

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.

CHANGES are occurring so rapidly in our world today that it is doubtful if many of us are consciously keeping up with these changes. This is true in agriculture, Vocational Agricultural Education and in the work of the Future Farmers of America. Let us

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.

The AGRICULTURAL EDUCATION Magazine

VOLUME 25

FEBRUARY, 1953

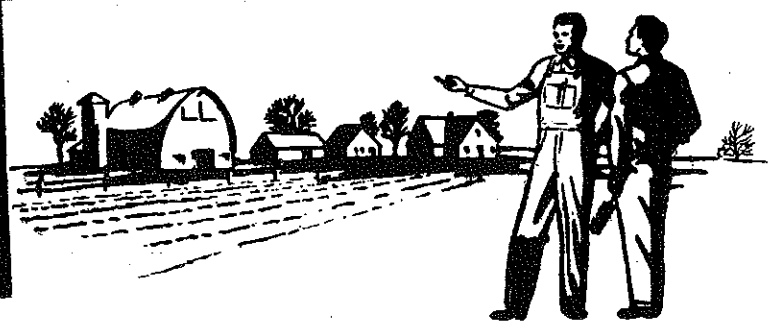
NUMBER 8



Cover legend, page 181

Featuring . . .
Supervisory Assistance

The Agricultural Education Magazine



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

THE INTERSTATE PRINTERS AND PUBLISHERS, DANVILLE, ILL.

MANAGING EDITORS

W. A. Smith, Cornell University, Ithaca, New York
 Editor
 W. Howard Martin, University of Connecticut, Storrs, Connecticut
 Consulting Editor
 Byron J. McMahon, Bureau of Agricultural Education, San Luis Obispo, California
 Business Manager

SPECIAL EDITORS

CENTRAL

J. N. Weiss, University of Illinois, Urbana, Illinois
 H. P. Sweany, Michigan State College, East Lansing, Michigan

NORTH ATLANTIC

H. N. Hansucker, Dept. of Education, Charleston, West Virginia
 H. R. Cushman, University of Vermont, Burlington, Vermont

PACIFIC

S. S. Richardson, Utah State College, Logan, Utah
 L. L. Knuti, Montana State College, Bozeman, Montana

SOUTHERN

C. L. Angerer, State A. & M. College, Stillwater, Oklahoma
 R. H. Tolbert, University of Georgia, Athens, Georgia
 O. L. Snowden, Mississippi State College, State College, Miss.

AT LARGE

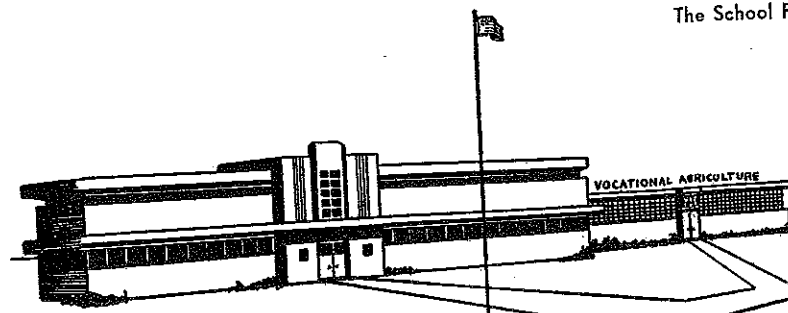
L. E. Cross, 408 Almaden Avenue, San Jose, California
 Teachers
 A. P. Davidson, Kansas State College, Manhattan, Kansas
 Book Reviews
 J. K. Coggin, North Carolina State College, Raleigh, N. Car.
 Photography

SPECIAL REPRESENTATIVES

Central, B. C. Lawson, Lafayette, Indiana
 Pacific, R. W. Canada, Fort Collins, Colorado
 Southern, E. W. Garris, Gainesville, Florida
 North Atlantic, Earl H. Little, Concord, New Hampshire
 N.V.A.T.A., Maxwell Lampo, Neosho, Missouri

EDITING-MANAGING BOARD

B. C. Lawson, Indiana; R. W. Canada, Colorado; E. W. Garris, Florida; Earl Little, New Hampshire; Maxwell Lampo, Missouri; Mark Nichols, Utah; W. T. Spanton, Washington, D. C.; M. N. Abrams, Texas; A. C. Hale, Arkansas; Byron J. McMahon, California; W. H. Martin, Connecticut.



Contents

Guest Editorial	E. S. Foster	175
Maintaining Effective Relationships with Your Administrator	S. S. Sutherland	176
The Supervisor and the Local School	Burton Thorn	177
Supervisory Needs of the Beginning Teacher	H. M. Olsen	178
What the Vocational Teacher Expects from a Supervisor	J. W. Williams	179
What's Right with Vocational Agriculture	Louis M. Sasman	180
What the Supervisor Expects of the Teacher	Cola D. Watson	181
Teacher—Supervisory Relationships	Jack Putnam	182
Assistance for the Vocational Agriculture Teacher	Fred Peabody	183
Guidance for Establishment	Lloyd J. Phipps	184
How to Report Agriculture—Tips to Vo-Ag Teachers	William B. Ward	185
The Concept of an Individual Farming Program	Milo J. Peterson and Glenn Z. Stevens	186
Publishing an Annual Report	Walter Jacoby	187
His Farm Shop Pays	David C. Brandon, Jr.	187
A Combination Shop	Durwood R. Carmen	189
Need for Instruction in Farm Mechanics in Hawaii	Richard S. Suzui	190
Drawing in Farm Mechanics	Dave Hartzog	191
The School Farm as a Training Center	Andred B. Welch	192

Subscription price, \$1.50 per year, payable at the office of the Interstate Printers and Publishers, 19-27 N. Jackson St., Danville, Illinois. Foreign subscriptions, \$1.75. Single copies, 15 cents. In submitting subscriptions, designate by appropriate symbols new subscribers, renewals and changes in address. Contributions should be sent to the Special Editors or to the Editor. No advertising is accepted. Entered as second-class matter under Act of Congress, March 3, 1879, at the post office in Danville, Illinois.

Editorials

Guest Editorial . . .

To consume, one must produce

E. S. FOSTER, General Secretary, New York State Farm Bureau Federation, and President, New York State Council on Rural Education.

I HAVE NEVER been able to figure out how a person can consume more than he or she can produce other than by marriage, theft, deficit spending or welfare.

Few have opportunity to marry money. Most of us prefer to marry for love and work for a living. Those who steal usually wind up in disaster. Perhaps the government can live a long time on deficit spending—the individual cannot. Welfare should never be a substitute for work—it should be confined to those who need it. Education is to the individual what fertilizer is to the soil. Its application needs to be geared to the capabilities, aptitudes and interests of the individual. Education is not an end in itself—it is merely a means to an end. Reduced to its lowest common denominator, education is one of the best devices we have in the direction of understanding, productivity and good citizenship.

It seems to me that productivity needs emphasis for there is no sadder sight than an educated person who lacks the knack of making a living. Productivity is essential to the economic and emotional security of the individual.

The time is ripe for a reappraisal of the entire high school program. Every boy and girl must attend school unless mentally or physically handicapped. The same kind of fertilizer will not produce the same results on all types of soil. Neither will the same brand of education produce the same results with all boys and girls.

It would be wonderful if all high school pupils had the interest and ability to profit by a college entrance course. They do not, otherwise, 50 per cent would not drop out short of high school commencement. We must work with young people as they are—not as we would like to have them.

Fortunately, practically every high school pupil has special aptitude and special ability and, with the right kind of educational opportunity can become a good producer in some worthwhile work.

Unfortunately, large numbers of young folks drop out of high school poorly prepared to do anything really well.

Vocational agriculture is fine for the boys who know where they are going and have strong conviction

EDITOR'S NOTE: Mr. Foster speaks in this editorial from a background as a member of the Advisory Committee to the Bureau of Agricultural Education of the New York State Education Department, as a member and vice-chairman of the Citizens' Committee of the Board of Regents on "Revision of the High School Program," and as a member of a local School Board.

tions that they can master the farming business without the aid of education beyond the high school level. Those who are going to attend agricultural colleges in preparation for farming will do better by devoting their high school days to the regular high school program.

I fear that the status of vocational agriculture in too many high schools is reduced by the tendency of too many boys, who do not know where they are going, to get into it as a path of least resistance. There is also a tendency to shunt problem boys into vocational agriculture due to the sheer lack of other vocational opportunity from which such boys might profit. This I believe causes some boys who could profit from vocational agriculture to shy away from it for reasons which are obvious.

Great progress on the part of farmers in stepping up productivity per worker, coupled with a spectacular development in rural living, simply means that the great bulk of rural young people can no longer expect to make a living in the farming business. Therefore, vocational agriculture meets only a very small part of the vocational needs of our rural young folks.

The rural areas are hungry for good tradesmen, good mechanics and good service men of all types. Many of the boys who are now dropping out of high school have fine potential possibilities and could be aided greatly toward becoming producers and eventually good consumers.

I have often said that operating a farm and operating a school are identical in that everyone knows exactly how to do it. Not being an educator, I am therefore an "authority" on how to run a school. Because so much of what we know about farming turns out to be false, in the light of research and changing conditions, it seems to me that in vocational agriculture we need to place the greatest emphasis on the development of skills plus a lot of training in the basic sciences, oral and written expression and such practical things as business arithmetic. Much of the so-called subject matter in agriculture changes rapidly, unlike the basic sciences, arithmetic and the like. In supervision, emphasis should be placed on knowledge that is enduring. Modern extension service offers farmers the opportunity of going to school all of their lives in keeping abreast with change.

In addition to good opportunity in vocational agriculture, we in the rural areas especially need a good deal of educational opportunity in the non-agricultural vocations. To provide this is a problem. Vocational education is expensive. Many of our rural high schools are too small to broaden educational opportunity to this extent. We must find ways and means through cooperative effort of developing within areas vocational training for the large number of rural youth who lack interest in the standard high school program but who have special aptitudes and abilities to become good producers of essential goods and services. By becoming good producers they can then enjoy the satisfaction of being good consumers. □

Maintaining effective relationships with your administrator

S. S. SUTHERLAND, Teacher Education, University of California at Davis



S. S. Sutherland

THERE are a number of conditions which are inherent in the job of a teacher of vocational agriculture and which often make it particularly difficult to maintain good relationships with the principal or superintendent. Most of these are matters over which the teacher has little or no control, but all of them he can and should recognize and be prepared to do something about. Knowing that they exist and that they are possible sources of friction should enable him to take positive action to prevent their developing into major difficulties.

Special Inherent Difficulties

It is very easy to give the impression that you consider your program and your department not an integral part of the school, but something separate and different. Many things contribute to this. Yours is a vocational course with vocational objectives in a secondary school program the objectives of which are much broader and not primarily vocational. It requires special rooms and equipment. It requires transportation facilities for you and your students. It is subsidized by special state and federal funds. It is one of the few which has special supervision given by special supervisors. You often have a separate building for your use. Generally it is located some distance away from the main building and the administrative offices. In contrast with most of the other teachers, who arrive at school just before their first classes begin and remain until the official school day comes to an end, your job may require that you leave the school grounds several times during the day and that you leave before school closes. You may have a car or pickup, perhaps even a bus that is yours. It may even have a sign on the side saying that it is the "ag" car or bus. No one else has this—not even the principal. You are doubtless the only teacher (other than the principal) who is employed on a twelve-month basis and expected to be on the job during the summer. There actually may seem to be more points of difference between your department and the other departments in the school than there are points of similarity.

Sometimes your duties conflict with scheduled school functions — teachers' meetings, for example. Sometimes you may not attend these meetings. All of these things tend to set you and your

department apart from the school as a whole. The principal is seldom a person who knows very much about your special field. As a result he may give you less supervision and visit you seldom or never.

Do you see how easy it is to give your administrator the impression that you consider yourself and the agricultural department something different and separate from the school as a whole?

Your training, your background, your experience is different from that of your administrator. He went to a liberal arts college; you were an "aggie." Perhaps he had a farm background, but it probably was a long way back. You on the other hand may be a frustrated farmer, teaching until you lay aside enough to get a farm of your own. Your contact is primarily with farm people and farm youngsters; his with townspeople, businessmen. You talk the language of the farm; he the language of the educator. He talks and thinks about educating the whole child; you talk in terms of practical education in a specific field. He talks NEA, you talk AVA; to him a project is a classroom activity, to you it is pigs and chickens and steers on a farm. You don't talk the same language.

You may be better known in the community than he is. If he is human, and he is, he may resent this just a little. Not only do you visit the homes and parents of all of the pupils in your classes, but your job brings you into contact with many of the other prominent people of the community—the banker, the editor of the local paper, the hardware dealer, the feed dealers, the county extension workers, the agricultural representatives of the state and federal government, and many others. Furthermore, you get to know them better, more intimately. He sees them at the weekly service club luncheon; you see them in their homes, at their offices. They call you Bill; they may call him Mr. Jones.

You, your department, your FFA Chapter may sometimes get more publicity than the principal and the rest of the school. Probably no other teacher in the school is more "public relations" conscious than you. You feel that you are in competition (generally friendly) with another agricultural education program, that of Agricultural Extension, which sponsors a top-notch publicity program—local, state, and national. You want your place in the sun, too, and your work is newsworthy. You get to know the local editor. He wants news. Even though you may make a conscientious effort to keep your name out of it, nearly every article about your department, the activities of the FFA Chapter will mention you. Who says nice things about the principal? How many articles appear

in the local paper praising the work of the high school as a whole?

You and your department are expensive. Your principal has a right to expect value received, and to be irked if he doesn't get it. You probably receive the highest salary of any teacher in the school because you are paid on a twelve-month basis for eleven months service. What you do and how you spend your time in the summer is not very evident nor very tangible. Therefore, it's easy to compare what you cost the school in salary with what the teacher of English or mathematics costs, and the comparison doesn't look too good. In addition to that higher salary, you have a budget for travel. None of the other teachers have, and perhaps neither does the principal. He may have to present a request to the school board whenever he makes a trip in order to be reimbursed for his expenses.

Your department costs are higher. Your classes are smaller and the per pupil cost of instruction in vocational agriculture may be several times as much as the average for other courses even when federal and state reimbursement is deducted. Your principal has to justify these costs. If you and your department do a good job, that's easy. If you don't—that's something else again!

You may be suspected of having, and you may have, a divided allegiance. While you doubtless have an interest in the broader teachers' organizations, you have a real and active interest in your own professional organization, your state agricultural teachers association. You are supervised directly by a state or district supervisor of Agricultural Education as well as by your school principal. Ordinarily this should cause no difficulty, but it might, because principals and supervisors are human with human failings. The principal may sometimes resent the suggestions of the supervisor, and the standards which must be met in vocational classes through state and federal regulations. It is possible for you to find yourself in the position of having been told to do one thing by your principal and an entirely different thing by your supervisor.

When you were employed, your principal may have had no other choice than to hire you or drop the department. He may have had to hire you or nobody. For the past several years there has been a shortage of qualified teachers of vocational agriculture. In employing other teachers, the principal has been able to select from a long list of qualified applicants—his teachers of science, mathematics, English, social studies, and other subjects. When he was ready to employ a teacher of agriculture or farm mechanics, he was lucky if he had a choice between even two applicants. That wasn't your fault, but it may have put you in a position of being on his staff, not because he wanted you, but because there wasn't anyone else available. Employers resent being told who they must hire and work with, and rightly so.

Your FFA Chapter and its program may be too effective for the best working relationships. This may sound like a paradox, but it could and does happen.

Continued on Page 178

The supervisor and the local school

BURTON THORN, Supervisor, Michigan



Burton Thorn

THE writer believes that every supervisory visit he ever received as a teacher bore some fruit in his own teaching. A supervisor's criticism caused him to quit teaching subject matter and to go after supervised farming programs of such scope that there was time for little besides problem-solving activities growing out of these farming programs. A supervisor's encouragement was responsible for the initiation of student goal-setting in his teaching.

In spite of these and other benefits derived from supervisory visits, better understanding of the objectives and philosophy of supervision on the part of the teacher would have increased the value of these visits.

Probably every supervisor hopes that each school visit he makes will result in a program of vocational agriculture in that community which is more effective than it was before. For this to happen will require rather complete understanding of the purposes of supervisory visits, as well as some preparation and planning for the visit by the local school administrator and by the teacher. An article could be written suggesting preparatory steps the administrator and teacher might profitably make prior to an announced visit. However, this article will be limited to a clarification of the point of view and responsibility of a supervisor to a local school. Statements of policy as expressed here may differ in other states.

Relationship of the Supervisor to the Local School Administrator

The supervisor's responsibility in a community and in connection with a local program is through the local school administrator. The supervisor works with a teacher only with the permission of, and in a manner approved by the superintendent. Lest the impression be given that superintendents frequently object to supervisors working with their teachers, it may be stated that in a little more than two years of work as a supervisor the writer has not encountered a serious problem of this kind. However, a superintendent may regard a particular activity encouraged by the state office as contrary to local school policy. He should have the right to decide if this activity is to be encouraged in his school. If his decision places a serious handicap on the teacher's program it is the supervisor's responsibility to clarify this point directly with the local school administrator.

Relationship of the Supervisor to the Teacher

A supervisor is interested in the teacher, not only as a teacher, but also as a person. He will do all he can to help the teacher personally and professionally. However, his responsibility, like the superintendent's, is to the program of vocational agriculture in the community and to those whom it serves. Sometimes it may seem to the teacher that the supervisor has no heart or soul. At a time like this, one should ask himself if those in the community who should be benefited by vocational agriculture have been getting their money's worth. Only recently the writer had the unpleasant responsibility of telling an indifferent teacher and his superintendent that their present program could no longer justify the use of vocational funds.

The direct responsibility of the supervisor is to the administrator. When a supervisor talks to the administrator he does not commend or criticize the teacher; he commends or criticizes the program for which the administrator is responsible. The supervisor does not take the easy way of blaming the teacher for what is wrong; he places the responsibility on the shoulders of the administrator.

The Responsibility of the Supervisor for Improving Facilities

While the supervisor is primarily responsible for the program of agricultural education, he represents the state educational administration and he must be concerned with all phases of public education. He will encourage a costly development in vocational agriculture in a school only if other vital phases of the school's program can be given adequate attention. A seemingly necessary expansion of physical facilities for agriculture can not be encouraged by the supervisor if, for example, the kindergarten is overcrowded, if the grades do not have a wide choice of reading material, or if industrial arts offerings are inadequate, unless both needs can be met. The examples of non-agricultural needs used here were chosen because the writer has recently been in contact with situations where these needs were evident, and where they quite obviously deserved priority over additional expenditures for vocational agriculture. If the reader does not agree with the examples, he may substitute more suitable ones.

Higher standards for equipment and facilities are important. However, the proper method of approach is the key to attaining them. The supervisor's relationship to the school is, contrary to the usual connotation attached to his title, not so much regulatory in nature as consultative. The writer's experience in working with schools convinces him

that when a school program of vocational agriculture fails to bear fruit in terms of vital activities, it is usually due to misunderstanding. It may be misunderstanding of the state plan, but more often it is misunderstanding of what a real, live program of vocational agriculture can accomplish in a rural community. Proper leadership exerted at appropriate times in a consultative way is a much more powerful force in uplifting vocational agriculture than regulation can ever be.

Responsibility of the Supervisor for the Proper Use of Vocational Funds

In his consultative role there is nothing mandatory about the supervisor's relationship to the school. Help of several kinds is available through the supervisor and the office he represents. He brings ideas from other schools, ideas and occasionally a bit of inspiration from state and national leaders, information about new programs and developments within present programs, and he bears a vital relationship to the federal and state funds which are available to strengthen the arm of vocational agriculture in a local school. If the school can operate a program of vocational agriculture as effectively outside of the requirements of the state plan as within it, or if the school chose to stay within the plan but to operate without vocational funds, the supervisor would be happy. His primary interest is in a good educational program to serve the needs of rural people in local communities. However, experience has shown that schools which set out to offer vocational agriculture either inside or outside of the state plan, but without vocational funds, often fall by the wayside. Usually the course reverts to a textbook course in general agriculture taught by a teacher without adequate experience or training in agriculture. Usually no funds are provided for local travel by the teacher, and supervised farming programs are not encouraged. The writer visited a class in Animal Husbandry in a non-reimbursed high school during the past school year which was centered around a textbook written in 1913. Breeds of swine were being taught on the day of the visit and the relative virtues of the Victoria, Sussex, and Cheshire breeds were being considered along with other more common breeds. The superintendent of the school had stated that this was the first year for agriculture in that school and he planned to offer a two-year sequence with the subject matter being alternated every other year. He evidently intended that it be vocational in nature since he stated that the course was offered because most of the boys in the community came from farms and probably many of them would remain in the community earning part or all of their living from the soil. The teacher was asked what subject was to be offered the second year of the sequence and he stated "It will have to be General Agriculture because that's the only other book we've got." When asked why he had chosen to start with Animal Husbandry he said, "I had a course in Animal Husbandry at the Teacher's

(Continued on Page 179)

Supervisory needs of the beginning teacher

H. M. Olsen, Supervisor, Olympia, Washington

MOST beginning teachers need considerable supervisory assistance and fortunate is the teacher who gets help at the very beginning of his teaching career. Too often it is several months after school starts before the school administrators or the state supervisors have the opportunity to observe the new teachers at work. By this time the teacher may feel that he is hopelessly lost in the whirl of classes, reports, contests, activities, etc. By this time he finds that his prepared lesson plans do not always "fill the bill." He may be discouraged because the students do not live up to teacher expectations. He finds that extra-curricular and FFA activities are very time-consuming. He finds that his agricultural program is complex and that his problems are numerous. Without some sound advice at this time he is apt to develop poor work habits and teaching procedures that will be difficult to correct.

The job of supervision is to assist the teacher to improve instruction. If the teacher is having some of the difficulties pointed out above he cannot do an effective job of teaching. At this stage a supervisor cannot expect the beginning teacher to grasp a lot of ideas, solutions, or suggestions for a "one shot" cure to his teaching troubles. Too many ideas and "sure cures" may only add to the confusion. I believe the supervisor should take time to observe the teacher at work. I believe it is more important to see the good procedures the teacher is using rather than look for faults. The beginning teacher needs encouragement—he may already have discovered his faults and problems. At this stage few teachers feel their work is progressing satisfactorily and a few words of encouragement and a pat on the back do wonders to relieve the feeling of frustration.

Supervision Needed Early

Supervision should start before the teacher is actually on the job. The supervisor and teacher should become well acquainted and through this acquaintanceship the teacher led to realize that the supervisor's job is to help and not to criticize. Through FFA activities, cadet teaching and conferences the new teachers should realize that supervisors are more interested in helping them improve instruction than in watching someone teach. Because of this interest a supervisor will direct without the teacher feeling that his efforts are being criticized. Teachers should be aware of the fact that supervisors come to their departments with the idea of helping and not of watching. (I hope all teachers will introduce supervisors with the remark that "he is here to help us" rather than "he is here to watch me teach.")

Help In Planning

One very important phase of the supervisor's work is to help the beginning teacher analyze his job and to decide upon the order of importance of his various activities. Too often the teacher will devote his full time and energy to the things he likes best rather than getting a good sound program underway. Because of inexperience the teacher is apt to teach from hour to hour and from day to day rather than thinking and planning a long-time plan for his students and his department. It is important at this stage to help the new teacher build solidly on his foundation for a successful teaching career rather than to put on a flashy type of program. I believe one of the best ways to help the beginning teacher to start a long-time plan is to point his efforts towards the development of supervised farming and FFA activities. After a year or two of successful work in these two areas he can then broaden his program to include young farmer and adult groups. I believe the supervisor should impress upon the beginning teacher that his department is a part of the total school system and that he is a member of the faculty and should function accordingly. From a successful start in this area he can broaden his field to promote an understanding on the part of parents and laymen of the objectives and outcomes from the vocational agriculture program.

Besides working on the above ideas, which may be thought of as an area of basic philosophy, the beginning teacher will need help in understanding his job from the standpoint of actual doing. Such phases as classroom procedures, record keeping, project supervision, shop instruction and management will need constant supervision. The new teacher needs guidance in working out objectives and procedures for systematic instruction. He needs guidance in teacher-pupil relationships. Above all, I believe he needs encouragement and the assurance of the administrators and supervisor that he has the ability to do the job. □

Maintaining relationships

(Continued from Page 176)

The principal, again, is responsible for the effective functioning of the entire school. He would like to have all departments and all student organizations functioning well rather than one outdistancing all of the others. Indeed, one principal recently made the statement that he was going to have to hold back and "curtain" the activities of the FFA Chapter until other student organizations in his school caught up with it. That may not be the answer, but there is such a thing as jealousy, even among profes-

sional people. This doesn't imply that your principal is a victim of the "green-eyed monster," but the sponsors of other clubs may be, and he has to live and work with them as well as with you.

You may easily fall a victim to the temptation to "do some farming on the side." Many teachers do this, and do it successfully with no detriment to their work as teachers, and with no criticism from the principal, his board of trustees, or the community. But others haven't been so successful. It could cause trouble. After all, you are employed on a full-time job. When your farming activities interfere with your doing that job and doing it well, your employer has a legitimate gripe.

You have many opportunities to handle other peoples' money. This is and always has been a fruitful source of trouble. Most teachers have planned so they can avoid having to do this, but sometimes it is difficult. This should not need much elaboration. You know the pitfalls already.

You have a special responsibility for the safety of your students. Much of the work you do in the classroom, in the shop, and in the field involves many opportunities for students under your direction to incur injuries. You take them by car or bus on field trips; you take individual pupils home with you in your car; you take groups to fairs, to shows, to judging contests, with constant danger of highway accidents. In the farm mechanics shop there are power tools, edge hand tools, explosive gas, fire to which students are exposed. On field trips they work with animals which sometimes fail to cooperate. Any injury incurred by a boy under your direction and supervision is another potential headache for the administrator.

Your class schedule causes trouble, and you are continually taking boys away from other classes. It may not be your fault that there are time requirements which must be met for vocational classes, but it doesn't help your relationships with your administrator. Neither does it help your relationship with him when other teachers complain about your asking to have boys excused from their classes to go on field trips, or to take part in field days, shows, and other activities held on school days.

These are some of the things that help to make your relationship with your administrator more difficult. They make a rather imposing list. However, they do not comprise an impossible barrier to the right kind of relationships between you and your immediate superior. They merely constitute conditions which you should recognize, eliminate, or avoid where possible, and exercise care and judgment in dealing with, where they can't be eliminated entirely. In fact, with proper procedures you may well turn some of them into desirable situations rather than handicaps.* □

*This is the first of two articles by Prof. Sutherland on Teacher-Administrator Relationships. The second will appear in the March issue.

What the vocational teacher expects from a supervisor

J. W. WILLIAMS, Vo-Ag Instructor, Independence, Mississippi



J. W. Williams

that surround learning and pupil growth. Every alert teacher recognizes the value of good supervision as it keeps us all contributing toward the common goal of human growth, development and relations.

The vocational teacher desires his supervisor to be a well trained, versatile person with a sincere belief in vocational education. He wants him to be a thinker and philosopher; a person of action; a friend and a student; courageous, dynamic, energetic, creative, flexible, adaptable and understanding; having a keen sense of humor; sociable; sincere; knowing what responsibility means; and being familiar with some newer concepts such as (1) curriculum changes, (2) group dynamics, (3) psychology of learning, (4) teaching aids, (5) evaluation procedures, and (6) giving demonstrations.

Vocational teachers expect their supervisor to serve as coordinator of vocational workers in their immediate areas and within the state. With all personnel working toward the same goal much can be accomplished. We also want the help of the supervisor in maintaining good relationships with other departments of educational work.

A supervisor who knows the individual's particular situation and program of work and who counsels him accordingly, can always be of great help. It is not possible for any teacher to render all services expected of him in the community. The supervisor may say "no" in a tactful way for the teacher.

A teacher expects advance notice of a visit from the supervisor, so that necessary plans can be made for available conference time and pertinent problems can be recorded for consideration. With a pre-planned visit very little of the supervisor's time should have to be spent with the vocational teacher in the classroom.

The vocational teacher expects a supervisor to establish rapport with the administrator of the school, to contact him first when visiting the school, and to give recommendations to the administrator after the conference with the teacher.

In the conference the vocational teacher wants the supervisor to discard the role of critic and take up that of counselor while discussing the teaching

situation, the program of work, problems, etc. Suggestions of how the teacher may render more efficient service in his profession should be given tactfully.

The supervisor, by meeting with the vocational teacher, administrative staff, and patrons of the school, can bring out more forcefully a deeper appreciation and a better understanding of vocational work.

Today new concepts must be gained and new insights developed. This can be accomplished by the administrator, the vocational teacher, and the supervisor working together. □

The supervisor and the school

(Continued from Page 177)

College and I knew the most about that subject."

Many other instances of non-reimbursed programs of vocational agriculture could be described which appear to have very little value and many even have negative value. There are many reasons why non-reimbursed programs so often possess little vocational value, but one of the reasons is that a good program of vocational agriculture is more costly than one lacking vocational characteristics. Many schools find it difficult to provide the space, equipment, low student-teacher ratio, scheduled time for on-farm work in the community, money for local travel, salary for summer work and other requirements for a good program of vocational agriculture. The availability of vocational funds encourages schools to provide a more valuable but more costly program.

The Supervisor's Responsibility for Planning Visits to Schools

The following list consists of the more common reasons for scheduling an early visit to a school. Sometimes a combina-

tion of these reasons occur, making an early visit particularly important. For example, a school may have hired an inexperienced teacher and at the same time enrollments may have dropped off.

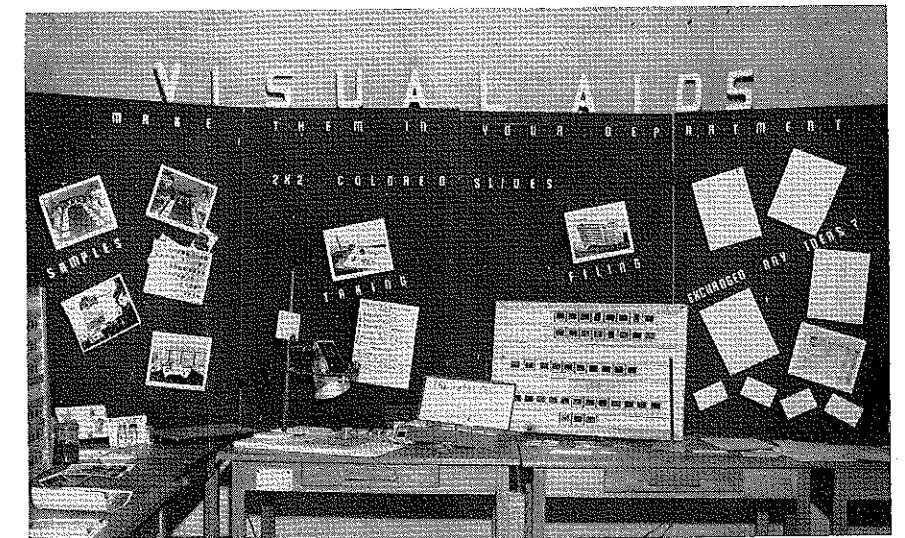
1. A request for help.
2. A new program.
3. A new and inexperienced teacher.
4. A different teacher but with experience.
5. A new superintendent.
6. Low and/or descending enrollments.
7. Supervised farming programs lacking scope, quality, ownership, continuity, basis for vocational instruction.
8. Unsatisfactory scheduling of teacher's time.
9. Mortality of Adults, and Young Farmer programs.

The writer believes that a "request for help" should always have priority over other problems. There is no time when help is as valuable as when it has been requested. The teacher has a problem, and is ready for help. He will put forth extra effort to make the visit successful, since he feels responsible for its occurrence.

Visits early in the school year are usually quite valuable when new programs or new school personnel are involved. Problems of scheduling may be the occasion of an early visit, particularly if the schedule is so seriously out of line as to limit the ability of the teacher to conduct a program worthy of the support of vocational funds.

The quality of the program of vocational agriculture which is offered in the community is of greatest importance to the supervisor. He must lend encouragement to bring about the desire and ability to improve programs. His role is one of leadership and inspiration in advancing the program of agricultural education. □

More than 250 donors have made contributions totalling more than \$160,000 to the Future Farmers of America Foundation, Inc., during 1952.



A Visual aids display which attracted much attention of the teachers in the state conference of vocational agriculture personnel. Teachers want help in such problems from those who supervise them. Photo—courtesy of John Keller, Perry, N. Y.

What's right with Vocational Agriculture

LOUIS M. SASMAN, Supervisor, Wisconsin



Louis M. Sasman

IT HAS occurred to me that perhaps, while I have been critical of others in my own work, I have succumbed to the current fashion of being cynical about the present as compared with the past and have been focusing attention on what's wrong with vocational agriculture rather than on what's right. So, I would like to consider with you some of the things which I think are right with vocational agriculture. I am going to try to make some comparisons with situations that have existed in the past.

First, I would like to mention the instructors. They are, of course, the foundation upon which the program rests. We have, at the present time, 295 vocational agricultural instructors in Wisconsin and 222 instructors in the Institutional on-the-farm veteran-training program. One hundred thirty-three of these men have had ten or more years of experience as vocational agricultural instructors and forty have had twenty or more years of experience. We had only 103 instructors in 1932. Many of them have Master's Degrees in Agricultural Education and many more have done some work toward such a degree. Practically all of them are farm-reared men and many have had four years of vocational agricultural training. I doubt if at any time in the past we have had as well trained a force of instructors in vocational agriculture in this state or one more intent on, or more capable of, rendering a high degree of service to the schools and communities in which they are employed. At the same time, when one realizes that about half of the men who were instructors in vocational agriculture twenty years ago are still in the program, he realizes that this program is the result of a lifetime of work of many men.

Increase in Pupils

Of course, an instructor would be no good without pupils.

Both the total and the average enrollment in vocational agriculture in Wisconsin has continued to grow throughout the years. The average enrollment, per instructor in high school departments, was 57 in the year 1950-51 and was exceeded only in the state of Tennessee where the average was 69. The next highest average to Wisconsin was Utah where it was 55.4 and Florida where it was 53.4. In states surrounding Wisconsin, averages were as follows: Illinois, 34.1; Indiana, 35.4; Iowa, 44.6; Michigan, 39.1; and Minnesota, 50. I am not sure that average enrollment is something to which we should point with

pride. I doubt, however, if any other State can show a larger percentage of its farm boys enrolled in vocational agriculture. It seems to me that there can be little question but that the continued growth in the program of vocational agriculture reflects the opinion of farm boys, their parents, school administrators and school board members that this program is admirably serving the needs of farm boys who are coming to high school. I sincerely believe that vocational agriculture has been one of the strongest forces in the state encouraging boys to go to high school and keeping them there after they enrolled, getting support for the high school on the part of the farm population, and uniting school areas. In other words, I believe that vocational agriculture has been a primary factor in the improvement of rural high schools in this state.

It seems to me that in response to this faith in the program of vocational agriculture, our ideals for a sound program have also continually risen.

Programs Are Improved

We have continually modified the curriculum to more adequately meet the needs of those enrolled. Not only has the suggested state curriculum been continually revised through consultation with representative instructors and much effort on the part of members of the teacher training and supervisory staffs, but local instructors have constantly adapted their teaching to provide the best possible training for farming. Instructors continue to be constantly on the alert to secure better reference books and bulletins, specimens of teaching materials of all kinds, and charts, slides and films to aid the students in visualizing the situations. Of course, these practices have always been followed by many teachers, but, I believe we have had an ever growing percentage of instructors giving constant attention to the improvement of instruction. The veteran-training program with its emphasis on individual instruction and previous to that, the war-training program with its emphasis on instruction for specific purposes have been factors in helping us to keep our attention focused on practical instruction. The constant emphasis in this State on Young Farmer and Adult classes where attendance is purely voluntary has also greatly helped to keep instruction on a practical level. The methods we have used in our Young Farmer and Adult classes, including the war-training and veteran-training classes, have carried over to a considerable extent into the high school program and vice versa.

Better Supervised Farming Program

In our idea of what constitutes good farming programs for vocational agricultural pupils, we have also made constant progress during the years. Thirty years ago, many vocational agricultural

pupils simply carried a "project." In fact, we required them to carry a "project." In fact, we required them to carry "projects" and neither our idea nor theirs of what an adequate "project" was, was very sound. Today, our ideal, at least, is that those enrolled in vocational agriculture are receiving instruction designed for those who have entered upon or are preparing to enter upon the occupation of the farm. We recognize that the experience which a boy or young man receives on the farm under his father's direction is an exceedingly valuable part of his instruction and that his whole experience on the farm constitutes his farming program in vocational agriculture. In other words, any "project" that he may carry is a very small part of his farming program. In the development of this idea, as well as in the development of our curriculum organization and teaching materials, we probably have done no more than we should by profiting from the experience of the years. The fact remains, however, that we have profited from such experience and have developed a program to which we can justly point with pride.

Service to Young and Adult Farmers

The development of the Young Farmer and Adult program in vocational agriculture has also been a noteworthy accomplishment. Adult education is such an integral part of vocational agriculture that it really is impossible to separate it from the rest. It has always been recognized that the "home projects" or farming programs of the boys in high school departments or, for that matter, in Young Farmer and Adult classes have been powerful factors affecting the progress of farming in the community. In fact, in this state especially but to a large extent in all the states, we have put great emphasis on the improvement project of high school boys as a means of increasing the use of improved practices. The same can be said, of course, in regard to the use of so-called "approved practices." This whole phase of our program, that is, the development of the farming programs, is as much a part of the program of Young Farmer and Adult instruction as it is of the high school instruction, although it is not commonly recognized as such. We cannot have strong farming programs without considerable adult education. When a boy develops a farming program which includes the development of any improvement on the farm, that improvement is watched and discussed not only by the boy and his instructor, not only by the boy and his class and the instructor, but by the boy and his parents and the instructor, and by parents and neighboring parents. So the farming programs themselves have been one of the strongest forces for Young Farmer and Adult education in agriculture.

In addition, we have really had a remarkable development in Young and Adult Farmer classes as such and that development too, is a credit to the whole program because it indicates the high regard which farmers have for the instruction. To be sure, this program has not developed to the extent that it would

(Continued on Page 182)

What the supervisor expects of the teacher

COLA D. WATSON, Supervisor, Vermont

SUPERVISION in agricultural education is a process of mutual cooperation between professionally trained educators for the purpose of up-grading programs of instruction. To be sure, supervisors perform administrative and promotional functions but their primary purpose is to create and provide a favorable setting in which instruction can take place. The supervisor considers the teacher of vocational agriculture as a fellow professional worker and not as an employee. As such, he considers him to be physically and emotionally mature and capable of planning and executing his own program of activities and effectively directing his own energies. He must be able to work independently but should cooperate fully with his fellow workers and supervisors. He should have a thorough knowledge and understanding of the objectives of vocational education in agriculture and of the procedures and the standards necessary to attain those objectives.

As a professional worker the supervisor expects the teacher of vocational agriculture to adjust his working hours to meet the necessities and responsibilities of his duties, without thought as to "overtime" or the "standard work week." He should recognize the scope of his job and be capable of budgeting his time so as to allow for activities at the appropriate time in the areas of greatest need. In the process of making his decisions he may seek counsel and advice from his supervisors and others, but once his decisions are made he should act upon them and assume full responsibility for their validity. When he has developed new ideas, plans, and materials he should gladly share them with his fellow workers. By the same token he should always be receptive to constructive criticism and suggestions by his supervisors in the up-grading of his program. He will plan and work continually for the welfare of those he serves and will respect their confidence.

Professional Attitudes Are Expected

He will continually seek to improve himself professionally and technically in order to be able to render better service on the job. He will accomplish this by attending meetings with his fellow workers and taking an active part in the programs of these meetings as well as by individual consultation and research or experimentation. He will strive for promotion and advancement in the profession only on the basis of superior preparation and worthy professional performance. He will attempt to adjust his grievances by discussing them directly and privately only with those who are authorized to make adjustments and will refrain from complaining and grumbling to others. He will avoid rumor and hear-say and not credit or repeat any information concerning his profession except that given to him directly by those authorized to release it.

He should advance himself and his profession through active membership and participation in local, state, and national associations devoted to the furtherance of professional aims and the improved status of vocational education in agriculture.

Should Recognize Value of Reports

He will recognize the need to document his work and will make prompt and complete reports of his activities. He will realize that benefit to his local program will accrue from improved understanding and support of the total program of vocational agriculture on the state and national levels and that materials used at these levels are largely an accumulation and consolidation of information gained from reports of local department plans, programs and accomplishments. He will be anxious to do his fair share to make the whole program function as a coordinated unit.

The teacher of vocational agriculture is a citizen of the community in which he lives and is expected to participate in those family and community activities which make for a well-adjusted and happy citizen.

In summary, the supervisor expects the teacher of vocational agriculture:

1. To be physically and mentally mature.
2. To be well prepared, professionally and technically, to do a creditable job of teaching vocational agriculture.
3. To seek assistance and advice when needed.



Teachers should have understanding of the methods of teaching and be able to select and use those which are most effective under any given set of circumstances. Pictured above is Fred Kawamura, Vo-Ag instructor at Aica School, Aica, Oahu, demonstrating air-layering to two of his pupils under actual field conditions.

4. To be interested in self-improvement.
5. To share his experiences and cooperate with his fellow workers including his supervisors.
6. To have a knowledge and understanding of the objectives of vocational education in agriculture.
7. To give more thought to service rendered than to financial compensation received.
8. To strive for promotion on the basis of superior preparation and worthy performance.
9. To adjust grievances privately and directly with those concerned.
10. To promote local, state, and national professional associations.
11. To prepare and submit complete reports promptly.
12. To be a well-adjusted and happy citizen of his community. □

Our cover picture

Supervisory assistance includes a wide variety of services in the program of vocational agriculture. Among these are the supervisory services supplied by the teacher to his pupils, usually on their home farms.

The Cover Picture shows L. L. Bullard, Vo-Ag instructor of the Heuck's Retreat Consolidated School in Mississippi, supervising a pupil who has developed an effective fire lane as a part of his forestry project.

FFA's national membership, as of last June 30, reached a new record total of 352,916. There are 8,498 local chapters of FFA, and only 137 white departments of vocational agriculture that do not have FFA chapters.

Teacher-supervisory relationships

JACK PUTNAM, Supervisor and FFA Exec. Sec., Oklahoma



Jack Putnam

ON the wall behind his desk in the Vocational Agriculture offices at Stillwater, State Supervisor J. B. Perky has hung this reminder for all to read: "If it is not in writing, it does not exist—Anon."

This bit of wise counsel is typical of the straight-from-the-shoulder relationship Oklahoma's state supervisor and his staff has maintained with the teachers in the field. It has accounted a great deal for the success in building a strong Vocational Agriculture program in Oklahoma.

Teachers have never been "in the dark" as to what is expected of them. They, in turn, have been encouraged to speak out on their own problems.

Every teacher in Oklahoma has been issued in writing a "Code of Ethics For Vocational Agriculture Teachers" which sets out in definite terms the code by which they are to operate. "The Code" is stressed time and time again by the state supervisor in state-wide meetings and by supervisors in their professional improvement meetings in their districts.

On the other hand, the supervisors have been quick to listen to suggestions from the teachers "on the firing line." Recently, two veteran Vocational Agriculture teachers—Jack Harper of Cordell and Henry Heise of Sayre—were asked to put down in writing what they expected from their supervisors, with the expectation that they would reflect the thinking of a majority of the teachers. Here is what they wrote:

What The Teacher Wants From A Supervisor

1. I expect my supervisor to be a real leader who is respected by the teachers.
2. I expect my supervisor to know enough about the program to assist me in planning a suitable Vocational Agriculture program for my community. I expect him to be informed on new agricultural information and developments which he can pass on to me.
3. I expect my supervisor to criticize when necessary, and to compliment me when I am deserving. (This gives me a great moral lift.) He is expected to evaluate our programs and offer constructive suggestions. I want him to do so, however, in a tactful manner as a friend, not as a dictator.
4. I expect my supervisor to assist me with "straight thinking" when mine might be influenced by prejudice or

petty ills. I expect him to "back" me when I am in the right. He should help me and give advice in solving school and community problems whenever necessary.

5. I expect my supervisor to have a good personality. I want him to be the kind of man who I can feel proud to present to school officials and others in my community.

6. I expect my supervisor to treat me as an individual and not try to pour all teachers in the same mold.

There you have the thinking of two of Oklahoma's Vocational Agriculture teachers. Now here is the measuring rod to which every teacher in Oklahoma is put, the "Code of Ethics":

What The Supervisor Expects of A Teacher

1. Be a recognized agricultural leader in your local community.
2. Be honest, sincere and conscientious in all of your dealings with boys, as well as with adults. Command their respect.
3. Know your community. Keep busy at your job.
4. Leave an itinerary with your superintendent when working in or upon leaving community. Exhibit interest in the over-all school program. Express appreciation to other faculty members when they render assistance.
5. Dress for the occasion. Be well groomed.
6. Stay behind the scenes in FFA banquets, special programs, etc. Let the boys be in front. But see that everything is in top form before starting.
7. Be an active member of the Chamber of Commerce and a civic club if your community have them. Co-operate with other agricultural agencies. Do not minimize their efforts.
8. Be a good listener and learn from the experiences of others.
9. Teachers should contact the teacher of another department when he is buying projects in the community or visiting FFA members' projects. Seek the advice of experienced teachers when confronted with problems if they are near you. Give information to a co-worker when asked. Don't make light of questions asked by new teachers.
10. When you can't say something good about a fellow Vocational Agriculture teacher, don't say anything.
11. Contact the state office when wanting to change schools or to be interviewed by another school. Do not bid for jobs. Never apply for a job where a Vocational Agriculture teacher is already employed.
12. Use of tobacco should be with discretion. Use of alcoholic beverages in any form is out.
13. Be prompt and accurate with all

reports. Be on time for all appointments you make.

14. Meet all financial obligations when due and do not extend the arm of credit beyond your ability to meet your obligations.

15. Seek constructive criticism from local school officials. No alibis should be given when caught short on following through on a detail. Do not carry a chip on your shoulder. "Doubting Thomases" seldom win.

16. Be a team player. Give and take with your fellow man.

17. Be an early riser for the day's work. Be a model for your boys.

18. Aid and assist FFA members in time of personal troubles as well as in school. Look after them and stay with them at fairs, shows and contests.

19. The objective of every teacher should be to build young men, as well as to build a sound agricultural program.

20. Time cures many things—maybe it will cure some of your troubles. □

What's right with vocational agriculture

(Continued from Page 180)

have if the growth in high school enrollment had not absorbed an ever increasing amount of the instructor's time and if people were not rather fully absorbed with the pressures for space and teachers for the 4 to 20 age groups. Nevertheless, there has been a constant growth to which we can all point with considerable satisfaction.

Growth of the FFA

Another phase of the program of vocational agriculture to which we can point with considerable pride is the development of the organization of the Future Farmers of America.

Wisconsin, this past year, had 13,647 active members in this organization. These are members, as, of course, you all know, who join the organization when they enroll or shortly after they enroll in first year agriculture as freshmen in high school and continue their membership throughout their high school years and many of them for one, two or three years beyond high school.

Through their organization in local Chapters, the state association and the national organization, the members learn how to plan programs of activities, elect officers and delegates to district, state and national meetings, conduct meetings and discuss the social and economic questions of the times.

Through their ritual, their creed and their statement of purposes, they are impressed with the high ideals of Washington and Jefferson and the philosophies that have plotted the progress of the nation throughout its life.

Through the degree ceremonies, they are inspired to progress in their personal and vocational programs so that they might continually rise to higher levels of leadership and cooperation on local, state, national and international levels.

(Continued on Page 183)

Assistance for the Vocational Agriculture teacher

FRED PEABODY, Vo-Ag Instructor, Saranac, Michigan



Fred Peabody

IT HAS often been said that agriculture is never static; it is always changing. How can we teach vocational agriculture if we do not change our teaching procedures to keep up with changing conditions? Almost invariably when a group of Vo-Ag men gather, the conversation becomes centered around the problems involved in our teaching field. Many of these current problems are universal for us; others are peculiar only to restricted areas. Regardless of the scope of our difficulties, we often feel the need for assistance in planning our course of action. The longer we teach, the more we become aware of the value of weighing and utilizing the experience and advice of others.

Fortunately, there are many well qualified men who are available to assist the vocational agriculture teacher in organizing and conducting a well rounded program. Included in this group are state supervisors, teacher trainers, local school superintendents and principals, local farmers, fellow teachers and local county agricultural workers.

Assistance From The State Level

The state supervisors in Michigan attempt to make at least one visit to each Vo-Ag department every year. These visits offer an opportunity to discuss and solve many problems which involve any phases of the program of vocational agriculture. Areas such as FFA; adult and young farmer classes; classroom organization; departmental record keeping; school relationships; and filing reports are only a few of the items which are continually confronting the Vo-Ag man. Outside suggestions can often be very helpful in solving these problems.

The state office can also be helpful in promoting understandings between the teacher and the superintendent. Numerous letters from the state level are channeled through the office of the local school superintendent. This, coupled with the visit of the state supervisor, assists in promoting cooperation between both men.

Departmental visits by teacher trainers again offer opportunities to receive outside help with current problems. In this area, Michigan State College offers an extension course related to problems of first year teachers. Each member of this class, as part of the course requirements, chooses a major problem of his department to solve. The group discussion meetings of this class are of unparalleled assistance to the first year teacher because of the practical nature of many of the problems involved. The

solution to these problems are often directly applicable to the individual departments represented in the group.

Both state supervisors and teacher trainers are able to spend but a relatively short time on their visits to the department. In order to conserve time, I have found it helpful to keep a memorandum of the current departmental problems. This list, made in advance of each visit, serves as a guide so that no important items will be omitted.

The State Office of Vocational Education and the Vocational Education staff of Michigan State College cooperate with Vo-Ag instructors in conducting the annual conference for Michigan teachers of vocational agriculture. This conference makes possible an exchange of ideas on the various subjects related to our field of agricultural education. In cooperation with the college staff some of the latest agricultural information is made available to us. The conference not only assists in keeping us up to date, but also develops a fellowship which is desirable in any profession.

Assistance From The Local Level

The school superintendent and principal are in a position to be of great help to their Vo-Ag teacher. Although vocational agriculture is only one of the many departments of the school, most school administrators are willing to work closely with the teacher in operating the department. Such items as scheduling of field trips and farm visits, developing adult and young-farmer programs, utilizing and improving the available facilities, all require the cooperation of each party concerned.

In many rural communities the value of the total program of a school is judged by farmers according to the effectiveness of the Vo-Ag program. The realization of this fact on the part of school administrators can bring about a desirable working agreement between the teacher of vocational agriculture and the school officials.

We must not forget the role of the local farmers in our program. If we are to operate our department on the basis of the needs of the farmers in the community, we must take advantage of the suggestions made by them. Anyone who has conducted adult-farmer classes realizes the contributions that farmers make, not only in connection with the adult program but also to the total program. Most authors agree that advisory councils can be helpful in this connection by bringing about departmental and public relation improvements.

In our county we have an agricultural committee composed of the Vo-Ag teachers of the county. At our committee meetings we attempt to coordinate some of our extra-departmental activities and cooperate on such items as educational exhibits for our county fair.

We also cooperate with the county extension men in developing the soil judging contests and the fat stock show.

In conclusion, we believe that in order to establish a genuinely effective program of vocational agriculture, we must weigh and utilize the experience and advice of those around us who are interested in helping us to achieve this end. □

What's right with vocational agriculture

(Continued from Page 182)

Nowhere in the world, I think, is there to be found an organization of youth which is doing more to train youth by giving to youth the opportunity and the responsibility for leadership.

Some of the specific developments which have taken place in Wisconsin include: the conduct of officer leadership meetings in each of the five sections of the state, the conduct of over 30 district public speaking contests in the state training Future Farmers in the discussion of farm problems, the recognition each year of outstanding farmers by local Chapters and recognition to those farmers by the State Department of Agriculture at the State Fair, the development of a program of farm safety carried out through local and state committees, the development through cooperation between the Wisconsin Dairymen's Association and the Wisconsin Association of Future Farmers of America of the most outstanding junior dairy herd improvement program in the nation, the sending each year of a representation of about 50 Future Farmers and instructors to the national convention at Kansas City where they have had the inspiration of seeing these young men conduct their own meeting and develop their own programs.

You are all acquainted with Future Farmer activities on the local level; parent and son banquets held, in many cases joint banquets with local Chapters of the Future Homemakers of America, community services performed in farm safety, school ground improvement, contributions made to agricultural departments and school facilities, woodlot and school forest planting and development, school fairs conducted and many, many other activities of a similar nature.

So, I say that the instructor in vocational agriculture can take pride in being connected with one of the great forward-looking movements in education, a movement which for over thirty years has been in the fore-front of the progress in schooling in rural communities.

The instructor in vocational agriculture can well say with the Future Farmer member, "I believe in the future of farming with a faith born not of words but of deeds; achievements won by the past generations of farmers (and teachers); in the promise of better days through better ways even as the better things we now enjoy have come up to us through the struggles of former years."

Yes, there will always be current problems in vocational agriculture, but when we consider what is right with the program we can go forward with renewed hope and courage. □

Guidance for establishment

LLOYD J. PHIPPS, Teacher Education, University of Illinois



Lloyd J. Phipps

growing in complexity.

Several factors have increased the complexity of the problem. Farm mechanization has increased the capital required for entering farming. Farms are increasing in size. Timmons and Barlowe state, "the average midwest farm size has increased from 122 acres in 1880 to 188 acres in 1945, an increase of 54 per cent." average farm size in Illinois has increased from 154.7 acres in 1945 to 158.6 acres in 1950.²

Increased farm size has resulted in a decrease in the number of farms available. The number of farms in Illinois has decreased from 204,239 farms in 1945 to 195,268 farms in 1950.³

The increased size of farms has, along with other factors, increased the amount of capital required for operating a farm. The Illinois Farm Bureau Farm Management Service for the year of 1950 indicates an average of \$18,011 to \$86,133 total operator capital investment, exclusive of land, depending on the type and size of the farm.

Since the problem of starting in farming is becoming more complex, a teacher should know how the young men in his community are becoming established in farming and how they might modify their conduct so that they could become farmers more quickly, with less frustration, and on a sounder basis. The author with the assistance of William Masters recently completed a study of one hundred former Future Farmers now farming to discover what pertinent information a teacher might collect that would assist him with his guidance work regarding establishment, and to discover the methods used and the problems encountered by typical Future Farmers in the process of becoming farmers.

The one hundred farmers studied were selected by random sampling in twenty-five communities in Illinois. The twenty-five communities were scattered geographically throughout the State of

¹John F. Timmons and Raleigh Barlowe, *Farm Ownership in the Midwest*, North Central Regional Publications, No. 13, Ames, Iowa, June, 1949, p. 851.

²Preliminary 1950 Census of Agriculture, State of Illinois, Bureau of the Census, U. S. Department of Commerce, Washington, D. C., December, 1951, p. 1.

³Ibid.

YOUNG MEN and their parents need an increasing amount of guidance and counseling regarding the problem of establishment in farming. The need for intelligent choices regarding establishment is becoming increasingly important because the problem is

Illinois. Each of the nine farming type areas in Illinois was represented by at least one community. All the farmers interviewed left school in the fifteen year period between 1935 and 1950. In selecting farmers to interview, establishment in farming was defined to include farming as an owner-operator, as a tenant, or as a partner in which a definite joint-operation agreement was in existence.

The process of becoming established in farming followed by the one hundred farmers studied follows. The data which will be presented indicates the type of information a teacher might secure for his own community regarding how young men become farmers. The data may also indicate something about the process young men do follow in becoming established in farming.

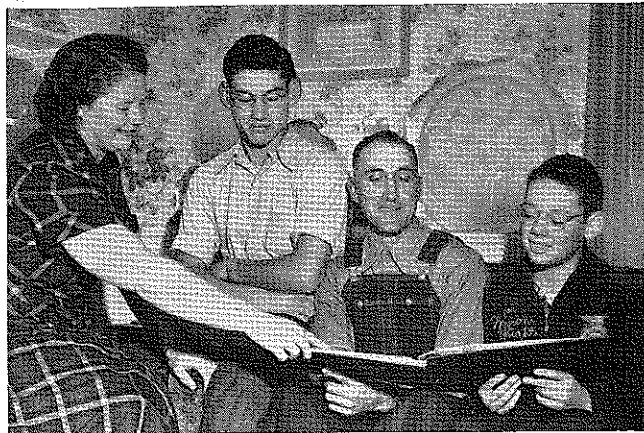
Process of Establishment

Sixty of the one hundred farmers studied worked at home for, or without wages after leaving school. Fifty-nine had experience in farming in a partnership. Twenty-eight of these fifty-nine went almost directly into partnership arrangements. Only four of the one hundred worked at a non-agricultural occupation and only ten had performed custom work in the process of establishment.

Fifty-two of the one hundred farmers studied were farming as tenants. Fifteen of these fifty-two had formerly farmed in partnerships. Five of the farmers studied were owner-operators. One of these had formerly farmed in a partnership.

Eighty-seven of the one hundred farmers studied started in farming between 18 and 26 years of age. The mean age of starting was 22.5 years.

If there is going to be a four to five year gap between high school and establishment in farming, teachers might provide guidance regarding partnership projects as a means of bridging this time gap. Partnership projects may also promote partnerships in farming, a common method of starting to farm as shown in this study. No data were collected regarding the effect of partnership projects on the amount of time required for becoming established in farming. They may, however, be a means of decreasing the time required for getting started in farming. If a large percentage of the all-day pupils who become successfully established in farming are to farm in partnerships, partnership projects in high school might be encouraged as a means of teaching how to successfully work



Successful establishment in farming usually requires considerable family planning and cooperation.

with another person in a partnership arrangement.

Partnership projects in high school usually offer opportunities for including in the curriculum units of work on establishing partnerships, on operating partnerships, and on the legal framework of partnerships. Considerable time might also be allotted in young farmer courses to partnership farming arrangements and what they offer as a means of becoming started in farming.

All-day pupils in a vocational agriculture department might profitably be guided to think together regarding the steps young men follow in becoming farmers in their community, the time it takes to become established, the procedures followed by some former vocational agriculture pupils in decreasing the time required to become established, and what they can do while in high school to "speed up" the process of establishment. Young farmer courses might also devote some time to discussing these topics. A teacher who guides his all-day pupils and young farmers in discussions of this type might find that his students are motivated to initiate and conduct local studies of their own regarding establishment.

Group guidance procedures of the type suggested will have to be supplemented with individual guidance and counseling, both during the high school period and during the young farmer period before establishment. Teachers could probably base much of their assistance during visits to the farms discussing with their students the steps and procedures they might follow in becoming farmers. Parents might also be motivated to think seriously about starting their sons in farming by presenting them with data regarding the process of becoming established in farming followed by a typical young man.

Method of Becoming Established

Only eleven of the one hundred farmers located their farms through their own efforts. Only twenty-eight did not have to use credit to start farming. The principal source of credit was the immediate family or relatives, and the fathers were the most common source of money within families. Most of the one hundred farmers studied obtained money to begin farming from more than

(Continued on Page 188)

How to report agriculture — tips to Vo-Ag teachers

WILLIAM B. WARD, Professor of Agricultural Journalism, Cornell University.

YOU and your students are—or could be—news "gold mines" for newspapers, magazines, and radio stations in your area. But an old and basic journalistic warning is that "the best story in the world isn't worth a dime unless it gets in a publication or on the air."

Just how can you get newsworthy facts used in these media? My first and most important tip is to find out what your local editors and radio program directors want, for their "wants" sometimes differ greatly. Then be sure you prepare the material in the way they want it.

You would be surprised how many vo-ag teachers flunk that test. Not long ago I asked a group these three questions: (1) Do you personally know the editor of the local newspaper and the program director of your radio station? (2) How many of you have actually visited them within the past year? and, (3) Do you really know what kind of material they are looking for, how they want it written, and when they want to get it?

The scarcity of "yes" answers told me the reasons why the majority weren't successful reporters of their activities and their agricultural knowledge. And many of them had griped that the local paper and radio station weren't treating them right—not carrying enough information about their activities!

Today if your news is to get into the jam-packed daily and weekly papers and used on radio stations, it must win over competition from literally scores of other sources. That means it must first of all be news. Secondly, it should follow the rather simple ABC's that every editor attempts to drill into the cub reporter—Accuracy, Brevity, and Clarity. Accuracy speaks for itself. Brevity does not mean the sacrifice of important facts, nor does clarity or simplicity mean the use of a kindergarten vocabulary. There's no profit to you, however, in writing a newspaper or magazine story or a radio script if virtually no one reads or listens, or worse, if people read and listen and don't understand.

There is a new awareness among many Vo-Ag teachers of the need for better writing, and I have seen a host of their examples in newspapers and magazines of how to do it. They have studied closely the straight news style of top-notch reporters and the widely different style of magazines and radio script writers. By so doing they have gained an acceptance of their own radio and press copy. And there's nothing like success to keep creating success.

EDITORS NOTE: Prof. Ward is the author of a new book—"Reporting Agriculture," the review of which will appear in a forthcoming issue of the Magazine.

In their newspaper stories they pay particular attention to those ABC's and news-writing techniques. They prepare a short, newsworthy lead (beginning paragraph) that will contain only the most important facts. Their copy following the lead develops or enlarges upon the facts in that lead in the order of importance—not in chronological order.

Today you need more than bare facts if you are going very far in modern agricultural reporting. Newspaper readers, of course, want to know what happened without frills or distortions, but they also want to read interesting articles. Study the news stories of experienced farm reporters to see how they inform and hold the interest of readers.

Writing for farm magazines offers you more of a chance to use an informal style and to treat a subject more thoroughly. Moreover, free-lancing for farm magazines not only brings satisfaction and professional prestige, but usually financial rewards as well.

Practically all farm magazines rely heavily on material from free-lance writers. For instance, all members of the editorial staff on one national farm magazine are writers as well as editors. Yet in an average year they contribute only about one-fourth of the total editorial content of the magazine. Three-fourths comes from 400 persons—Vo-Ag teachers, Land-Grant College editors, county agents, extension specialists, and others.

Editors of farm magazines want facts more than they want beauty of writing. They say, "We'll put the polish on the



Interviewing farmers gets results. Many Vo-Ag teachers mingle with farmers to get facts for articles they write for newspapers and magazines. It's then that they feel the pulse of agriculture and do their best writing.

stone, if you turn up a diamond of an idea." Good writing and good pictures, however, will help sell your article.

Again I urge you to analyze farm magazine articles written by well-known writers. Furthermore, study the magazines carefully, for this will tell you what type of articles the editor is accepting; then to save his time and yours write to him to find out if he's interested in your article idea before you spend hours writing the manuscript.

Before you begin to write a magazine article be sure you have done sufficient research to get all the facts you need. Then for your sake, prepare an outline. Otherwise your article will probably be a flop. As you write, never forget the reader—put yourself in his place. If you do this you're not likely to leave out facts that the reader wants. Furthermore, he is more likely to understand and use the "borrowable ideas" you describe in your article if you tell as much of your story as possible through farm experiences.

Many of the suggestions given for farm magazine and news writing apply to radio. The principal difference is that radio copy must be written to be spoken. Sentences, therefore, usually have to be shorter and written in an informal conversational style. Stiffness in radio writing and delivery suggests a "bookishness," which gets away from that easy, informal style.

If you want to get information used on your local radio station, don't just send over the news story you prepared for the paper, or that article you wrote for the magazine. Your chances of getting those facts broadcast are 10 to 1 in

(Continued on Page 191)

The concept of an individual farming program

MILO J. PETERSON and GLENN Z. STEVENS, Teacher Education, University of Minnesota



Milo J. Peterson

SHOULD the elements comprising a comprehensive individual farming program be stated in the words of the recognized educational objectives in vocational agriculture? Have the terms "Productive enterprise project," "Improvement project" and "supplementary farm practices" been a teacher-oriented language? Have these designations contributed to the misinterpretation that a student who has more than one "project" therefore has a farming program? By carefully appraising the tremendous progress which has been made in the past twelve years in the clarification of the pivotal position of a balanced, complete, individual farming program in effective instruction in vocational agriculture, it is possible to see the significance of the job done by the committee which prepared the monograph—*Educational Objectives in Vocational Agriculture*.¹

Public education recently has moved rapidly toward understanding and translating into action the underlying principles of the community-school concept of vocational agriculture which has so successfully served the personal and social needs of the farm people who have participated in the instructional programs in local communities. That teachers should be asking questions about the matter of development of students' farming programs is but evidence that vocational agriculture is a dynamic force in American rural life. The purpose here is to discuss the six objectives in their relation to the teacher's responsibility for organizing learning experiences based on the individual farming program needs of each student.

Relation to Objectives

In the outline proposed here, it is assumed that all four of the elements listed contribute to Objective 1—*To make a beginning and advance in farming*. Objective 3—*To market farm products advantageously* is an integral part of the complete cycle of each crop or livestock enterprise and is, therefore, one of the problem areas in every experience unit in Object 2—*To produce farm commodities efficiently*. This is likewise true of Objective 4—*To conserve soil and other resources*. On most farms, a student needs planned experiences in both livestock and crops.

Acquiring the necessary farm machinery, buildings, and other capital invest-

¹Educational Objectives in Vocational Agriculture. U. S. Office of Education, Vocational Division, Monograph No. 21, 1940.

ment in equipment is a primary concern in becoming established in farming. Instruction in the selection, operation, maintenance, and repair of farm machinery and equipment has been considered to be a fundamental phase of training for proficiency in farming. The current trend toward mechanization of farming increases the importance of this factor in the planning of individual farming programs.

Objective 5—*To manage a farm business* and Objective 6—*To maintain a favorable environment* are closely interrelated. Family living needs and desires should rightfully, and almost invariably do, affect the choice of the specific combination of farm business factors. Experiences involving all of these considerations should be a part of each student's comprehensive long-time farming program.

The specific proposal for the organization of a farming program in terms of farming objectives is that experiences of one or more of the four kinds (see items a, b, c, and d. in the outline)

MY FARMING PROGRAM FOR 19____-19____ Name _____

Elements in a Good Farming Program	Scope	Enterprise or Activity
1. Involvement in the major livestock enterprise(s) on the farm.		
a. An equity or partnership in the total enterprise	_____	_____
b. Ownership and/or management of a definite number of animals	_____	_____
c. An improvement undertaking in livestock management	_____	_____
d. Skills and decisions (done with enterprises not included above)	_____	_____
2. Involvement in the crop production and soil management of the farm.		
a. An equity or partnership in the total cropping system	_____	_____
b. Ownership and/or management of crop(s) in one or more fields	_____	_____
c. An improvement undertaking in crop or field management	_____	_____
d. Skills and decisions (done with enterprises not included above)	_____	_____
3. Involvement in the mechanized farming abilities required on the farm.		
a. An equity or partnership in the total equipment investment	_____	_____
b. Ownership and/or management of specific machine(s) or item(s) of equipment	_____	_____
c. An improvement undertaking with machine(s) or equipment	_____	_____
d. Skills and decisions (done with equipment not included above)	_____	_____
4. Involvement in the management of the farm business, and development of a favorable environment in family and community living.		
a. An equity or partnership in the total farm business	_____	_____
b. Ownership and/or management of specific items of use in farm and family living	_____	_____
c. An improvement undertaking to raise level of farm and family living	_____	_____
d. Skills and decisions (in areas of farm life not included above)	_____	_____

should be planned in each of the four major areas every year, with increasing scope, diversity, and responsibility as the student progresses through high school and moves into the young and adult farmer stages of his growth toward his ultimate goal of economic, personal, and social adjustment.

Not Limited to In-School Pupils

The outline of the concept of a complete individual farming program is appropriate for an out-of-school young farmer or an adult farmer as it is for a high school student. It provides for the many gradations in individual differences in past experience and in ability as well as for the variations and limitations in the particular home farm situations. For example, if the parents of a ninth-grade boy or even an out-of-school young farmer do not consider it feasible for the student to have ownership in the major livestock enterprise, the criterion of having a complete farming program can be met through the planning and execution of selected skills and decisions in the enterprise. It has been the repeated experience of many superior teachers that this procedure hastens the coming of the time when the student does acquire an equity in the enterprise or a partnership in the total farm business.

Just as the committee which in 1940 prepared the six educational objectives (Continued on Page 188)

Publishing an annual report

WALTER JACOBY, Teacher Education, Storrs, Connecticut



Walter Jacoby

WHEN properly compiled and edited, the annual report for a department of vocational agriculture can be one of the most valuable tools and sources of information for the instructor and for the community that supports the school. The annual report would be the yearly summary of the activities of the vocational agriculture program. Since the teacher of agriculture normally maintains such a wide variety of records, such as farm shop projects, supervised farming projects, Future Farmers of America activities, and adult farmer programs, an annual report is relatively easy to prepare. Such a summary can be used in many ways:

First, it can serve as a history of the vocational agriculture department.

Second, it is a valuable asset in putting the program of vocational agriculture before school administrators and boards of education.

Third, such a report could be presented to prospective students, parents, and other interested patrons in the community.

Fourth, it can serve as a source of information for farm organizations.

Fifth, it could be presented to community organizations and clubs.

Sixth, it could be a source of material for professional educators located outside the community, and for evaluation committees.

Many farming communities underestimate the value of the vocational agriculture program. When an annual report stating the facts can be placed before interested persons in the community for review and evaluation, enthusiasm for and cooperation with the program will usually follow. This, of course, aids the program tremendously, since community interest tends to stimulate the competitive spirit and desire to excel which is inherent in youth.

While it is true that an elaborate printed report, including pictures, advertisements, and the like, is striking and attractive, it is not essential. Indeed, it is not usually practical for the average, busy vocational agriculture instructor to prepare such a publication. A simple mimeographed booklet, outlining the accomplishments of the department for the total school year, will serve its purpose as well.

Each instructor, of course, has projects and programs peculiar to his particular locality. The following headings are intended merely as a guide to the type of material which might be included in the annual report:

1. INTRODUCTION—A general statement relative to the year's work.

2. OBJECTIVES—Telling the function of vocational agriculture in the community.

3. ENROLLMENT—Enrollment, follow-up.

4. INSTRUCTION—Telling the type of instruction, i.e., classwork, field trips, laboratory work.

5. FARM MECHANICS—Type of instruction, scope of program.

6. SUPERVISED FARMING—Scope of program (Productive projects, improvement projects, supplementary practices).

7. FUTURE FARMERS OF AMERICA—Listing the most important accomplishments of the program of work.

8. CONTESTS—Participation, outcomes.

9. YOUNG FARMER PROGRAM—Number of meetings, type of program, number enrolled.

10. ADULT FARMER PROGRAM—Number of meetings, type of program, number enrolled.

11. MISCELLANEOUS ACTIVITIES—Number of miles traveled by instructor, duties of the agricultural instructor.

12. LOOKING AHEAD—Needs for increased facilities, other anticipated needs, plans for the coming year.

We will all agree that community endorsement is the most important single factor in the success of the vocational agriculture program. Many people will say that the present public relations program is doing the job. While this may be so, there can be no doubt that a concise report, showing the results of the total program, can add a great deal to the systematic and valid evaluation of the program by all parties concerned. It could be possible to have representatives of school administration, boards of education, teachers, farmers and other interested persons in the community meet with the teacher of agriculture and the advisory council and go over the report to establish standards, provide guidance, and assist in systematic evaluation.

An annual report of the activities of the Vocational Agriculture Department of the Kennett Consolidated School, Kennett Square, Pennsylvania, has been published annually since its organization in 1942. Its worth has been proven many times through increased community support for the program of vocational agriculture. A free copy of the Eleventh Annual Report may be obtained by mailing your request, together with a three-cent stamp to cover postage, to the author of this article. □

Theme for the March issue:



"Professional Improvement"

His farm shop pays

DAVID C. BRANDON, JR., Vo-Ag Instructor, Triumph, Minnesota

FOR THE PAST few years the community of Triumph, Minnesota, has called Ned Boyce the "Ben Franklin of Triumph." Ned has earned this name from the labor and time saving equipment he has made in his farm shop. Not only have the items resulted in labor and time saving, but many have brought a substantial increase in his farm earnings. For example: last year he built four farrowing pens and increased the average number of pigs weaned from 8.4 per litter to 9.2. Since Ned is a purebred Berkshire breeder, this means very much in the way of increased sales. Other things he has made are a trailer, two wagon boxes, gates and a power saw. The best to date is a bale loader which he built this summer. This loader has cut the loading time from twenty minutes per load to six minutes per load.

Ned got his start while in the High School Vocational Agriculture program. Since there was no Vocational Agriculture in Triumph at the time he was in school, he drove forty miles a day to attend school in Fairmont, Minnesota. There he learned the basic principals of welding, handling and care of tools and other skills that a farmer should know. Most of all, he learned the true value of a farm shop and the vital importance it plays in the family sized farm. Ned's father likes such work too, so it didn't take much coaxing before a part of a machine shed on the Boyce farm was converted into a farm shop.

Their shop is far from being elaborate, but it meets most of their requirements. It isn't large enough to drive machinery into but, since it is part of the machine shed, all the work can be done inside if necessary. The equipment consists of a homemade power saw, an arc welder, post drill, bench grinder, portable 1/2" and 1/4" power drills, forge, anvil and all of the essential hand tools. Rather than buy everything at once, they have acquired their equipment gradually so the cost would not be so noticeable.

Farm mechanics wasn't the only thing Ned learned in Vocational Agriculture. That was where he started his registered Berkshire herd, for which he is nationally known, and before he graduated he was a State FFA Farmer. While a junior and senior in school he was an officer in the local Chapter and went to the National FFA contest with the State Champion Livestock Team.

Ned is now thirty years old and has a wife and two young sons. At the present time he is farming with his father on a share basis. He would have the farm by himself now, but he spent four years with the Marines during the last war. Ask Ned, "How's farming?" And he'll say, "Fair to middling"; however, ask anybody else in the community about Ned and they'll say, "Young 'Ben' Boyce is an A-1 farmer and a real community leader." □

Guidance for establishment

(Continued from Page 184)

one source. Local banks were the most common source of credit, other than families or relatives, used by the one hundred farmers. Nearly all of the farmers studied had received help other than money, such as use of machinery and labor from someone else.

Since help from the family seems to be so important in obtaining a start, teachers might use their time to good advantage by promoting several meetings of parents each year to discuss such questions as the following:

1. How do young men become farmers?
2. What problems do young men encounter in becoming farmers?
3. What can boys do while in high school to decrease the period required for establishment?
4. What can young men do after high school to hasten their establishment in farming?
5. What can parents do to help their sons become successfully started in farming?
6. What machinery, equipment and livestock should a boy and young man acquire to assist him in obtaining a start in farming?
7. What possibilities do partnerships offer as a means of entering farming?
8. How much credit should a young man use in becoming established?
9. What sources of credit might a young man use in becoming established in farming?
10. How can a young man be helped in locating a farm?

Since all but twenty-eight of the farmers studied used credit in obtaining a start in farming, a unit in young farmer courses and a unit in the high school vocational agriculture courses might be on the use and establishment of credit. Special emphasis might be given to the procedures of establishing a satisfactory credit rating. Perhaps one of the reasons so many of the farmers studied used their parents as a source of credit was because they were not acquainted with the other sources of credit available to farmers.

Problems in Becoming Established in Farming

Fifteen of the one hundred farmers studied had difficulty in locating a farm. It may appear that locating a farm is not a problem but it must be remembered that seventy-six of the one hundred farmers located a farm through the help of their families or relatives. Fifteen of the twenty-four who located their farms through their own efforts, through a friend, or through an agency designed to help locate farms, experienced serious difficulty in finding a farm. It, therefore, seems that finding a farm is a severe problem unless an individual's family or relatives have a farm which they will allow him to operate as a tenant or as a partner.

Teachers of vocational agriculture can make their work more effective by developing procedures for assisting young men in placement in farming. Locating

a farm is a severe problem for a young man when he does not have help from parents or relatives. A teacher can help these boys locate farms by becoming acquainted with farm managers and others in their community who have farms to rent or sell. He can let these individuals know that he has students who are looking for farms and that he is willing to help them locate a desirable farmer for their farms. A department of vocational agriculture can serve as a clearing house for farms and farmers in a community. If the land owners and the farm managers in a community and the young men trying to locate a farm are informed that the vocational agriculture teacher is willing to help in placement, it will not be many years before the vocational agriculture department will be the established clearing house for farms and farmers in the community.

Land owners might also be motivated to think about the advantages and disadvantages of renting land to an existing farmer in the community as compared with the advantages and disadvantages of renting their land to a beginning farmer. It seems that some land owners have not compared the disadvantages of having an existing operator

The concept of an individual farming program

(Continued from Page 186)

in vocational agriculture exercised the careful consideration that learning be carried to the doing level by prefacing each objective with the words "To develop effective ability to . . ." it is worth calling attention to the use of the phrasing "Involvement in . . ." which appears at the start of each of the four major areas in the outline. The student, with the counsel and assistance of his parents and teacher, needs to be involved, purposefully, in all of the steps in the problem solving activities in his planned farming program, which becomes a continuous and expanding involvement in the total farm business.

Understandings Needed

Carrying learning to the doing level is not enough if recipe-type instructions are followed uncritically and the student does not get from his experiences the maximum growth in understanding and ability to evaluate the factors affecting his performance. Each succeeding year's involvement in the livestock, crop, mechanization and management phases of a complete farming program should be built on an analysis of the previous year's achievement, evaluated in terms of the goals which had been set. This also provides opportunity for realistic revision of goals.

The current developments in agricultural research which are furnishing teachers with objective measuring devices to use in helping students to appraise their results in farming may be said to be almost revolutionary. In field corn, small grains, and forage crops the diagnosis of nutrient deficiency symptoms, the new state soil testing services, and accurate sampling methods of deter-

mining yields, quality grades, and moisture percentages vastly enlarge the scope of meaningful decisions which a student may make in manipulating his own combination of the factors of production. They emphasize the point of view that the long range management of a field is the appropriate unit for the crop phase of a farming program. A student cannot learn and practice the concept of rotation fertilization if he simply grows more acres of the same crop in a different field each succeeding year. In the livestock enterprises, activities such as sow-testing programs, dairy herd breeding records and calf growth charts, and the chicken-of-tomorrow meat production criteria provide similar cores of continuous learning experiences.

Teachers are aware that in order for their on-farm visits to be functional, it is necessary that the student's farming program be planned to include many goals which require that observations and measurements be made at crucial periods in the production cycle and over a period of years. This kind of farming program planning impels the student and his parents to request an increasing number of farm visits by the teacher. It increases the likelihood that the transition from high school to young farmer to adult farmer class membership will be continuous. And finally, of ultimate importance, the development of competence and independence in farming skill and managerial ability and of responsible, participating citizenship is assured.

In the adult population of the United States in 1950—persons 25 years of age and older—there were more than 5,000,000 college graduates. This was an increase of 1,800,000 over 1940.

farm their land with the disadvantages of having a beginning operator farm their land.

Summary

The results of the study imply a need for emphasis in vocational agriculture on the following:

1. A guidance program regarding establishment in farming for prospective pupils in vocational agriculture.
2. Group guidance in high school vocational agriculture courses and in young farmer courses regarding methods, problems, and mistakes in obtaining a start in farming.
3. Individual counseling regarding establishment in farming.
4. A curriculum in high school that includes instruction regarding partnerships, partnership agreements, sources of credit, and establishment of credit.
5. A young farmer program designed to assist young farmers with their problems in becoming farmers.
6. Course content in the young farmer program regarding leases, partnership agreements, and credit.
7. A placement service.
8. Frequent meetings of parents to discuss methods of helping their sons enter farming. □

A combination shop

DURWOOD R. CARMEN, Voc-Ag Instructor, Madison, New York

LIMITED funds and limited facilities are often the complaint of everyone from the superintendent to the instructor who is connected with any type of school shop, either industrial arts, industrial vocational or an agricultural program.

It has been this lack of finance which has resulted in combined shops for many areas of the nation. Shops in rural areas have undoubtedly been the victims of this situation, more than any others and will continue to be the victims.

State departments of education have in some states insisted that agricultural and industrial arts shops be entirely separate units. Other states have allowed units which combined facilities and reduced the cost of equipment and room duplication.

The teachers in rural areas are often confronted with what to do with these combined facilities. Some will give up in disgust while other teachers will have excellent programs for shop in both vocational agriculture and industrial arts. There is a solution for all; no, not an easy solution, but one which can be solved with good sound planning.

The first task is to know something about the other fellow's program. Both programs have their place in rural schools. It is up to the teachers, through summer schools, conferences and personal acquaintances, to know what the objectives are of each course and how each teacher plans to fulfill those objectives.

The second task or activity is coordinated planning with the other fellow. Any agricultural facilities will entail a classroom where approximately 60 per cent of the instruction will be given. (Some instruction will be on farms and laboratories of the area other than classrooms and shop areas.) The rest of the agricultural instruction may be in shop work in keeping with the students' needs.

A conference between the agricultural and industrial arts instructors should formulate a plan of instructional time. This conference may need to include the Principal since certain classes may work well together in the shop laboratory while others may conflict. By closely observing class schedules and plans of instruction, 90 per cent or more of the conflict in instruction can be eliminated. If both instructors meet occasionally a few minutes at noon or other time in the day this remaining 10 per cent of overlapping time may be cut down.

There will always be problems of instruction with this combination, just as there were problems in the one-room school house with eight grades and fifty different classes.

The third task is in shop arrangement. This problem should be the basis of a conference session in the very beginning, and from it a desirable shop arrangement should emerge.

Shop Layout

There should result a general shop layout which has characteristics in com-

mon with the shop plan presented on this page. This shop is the end of a wing on the building having the common 22' x 28' size class rooms. The end of the wing is used for the complete combined laboratory.

In this arrangement the metal and wood areas and the machines are where both courses have access to them. Those facilities common only to the industrial arts program are located together farther from the agricultural area. That which is common to agricultural work is located near that area.

Naturally a 20' x 40' room cannot fulfill all the requirements in a combined shop. The recommended space is 75 square feet per pupil for industrial arts laboratories. This usually results in a room approximately 22' x 60' or smaller, which is often too small. For combined shop space an area of 85 to 90 square feet per pupil is to be desired,

which will often result in a room 30' x 60' or even 40' x 60'.

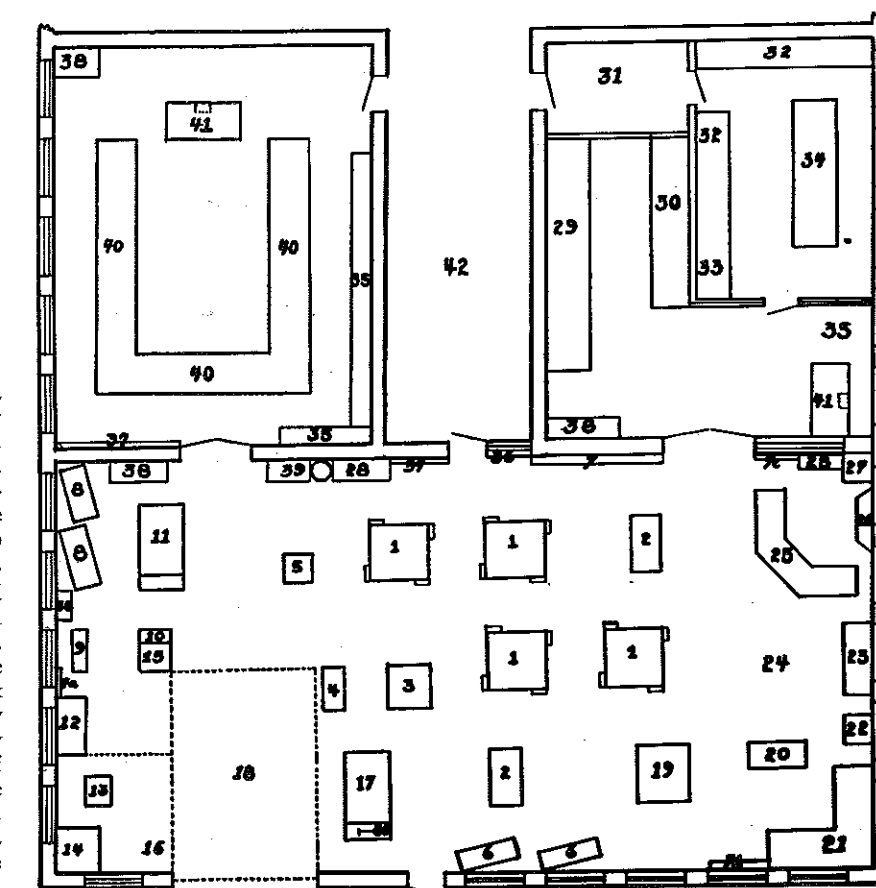
A further task is for the two instructors to propose a personnel plan which can be used in either class operation and one which can be used to include both classes when they may be using the shop together during a class period. A shop personnel assignment plan using ten areas or jobs with additional tasks beyond the minimum number is very satisfactory.

It is only through a very good personnel assignment system that the operation and cleaning of the shop can be carried through smoothly and completely to the satisfaction of all concerned.

Not all problems can possibly be dealt with and solved in this article. Some are very difficult to deal with, such as the human nature of the instructors and especially the philosophy of the instructors. The age of the instructors and their training will also have a great influence.

The matter of the students' ages, their personality and previous training will

(Continued on Page 191)

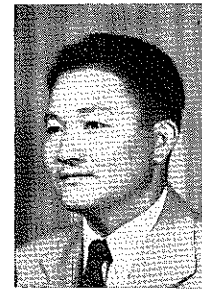


Key to Equipment and Space

WOOD AREA	15. drill press	STORAGE
1. wood bench	16. welders	29. lumber
2. jig saws	17. work bench	30. metal
3. table saw	18. machinery or autos	31. PHOTOGRAPHY
4. jointer	ELECTRIC AREA	FINISHING ROOM
5. hand saw	19. work bench and testers	32. drying rack
6. wood lathe	GRAPHIC ARTS	33. paint storage
7. wood and general tools	20. type	34. work table
7a. metal tools	21. work bench	35. LIBRARY AND PLAN-
7b. electric tools	22. press	NING CENTER
7c. ceramic tools	TEXTILES	36. DISPLAY
METAL AREA	23. looms and storage	37. BULLETIN BOARDS
8. metal lathe	24. DEMONSTRATION	38. CABINETS
9. buffer	AREA	39. MILK TESTING AREA
10. grinder	CERAMICS	40. AGRICULTURAL
11. sheet metal	25. work bench	WORK TABLE
12. foundry	26. drying rack	41. DESKS
13. anvil	27. kiln	42. TO MAIN BUILDING
14. forge	28. sink	

Need for instruction in farm mechanics in Hawaii*

RICHARD S. SUZUI, Vo-Ag Instructor, Lihue, Kauai, Hawaii



Richard S. Suzui

AN attempt was made in this study to determine the need for instruction in farm mechanics in the Territory of Hawaii as indicated by the opinions of the instructors and of the veterans enrolled in the institutional on-farm training program. The responses of the veterans also were obtained regarding the extent to which they personally had done jobs related to the farm mechanics program. The characteristics of the trainees and their farming status were determined.

The questionnaire method was used in conducting this investigation. Two schedules were employed; Schedule I, to be filled out by the veterans' instructors, and Schedule II, to be filled out by the veterans currently enrolled in the institutional on-farm training program. One hundred thirty veterans were enrolled in the nine training centers located on the four major islands—Hawaii, Maui Oahu, and Kauai. One hundred twenty-four useable questionnaires, together with the returns from the nine instructors, were summarized and tabulated.

The mean values for the veterans' responses which indicated the extent to which they personally had done each of the jobs listed on the schedule were computed by assigning numerical values to the responses as follow: always=2, sometimes=1, none=0. A similar weighting system was used to determine the mean values of the responses of both the veterans and the instructors concerning the need for instruction of the various farm mechanics units in the vocational agriculture program. The numerical values assigned to these responses were as follow: important=2, of little importance=1, of no importance=0.

The territorial mean scores for responses were found for each farm mechanics unit by determining the total responses in each category, assigning numerical values to these totals, and computing mean scores in a manner similar to that previously explained.

Characteristics of Trainees and Their Farming Status

More trainees were found to be enrolled in the institutional on-farm training program in the group which had been in training from 13 to 24 months than in any other group. Fifty-two trainees were found in this category.

It was found that 66.13 per cent of the veterans had attended high school

*Based on Master Thesis, Iowa State College, 1952.

and 5.64 per cent had received both high school and trade school education. This finding indicates that two out of three trainees had had some high school training.

Eighty-two of the 124 veterans who reported had received no vocational agriculture training in high school. Of the trainees who had attended vocational agriculture classes, 12.5 per cent had received instruction for one year, 10 per cent for two years, 5.8 per cent for three years, and 3.33 per cent had completed the four-year vocational agriculture program. These data indicate that a large number of farm operators in Hawaii enter farming as a vocation despite the lack of previous formal training in this field.

The findings concerning the veterans' farming status reveal that 54 per cent were renters and 24 per cent were farm owners. All of the trainees from the Hilo training center on the Island of Hawaii reported themselves as farm owners. The average size of the veterans' farms was found to be 20.59 acres. The smallest farm was reported from the Kaimuki center, an area in the close vicinity of the City of Honolulu. This farm owner, who operated one-fourth of an acre, was engaged in raising stock plants in a nursery. The range in average size of farms among the various areas was from 4.02 acres to 46.49 acres. Those veterans who reported extremely large acreages in the owner-renter group were usually engaged in beef or dairy enterprises.



Vocational agricultural students at Waianae Elementary and Intermediate School, Waianae, Oahu, receive experience in egg grading while working on Mr. James Inafuku's poultry farm. Equipment such as this calls for instruction in Farm Mechanics.

Two hundred sixteen farming enterprises were reported, an indication that many trainees had listed more than one principal source of income. Sixty trainees were engaged in hog production and 46 in truck farming. Twenty-eight of the 35 trainees from Kona listed coffee as one of their major sources of income.

Fifty-eight veterans owned some type of tilling machinery, such as the mold-board plow, disc plow, and cultivator. All of the farmers engaged in truck farming owned either spraying or dusting equipment. Almost 50 per cent of such equipment was power-driven.

More than 80 per cent, or 92 trainees, owned some type of farm trucks. About 48 per cent of the trainees owned tractors. Of these tractors, 44 were of the wheel-type; 13 were of the gasoline-driven track-laying type; and three were diesel-powered crawler-type tractors.

Dwellings were reported most frequently as the type of farm buildings owned by the trainees. Seventy-two veterans, or 58 per cent of the trainees who reported, indicated that they owned their homes. Of the 60 veterans who raised hogs, 58 replied that they owned buildings to house the animals.

Twenty-five of the 72 veterans who reported ownership of dwellings were farm renters. Of the 58 trainees who reported ownership of hog houses, 26, or slightly less than one-half, were tenants. This condition may be explained by the fact that many tenants with long time leases build their farm buildings on the rented land.

Instructional Needs in Farm Mechanics Units

An attempt was made to determine from the responses of the veterans and their instructors the extent to which the farm mechanics jobs were done by the veterans and the relative importance of the instruction in these units for both

(Continued on Page 192)

Drawing in farm mechanics

DAVE HARTZOG, Teacher Education, Washington State College

DO YOU experience difficulty in keeping up with projects in your farm mechanics program? Do students demand more time for individual help than you can give? Do students waste time in your shop because they are stopped by problems? If this is the case with you, as it is with many "Ag" teachers, perhaps you need to revise and reorganize your teaching of shop work.

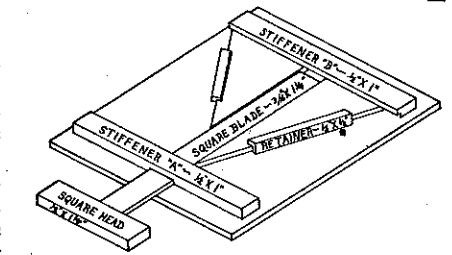
Some instructors have found a partial solution to the above problems by teaching some drawing, and requiring working drawings or sketches of all projects involving construction. If a student makes a drawing of his project and compiles a bill of materials in advance of starting the project, he is much less likely to require the instructor's assistance on simple problems and much more likely to have materials on hand to proceed with his work without interruptions. His planning will be more complete and more accurate, and he may avoid costly mistakes.

We find large differences in the amount of drawing taught in farm mechanics, varying from none in some schools to a full semester or even more in others. The decision as to how much drawing to teach will depend upon several factors, for example: whether students have an opportunity to learn drawing in some other class, the type of agriculture, and the stage of development of the community. Some teachers will argue that drawing has no place in farm mechanics, that the students time can be more profitably spent in learning other skills. These teachers will argue that farmers do not use drawing and therefore we should not teach it. Other instructors are teaching a semester or more of drawing, including lengthy exercises in lettering and development of neatness and style. The correct answer for most situations probably lies between these two extremes. Most farm mechanics teachers will agree that it is to the advantage of the farmer to be able to read simple blueprints and working drawings; to be able to use an architect's scale, "T" square, and triangles; to be able to make sketches of floor plans and properly show dimensions; and to be able to sketch in perspective or isometric to show details of construction. If the farmer has these skills, he can more readily compile his bills of materials, estimates of costs, and can obtain more effective service in these jobs from his suppliers of materials. If we accept the above statements, the teaching of some drawing becomes a worthwhile educational activity for its own value in addition to expediting the project work in our school farm shops.

Robert Walen, Vocational Agriculture instructor at Yelm, Washington, requires as the beginning lesson in shop, that each student make a drawing of a home-made drawing set. The set consists of a ten by fourteen inch plywood drawing

board, a fourteen inch "T" square, a thirty-six degree triangle and a forty-five degree triangle, made of plywood or hard board. The triangles are four or five inches on the smallest dimension and fit into slots in the stiffeners on the back of the drawing board for convenience and safekeeping. The only requirement of the drawing is that the set can be accurately made from the drawing. The next job is for each student to make the drawing set which becomes his personal property. "Bob's" hope is that after graduation the student will use the set in planning his farm and home improvements. Each student is then equipped with the minimum essentials for drawing by the purchase of an inexpensive scale and hard pencil. Some drawing can be done at home which enlists parental aid and saves school time. These requirements result in better and more accurate shop project planning which is reflected in more projects and less confusion in the farm shop.

The accompanying drawing shows the method of assembling the drawing board, square, and triangles. This drawing is an isometric and is used in this case to show the relationship of the parts, not as an example for a drawing exercise. The first exercise drawn by students should be flat views of the various parts to show their shapes and dimensions.



How to report

(Continued from Page 185)

your favor if you rewrite the copy to fit the needs of the radio farm director or announcer. I have seen story after story tossed in the "round file" at our station because the announcer didn't have time to revise press releases for his radio show.

There's vastly more, of course, to this business of writing for radio and the press, but these fundamentals, if followed, will help bring you success.

Before completing this article, I would be remiss if I didn't beg you to seek out the farm boys in your classes who show a spark of writing talent. Encourage them to develop the skill in high school and then at an agricultural college. The shortage of young men with a farm background in this fast-moving, challenging profession is acute and serious. I raise the recruiting trumpet for young, capable farm reporters!

Criminals force us to spend each year more than four and two-thirds as much on them as we spend on all forms of education, both public and private.

Professor Harold G. Kenestrick

1894-1952

Professor Harold G. Kenestrick, a member of the Department of Agricultural Education at The Ohio State University since 1919, died on November 8, after an illness of several months.

Professor Kenestrick, along with other teaching duties, was in charge of the research program of the department. Kenestrick received his Doctorate in the field of Agricultural Economics at The Ohio State University and he had also studied at Cornell. One of his contributions to the field of Vocational Agriculture was the development of the Farming Program Record Book which he authored with E. O. Bolender and which has been used throughout Ohio for the past 20 years.

He was a member of the National Education Association, Phi Delta Kappa, Gamma Sigma Delta, the Faculty Club, American Association of University Professors, University Post of The American Legion, American Farm Economics Association, and the King Avenue Methodist Church.

Surviving Professor Kenestrick are his wife, Mrs. Roxie Kenestrick, and his daughter, Miss Jean Kenestrick, who is a graduate student in the Department of Economics at The Ohio State University.

Professor Kenestrick's keen analysis of current problems as well as his background in agricultural economics will be greatly missed in the department as well as by the teachers of vocational agriculture in Ohio.

A Combination shop

(Continued from Page 189)

also influence to a tremendous extent the success of the combined facilities.

Where boards of education face limitations in funds and facilities, two programs can be carried on together and both be very successful. This is especially true where one teacher has charge of both courses, a situation usually caused by low student enrollment in the school itself.

Wherever funds are available, entirely separate units should be provided since the element of human nature and the philosophy of two individual teachers in different programs could often be disastrous to the instructors, the school itself, and most important of all, to the students.

Actual registration at the 1952 annual national Future Farmers of America convention in Kansas City totalled slightly more than 7,000, and it is estimated that 1,000 or more attended without registering. From the attendance standpoint, it was the biggest FFA convention since the 20th anniversary celebration in 1949.

Need for instruction

(Continued from Page 190)

the vocational agriculture and the veterans farm training programs.

The ranking of the various farm mechanics units in the order of their instructional needs was made by the use of territorial mean scores for the veterans' responses concerning the need for instruction in these units. The three instructional units highest in the order of rank were as follow: (1) making minor repairs of farm power equipment, (2) planning farm buildings other than dwellings, and (3) constructing farm buildings other than dwellings. Among the ten high ranking farm mechanics units, the general areas of maintenance and repair of farm power and machinery received as much emphasis as the area of construction and estimation of costs of farm buildings.

In many of the high ranking farm mechanics units the mean scores for the responses of the veterans and for the instructors concerning the importance of these units for the vocational agriculture program were in agreement. However, much variation was found in the corresponding mean scores regarding the extent to which the veterans had done these farm mechanics jobs. Farm power and maintenance units were ranked high in importance by the veterans as areas in which there was a need for instruction. Much of the work in these areas, however, had not been done by the veterans.

A close relationship seems to exist between the high mean scores for the veterans' responses concerning the need for instruction in the farm power and maintenance units and the large amount of farm power equipment owned by the trainees. A similar relationship is apparent between the farm machinery and farm buildings owned and the emphasis given to the need for instruction in these units.

Although welding has received much emphasis in the vocational agriculture program, the veterans did not indicate much need for this instruction. The need for instruction in minor repairs of farm power equipment received more emphasis than that for minor repairs of farm buildings.

The jobs in forge work and belts and power transmission were given low ratings by both the veterans and the instructors. The mean scores regarding the extent to which the veterans had done these jobs were also found to be low.

The findings of this study are by no means a conclusive measure by which decisions should be made in formulating a course of study in farm mechanics. Implications are shown concerning the emphasis which should be given to these various farm mechanics units in the vocational agriculture program. It might be suggested, however, that the vocational agriculture instructor in each district in Hawaii conduct a survey of his community to determine further evidences of the need for instruction in these farm mechanics units. □

The school farm as a training center

ANDREW B. WELCH, Vo-Ag Instructor,
Fryeburg, Maine



Andrew B. Welch

THE school farm provides training facilities for students in Vocational Agriculture, and is a practical means for applying practices studied in the classroom. The Fryeburg Academy farm has thirty-two registered Holstein animals, of which sixteen are milking cows and the remainder young stock, and sixty-five acres of hay and pasture land. The planning of farm operations is studied in the classes and applied in practice on the farm. The Academy is located in a dairy area, which makes applied practice comparable to that of boys on their home farms.

The feeding and management of a dairy herd, the major jobs in any dairy enterprise, are observed and discussed frequently by the students. The production records are studied for selection of animals to improve the herd average in both milk and fat production and an increase has been obtained each year. Cow families are studied for selection of future herd replacements. The herd is tested monthly through the Dairy Herd Improvement Association and the cattle are artificially bred from proven bulls from the Main Cooperative Bull Farm. Special emphasis is made to show that in the selection of future replacements, the type of a dairy cow is as important as production records. This appears to create most interesting discussions. The students prepare, train, and show animals each fall at the Fryeburg fair, and the Academy farm herd has won its share of ribbons. The problems that the herd



Supervision on the school farm. Pupils use the farm dairy herd for a variety of experiences. This picture was taken while cattle were being trained for show in the Fryeburg Fair.

presents in terms of selection, feeding, production, and diseases gives the students actual problems that will likely occur on their own farms.

The crop planning job requires thought and discussion in class. It is further emphasized by application on the farm. Hay, pasture, and silage are the main crops grown. The farm is at present conducting an experiment in co-operation with the Main Agricultural Experiment Station. Seven different forage crop mixtures are used, which include different grasses, clovers, and alfalfa. The demonstration was laid out and planted by the students. The results will aid them and the farmers in this area in the selection of forage crop mixtures that are adapted to the area. Another experiment is being carried in co-operation with the extension service on fertilized plots to show the selection of fertilizer for grasses and clover fields.

The farm has small strawberry and raspberry beds where actual experience is gained in the selection, planting, and care of small fruits.

The care and repair of farm machinery is another part of the experience obtained by students. The farm has a tractor and the necessary equipment to carry on a dairy farm of its size. The students do some building and repairing of farm structures. They installed the floor and equipment in the cow stable, a hay dryer for use with chopped hay and helped to build two silos. A building formerly used for poultry was recently made into a pen shed for yearling heifers and a tool house was constructed. Last spring they made a two-wheel trailer to be used on the farm.

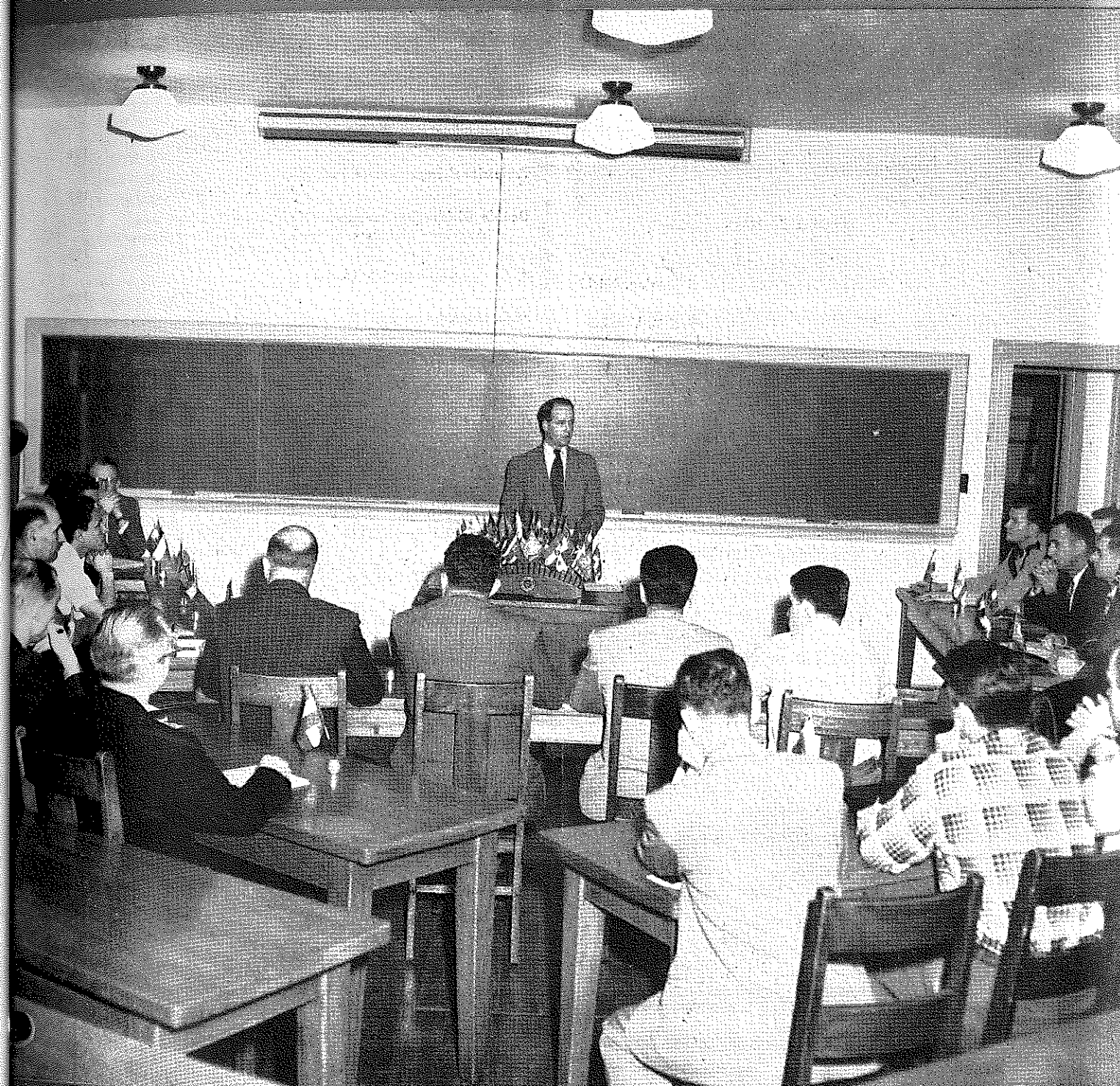
Training and experience acquired on a school farm are the best means for teaching the approved methods of farming. Practices are also tried out that are not always successful. That gives the students an opportunity to see that successful practices in some areas are not adapted to their own situation. It is hoped that the experiences gained at the school farm training center will furnish practical experience of value to the students in agriculture at Fryeburg Academy. □

The AGRICULTURAL EDUCATION Magazine

VOLUME 25

MARCH, 1953

NUMBER 9



Cover legend, page 208

Photo—Courtesy of D. R. McClay,
The Penn. State College

Featuring . . .
Professional Improvement