my memory,
A quarter century is invested here.

—E. W. GARRIS,
Head Dept. of Agricultural Education
University of Florida

Resource material on inflation

Recently announced is a publication entitled "The People Versus Inflation" which may be of interest to teachers for use in classes dealing with the relation between income and costs. This publication is prepared as a Resource Unit for teaching the meaning, effect and control of inflation. It is prepared by recognized authorities in Economics and distributed under the auspices of the Office of Price Stabilization, Washington 25, D. C.

Copies will be sent to individual teachers, schools, or other qualified educational organizations on request.

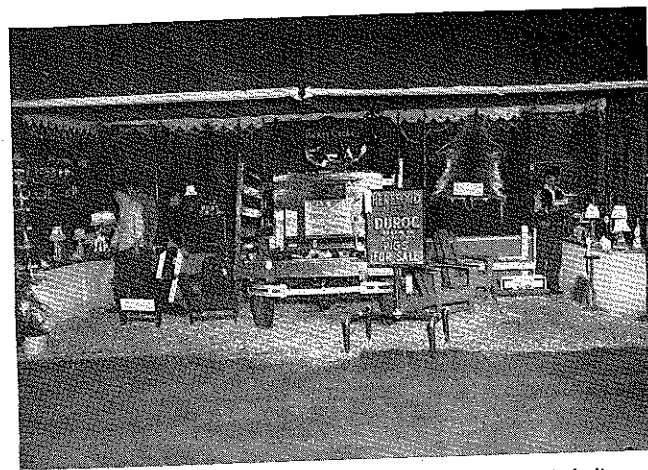
More than 35,700 FFA members attended leadership training schools conducted last year by 45 State FFA Associations.

ing in Arkansas, 54 per cent of the superintendents regarded the farm veterans training program in their communities upon the basis of educational outcomes as "good" or "excellent." Seventeen of them regarded the program as "excellent."³ □

³Ibid.



Attractiveness in exhibits is obtained through arrangement of items, lettering and quality of items.



The results of instruction can be shown in exhibits. Labeling of exhibit items is important.

Future farmer exhibits... show windows of the vocational agriculture program

D. A. STORMS, Coordinator, Vocational Agriculture, Plant City, Florida



D. A. Storms

more of one of the most worthwhile educational programs in our high schools and a program that is doing much to keep our country strong by providing continuous training in leadership activities and better farming methods which are so vital to our national welfare. Seeing is believing and the interest of many people has been quickened by an attractive exhibit on some phase of the Future Farmer program. These exhibits are usually shown in connection with community, county and state fairs. They may also be shown in local windows and other public places.

Exhibits should show what the local Future Farmer Chapter is doing and should bring a lesson to the people who view it. They should show products raised by the Future Farmers, shop projects made or repaired by them, or what the Chapter is doing to promote farm safety, leadership training, record keeping, conservation, or other phases of the program.

Farm Products

In showing agricultural products there are many points to consider when competitive judging is practiced. Besides being attractive and showing fine farm products, a theme should be considered such as depicting a Roadside Market,

THERE is probably no more effective way of acquainting the public with what the Future Farmers are accomplishing in the vocational agriculture program than by the use of attractive educational and interesting exhibits. The public is entitled to know

A Model Farm, The Road to Health, or any other of many ideas to catch the eye. The products should be kept together for balance and not divided. Large vegetables and fruits should be at the back, farthest away from the spectator, and the smaller products should be at the front. The exhibit should be located so as to be four or five feet from the spectator; a small chain or rope could be used to accomplish this. Only show-quality farm products should be shown and in sufficient quantities to make a good display. Very important is the regular changing of leafy vegetables and the products that wilt, so that they present a fresh appearance at all times. Many fair managers hold back a percentage of the expense or prize money for those who keep up the good appearance of their exhibits through the last day of the fair.

Another attraction to visitors is their ability to buy fresh berries and vegetables at the display booth at reasonable prices. This is especially true of strawberries. It is very important, however, to have only top quality products.

Showing Results of Instruction

Outstanding have been exhibits of farm shop projects constructed by stu-



Exhibits should show the variety of accomplishments, neatly spaced and not crowded.

dents in vocational agriculture. Most worthwhile of the farm mechanics exhibits have been those shop projects that reveal the fact that farm and home needs of the Future Farmers are being met. These shop projects reveal that shop skills are being learned in such areas as woodworking, soldering, sheet metal work, forge work, electric and acetylene welding, pipe fitting, glazing, concrete work, painting and others. All exhibits should reveal good workmanship.

Projects on display should be the actual work of the students and not the teacher, and articles should have the student's name attached. In fact, care should be taken to have all articles well labeled. Articles made from used materials are always interesting and should carry a label showing actual cost. Repaired and reconstructed farm equipment is always of interest and farm labor-saving devices always receive favorable comment.

Future Farmers should be in the booth at all times to demonstrate or explain use and construction of articles on display. Exhibits showing action or movement are always more effective. Proper coloring and lighting effects are very important.

Competitive farm shop exhibits could be scored on such things as number of different items, appearance and labeling, workmanship, relationship to farming, relationship to home improvement, and the different shop skills shown.

Other types of worthwhile exhibits could be those which promote such things as farm safety in which figures and illustrations could be shown of the terrible loss of manpower and money

(Continued on Page 169)

Financing the chapter

HERSCHEL W. EGGEMAN, Vo-Ag Instructor, Pinedale, Wyoming



H. W. Eggeman

EACH year there comes to Chapter advisors and their officers that old problem of how we are to finance our Chapter activities. This seems to be a difficult task due to the fact that trips to state conventions and livestock shows are costly.

These are some of the problems that the Pinedale Chapter faced in their beginning year in 1949. One of the first steps to overcome this problem was to establish a committee on Financing Activities which was made up of the President and three other members of the Chapter. This committee has done a splendid job of taking this small Chapter from no finance to a good solid backing of \$500 in the bank in three years. They have paved the way for several trips for the Chapter with expenses paid for the members participating.

This committee of boys meets at the beginning of each school year to draw up a list of past activities and to work up new ideas on activities. When a decision has been reached as to the number and kind of financing activities which are to be used, sub-committees are placed in charge of each activity to see that it is carried out. The dates and place of the activities are established with the school activity calendar so there will be no conflict with other school activities.

Last summer the members of this year's committee decided to write to all the Chapters in Wyoming and ask them for a list of activities that they use to finance their Chapters. The response was tremendous, so large, in fact, that our Chapter feels that this summary might be of some help to other Chapters in obtaining the money needed to make that long dreamed of trip or carry out some special project.

1. The most popular activity, as polled in our summary in the state of Wyoming, is the raffle. Everything has been raffled from a deepfreeze down to a goose and plenty of money was made. Usually this is held along with a dance or public gathering of some kind.
2. Dances are second in popularity. Some of the dances are Barn dances, Harvest Moon Ball, Sweetheart Ball, Thanksgiving dance, and regular school dances.
3. Concessions—Sale of candy, gum, hotdogs, coke, pies, etc. at dances, auction sales, football games, and any other place that there is a public gathering and people are likely to get hungry.
4. Sale of equipment constructed in the school shop—Items such as horse trailers down to concrete pig troughs can be built and sold from your shop.
5. Collecting scrap iron to sell.
6. Chapter dues.

7. Advertisement in high school annuals, local paper, national magazines and such small items as desk blotters. Farmers and ranchers that raise purebred livestock often will buy ad space. The Pinedale Chapter made \$200 last year by selling space to local ranchers in this area advertising their purebred Hereford stock.
8. Admission to FFA basketball games.
9. Percentages on coke and candy machines.
10. Painting tractors and equipment for farmers in your community.
11. Digging and balling evergreen trees for sale.
12. Auctions—livestock, rebuilt farm equipment, pies, cakes, box socials, etc.

13. Cooperative Chapter crop and livestock projects. Money from Chapter treasury used to purchase seed or livestock for a boy who cannot afford a project. He cares for the Chapter project for a percentage and the rest goes to the chapter.
14. Sale of hot bed plants.
15. Sale of starter chicks—chicks are raised by Chapter until three or four weeks old and sold at a profit.
16. Cooperative lumber projects—Chapter buys a section of trees from the Forest Service and on week ends cut lumber and sell.
17. Sire service for community.
18. Sale of pencils and blotters with basketball or football schedules on them.
19. Hired entertainments such as magician, etc.
20. Butchering jobs.
21. Turkey or trap shoots.
22. Fair premiums.
23. Rental of Chapter owned equipment such as paint spray, livestock spray or cement mixer.
24. Chapter hire out for a harvest job. One Chapter reported it expects to place \$500 in its Chapter fund from a day and a half of picking potatoes on a week end.
25. Trimming shade trees and hedges.
26. Vo-Ag smokers, boxing and wrestling matches between Chapters.
27. Feed experiments sponsored by local feed companies.
28. School carnivals.
29. Bingo party.

You no doubt have already used a number of these activities and had great success, but we hope that there will be some mentioned that will aid your Chapter in making a success of its financial activities. □

A county program

(Continued from Page 166)

Activities Which Result

In addition to the regular meetings which we hold during the winter months of the year, I would like to cite a few examples of activities which might not have developed if it were not for group cooperation of all agricultural agencies.

The work of the Soil Conservation District in our county developed from our group discussions at a monthly meeting. The District might well have been formed without our group action, but I doubt if its work would have progressed as it did without our aid.

The winter "Potato Show" held in a southern village of our county was directly the result of our activities. It has outgrown our expectations at present and the show is in the hands of the growers and the people who should be interested. So it is with the new Junior building at the County Fair Grounds, the proposed new main building there, the Soil Conservation Field Days, and

many other activities in our county. They are no longer the hopes of a few but the realities of many because a really active group of professional people have forgotten their pet peeves and have joined together for the common good.

We believe that we are somewhat unique in our use of such an organization, but I may be mistaken. I do know that when I return home from one of the group meetings of the 25-30 men who make up our organization, I always feel stimulated and usually have a sense of something accomplished. □

Future farmer exhibits

(Continued from Page 168)

due to preventable accidents on the farm. Again, the display is more effective if movement and action are shown. Likewise, leadership training, record keeping, conservation and many other phases of the vocational agriculture program can be shown very realistically through exhibits. Demonstrations on budding and grafting of ornamentals and fruit trees, seed treating and testing, egg candling and grading, and milk testing for butterfat make very good exhibits.

Dress-up Exhibits

Dioramic, or third dimension, displays are becoming very popular and the use of film strips, slides and audio-visual aids are most worthwhile when they show Future Farmers in action and the various activities of the program. Blown up photographs of Future Farmer scenes on glass with lights in rear make wonderful background illustrations for exhibit booths.

It is important to have Future Farmer emblems, insignia and lettering conspicuous in all exhibits. Future Farmers should wear their FFA jackets and caps, in order to impress the spectators with the fact that it is an FFA exhibit.

Much favorable publicity may be received by news articles with photographs of FFA exhibits. Newspaper and magazine reporters always pick out the most colorful and photogenic displays, and like to have glamour added to the exhibit by having the Chapter Sweetheart or some other lovely girl in the picture. Effort should be made to have the settings and arrangements desired by good newsmen who will go out of their way to publicize youth achievement. The attendants at the exhibit should be qualified to answer all questions fully that a reporter might ask. □

Bruce Ayers, Critz, Virginia, winner of the 1952 national FFA public speaking contest, also has a top reputation in high school sports. His school team played 25 baseball games, Bruce pitched and won all of them.

* * *

The highest level of education is found in urban areas, the lowest in rural farm areas. The averages expressed in median years completed are: urban 10.0 years, rural non-farm 8.9, rural farm 8.4.

Timber for the future

M. H. ELLISOR, Vo-Ag Instructor,
Magnolia, Texas

DO YOU KNOW what it is to grow trees as a crop? Well that's what the Magnolia FFA Chapter is learning to do. They are growing trees as a crop, raising new trees to replace those that are harvested. In this way the chapter is helping America to grow trees it will need in the years to come. All Americans are learning that trees are an agricultural crop and must be managed like one.

It's not a new experience to those of us in the forest regions to be asked questions about the country's timber supply. Almost every conceivable kind of prediction has been made on the subject.

The United States is not running out of wood, nor is it likely to. Right now we have enough sawtimber standing in our forests to build a six room house for every man, woman and child in the United States. And there would be enough timber left over to provide newsprint for all our newspapers.

You probably are thinking, "all right, but what brought about this improvement? Why is it we're growing more wood today than we did 30 years ago? Our population has increased 45 million. Our standard of living has improved. We've fought and financed the biggest war in history. How can the United States possibly be better off forestry-wise than it was three decades ago?"

As intelligent, interested American, you should be asking those questions. And you have a right to honest, accurate, straight-forward answers. I can best provide those answers by listing a series of factors now at work in the Magnolia FFA Chapter and also over the entire United States.

Factors at Work

First I would list "incentive." Today it pays to grow trees and harvest them as a crop. The old economy of forest liquidation is gone. Timberland ownership is passing into a new phase—the economy of tree growing—tree farming. This change has brought with it unpre-

cedented progress in forest protection and management.

The second major replenishing factor is "Protection." The American public has become forest fire prevention conscious. Effective educational campaigns are making good citizens everywhere aware of their personal responsibility in preventing woods fires. At the same time we're becoming more effective in locating and controlling forest fires. In the last 30 years forest fire losses have been cut at least 60 per cent and they are continuing to drop every year. At the same time increased attention is being given to the control of forest destroying insect pests and diseases, which today destroy far more timber than fire. Progress in bringing the country's timberlands under sound management is reducing losses resulting from insects and disease.

Sustained yield harvesting practices—the kind that mean planned cuts at regular intervals from every acre of commercial forestland—is another important replenishing factor.

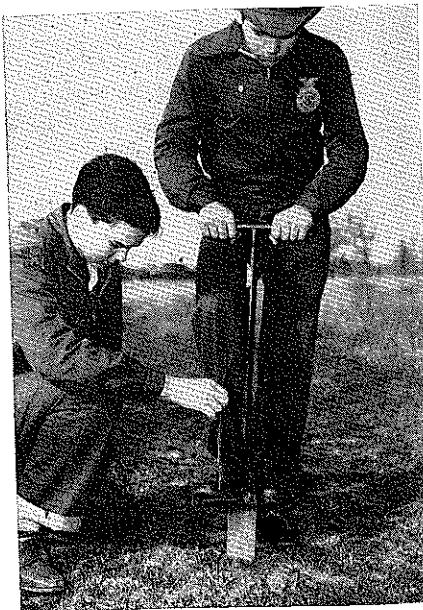
Reforestation is an equally important replenishing factor. Last year the forest nurseries of the United States produced enough seedling trees to plant half a million acres. Still the nursery output is climbing every year.

Another replenishing factor is man's increased knowledge and interest in wood technology. We're learning more and more about trees and how to use them. Trees like the aspen, oaks, pine and many others, after having been overlooked for years, have come into their own as major suppliers of useful wood products.

Harvesting practices also have improved. Today we're taking more useable wood off each acre of timberland harvested. These days most trees are harvested for specific markets—some for lumber, some for pulpwood, some for poles, and some for other purposes.

Reducing Waste

At the same time we're getting more out of each tree. Research scientists and production experts have found profitable ways of using tree tops, bark, slabs, sawdust and other manufacturing leftovers. You have often heard the farmer say, "I save all the hog but the squeal."



The proper method of holding a seedling, making a wedge shaped seed bed and properly placing the seedling in its place is demonstrated by these two Chapter members.

Today, any number of forest industries can just as truthfully say "we use every part of the tree, even its bark."

As a final forest replenishment factor I'd list education. To my way of thinking this may well be the most important of all. The forest industries and public agencies are guiding wood land owners along the path of sound, profitable timberland management. Our goal as "Ag" teachers should be to help bring all of the 345 million acres of privately owned commercial forestland in the United States into profitable and continuing production.

These privately owned forestlands now supply about nine-tenths of the nation's domestic wood supply and their wood producing potential is enormous. All of us, whether we own timberland, work in the forest industry or merely use wood products in our daily lives, have a definite stake in our country's timber resources. Together we can have a hand in shaping our country's forest future and in keeping it bright. □



A member of the Magnolia FFA Chapter removes the last of 40 thousand pines that had been held in for safe keeping and protection until they could be planted.



The Chapter proceeds to plant the pines on land owned by the students' parents and land deeded to the Ag Chapter for the purpose of demonstration plots.



THE POULTRY PROFIT GUIDE, by John P. Weeks, pp. 393, profusely illustrated with drawings, graphs, photographs and fourteen colored plates, published by Vulcan Service Co., Inc., 401 Tuscaloosa Avenue, S.W. Birmingham 11, Alabama, list price \$3.50.

The text covers selecting, judging, breeding, housing, feeding, culling, treating, dressing, marketing, and distributing almost every kind of poultry. A full section on rabbits is included. The author, an Extension Service Poultryman in Alabama, was assisted by many co-workers in the field from other states. The text is well organized and easily read. While the primary purpose of this publication is to serve persons engaged in either part-time or full time operations in the field of poultry production, it is especially well adapted for use as a text and reference by Vocational Agriculture and On-Farm-Veterans teachers. —APD

EDUCATION FOR ALL AMERICAN YOUTH, A FURTHER LOOK, Educational Policies Commission, pp. 402. Published by National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C. List price \$2.00.

A revised edition of a publication of the Educational Policies Commission first published in 1944. This edition takes into account the fundamental changes which have taken place in the United States and in the world during the past eight years as they have affected programs of public education. Three of the ten chapters in this edition are new while all others have been revised to the extent necessary to bring it up to date.

Of particular interest to all workers in Agricultural Education, is the philosophy of educational service to rural youth portrayed in the three chapters devoted to the program of the rural school. The changing picture in rural areas and in youth needs, the curriculum plans and activities to accord with these changes, and the organizational plans and purposes of the community school are emphasized.

This revision of a publication which, in its previous eight printings, has had a profound effect upon public education, is both stimulating and provocative in its vision of education for American youth. —WAS

Walter Wayne Vogel, a member of the Sycamore, Ohio, FFA chapter and 1952 Star Farmer of America, had no money, no land, no machinery and no father when he decided he wanted to become a farmer. He got his start by renting small plots of ground near town, doing day-labor and mowing lawns for his capital.

Relationships must be sought

(Continued from Page 161)

3. Provide the school with S.C.S. publications.
4. Give guidance to Vo-Ag instructors in building course outlines and in obtaining teaching aids.
5. Assist Vo-Ag students in developing conservation plans for home farms and ranches.
6. Direct field study of soil and water conservation on farms and ranches.
7. Assist in classroom discussion prior to field study trips.
8. Provide guidance in preparing exhibits and demonstrations.
9. Assist Vo-Ag instructor in training students to lay out terraces, run contours and build farm ponds.
10. Locate grass seed not available through commercial channels.
11. Provide speakers for FFA banquets and other meetings.
12. Provide or lend copies of farm soil maps.

The Farm Credit Administration

The establishing of a friendly relationship with this group should not be difficult. The first step is to know the local leaders personally and district leaders through correspondence. The local group should know you and should be informed about the Vo-Ag program. When studying credit in the classroom, Farm Credit Administration bulletins and literature should be used. Local or district leaders may be used in the classroom to assist in class discussion. This agency should be considered as one of the places where credit can be secured. The local Associations should be used as a source of credit when needed and selected by the students.

Production and Marketing Administration (AAA)

P.M.A. local leaders are in most cases farmers of the community. They watch with interest the progress of Vo-Ag students from their community. The cooperation with this agency may differ from state to state and even from county to county. As a rule it would appear that the following activities would tend to develop a good relationship.

1. Have the advanced "Ag" class visit the P.M.A. office. Ask questions, find out about their program.
2. Invite P.M.A. representative to visit Vo-Ag department and go on project tour.
3. Correlate P.M.A. farm improvement program with students improvement projects.

Farm and Home Administration

If this agency is in the community, it should be contacted and its cooperation solicited. They should be informed about the Vo-Ag program, especially the adult phase of it.

United States Employment Service

The Vo-Ag teacher should know the services offered by this agency. They can assist in locating farm help and may also be able to place farm boys in good

New Bulletin Available

The report of the Agricultural Education Research Committee of the nation-wide study of Veterans Education is now available. The Bulletin, published by the American Vocational Association, Inc., is completely the work of the Agricultural Division of the AVA and is entitled "Education of Veterans in Farming."

The study is based on returns from 5,274 self-employed veterans in 42 states. This group constituted a 1.9 per cent sample of the veterans enrolled in the training program in these states in 1950. Eighty-four per cent of the farm veterans were enrolled under Public Law 346, the remainder under Public Law 16.

The report is made under five major headings—how the study was initiated and conducted; establishment in farming; establishment in home and community; reactions of veterans toward the training program; and, summary and implications of the study.

Co-chairmen of the research project which culminated in the report were H. M. Hamlin of Illinois and E. R. Hoskins of New York. M. D. Mobley, Executive Secretary of the AVA, prepared the foreword to the Bulletin, in which he says, in part, "It is hoped that this report of past accomplishments will be instrumental in extending educational benefits to veterans of the Korean conflict and in improving future programs of instruction in agriculture."

Single orders of the publication are available from the AVA Headquarters Office, 1010 Vermont Avenue, N.W., Washington, D. C. Quantity orders should be directed to the printer, Interstate Printers and Publishers, Danville, Illinois. The price of the Bulletin, AVA Research Bulletin No. 5, is 75 cents each, with a discount of 10 per cent for orders of 10 or more copies.

Thirty-nine State Associations of FFA nominated their full quotas of American Farmer degree candidates in 1952.

paying jobs during the slack farm season. Know the leaders of this group and see that they know you and know how to contact you. The proper relationship can be of mutual benefit.

There are other agricultural agencies. The desired relationship with these can as a rule be secured by following the procedure of, *know them, show them, help them, use them*. A guiding principle to follow for a lasting relationship is the Golden Rule—"Whatsoever ye would that men should do unto you, do ye even so to them."

Iron rusts from disuse, relationships do likewise. Cooperation and working with each other will tend to make all programs shine. □

The FFA in a changing agriculture

Cecil Corulli, Vo-Ag Student,¹ Wenatchee High School, Wenatchee, Wash.



Cecil Corulli

look at some of the changes and see what they mean to us in Vocational Agricultural Education.

We have all heard of how in the past a young man could homestead and with very little equipment and capital become a farm owner in a few years. In the more settled parts of the country he could achieve farm ownership by going up the steps of the traditional farm ladder: hired hand, farm tenant and finally farm owner. Today homesteading is gone and the rungs of this farm ladder are so far apart that it is almost impossible to make the step upward from one to the next.

I am certain we all realize that \$20,000 will not buy much of a farm and this price is just about four times the sales price of that farm twenty years ago. In addition, in order to equip that farm with machinery and livestock so as to produce efficiently and economically, an additional investment equal to the price of the farm frequently is required. Because of these changes we may as well face the fact that the doors of opportunity in farm ownership are closing for the young man without capital or family backing. Perhaps the easiest way to obtain a farm is to inherit it or marry the farmer's daughter. But, you say, there are not enough farmers' daughters, meaning that there are not enough farms. This is true. Because of scarcity of available property there are not enough farms to supply those that would like to be farm owners.

With the changes that have taken place in our economy, efficient farming has become big business. The small farm as an efficient unit is passing out of the picture. Small farms are being consolidated. Large farming operations are on the increase. This means more financing and fewer farms available. Since 1930 we have had many new acres put into production, but we have 700,000 fewer farms than we had then. According to The Census Bureau this trend toward fewer and larger farms is accelerating. More small farmers are

¹EDITOR'S NOTE—Cecil is a 17-year-old senior in high school. He prepared this statement of his views on the FFA as a contestant in the state public speaking contest.

leaving the farm every day. Many of our small farms gross less than \$1,500 annually. Is there any wonder that the small farm is disappearing? Americans always have disliked being peons or peasants. This consolidation of farms brought about by technological advancement has forced 7,000,000 farmers and farm workers off the land since 1939. According to farm economist Dr. Paul Roper, another 1,600,000 will leave the farms by 1956.

What has happened to these people forced from their farm homes? They are not strangers to us: I may be talking about our neighbors, or about you, or about myself. Many of these people have found employment in industries allied to farming. If we take a quick look at what has happened to one farm enterprise, that of dairying, we will see where many have found employment.

In the days past a farmer milked his cows by hand, separated the milk on the farm, churned the cream into butter and took it to the store where he exchanged it for groceries and clothing. The retail store was the only middleman involved in getting the butter to the consumer. Today the farmer milks the cows with a machine which is sold and serviced by a trained field man. The milk is hauled to the creamery by trucks which must be serviced and repaired. The creamery separates the milk and cream or sells it as market milk. The butter made at the creamery may be sold in bulk through a broker to a jobber or distributor who may put his own label on it and sell it to a retailer. The milk may be condensed and canned or made into cheese. In some places it may be dried and become one of many forms of human food or sold back to the farmer as chicken or calf feeds. The casein might be removed from the milk and be made into glue and the glue used in making plywood and the plywood sold back to the farmer to use in building a better dairy barn.

It staggers one's imagination to think of all of the employment possibilities: the professional men, the research workers, the teachers, the skilled and semi-skilled workers; in all of the phases of production, management, financing, advertising, selling and servicing in getting just this one agricultural product to the consumer. Here is where one finds many of our former farm families today, employed in an allied industry vital to the handling of farm produce.

Back in 1917 some of our national leaders realized that farming was well into a new phase requiring more technical knowledge and managerial training. At the request of these leaders, Congress passed the first of several National Vocational Education Acts. As far as the agricultural part of these measures was concerned, the stated aim was to train

present and prospective farmers for proficiency in farming.

In 1922 a national survey was made of the young men who had been in training under this Act. The survey showed that the stated aims had been met, for 59 per cent of these young men were farming, 6 per cent were in related occupations and 9 per cent were in agricultural colleges.

Later surveys show a different picture. In 1949 a Pennsylvania survey showed 24 per cent were farming and 13 per cent were in related occupations. In 1942 a Michigan survey showed 22.5 per cent of the graduate FFA members holding the State Farmer Degree were in related occupations. It is difficult to get surveys today that are comparable to the 1922 survey because most of these surveys put both of these groups, agricultural occupations and related occupations, together. A New York survey in 1948 states that the opportunities for young men to get established in farming were continuously decreasing. In 1947 a North Carolina survey found that more FFA members enter related agricultural occupations than do boys not having been FFA members.

Changes have a habit of slipping up on us and new developments become established facts before we realize they are here to stay. This has happened in the field of Vocational Agricultural Education in the thirty-five years since the first statement of its aims. It is time that we look to a restating and clarifying of the aims and objectives of Vocational Agricultural Education and of the Future Farmers of America. They have performed and do perform a vital service in training young men for farm ownership and operation in a day when such operation has become very technical. Such training will remain the main objective. However, these aims should also recognize the boys that cannot get into farming but are still interested in agriculture. In the present aims as stated for vocational agriculture, no recognition is given to training for allied fields. In the Future Farmers of America, there are no goals where awards may be earned for achievements along allied lines, yet possibly one-third or more of the FFA members will be entering these allied fields. The Future Farmers of America and vocational agriculture should recognize that changes have taken place in agriculture and plan their programs accordingly. We do not want the FFA to become a static group. We do want our organization to meet changing conditions and remain a dynamic force in the field of Agricultural Education. □

National officers of the FFA for 1952-53 are Jimmy Dillon, 20, Bonita, La., national president; Jimmy K. Willis, 20, McColl, S. C., student secretary; Fred Reed, 20, Huntsville, Ark., vice president for the Southern Region; William Sorem, 18, Northfield, Minn., vice president for the Central Region, and Donald Travis, 21, Fallon, Nev., vice president for the Pacific Region.

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Featuring . . .
Supervisory Assistance