PICTURES of the month...

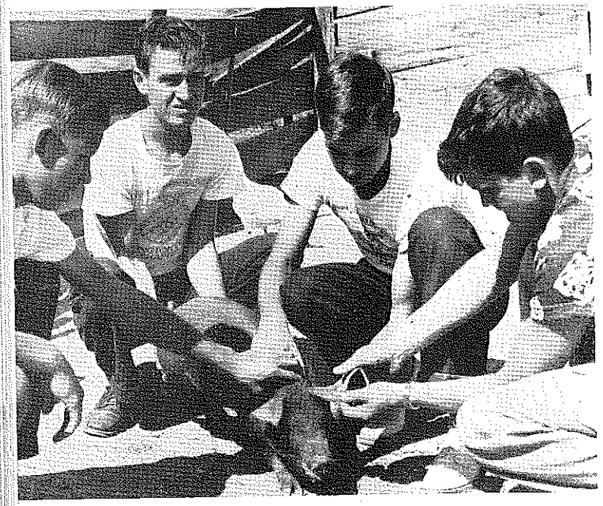
A contest open to all teachers of Vocational Agriculture and farm veterans

"WEIGHING IN"
C. W. Dowling, St. Peter, Minn.
Camera: Ansco Automatic Reflex
Film: Ansco Supreme
f11 at 1/100
(A good picture—one that tells a story)

FIRST PLACE →

"PIG CHAIN SELECTION COMMITTEE"
A. B. Foster, Washington College, Tenn.

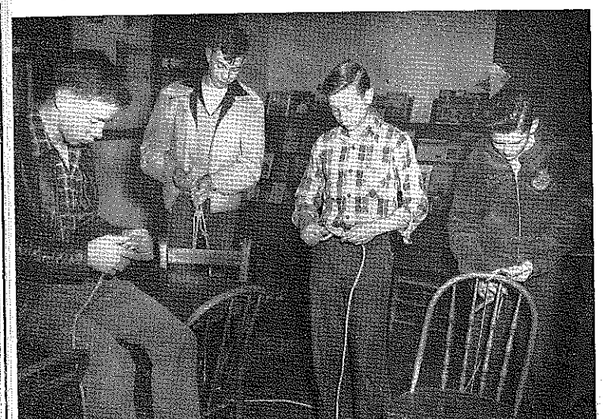
Camera: Crown Graphic
Film: Superpanchro Press—Type B, f16 at 1/100



"FFA DEMONSTRATION"
John H. Klipstein, Wausau, Wis.
Camera: Speed Graphic 4 x 5, f16 at 1/50

"LET'S TIE KNOTS"
A. B. Foster, Washington College, Tenn.

Camera: Crown Graphic
Film: Superpanchro Press—Type B, with 25 Flash bulb.



"STATE FARMER CANDIDATE"
Warren C. Duncan, Lawrenceburg, Ky.

Camera: Busch Pressman
Film: Super pan press, Type B, Press 25 Bulb.

The AGRICULTURAL EDUCATION Magazine

VOLUME 26 AUGUST, 1953 NUMBER 2

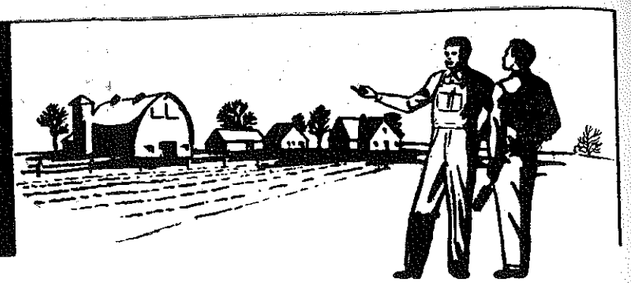
Vo-Ag Serves the Community

Picture legend, page 34

Featuring . . .

School and Community Services Through Vocational Agriculture

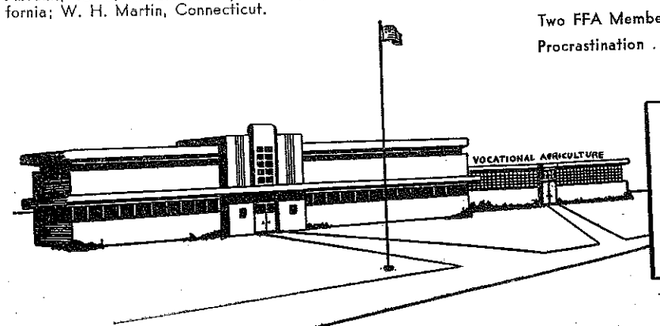
The Agricultural Education Magazine



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 DANVILLE, ILL.

Contents



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Guest Editorial...

DR. LEE M. THURSTON, United States Commissioner of Education, Washington, D. C.

Since 1940 the life of the American farmer has changed profoundly. There are now twice as many farms with electricity. There are four times as many milking machines and three times the number of combines. There have been great increases in volume of crops per acre and in livestock production per animal unit. Farm life is more productive and more remunerative. It can also be more expressive and congenial. No longer detached in the sense that he used to be from the life of the world, the American farmer is yearly more active as a participant in community and world affairs, and he expects the school to play its part in preparing his children for the same broader participation.

The children and youth in rural America need an educational program as broad as do their cousins in the American city. The rural school must provide programs in education suited to the necessities and opportunities of rural life.

The modern school seeks to improve community life in all its worthy aspects—its health, its religious activities, its productivity, the joy of its dwellers, the serenity of their lives. In the unfolding responsibilities and opportunities of rural life, the community school must play an increasing part. Thus the modern community school strives constantly through education and personal and community service, to develop efficiency in agriculture, to impart improved living standards, and to develop greater and more joyous participation in social and civic affairs.

In the broadening scope and scale of modern rural life there is a challenge to education that the community school should meet with all its skill and effort.

Services are revealed through evaluation

HOWARD G. CHASE, Supervising Principal, Hartland, Wisconsin, Public Schools

Evaluation of almost anything which is concerned with education is going on continually. The agricultural program probably gets more "evaluation" than anything else in a high school, with the possible exception of the athletic department, because of the scope, expense and year around activity of the department. Much of the general public's evaluation results from the public relations program. The opportunity for good publicity (or bad) is so great that the community is aware of what goes on in a Vocational Agriculture Department almost in spite of itself. Whether the general impression is a valid evaluation or not is debatable.

Certainly good community relationships are necessary in a program planned for out of school youth and adults as well as for high school students. In evaluating a department, any supervisor or superintendent would need to know how effective the public relations program has been. From personal experience I doubt whether a department could have been established in many communities without the public being fully informed as to its objectives. This is a part of public relations. If the achievement of, or progress toward, the accepted objectives is not continuously publicized, the taxpayers will soon question the higher expenditures necessary for a 12-month, expensively housed, relatively small-enrollment department.

What then are the objectives which guide good evaluation? There are many sources of information on this subject, but the handbook on "Teaching Vocational Agriculture" by Phipps and Cook is especially valuable. My purpose is not to summarize such material, useful as it is, but to urge care in its application. Certainly evaluate in terms of public relations—but be sure that it is not limited to window dressing. It should be the telling of actual experiences, not merely things hoped for. Record progress charts are a great help. In a small school, the administrator is often amazed to find that the student who is lifeless in other classes is a leader in the agriculture groups. Boys compete in forensic and athletic competition under the sponsorship of the FFA when they have shown no interest in the same things under school sponsorship. I think in evaluation of any department, the actual effects on the students, however difficult to measure, must be examined as the first step. Increasing enrollment is not of itself a criterion, though it may be an indication. Usually boys are frank in telling why they want to take a subject. When they say "I take it because it's easy" that probably indicates a poor department. A more common answer is "because it's interesting" (or practical—or they like to *do* things). An administrator who does not evaluate in terms of pupil progress is omitting the first essential, since objectives are stated in terms of students.

Physical facilities are important to a good department. The best department could be severely handicapped without adequate shop laboratory and classroom facilities. Many poor departments have closed because of lack of facilities. But the instructor, primarily, is the department. The evaluation of results in terms of student progress is an evaluation of the results of the teacher's efforts. Evaluation of the activities of the FFA is a check on how well he has guided the officers. Evaluation of the adult program is an evaluation of his wisdom and personality in interesting and leading the adults in their discussions. Since so much of the evaluation concerns him, the instructor should be the one most interested in the validity of the process. He should be evaluating his program continually, and should discuss his own observation with persons interested in them. The administrator is one such person. He is anxious to have confirmation of his own conclusions, or to find where differences occur

(Continued on Page 28)

School and Community programs are improved by—

Using advisory councils in planning services

E. L. McGRAW, Subject Matter Specialist
Alabama Polytechnic Institute

IT is important for the teacher of vocational agriculture to establish and maintain good working relationships with farmers and agricultural groups in his community. An ideal way to do this is to utilize a representative advisory council that would provide the views of all interested groups.

Various reports and surveys tend to indicate that a much larger number of persons in a community might logically make use of a local department of vocational agriculture. This should be the primary objective of an advisory council. Usually the advisory council is interested in broadening the educational facilities and extending the activities and services of the local department to serve more people both youth and adults.

Adequate Representation

For this to be done it is necessary, in many instances, for the vocational teacher to become acquainted with various activities and agricultural groups in the community as soon as possible. This is particularly true of the new teacher. If an advisory council is already in existence it can be of much assistance to the new teacher. However, if there is not one, the teacher should begin immediately to make contacts in order to formulate a council as soon as feasible. One of the main advantages of an advisory council to a new teacher is that it assists him in continuing the program started by the previous teacher and aids in maintaining continuity of a program. In the majority of schools where an advisory council is functioning, the agriculture teacher has found his work to be satisfying and successful. Without an advisory council the agriculture teacher may feel isolated and treated as a transient.

A very noticeable weakness in many local programs of vocational agriculture is the lack of workable annual and long time programs of work. An advisory council can assist the teacher in setting these up since members of the council are also familiar with the needs of the community. The alert and well-managed advisory council will be satisfied with their efforts only when they can observe growth and development of the farming programs of individuals on their home farms resulting in successful establishment in farming.

Breadth of Program

Many times a capable teacher will think that he is meeting the needs of the community through his program and yet be neglecting the one thing that the people of the community need most. It is seldom that such a teacher will accomplish much of lasting value in the community yet his work seems endless. Even the most energetic teacher is unable to assume full responsibility for setting up general and specific goals for a well rounded program and the procedures to follow in carrying it through to the action stage. This is where a well selected and functioning advisory council can be of invaluable assistance in planning, organizing and conducting a program that will meet the needs of the community more effectively than they can be met by an individual working alone. For the teacher who has worked for a long period of years in the same department, the organization of a council may rejuvenate a stereotyped program.

Public Relations Value

All worthwhile community services are rendered through cooperation. No teacher of vocational agriculture has the time required to do all the services needed in the average community. Through advice and guidance of a strong council he is able to stimulate people of the community to action and they will be able to do for themselves the things they thought were included in the realm of duties of the agriculture teacher. This brings up another important function of an advisory council, that of informing the public about the local program of vocational agriculture. Too many times a teacher stays for years in a community and only a very small percentage of the people are familiar with what his program really is. Vocational agriculture should be an integral part of a total school program. A local program of vocational agriculture should be set up and conducted in such a way that it is an important media in selling the total school program to a community. The program of vocational agriculture then is made up of so many services available to meet needs of people in a community that none of these services should be hidden under a bushel so to speak. A strong advisory council should lift this bushel and allow these services to spread far and make the local program the functional and serviceable program which it is fully intended to be. □

Theme for September

Improving the Teaching-Learning Process

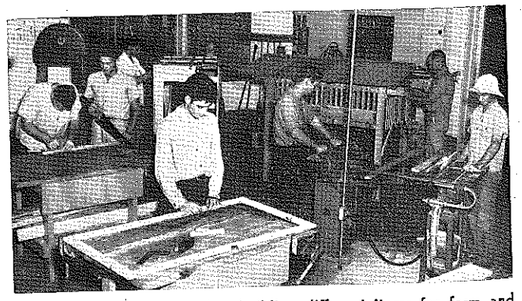
Editorials - - -

(Continued from Page 27)

in their evaluations. The very act of discussing evaluation results with the administrator will usually raise the instructor considerably in the eyes of the administrator. Doing so may make it easier for him to improve his program where budget or administration are involved. □

EXAMPLES OF SERVICES RENDERED IN SCHOOLS AND COMMUNITIES

Vo-Ag pupils cooperating with other school organizations and classes in planting a foresty plot on the school grounds. Note the first grade pupils in the background waiting to plant their row of pine seedlings in the plot. This plot on the Reddick, Florida High School grounds will be used as a demonstration in the community for reforesting and the use of pines as a windbreak. The picture was made during the observance of Arbor Day in the school.



Members of a Veterans Class building different items for farm and home improvement such as: screens for windows; fryer finishing battery; shipping crate for hogs; and many other items. This is one of the many examples of services to the community in which Vo-Ag shops are being used. Picture taken in the Deland, Florida Vocational Agriculture Department and furnished through the courtesy of A. R. Cox, Exec. Sec., Florida FFA Assn., Tallahassee.

Improve the coordination of—

Rural youth education and the agricultural cooperatives

—to strengthen the future of Agriculture

DANIEL TANNENBAUM, Instructor, Agricultural and Technical Institute, Morrisville, New York

A former teacher in Vocational Agriculture urges greater attention to the preparation of pupils for their responsibilities in cooperating as established farmers. Opportunities, frequently neglected, are cited.

Daniel Tannenbaum

A great deal of the economic insecurity which has long blighted American agriculture has been gradually diminished through the action of a number of democratic forces. The farmers' realization of the great power in the concept of self-help has enabled them to rise up from the doldrums of economic despair through the cooperative movement. Progress in rural education has also played a vital role in the task of economic and social advancement of our rural populace. The function of our rural schools has been greatly improved through building programs and consolidation, the addition of competent teaching personnel, and curriculum enrichment through vocational agriculture, homemaking, and other subjects which fulfill the needs and interests of young rural people.

In addition, the Agricultural Extension Service and the 4-H Clubs, as well as the efforts of our land-grant colleges and the U. S. Department of Agriculture have also made significant strides in improving rural conditions for the benefit of our national economy.

All of these organizations have made tremendous accomplishments, but in the interest of our national welfare, more remains to be achieved in this direction.

Contributions of Vocational Agriculture

A basic concept of modern education in a democratic society is that our educational institutions must be vitally concerned with the interests and needs of the local communities and their inhabitants. By providing a program of instruction in vocational education, the rural school has been better able to provide its youth and adults with the foundations for successful farming, homemaking, rural service, and family living. Vocational agriculture in the rural school curriculum has had a share in enriching the social and economic dividends of rural people. Learning by doing has enabled rural youth to be better prepared to face the challenge of modern agriculture in a dynamic world.

The Future Farmers of America organization, as an integral part of vocational agriculture, has fostered the spirit of cooperation by means of practical, real-life experiences in group action for mutual benefit. In the teaching of vocational agriculture, opportunity for cooperative learning by doing has been a realistic challenge.

That portion of the official creed of the Future Farmers of America which includes the following pledge: "I believe . . . . . in the ability of organized farmers to serve our own and the public interest in marketing the product of our toil. I believe that we can safeguard these rights against practices and policies that are unfair.", is evidence that cooperation permeates the entire FFA program. Cooperative crop or livestock production enterprises, livestock chains, purchasing and distributing of certified seed and supplies are only a few of the numerous cooperative ventures of FFA Chapters. Cooperation with agencies such as the county Soil Conservation Service, Dairy Herd Improvement Association, Artificial Breeder's Association, and others are within the scope of FFA activities. For example, the local FFA Chapter may help secure loans for members from the local Production Credit Association for the purpose of assisting members in becoming established in farming.

More Can Be Accomplished

Despite the fact that cooperative action is an important phase of the FFA program, much confusion still exists concerning the place of coopcratives in the vocational agriculture curriculum. As a result, a number of serious pitfalls have evolved:

(1) In establishing and operating the FFA program, little correlation may be made between FFA cooperation and the fundamental principles and philosophy which have guided the progress of cooperation through the ages.

(2) The FFA member may fail to recognize the common interests of his own organization with those of the various local farmer cooperatives.

(3) The teacher of vocational agriculture, as an FFA adviser, may have only a limited understanding of the scope and importance of agricultural cooperation, and may not know where to obtain and how to make use of the limited educative materials and information sources which are available.

(4) FFA members may fail to bring the influence of farm cooperative education to their parents by means of discussion of the subject in the home.

(5) FFA members, as prospective farmers, may be unable to recognize the need for formal group cooperative action in their community as they venture into the task of farming.

(Continued on Page 30)

High school vocational agriculture students and their instructor of Morrisville, N. Y., visiting the local Production Credit Association offices to inquire about membership in the credit cooperative and obtaining loans for FFA members.

FFA members and their adviser are conferring with one of the directors of the local Production Credit Association cooperative regarding loans for financing their agricultural projects and for establishment in farming.

Better Understanding Necessary

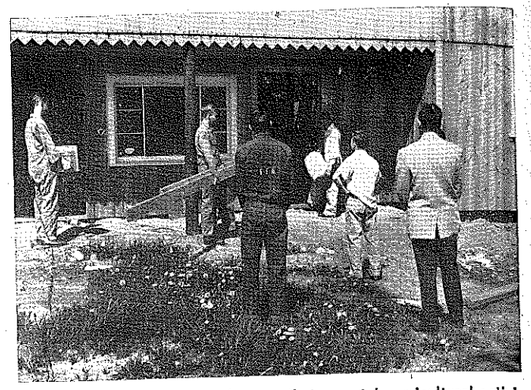
In order to improve cooperative education among rural farm youth, we must examine and interpret the possible reasons behind these limitations. Teachers of vocational agriculture may have received inadequate training in agricultural cooperative education from the land-grant colleges. In 1946, land-grant colleges in some 44 states listed 56 courses dealing with the subject of cooperation. Only ten states offered more than one course. Of these, nine institutions gave two and one college sponsored three courses. Teachers of vocational agriculture cannot effectively bridge the gap between FFA cooperation and the local farmer cooperatives unless these teachers are cognizant of this need and are well-informed.

In addition, educational programs of farmer cooperatives have been primarily concerned with the more immediate problems of adult membership needs. Vision has been lacking in recognizing the need for greater coordination of these farmer cooperatives with rural youth organizations. In fostering cooperative education, the local FFA Chapter and the local farmer cooperatives should recognize mutual interests.

Agricultural cooperatives have contributed immeasurably in raising rural living standards through their action on economic and social frontiers. Permeating the activities of agricultural cooperatives is the perpetuation of educational ideals. However, much of the action of the agricultural cooperatives has been directed at obtaining more immediate results primarily by meeting the needs and interests of adults. Vision has been lacking in recognizing the long-range needs of our farm youth.

Adult Organizations Can Assist

The established adult farmer cooperatives have a strong obligation to farm youth, for the cooperative strength of the future will depend upon the youth of today. Farmer cooperatives must realize the necessity of cooperative action that emanates from the educational system. There is no room or need for the methodology of propaganda or indoctrination, but the farmer cooperative should be evaluated in the same light as other business entities. Fundamental principles, benefits, limitations, organization, growth, operation, rights, and other practices of cooperatives, and their place in the nation's economy should be considered.



FFA members are shown working on their county's agricultural activities center, which was constructed as a cooperative venture by the farm people of the county to serve the needs of their farm youth and adults. Here is striking proof that the old spirit of neighborly cooperation in such projects as barn-raising has not gone by the wayside with the increased complexity of modern rural living.

Although the various cooperative organizations and federations have made much educational and promotional progress, greater understanding between the local farmer cooperatives and the local FFA Chapters is essential. A common bond exists between the educational program of vocational agriculture, with its FFA activity, and the farmer cooperative. They are both vitally concerned with the development and improvement of our rural way of life. This bond can be strengthened through greater mutual understanding and endeavor on the part of these two important rural agencies.

The author, as a former teacher of vocational agriculture, recalls several instances where a private agricultural concern provided generous assistance to various FFA Chapters for the purpose of implementing cooperative FFA projects. If private, profit-motivated corporations could recognize the value of fostering cooperative activity in the various local FFA Chapters, it is even more imperative that the local farmer cooperatives avail themselves of the opportunity to promote cooperation in action. Many farmer cooperatives are gradually recognizing the necessity for working with rural youth. If the FFA member is to realize the need for cooperative membership as an adult, he must first recognize that his FFA organization has a great deal in common with the local farmer cooperatives.

Steps to be Taken

Some of the possible steps toward improved educational relationships between rural youth and farmer cooperatives are as follows:

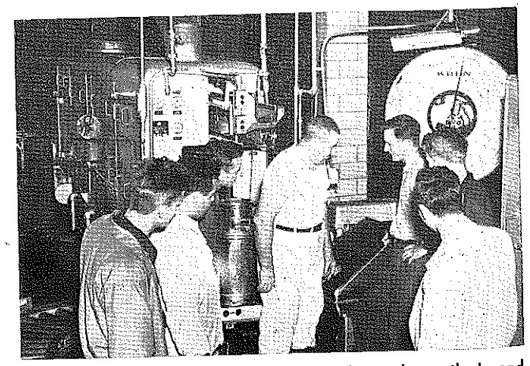
(1) Prospective teachers of vocational agriculture should seek and receive adequate training and assistance regarding cooperative education from the teacher-training departments of our agricultural colleges. In addition to developing cooperative teaching materials, a survey course in agricultural cooperation might be included in the teacher-training requirements.

(2) Vocational agriculture teachers should seek and receive adequate supplementary cooperative teaching materials and information from the departments of Agricultural Education and Agricultural Economics of our land-grant colleges, as well as from the farmer cooperatives.

(3) A summer workshop session in agricultural cooperative education might be offered at the land-grant college for teachers of vocational agriculture. Such a workshop could combine the resources of the college's departments of Agricul-

(Continued on Page 46)

Vocational agriculture students visiting the local G.L.F. cooperative farm service store and feed mill, are studying the various operation procedures with the assistance of the local manager. As future farmers they need to know the merits of cooperative agencies in furnishing services.



Here the agriculture students are being shown the methods and equipment for receiving and holding the raw milk at the local cooperative milk receiving station. As prospective dairy farmers these students are obtaining a basis for future participation in cooperative activities.

Community services result from—

Farm mechanics in action

and pupils find new interests in learning

JAMES JOHNSON and GEORGE STEWART,
Student Teachers, University of Tennessee

Solving a problem in wiring connections in a junction box during the process of wiring the barn.

A lack of facilities for its expanding program of work has given the Chester County vocational agriculture students at Henderson, Tennessee, a chance to put farm mechanics skills to work in a useful cooperative enterprise.

After several years of promoting livestock breeding, the FFA roundup, under the direction of the advisor, Mr. A. C. Jones, became an annual affair. Purebred hog sales to dispose of surplus breeding stock were held for three years, but each time it was held at a different location because of the need for a suitable place. Chapter livestock and poultry projects further emphasized the need for added school facilities. The Chester County Fair Association joined in the demand for a barn of some type.

For several years, the FFA program of work included plans to build a small barn, but, because of a lack of funds, the project was never completed.

Last year, Mr. R. A. Talley, Jr., County Court member and father of the FFA President, became interested in the project. Mr. Talley and Mr. Jones developed a rough plan for the proposed barn and an estimate of its cost. The FFA members volunteered to furnish all the labor. Mr. Talley presented the plans and estimated budget to the county court and $3,000 was appropriated to finance the project.

As soon as the department was notified of the county court's action, the senior vocational agriculture class began to develop the blueprints for the barn. The class members visited the West Tennessee Experiment Station and the Madison County Fairgrounds to study plans and construction of barns similar to the one they were proposing to build. By making some variations in the original plan and incorporating some of the ideas they had gathered, the class came out with a scaled drawing and bill of materials for the barn that would be needed. This bill was submitted to the county purchasing commission for procurement. But, due to the nature of the project, the commission agreed, by unanimous consent, that the FFA should be given the responsibility for selecting and securing the materials at the lowest possible cost.

The seniors laid out the building and spotted the exact location for each pole, as creosoted poles were being used for support. The local Ford tractor dealer furnished a tractor with a post hole attachment to dig the holes.

The original plan called for open sides because of the extra cost of siding. However, Harry Scott, Chester County Chapter's first American Farmer became interested in the barn and offered to furnish dressed cypress siding at a cost that would enable the chapter to enclose the sides completely.

At the present time, the barn is almost completed. Part of the painting remains to be done and the concrete floor has not been poured, but the class plans to finish both as soon as the weather permits. A three-section arena, two 8′ x 10′ and one 20′ x 20′, will be constructed in the center. Wooden bleachers for two sides of the arena will be made. The chapter plans to complete all of these in time for its annual barnwarmin'.

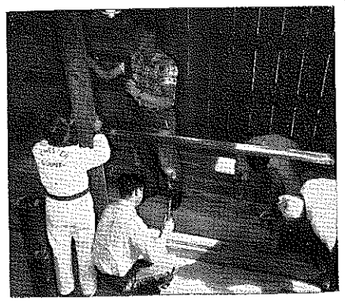
The junior and senior vocational agriculture classes have furnished all the labor for the barn except tapping the water main and installing the water meter, which were done by the city maintenance engineer and a local plumber. A representative of the local electric cooperative and a TVA field engineer assisted in preparing the wiring plans and supervising the installation of the wiring.

Can this program of construction be justified educationally? Yes, we think it can. Many of the farm-mechanics skills taught in the shop were used, and further developed, in the construction of this barn. The boys were provided an opportunity to apply, in a practical construction project, skills which had been taught in the school shop. Students participating in this project gained valuable educational experiences in the following areas of learning: (1) Planning (technique and method of attack), (2) mechanical drawing and sketching, (3) figuring bills of materials, (4) surveying, (5) selecting and purchasing materials, (6) sheet metal, (7) plumbing, (8) electric wiring, (9) painting, and (10) mixing, pouring and finishing concrete. It also served to develop confidence on the part of the individual boy in his own ability.

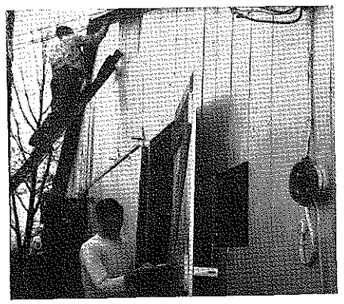
The barn, a 100′ x 40′ pole structure is located across the road from the vocational agriculture department on the edge of the ball park and fairgrounds. It will be equipped with loading chutes, feed and storage rooms, a cattle squeeze, a livestock arena, and bleachers for 150 persons.

The new livestock barn will meet several needs. The annual FFA Barnwarming will be held in the barn instead of in the gymnasium. It will house chapter livestock projects and can be used by the public for purebred cattle shows and sales. It will be used by the Fair Association during the County Fair. The barn will serve as a store house for feeds purchased cooperatively and will serve as a holding point for chapter animals.

This project has created widespread interest among the businessmen, school and county officials, and farmers of the community. It has furnished real experiences for the boys and has stimulated their interest in farming. In the years ahead each of them can point with pride to a job well done, and will have the satisfaction of having been a member of one of Tennessee's outstanding vocational agriculture departments. □



Practical experiences in construction are gained as the feed room is layed out and built.



Lessons in painting are more readily learned when the job is real and the pupils are motivated.

Are you concerned about where you fit into public education and among the numerous agencies serving Agriculture? Then read—

The unique role of public school education in agriculture

as defined by—

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

H. M. Hamlin

FOLLOWING the publication of my recent article in the *Agricultural Education Magazine* on "A Strategy for Agricultural Education," I received a letter from another state suggesting that I prepare an article on the unique functions of public school education in agriculture. "Many of our teachers," the letter said, "are inclined to feel that their work is that of a little county agent serving the school area."

I accept the idea that a supplementary statement of this kind is needed, even to convey more completely the meaning of the earlier article, which urged that we accept, with all its implications, our place and functions as an integral part of the American public school system.

What are the unique opportunities and responsibilities which we have because we are a part of the public schools? How do we work with out-of-school agricultural and agricultural education agencies? These are the principal questions with which this article deals.

I

The public schools of the United States are dedicated to the development of "good citizens." Commonly this means the development of men who will provide for their own needs to the extent that they can be made capable and men who will live helpfully with their fellowmen. It connotes such ancient virtues as integrity, honesty, dependability, industry, thrift, unselfishness, courtesy, and courage.

The task of the American citizen in these times is the most comprehensive and complicated ever faced by any citizen. We have dared to try to retain, and even to extend, in a modern, technological society the privileges and responsibilities of democratic citizenship evolved in a primitive society. Public affairs have become a vastly increased part of our total affairs, and our citizens bear the ultimate responsibility for them. It is necessary for a good citizen to participate, not only in decisions about local and county matters, but in state, national, and international decisions.

Traditionally, the task of preparing American citizens has been assumed to be one which can be completed before the rights of citizenship are bestowed, extending to age 21. This inadequate conception is rapidly being superseded. Some of the most difficult problems which citizens have faced in the past generation have been problems they were not prepared in their fundamental education to face. To a considerable extent, they could not have been prepared for them before they became citizens.

The task of the public school, as a developer of American citizens, becomes correspondingly complex and important. Agricultural education has been brought into the schools to assist in making citizens more capable of providing for their own needs, in reducing the number of parasites upon other citizens, and in making more available to all citizens the food, clothing, and shelter they require. It is also expected to contribute as any other kind of education to the general purposes of the public schools.

The public schools are concerned with the best total development of *human beings*. Our task in public school education in agriculture is to aid in developing *men* and *women*, who live on farms; work in agricultural businesses, industries, and professions; consume agricultural products; and determine public agricultural policies. We are not primarily interested in developing farmers or agricultural workers.

We in public school education in agriculture should be fully dedicated to the public interest, not special pleaders for farmers. We should not confine our interests and our efforts to those engaged in farming, but should be concerned with all who are affected by agriculture, that is, with everyone. It is often our duty to encourage critical thinking about the activities and proposals of agricultural groups.

A public school cannot enter into entangling alliances with parts of the public. Its only safe alliance is with the total public. There are, to be sure, "public schools" that are allied with the power elements in their communities, that aim to serve only a part of the public, or that have no scruples about serving some parts of the public better than other parts. These practices cannot be condoned; they are doing much to keep the public schools from being what they might be.

A public school system operates as a unit. What is done in any part must be done with consideration of its effects upon other parts. This does not mean that agricultural education in the public schools is in a straight-jacket. It does mean that workers in it are not free to do some of the things workers outside

Though the control of the public schools is in the hands of citizens, the schools are manned by a professionally trained personnel. The public believes that the teachers in its schools must be educated for their work and that a teacher is more than a subject-matter specialist.

Since the public schools are devoted to education, and education is concerned with the total development of people, education in the public schools is considered to be more than providing information, or dispensing services, or staging demonstrations. To effect the desirable changes in people which are sought in the public schools takes time and an organized, systematic approach.

Many other agencies serving the public are as devoted to the public interest as the public schools are, but none is so carefully restricted to serving the public by providing organized, systematic education.

II

The fact that public schools are different from other agencies should make it easier, not more difficult, for schoolmen to work with others. We in the public schools have our special field, which no one is trying to occupy; we should not be interested in taking over any other field.

One of the strengths of a democracy is that it provides for variety and for differences. We in public school education in agriculture have too often imitated other agencies, using methods good for them but not for us and failing to develop the great possibilities of our own field which call for unique procedures.

As we recognize our differences from workers in other agencies, duplication among agencies is reduced. Charges of duplication arise because the public, and some agricultural educators, do not recognize that our work is different from that of agricultural specialists.

Most teachers of agriculture read, a few years ago, an article in a leading agricultural magazine entitled "Big Government Is in Your County Too," a report of a study in DeKalb County, Illinois. The writer classed teachers of agriculture in the public schools with agricultural extension workers, soil conservationists, and P.M.A. workers, calling them all employees of the Department of Agriculture. He seemed not to suspect that there might be a superabundance of service, administrative, and regulatory personnel for the agriculture of the county, but that there might be a shortage of workers in agricultural education.

About a year later, five teachers of vocational agriculture in the area around DeKalb undertook, for their own purposes, to determine the need for and the attitude toward adult education in agriculture of the farmers in their communities. They found a shocking lack of systematic education in agriculture and a surprising hunger for it. About 80 per cent of these farmers had received no agricultural education in high school. About 75 per cent of them said they wanted to attend classes for adults, though only one of these communities had previously had adult

classes. About 85 per cent wanted systematic visits and help on their farms by their teachers of agriculture, though most of them had been taught not to expect them. Classes for adult farmers have now been developed in all of these communities.

III

How then do we in public school education in agriculture live with the workers in related, but different, fields?

The most important consideration is that the basic relationships among these fields are maintained by laymen, not by professional workers. Citizens are the recipients of all of the services that are rendered and maintain the ultimate controls over them. Professional workers come and go; citizens remain. It is good for teachers of agriculture to know and understand the professional workers in other fields; it is essential that citizens understand public school education in agriculture and its relationships to and differences from other fields.

The most important locale in which to have cooperation among agencies is the community. It is very desirable to have cooperation among workers at county, state, and national levels, but reasonably good cooperation can be maintained in communities without it.

The most important device for providing community cooperation among related agencies is a citizens' committee for agricultural education in the school system. It includes citizens interested in the services rendered by all agencies. Professional workers in other agencies can be invited to committee meetings for consultation.

IV

What are some of the issues that arise between related agencies and public school agriculture? How can they be resolved in the light of the preceding considerations?

One sometimes troublesome question is whether the public school is to have the full right to develop its assigned field or must defer to other agencies. The public schools in many communities and in some states have given up the right to educate adults in agriculture because their officials believed they might be intruding into a field occupied by agricultural extension. This question is answered quickly when a committee of representative citizens has its say. Hundreds of citizens' committees have passed on this question and, almost without exception, have assumed that the public school is the primary agency of public education in a district, that its authority to educate the public is unrestricted, and that other agencies supplement, and do not supplant, the public school.

What are the respective roles of 4-H Clubs and the FFA? 4-H Clubs were developed in the public schools, but they could not be kept in them because their leadership came increasingly from outside the schools. It is a fundamental principle of school operation that the school will sponsor only those activities which it can adequately supervise. 4-H Clubs went out of the public schools for the same reason that athletic coaches not members of school staffs went out. This does not mean that 4-H Clubs should be inaccessible to boys enrolled in the public schools, as some have tried to make it. The schools should never try to be totalitarian. The out-of-school life of pupils is their own, under parental direction. If parents want their boys to have the advantages which both the 4-H Clubs and the FFA can provide, the schools should not attempt to deny them. 4-H Clubs provide a valuable community service; the schools should do much to provide better members and leaders of these clubs without taking over their leadership or sponsorship, just as the schools should contribute attitudes and abilities valuable in any other community organizations.

How can the rural youth work of the agricultural extension services and the young farmers classes and clubs in the public schools be reconciled? They cannot be if the public schools' connection with rural youth is only through a young farmers organization. If the schools provide organized and systematic education, relatively intensive in nature and continued over a considerable period, they are occupying their unique field, one quite different from that in which extension's youth groups operate. A part of the public school education of this group may be in conducting an organization; the purpose of the public school is to teach how to conduct such an organization which contributes to and supports their program of agricultural education, not to perpetuate the organization until the "young farmers" have become middle-aged, as the 1952 conference of "young farmers" at Kansas City would indicate.

When does the work of the public schools with adult farmers overlap with that of the agricultural extension services? Here there has been a definite answer for 25 years, based upon the essential character of the public schools. The public schools are out of their field when they are not conducting organized, systematic instruction which (in agriculture) includes instruction on the farms of class members. Single meetings, isolated demonstrations, instruction by press and radio are not devices for the puplic schools unless they are related to an on-going, organized program of education. Neither are "shotgun" evening classes, in which a different subject is considered each night, often with a different class personnel each night. All are ineffective devices for the purposes the schools are seeking and can be left to any other agencies that choose to use them.

How should the schools work with the soil conservation services? Here the relationships have been among the easiest to maintain. The soil conservation services are definitely not educational agencies, yet they need to have their clients educated about soils if they are to have a chance to work with them. The schools welcome the opportunity to turn to soil conservationists certain services, non-educational in character, which they might be asked to perform.

How can the schools live with farmers' organizations? A part of the answer was given in discussing 4-H Clubs and the FFA. One's education should include learning to work in organizations. Farmers' organizations need desperately members and officers who have had training the schools can give, not solely for participation in farmers' organizations, but for participation in voluntary organizations generally. The schools may provide agricultural organizations for training purposes, but they should not sponsor any type of organization permanently as a training device unless it is related to a program of systematic instruction and there is a normal turnover of its members. One of the greatest contributions the schools can make is to educate their students about organizations of all kinds that function outside the schools, including farmers' organizations, and to develop in them constructively critical attitudes toward the work of these organizations.

What relationships can the public schools maintain with agricultural businesses and industries? Public school departments of agriculture have been discovered by these businesses and industries to be effective outlets to farm people. These outlets are being exploited for all they are worth. The basic principle in dealing with these groups is the same one invoked when it was decided that school textbooks should not carry advertising. Free textbooks could have been available to all if the schools had agreed to including advertising in them. It is especially hard to apply the principle to agricultural education because many useful teaching aids are being supplied with a minimum of obvious advertising. Smart companies know that the less obvious advertising is the more effective under our conditions. Teachers of agriculture cannot be churlish in dealing with companies that could clearly be their benefactors, but they should cherish highly the independence of the public schools and their tradition of "selling nothing but the truth." Obvious alliances with particular businesses and industries, either in their public work as teachers or in their private enterprises, must be avoided by workers in the public schools.

V

How can we summarize the unique opportunities and responsibilities which we in public school education in agriculture have?

First, we are responsible to and work for the total public. We cannot behave as though farmers were our sole clientele or the only people who count.

Second, the over-all objectives of the public schools are our primary objectives in agricultural education to which our special purposes should be subordinated.

Third, our primary concern, as it is the primary concern of the public schools, should be the total best development of the people with whom we work. We should be completely allergic to appeals to fight and die for dear old "Agriculture," knowing that agriculture is of significance only as it serves people.

Fourth, our policies and practices should be consistent with those which have been found good for the public schools as a whole. There will need to

(Continued on Page 41)

This is the season for—

Vacations...

How, when, where, and why to take them

CHARLES CALVIN SMITH, Vo-Ag Instructor, New Milford, Conn.

VACATIONS are a tradition of the American way of life. They serve as an opportunity to rest and recreate the body, mind, and spirit and add zest for the working days ahead. Vacations are for everyone, the very young, the working folks and the retired.

There are many types of vacations which might be planned to meet the needs of individuals or groups. There are hundreds of places to go and many things to do that will fit our needs perfectly if we will think about them and plan ahead. Some are as close as our own back yards. Nearby parks or lakeshore where the family and friends may gather for rest, games, food, swimming, and a lot of fresh air are available to all of us. Hiking trips, fishing trips, and camping can provide real vacation opportunities when handled right.

Many individuals take vacations without planning. Too often these folks lose the very things they seek. Many sources of assistance in planning are available. Good magazines offer suggestions for vacations for any month in the year and call attention to places to go and things to do and see. The A.A.A. is an excellent help in planning trips, suggesting roads and places to stay. They can save you miles and dollars and bring comfort to your travels. Talking with people who enjoy varied vacations often brings help in details of the vacation plan.

Varied Interests Can Be Combined

Teachers as a group are somewhat limited in the time of year for extended vacations and often like to combine travel with educational, recreational, and rest features for the summer months or holidays. It is a matter of planning ahead, shopping around and trying to get the most for time and money.

One vacation I have enjoyed a great deal each of three summers is a week long bus tour with a group of 25 to 30 Vo-Ag students. This trip, sponsored by the Connecticut Association of Future Farmers of America, takes the group in different directions each year in a chartered bus. It is a well planned and organized trip. Contacts are made ahead at all the important stops so the best of eating and sleeping service can be had and we can take in as many educational, historic, scenic, and recreational wonders as possible. Here are five days and four nights packed full of all the things that most folks enjoy. Seven hundred and fifty miles of travel in a week, twenty important stops made, boys full of pep and fun, good food, etc. all for less than $35.00 a week.

Last summer, Mrs. Smith and I enjoyed our first real travel vacation together. We traveled from Connecticut to Condersport, Pennsylvania, along part of the skyline drive with some beautiful scenic areas. We stayed with a relative here who buys forest areas, cruises, and plans for the systematic harvest of the trees for the Hammermill Bond Paper Company. We learned a great deal about systematic forestry in the one full day spent with him and did some visiting also. The Corning Glass Works and Cornell University Campus were two stops made enroute to Clinton. Near Utica, New York, we were shown about new University buildings, housing developments, a migrant work camp and the Farmers' Museum at Cooperstown. Our next stop was with friends just outside the Walls at Dannemora Prison. A visit to the prison enlightened us on prison conditions, routine, and the life of persons detained there. During the evening, we traveled to a mining town and into Malone, New York, seeing varying farming areas, lights in Canada, and visiting more friends. We crossed Lake Champlain and motored across the scenic Green Mountain State. We visited the rock bound coastline resorts of Maine, ate sea food, and enjoyed the beauty of the northland. Leaving Maine, we traveled down the shoreline to Niantic, Connecticut, where we spent several days with a relative enjoying rest, sunshine, swimming at Rocky Neck State Park and other nearby beaches. We returned home rested, in wonderful spirits, pleased with the trip and ready to go back to work. I must admit that Mrs. Smith planned this trip and it was well done.

Vacation Patterns Vary

We have friends whose working life is quite strenuous in banking circles, music teaching and organist work. Their vacation for several years has been two weeks at Silver Bay Colony on Lake George, N. Y. Here they are waited on hand and foot. All kinds of sports are available, music, drama, boating, golf, cards, etc. They meet new friends in the professions and really relax and enjoy themselves. This is really a money consuming vacation, but well worth it so they say.

Some families we know have learned how to take vacations to famous spots during off season times having the same fun and enjoying the same food as those who go at the costly season of the year. It may be in Florida, on the ski slopes of the northland or to such camping grounds as Fish Creek Pond in the northern Adirondacks. Many younger folks enjoy this more rugged type of living on vacation where they rough it a bit, harden their muscles, get lean and tan and come back appreciating more the advantages and comforts of modern civilization.

Perhaps you too have the urge to plan your next vacation. Remember to include the whole family in your planning. Good luck and I hope you have a grand vacation, cementing the bonds of family love and sharing experiences that will be cherished all through life. □

The Cover Pictures

DEPARTMENTS of Vocational Agriculture are noted for their services in their Communities. Such services are of many kinds and vary according to types of communities and farming. We are indebted to the State of Georgia and its fine program of Vocational Agriculture for the illustrations of school and community service shown on the front and back covers of this issue of the *Magazine*.

Front cover: Vo-Ag students at Grayson, Georgia, under the direction of instructor L. J. Williams, operate a sweet potato plant hot-bed as a cooperative project to supply plants for their own use and to sell the surplus to adult farmers in the community.

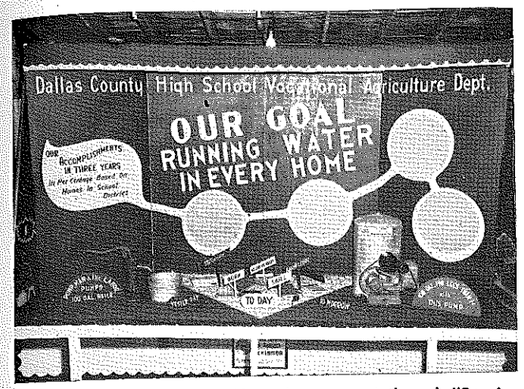
Back cover: 1. Piling fence posts. FFA members at Pine Grove High School near Valdosta, Georgia, stack posts which have been peeled and treated on the school campus. The Vo-Ag department operates a post peeler and also has a creosote vat for treating posts. The Chapter has been operating this post treating plant for ten years and treats an average of some 5,000 posts annually.

2. Future Farmers at Pine Grove, with their instructor, M. J. Lane, prune shrubbery around the vocational agriculture department on the school campus. They have set out 250 shrubs around the school campus, have seeded a five-acre lawn and set out over 1,000 pines on the campus.

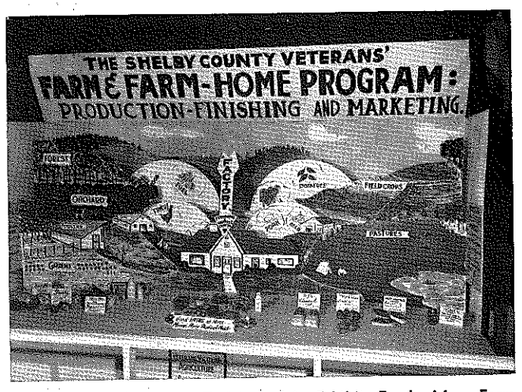
3. Also at Pine Grove—Future Farmers setting out pine seedlings. In addition to the more than 1,000 seedlings set out on the campus, they have a ten-acre school forest on which they set out 700 pines per acre some four years ago and are currently planting seven miles of pine trees along the highway from their school to Valdosta, seven miles away.

4. A class of adult farmers work on cultipackers. These cultipackers were designed by the class and are being constructed under the direction of V. O. Smith, Vo-Ag instructor at Heard County High School, Franklin, Georgia.

5. Interior of food processing center at Union County High School, Blairsville, Georgia. This center has been adapted for canning in both glass and tin. It is the only school processing center in the county, located in the North Georgia mountains, and patrons from all areas of the county use its facilities. When the picture was made, the women were canning apple sauce for home use and tomato juice for use in the school lunchroom.



An FFA Exhibit emphasizing Home Improvement through "Running Water." (Dallas County, Alabama)



An Institutional-On-Farm-Training Fair Exhibit Emphasizing Farm and Farm Home Program Planning. (Shelby County, Alabama)

Well-planned agricultural exhibits are effective teaching devices

You can profit from the following advice in preparing your next exhibit

H. F. GIBSON, Assistant Supervisor, Auburn, Alabama

H. F. Gibson

TEACHERS of Vocational Agriculture have learned through observation and experience that a well-planned agricultural exhibit is a good teaching device. The exhibit is an effective method of teaching and it is a worthwhile public relations activity. Some business firms spend large sums on exhibits. This is a good indication that exhibits are effective in presenting suggestions and facts.

Teachers have exhibits at school, in store windows, and at county, district and State Fairs which usually are of the following types—

1. Miscellaneous collective exhibit of farm products.
2. One-idea or improved practice exhibit.
3. Combination of the above—(farm products exhibit with a central theme).

The farm products exhibit is a collection of samples of as many farm products as possible grown in the community. These products are arranged in as attractive a manner as possible. The main purpose of this type of exhibit is to show the many different products grown in the community. This was a very popular exhibit several years ago but it is not used very often at the present time. Some people think it is important for city people to see such an exhibit.

One-idea or improved-practice exhibits are the most popular type of exhibit used by our teachers. The main purpose of this type is to teach an improved farm practice or help solve a major rural life problem. It stimulates pride in farming and a desire for community advancement.

The combined farm products and improved practice exhibit is used at some fairs. It is an exhibit containing quality farm products with a central theme.

What Makes an Effective Exhibit?

An agricultural exhibit should have the following characteristics—

1. *A definite theme.* The theme should be catchy, appropriate and well placed. Some examples of winning themes in the past have been—"Bee Rite With Bees," "For Better Hay Cure the Electrical Way," "Hold That Soil," "Stop That Rat," "Better Keep Poultry, Keep Better Poultry, Keep Poultry Better," "McKenzie Has Become Paint Wise," "Double Your Money With Sheep," "Climbing Those Golden Stairs," and "Future Farmers Become Successful Farmers By Degrees."

2. *Draws Attention.* No one can make you look at an exhibit but an exhibit can make you look. The exhibit should present an original, unusual or striking method of display.

3. *Arouses and holds interest.* Make effective use of posters, light, color, sound, motion and mechanism.

4. *Makes use of appeals.* Appeal to such motives as the desire for profit, health, pleasure, recognition, comfort, convenience, recreation and the saving of time, energy and property.

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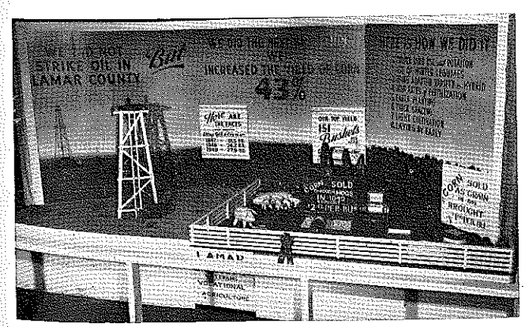


A corn production achievement exhibit by Lamar County, Alabama, Veterans in Institutional-On-Farm-Training.

"Vocational Agriculture Serves Alabama"—A poster display at fair showing progressive degrees in FFA.

You can improve your service to your community by—

Determining farm mechanics content

on the basis of

What farmers consider important

LLOYD J. PHIPPS and GEORGE P. DEYOE,
Teacher Education, University of Illinois

Lloyd J. Phipps

George P. Deyoe

UNDER the direction of the Division of Agricultural Education, University of Illinois, five teachers of vocational agriculture[1] interviewed a sampling of farmers in their communities to aid in determining the content of farm mechanics instruction. Information was obtained from a total of 197 farmers in the five widely separated communities. In interviewing the farmers selected, the teachers attempted to discover the needs of farmers in farm mechanics and the judgments of farmers regarding the relative importance of various phases of farm mechanics. The following types of evidence were collected:

1. The equipment in use on the farms
2. The kinds of farm mechanics work being performed by the farmers
3. The kinds of farm mechanics jobs being referred to experts
4. The farm mechanics jobs which the farmers would do on their farm if they had the "know how"
5. The opinions of the farmers regarding the relative importance of each type of farm mechanics instruction.

Equipment in Use on Farms

In all of the communities studied, the farms are highly mechanized. Nearly all of the farmers own tractors and tractor-operated equipment such as plows, corn planters, and cultivators. Farms with two or more tractors are not uncommon. In one community, 65 per cent of the farms surveyed have two tractors and 33 per cent have three or more tractors. Most, but not all, of the farmers own combines and corn pickers. There are several electric motors in use on nearly every farm. The typical farm has a house, barn, crib, and machinery shed, with numerous small buildings such as hog houses and brooder houses. Most of the barns were originally for horses and cattle. A few of these barns have been remodeled so that some other use can be made of the horse stalls. Horses have been eliminated on most of the farms studied. Many of the brooder houses and small hog houses were constructed on the farms by the farmers.

Kinds of Farm Mechanics Jobs Performed by Farmers

The farmers usually repair their own farm machinery by removing and replacing worn or broken parts. The adjustment of their farm machinery is usually performed by the farmers. Most of the farmers do their own general farm building repair, such as repairing buildings by replacing worn or broken timbers. Small buildings, such as hog houses and brooder houses, are often built and repaired by the farmers themselves. Minor electrical maintenance and extension work is performed by the farmers. Minor plumbing work, such as the laying of a water line to a dairy barn or hog lot, is usually performed by the farmers. Painting is a job commonly performed by the farmers studied. Most of the farmers studied indicated that they sharpen and repair their own hand tools. Concrete work is performed by some of the farmers. Probably, many of the farmers do their own minor concrete work. The reason why it was not mentioned more often may have been that not very many jobs requiring the use of concrete develop in a year on a typical farm.

In some of the communities, a number of the farmers do their own welding. Probably, this is a type of farm mechanics work that will be performed by increasing numbers of farmers.

The construction of grass waterways was mentioned by a number of farmers as a type of farm mechanics work in soil and water management which they performed.

[1]James H. Handy, Waverly; Floyd H. Pruitt, Tiskilwa; James G. Bickett, Chatsworth; John Herbst, Ball Township High School; and J. R. Bridges, LeRoy.

Kinds of Farm Mechanics Jobs Referred to Experts

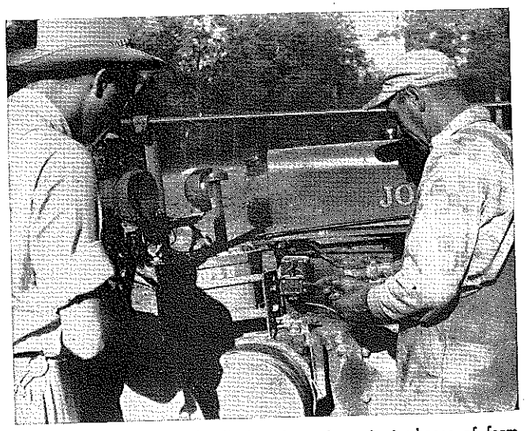
Tractor overhaul is commonly referred to experts; however, approximately one-fourth of the farmers indicate that they perform some overhaul work on their tractors. Most of the farmers still refer their welding jobs to others, although there is a trend toward the purchase of welders. The sharpening of plow shares is usually referred to a local blacksmith.

Major electrical work is usually performed by an electrician. Also, major plumbing work, such as the installation of a bathroom, is usually performed by a plumber. Carpenters are usually hired to construct the large buildings on the farms. Wells are usually repaired by persons specializing in well repair. Someone is usually hired to do the cabinet work necessary in homes. The laying out of terraces and waterways is often referred to someone else. Some of the farmers do not perform the major jobs of roofing. It is rather common for the farmers studied to refer all of what they call "blacksmith work" to local blacksmiths.

Farm Mechanics Skills Desired by Farmers

A large percentage of the farmers desire to learn how to weld. There is some interest in learning more about performing the minor mechanical repair and adjustment jobs on a tractor. Most of the farmers desire to know more about the maintenance, operation, and adjustment of their farm machinery. Some interest is shown in learning more about the construction of hog houses, self-feeders, brooder houses, and other types of wooden equipment. Some interest is indicated in developing additional skill in farm wiring. Concrete work is mentioned frequently as an area of need. In some of the communities there is considerable interest in installing farm water systems and sewage disposal systems.

Very little interest is shown in such skills as soldering, forge work, rope work, glazing and window repair, terracing, and painting.



Tractor maintenance and adjustment are important phases of farm mechanics. An adult farmer and teacher discuss a problem of the ignition system.
Photo by G. P. Deyoe

Relative Importance of Areas of Farm Mechanics Instruction

As shown in Table I, there are a number of areas of farm mechanics instruction that these farmers rank near the top of the list in importance in all five communities. There are other areas of instruction ranked consistently near the bottom of the list in all five communities.

The areas ranked near the top of the list in all communities are (1) farm safety; (2) repairing and adjusting of farm machinery; (3) farm carpentry; (4) farm tractor maintenance and adjustment; (5) soil and water management; (6) sharpening and using hand tools; (7) wiring for electricity; and (8) welding.

It is interesting to note that farm safety and the repair and adjustment of farm machinery are ranked in either the number one or the number two position in all the communities.

The areas ranked near the bottom of the list by farmers in all of the five communities studied are (1) soldering; (2) rope work; (3) plumbing; (4) painting; (5) electric motors; and (6) forge work.

Under the various headings, the specific activities ranked high by farmers in all of the communities studied are, in their approximate order of importance for each heading, as follows:

1. Farm Safety
   a. Safety in the operation of field machinery, tractors, corn pickers, corn elevators and other farm implements
   b. Farm fire prevention
   c. Reducing hazards around the farm such as faulty stairs and ladders
   d. Safety in the use of hand tools
2. Repairing and Adjusting Farm Machinery
   a. Adjustment and repair of plows, discs, and cultivators
   b. Adjustment and repair of corn picker
   c. Adjustment and repair of combine
   d. Adjustment and repair of baler
3. Farm Carpentry
   a. Repairing farm buildings
   b. Building small farm buildings
4. Farm Tractor Maintenance and Adjustment.
   a. Maintenance — greasing, oil change, oil filter attention, tire maintenance, and oil cleaner attention
   b. Adjusting of the carburetor
   c. Adjusting valve tappet clearance
   d. Timing
   e. Trouble shooting
5. Soil and Water Management
   a. Establishing grass waterways
   b. Constructing dams
   c. Laying out contour lines
6. Sharpening Tools
7. Farm Wiring
   a. Maintaining the wiring of the farmstead
   b. Calculating the cost of operation of various items of electrical equipment.

In some of the farm mechanics areas that were ranked relatively high *as an area,* there were some activities that were ranked very low. Some of these activities by areas are as follows:

1. Farm Tractors
   a. Replacing piston rings
   b. Grinding or replacing valves
   c. Major overhauling
2. Soil and Water Management
   a. Laying tile
   b. Building terraces

There were also activities that received a *relatively high individual rank* although the over-all areas were ranked relatively low. These activities are as follows:

1. Concreting walks, feeding floors, and stalls
2. Making small concrete projects
3. Selecting electric motors for the farm
4. Installing electric motors
5. Caring for paint brushes
6. Selecting paints to purchase

TABLE I. Areas of Farm Mechanics in Order of Importance as Ranked by Farmers in Five Communities.

Areas in Order of Importance	*Rank in Separate Communities**				
	Community 1	*Community 2*	*Community 3*	*Community 4*	*Community 5*
Safety	1	1	1	2	
Repairing and adjusting machinery	2	2	2	1	1
Farm carpentry	5	3	3	4	2
Farm tractor maintenance and adjustment	6	4	5	3	3
Soil and water management	3	6	7	5	
Sharpening tools	7	5	6	6	4
Wiring for electricity	4	7	11	8	6
Welding	9	12	4	7	7
Cold metal work	8	8	8	10	
Plumbing	11	13	10	12	8
Electrical motors	10	9	14	11	
Rope work	15	15	15	15	12
Painting	12	11	12	14	9
Soldering	14	14	13	13	10
Forge work				16	11
Total Number Areas	15	15	15	16	12

*Blank spaces indicate that these areas were not included in the survey for a particular community.

Machinery repair is rated "high" by farmers as a phase of farm mechanics. High-school boys repair a disk harrow in a school shop. —Photo by G. P. Deyoe

Conclusions

Studies of this type provide a teacher with some information besides his own opinion which he can use in planning the content in farm mechanics for his various courses. These studies have implications for instruction for young farmers and adult farmers, as well as for high school students.

Although these five studies were conducted in five different communities by five different men with slightly different objectives and techniques, it is interesting to note the similarity of results. Some of this similarity of results, of course, was because all of the farms in the communities in which the studies were conducted are highly mechanized.

If the farmers studied are representative of the farmers in these five communities it seems that consciousness of the importance of farm safety is well

(Continued on Page 42)

In serving out-of-school groups

Where do we go from here?

Presented here are some pertinent points of view about the young farmer program.

THOMAS J. STANLY, Dept. of Agr., Francis T. Nicholls Junior College, Louisiana State University

WITH the Institutional-on-the-Farm-Training Program declining, much has been written and more has been said about the need for emphasizing young farmer instruction on the local level. Practically all of the states have had this subject included in the agenda of their state conferences during the past few years and some have it scheduled for the current year. These sessions have usually ended with the question: How can we increase interest in the young farmer program? Another typical question is posed: We all agree that this program should be emphasized, but how should the teacher go about it—if he has time to go about it?

Several states have solved this problem by the organization of Young Farmer Associations. From a survey recently made by the writer under the direction of Professor L. R. Humpherys, the supervisors of the states having such organizations indicate that the Young Farmer Association has contributed materially to the young farmer instructional program.

In an effort to determine the status of Young Farmer Associations at the present time a brief survey was made in May of last year of all the states and territories of the United States. The states were divided into two groups. A questionnaire was sent to the supervisors of the *twenty-seven* states that had indicated that they had or were planning to organize Young Farmer Associations, requesting information concerning the existing organizations. The supervisors in the remaining *twenty-four* states were sent a questionnaire requesting their opinions on the possibilities of organizing Young Farmer Associations on the various levels (local, state and national). Ninety-four per cent of all questionnaires were completed and returned.

There was a wide diversity of opinion among the supervisors as to the objectives of Young Farmer Associations. These varied further on local, state, and national organization. A substantial number considered Young Farmer Associations as a means of developing and maintaining interest in young farmer instruction. Some felt that organization should come as an aftermath of a successful instruction program and be designed only to facilitate disposing of group business.

All of the supervisors were concerned with enlarging the activities of their young farmer instructional program. One commented, "The young farmer group is the most important responsibility of people concerned with Vocational Agriculture." However, the data reveal that two states provided no funds to match the federal funds for carrying on the young farmer program. This fact is a little astonishing when one considers the nation-wide emphasis that is currently being put on adult and out-of-school education.

Thirty-six supervisors were in favor of local Young Farmer Associations. Seven were not in favor of them; six failed to commit themselves. Practically all of those for local organization asserted that it should grow from a local need. They very definitely did not favor organization from the top down. The supervisors not favoring local organization felt that the teachers do not have time to sponsor such a program. Two suggested that it would be necessary to place an additional teacher with special training in each school to deal with this group.

There is less support for a state organization. *Eighteen* states were for it; *seventeen* against, and *ten* failed to express themselves. The reasons given by those favoring state organization can be summarized by stating that they thought coordination of objectives and activities of local organization would strengthen the young farmer instructional program. One supervisor who was not in favor of state organization asserted that there are enough organizations already. He felt that it is time that staff workers in Vocational Agriculture spend some time on their jobs instead of going to meetings. This was not the only statement containing this sentiment.

Nineteen of the officials answering questionnaires were opposed to national organization. *Eighteen* favored it and *fourteen* did not give their opinions. In comparing these figures with those given in a similar study made by Wong of Hawaii, there seems to be less support for national organization now than there was in 1948. The high percentage of supervisors not giving their opinions indicates that this is indeed a controversial issue.

A major question in the organization of young farmers is the fact that several other farm organizations are actively working with the same age group. The Farm Bureau, Grange, Extension Service, and Farmers Unions were mentioned as organizations soliciting the membership of the age group in question. None indicated that these organizations provided systematic instruction. In answer to the question of whether young farmers should be organized under the auspices of another group, *sixty* per cent replied negatively. One alternative was brought out that should be mentioned. This was the possibility of the agriculture teacher cooperating with these other groups, with the intention of the groups taking care of the organization and the teachers providing class instruction in connection with the organization.

Membership is Growing

The membership of local Young Farmer Associations has doubled since 1948. A similar increase has taken place in the number of local organizations. Most of this growth has occurred in the states which have state Young Farmer Associations. Only ninety-two of 968 organizations were composed entirely of veterans.

One supervisor stated that he expected to stress pointedly the young farmer program as the Institutional-on-the-farm program ends. He states that the Institutional program was the most important single factor that he could think of in getting young men established in farming. According to a previous survey, a large majority of veterans want local Young Farmer Associations. Approximately fifty per cent desire state and national affiliation.

A number of writers have expressed the opinion that one of the major items in conducting a successful young farmer instructional program is to provide some activity for the men's wives in connection with the instruction program. This has been done in numerous ways. The question was asked the supervisors of the states which had Young Farmer Associations: "In what way are the ladies encouraged to participate in the organizations?" In most cases they were invited to an occasional social meeting. A slight majority of states provided systematic instruction by the home economics teacher or special teachers. *Four* states had auxiliary organizations. These had or were planning to have a special session in the state Young Farmer Convention for the wives of the members.

Less Formality Desired

When asked a question concerning the degree of organization desired in comparison to the Future Farmers of America, *seventy-five* per cent of the supervisors did not want opening and closing ceremonies and appropriate degrees conferred. This indicates that they are not in favor of formal organization such as exists in Future Farmers of America.

From information collected in this survey, the following questions present themselves to be answered before we make further progress in the organization of Young Farmer Associations on a broad scale:

1. Should there be national unity in the objectives of local and state Young Farmer Associations?
2. Does the average teacher of agriculture have ample time to devote to a Young Farmer Association?
3. How effective are Young Farmer Associations in increasing interest in young farmer classes?
4. What are the possibilities of the agriculture teacher offering systematic instruction in cooperating with youth groups organized by other farm organizations?
5. From what source should the impetus for Young Farmer organizations come? □

Whether you are a teacher, school administrator, teacher trainer or supervisor, you should take

A forward look

At Vocational Agriculture[1]

J. K. COGGIN, Teacher Education, North Carolina State College

This is an age of rapid change in agriculture, in education; in fact, in the whole socio-economic life of the community. Any serious and "forward look" at the local program will include a brief reflection of where we have been, a critical appraisal of where we are and a recharting of future objectives and patterns in the light of all our experiences and apparent modern trends. A forward look at the local program is sufficiently large and challenging to enlist the best efforts of every teacher, teacher-trainer, supervisor and administrator in the South interested in vocational education in agriculture.

Much remains to be done if we are to make the maximum contribution to the development of happy, healthy, stable and competent rural citizenship needed to perpetuate and advance the American way of life which our rural forefathers aspired to transmit to posterity.

The Teacher and the Local Program

Teachers of vocational agriculture of tomorrow must continuously re-examine the objectives of vocational education in agriculture and adjust their instructional programs in terms of these changing objectives and to a reasonable load one man can carry with some degree of efficiency. Even now the most alert and competent teacher may not be able to meet well the responsibilities and opportunities which are his.

Teaching high school classes, supervising farming programs, setting up and maintaining the farm mechanics shop, teaching young and adult farmers, supervising the veterans program, supervising the food conservation center, organizing and leading FFA Chapter activities, including six to ten contests, are some of the musts. When you add all the professional and technical meetings along with a myriad of community relationships that are time and energy consuming, you have in the local program more than any one man can do well. The teacher knows this. Heaven knows it. We might as well face realities at this conference and find some ways and means of dropping the excess baggage or enlisting more help. Excess baggage is something one simply cannot carry, no matter how valuable, or something not worth carrying whether loaded or not. Too many of our teachers seem to be loaded with both kinds.

With only 15 per cent of the United States population now employed in farming, fewer high school students need to be enrolled in vocational agriculture classes to supply the necessary replacements in farming. It seems clear that we have given too much emphasis to too many, too often mass selected, too inexperienced, far too long. If we are serious about vocational objectives we need to place more emphasis on pupil selection based on sound guidance techniques. To enroll those students in the high school classes who are interested in farming and who have the necessary facilities, present or potential, to make a beginning and advance in farming during the high school training period is one way of doing a better vocational job and at the same time lighten the load of the teacher. In addition to more judicious selection of high school students, teachers of vocational agriculture should give more attention to their selecting, planning and conducting of supervised farming programs of sufficient scope to enable these farm youth to develop the abilities necessary to attain a reasonable degree of proficiency in the type of farming, at whatever status, they will enter upon completing the high school program. If teachers enroll real prospective farmers and wisely guide them in selecting, planning, conducting and evaluating their supervised farming programs, they cannot escape planning a functional instructional program. The results of this program will be reflected in the ability of farm youth to solve agricultural problems and the adoption of approved practices in conducting the farm enterprises grown on their respective home farms.

There is too great an imbalance between the number of "prospective" and "present" farmers enrolled in vocational agriculture classes and in the time devoted to the instructional program for these two groups. The objectives of vocational agriculture generally accepted by workers in agricultural education cannot be achieved until and unless more emphasis is placed on the importance of providing instruction for those already engaged in farming—the young and adult farmers who constitute the bulk of our agricultural producers. Teachers must realize that this group of actual farmers is the one which is most responsive to functional teaching and can do more to improve the agricultural economy and standard of living of our rural communities than any other group. It seems imperative, therefore, that we must adjust the pattern of the local program to provide more adequate time for teachers of vocational agriculture to plan and conduct worth while instructional programs designed to meet the specific needs of the young and adult farmer. So long as the program remains an "after supper" program it will be lead by a tired and oft-times a loyal home-loving teacher. Why spend all the daylight hours with high school classes? Why not pattern the high school schedule to provide more time for the young farmer and adult farmer? It is high time that we put aside the concept that "after supper" classes for this group is sufficient and regard young and older farmer class instruction as an integral part of and not an appendage to the local program.

The Teacher-Trainer and the Local Program

The local program is sorely in need of more and better qualified teachers. Too often in the past, teacher training institutions have been guilty of the same shortcoming as have the teachers of vocational agriculture. Teacher trainers also have accepted too many, too often mass selected, too inexperienced, far too long. As a result of this poorly conducted guidance process, too many inferior teachers of vocational agriculture have obtained professional licenses. The program cannot go beyond well defined objectives envisioned by the competent teacher.

New patterns or ways of recruiting future teachers need to be developed. Teachers of agriculture in the public schools can do much to help departments of agricultural education recruit and enroll rural youth who possess the qualities of leadership, scholarship and character needed for successful teaching. Other sources of help are also available. New ways and means in this area need to be put in operation.

Teacher-trainers must continuously re-examine and re-evaluate the pre-service and in-service training program, especially in technical agriculture. The following quotation is taken from the Southern Regional Conference Report of 1926—"Vocational instructors have not had sufficient training in electrical work to give instruction in wiring farm homes." That was twenty-seven years ago when you had to go to town to see an electric light. Now it is necessary to go 'possum hunting to get out of sight of an electric light even if you can't find the 'possum. Most of us would agree, I think, that it is not the objective of agricultural education to train boys or farmers in electrical work for a vocation. Certainly, however, the farmer needs to have a broader understanding of the proper installation and use of electrical equipment required and used on his farm. The understanding and know-how of the teachers of agriculture in rural electrification and most other areas of farm mechanics in this day of rapid shift from man and horsepower to farm mechanization is not too much advanced over 1926.

We are in the advanced budding period of the atomic age with all of its implications for farming and all life or death, but the farmer is also in the midst of the "Bulldozer age." The Bulldozer's cousins—newer, better and bigger farm equipment—are rolling off the production lines of industry each day. Some of our friends in agricultural engineering say that approximately 85 per cent of this farm equipment is operating out of adjustment due to the lag of understanding and know-how of the operators.

(Continued on Page 46)

[1]Adapted from the opening address before the Southern Regional Conference. Prof. Coggin was the president of the Conference.

Do you doubt the value of judging contests?

Then read—

Judging contests have value

E. J. JOHNSON, Program Specialist, U. S. Office of Education

E. J. Johnson

THE judging of livestock, dairy, poultry, dairy products and meats should occupy an important place in the educational training program for students of vocational agriculture. It is recognized that this part of this program should not overshadow other areas of instruction but it should not be overlooked. A group of educators in the field of vocational agriculture representing the four regions placed their stamp of approval upon the following statement: "The general purpose of these contests is to provide competitive activities which reflect certain abilities needed in the successful production of livestock and poultry." Surely, that well thought out statement is sound and would be accepted by most forward looking educators who teach with conviction and integrity of purpose.

The competition which judging affords serves as an incentive to get youth to work more fervently when training for contests. Such training serves to bring out the best abilities of students as they compete with one another. There is something spectacular about contests which add color, flavor, and appeal to the instruction but at the same time provides recognized educational values. The breeder when selecting animals for his herd studies production records, pedigrees and blood lines but he does not overlook the appearance of the animal and that "like begets like." The breeder who resorted to records alone and ignored the appearance of a new animal brought into the breeding herd might find that the "frame" or "chassis" was unsuited for the herd. Herd improvement still remains dependent to a large degree upon the eye of the master. Whether buying breeding or market stock, the ability to judge the animals correctly is the most essential talent to assure the success of the venture.

Some Practical Aspects

The buyer or seller of farm produced animals and the products of these animals must, as a judge, have a full knowledge of what is the ideal or the grades or qualities involved. It is also fundamental that a judge have a keen power of observation. To develop accuracy of observation necessitates repeated practice under the direction of one who has full knowledge of what comprises the ideal. These decisions frequently must be made quickly, therefore, full observation and comparisons may need to be followed by a definite system or routine of inspection.

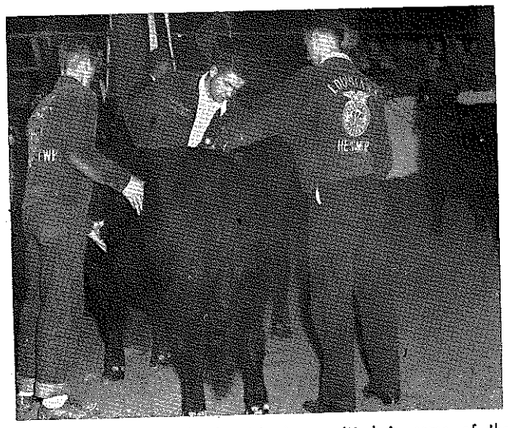
In the training of youth to judge, score or grade, it is only natural that some are more apt than others to weigh or balance evidence from the comparisons they have made and then render logical conclusions. Here is the danger that upsets what might have been a good and defensible training program because the instructor is tempted to center his efforts on the few who show particular aptness at the start. If this part of our educational program is good, then the entire group that can profit from the instruction should continue to participate. Some instructors and administrators have "soured" on judging because of the overemphasis of this part of the training being centered on a few. True, there will be the top group in a department that will be entered in competition with those from other departments. There is nothing particularly wrong in competition whether we lose or win because what we should be interested in is an improved end result. We Americans thrive and profit from competition and love it, whether in athletics, production of animals and crops, or in any other way attempting to surpass past records of attainment.

Field Experience Required

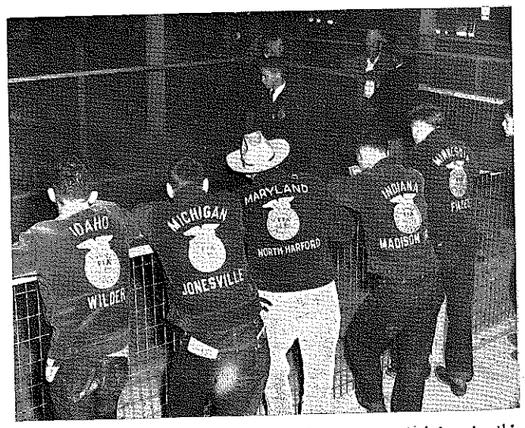
Some of the basic principles of judging can be acquired in the classroom. However, it takes actual field experience to achieve or even approach the goal of perfection in this matter. The work of the Instructor of vocational agriculture cannot be confined to the four walls of the classroom in attaining the proper objectives. The instructor's field of activity must embrace the work and life of the farming area in which he is located and of which he ought to be a part. Unfortunately, too little of the instructor's time in many schools is devoted to well planned field activities with his students using the farms as a part of the school's educational laboratory. There is probably no other single school educational activity that encourages instructors and their students to get out on the farms more than that encompassed in the many kinds of worthy judging activities.

Contests Increase in Number and Quality

It is apparent that there is a definite and growing interest among our schools in the training of students to participate in contest activities applicable to the vocational agriculture students. The FFA National judging contests were dropped during the wartime period but started again in 1947 on what is deemed a more practical basis than existed previously. Classes of dairy cattle are placed by giving consideration to performance records or performance pedigree records, realizing the fallacy of either placing or selecting animals on type alone. With poultry, there are grading classes for both live market and dressed birds.



Close-up handling of beef cattle is permitted in some of the national contest classes. Learning the "feel" of fine cattle is an important part of the beef producer training, particularly for those who will feed out cattle for the fat market.



You can't see the hogs the Future Farmers are judging in this class of the national contest, but the picture does indicate the wide interest. Judging contests constitute a popular FFA activity in every state of the Union.

Eggs are graded according to specifications for United States Standards for quality. Breeding swine classes are placed according to production records of litters from which the animals come. Classes of ten animals each of feeder calves, feeder steers and slaughter steers are graded individually according to U.S. Market grades. These and other educational innovations have improved our present National Contests to make them more practical and defensible and acceptable.

The following chart shows the extent of the participation by States in the National FFA judging contests since 1947:

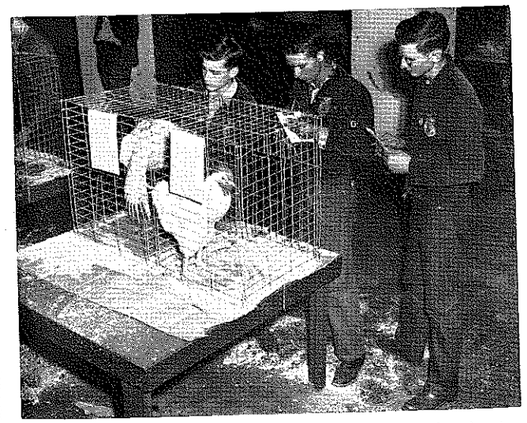
Contest	*1947*	*1948*	*1949*	*1950*	*1951*	*1952*
Dairy Cattle	27	33	33	36	36	37
Dairy Products	19	27	27	31	30	33
Meats	18	25	25	25	29	33
Poultry	21	29	30	32	32	35
Livestock	34	34	36	37	39	40
Totals	119	148	151	161	166	178

The general increase of participation by States as shown in the chart evidences the favor with which the contests as now conducted are accepted. One of the major reasons why the present judging contests for the FFA are so well accepted is because they have been set up on a democratic basis by representatives from each of the four regions, working as a Special Study Committee for National FFA judging contests.

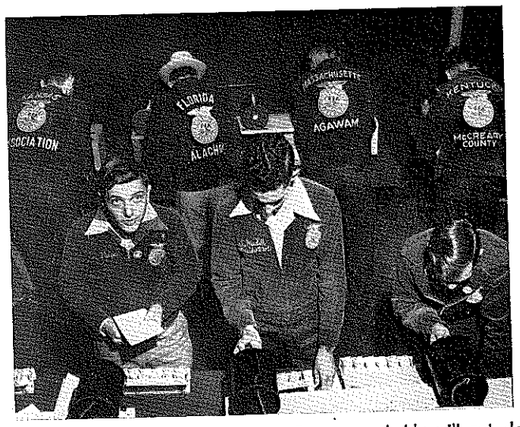
This committee will meet at the President Hotel in Kansas City in October, 1953, just following the National FFA Convention to set up the plans and rules for the National FFA judging contests covering a three- to five-year period to go into effect in 1954. A completely new Special Study Committee is being elected this year to take over for a three-year period beginning January 1, 1954. The NVATA committee on contest improvement has made many splendid suggestions to the Special Study Committee. The Chairman of the NVATA committee is the untiring and capable instructor, J. O. Reed at Cheyenne, Wyoming. Mr. Reed has been ably assisted by H. G. Youtz, the instructor at Albin, Wyoming, in his survey to get ideas from the instructors for contest improvement.

Variations in Agriculture a Factor

There are definite limitations to national contests because of the great variation existing in agriculture from east to west and north to south in a country as large as the United States. Because of this variation, many of the ideas submitted for improving the contests, that were well suited for certain sections of the country, could not be used. Some of the suggestions that the Special Study Committee must consider this fall at their meeting include—probable need to enlarge some of the contests, the addition of a class of swine to be graded according to U.S. Market grades, the desirability of including agronomy and farm mechanics contests, and the giving of oral reasons. The value of oral reasons is well recognized but many State staff members as well as instructors believe that sufficient training in this area of instruction has been received by students in local, district and state contests. One instructor who has been unusually successful in training judging teams without disrupting a sound educational program is not favorable to oral reasons. This instructor had, as a member on one of his teams, a boy with an impediment in his speech. Such a boy would be at a distinct disadvantage if required to give oral reasons even though he is an excellent judge with a splendid livestock farming program which further proves his ability as a successful farmer. The requests for and against oral reasons as well as for the inclusion of a farm mechanics contest are about equally divided. To date, there are but few who feel that a National agronomy contest suitable to all areas of the United States can or should be set up. Agronomy contests set up to serve State and local needs are serving a most worthwhile educational purpose. □



Poultry production is one of our most important agricultural enterprises, and one in which the quality of the breeding stock has great influence upon success in the profit column. National judging contests help to stimulate boys to work and study harder and learn to recognize the points that indicate good quality.



Although as egg producers Future Farmers probably will not do much candling, it is important that they know how to determine the quality of their eggs. The egg grading section of the national poultry judging contests provides incentives for attaining skill and knowledge in the field of quality determination.

The unique role—

(Continued from Page 33)

be some special provisions for agricultural education if it is to do its work well, but they should be few.

Fifth, our work in public school education in agriculture is clearly distinguishable from that of out-of-school agencies for agriculture and agricultural education because the public school in which we work is a unique institution that must operate uniquely.

Sixth, it is especially stupid to be envious of other agencies whose opportunities are far less than our own or to be fearful of the competition of agencies that are backed by a minority of the public while we share in the support accorded the public schools by almost all Americans. With envy and fear removed from our thinking, there are boundless opportunities for working with other agencies without violating public school principles or interfering with the work of others. □

Apathy can only be overcome by enthusiasm, and enthusiasm can only be aroused by two things: first, an ideal which takes the imagination by storm, and second, a definite intelligible plan for carrying that ideal into practice.—Arnold Toynbee

A number of former teachers of Vocational Agriculture are now serving in the Point 4 program. A phase of the service they are rendering as technicians and Point 4 pioneers in Latin America is described in—

Point 4 helps Latin American countries develop agricultural credit

LEE ROSS, Director of Information, The Institute of Inter-American Affairs, Washington, D. C.

SUPERVISED agricultural credit is an important tool for building a better agriculture. The governments of a number of Latin American countries have recognized the need for agricultural credit and have established banks to provide it.

The supervised credit program in Costa Rica is an example. The Banco Nacional works with the United States Point 4 agricultural program through an administrative agency known as a *"Servicio."* The *Servicio* is a bureau of the Ministry of Agriculture into which both the Governments of Costa Rica and the United States, represented by The Institute of Inter-American Affairs, Technical Cooperation Administration, pool funds and technicians.

The extension agents of the cooperative *Servicio* provide the guidance to individual farmers in planning their credit needs and investing the money wisely, and in carrying out the suitable farming practices. During the first six months of the 1952 calendar year the Banco Nacional of Costa Rica made 12,843 agricultural loans, the largest number during a six-month period to date. The loans amounted to a total of C 14,720,575 ($2,596,221 US). No United States funds were used in these loans.

With few exceptions, the areas covered by the 38 rural agencies of the agricultural credit department of the Banco Nacional are also serviced by 30 extension agencies of the *Servicio* and the functions of each are carried out in close cooperation. It is now becoming standard policy of the Banco to grant loans only to those farmers who agree to follow the recommendations of the extension agent. The Banco Nacional of Costa Rica established a branch for agricultural credit in 1937, and another branch in 1945 for a storage and marketing system to stabilize prices of agricultural products. Then, in 1948, the cooperative *Servicio* began working closely with the Banco to furnish the supervision essential to the success of the program.

In Paraguay, the cooperative agricultural *Servicio* has pioneered in supervised farm credit since 1943. Point 4 technicians have helped train them and have guided the training operation for all rural farm and home supervisors engaged in the program, and they have provided technical back-stopping to the credit agency known as CAH (Credito Agricola de Habilitacion). This agency is financed entirely by the Government of Paraguay both as to loan funds and administrative expense. There are now nearly 200 farm and 60 home supervisors working through district and zone offices. The cooperative agricultural program provides the complete technical guidance needed in a country where educational facilities and opportunities are few. The credit services offered by CAH include help in resettlement of farm families from the overcrowded central zone to more sparsely populated agricultural land.

In Haiti, the local credit unions are conducting an educational program in cooperation with the *Servicio*. Each credit union requires its members to take part in study groups through which *Servicio* technicians give guidance in banking procedures and the management of money. The first step is necessary before agricultural credit can be considered because few rural people in Haiti have ever used the services of a bank. If they have been able to accumulate a little money the common practice has been to hide it in the ground perhaps, or in the walls of houses, or in sections of bamboo, through fear of entrusting it to someone else. Oftentimes the hidden money is lost. Through the educational program, it is expected that an atmosphere will be created in which an agricultural credit program can be successful.

In Honduras, the *Servicio* agricultural program is establishing close cooperation with the newly-formed Banco de Fomento. Extension agents and Banco agents share the same officers and work side-by-side in some districts, while in others agents are authorized to act for the Banco. *Servicio* technicians participate in the technical guidance and supervision of the loans. □

Well-planned exhibits—

(Continued from Page 35)

5. *Shows importance of the theme.*
6. *Promotes decision and action.*
7. *Presents a pleasing appearance.*

Keep the Viewer in Mind

One of the first problems to solve in planning and preparing an exhibit is to determine who will see the exhibit. This is usually one of the following groups or a combination of them: All-Day students of Vocational Agriculture, Young Farmers, Adult Farmers, rural people, city people with a farm background and city people without a farm background.

When the teacher knows who will see the exhibit he is ready to select the definite idea he wishes to present. He must know what the exhibit is supposed to do before he can plan it effectively. He should know whom he wants to teach and what he wants to teach.

If the teacher knows several months in advance that he will put on an exhibit he will be able to teach his students many skills and abilities in the planning, preparation and construction of the exhibit. They should have a definite part in selecting the type of exhibit to present and its theme. They should assist in developing the "attention-getter," working out the mechanical devices, choosing the color and lights, preparing the posters and building the exhibit.

Try It Out at Home

If the exhibit is to be placed at a district or State fair it is often a good idea to put up the exhibit in a store window or some other place in the community for the benefit of the local people before it is taken to the fair. This will also develop pride and interest in the exhibit on the part of the community. An exhibit requires a large amount of time, work and expense on the part of the people who build it. It is essential that the exhibit does an effective job of teaching to be worth the effort and money put into it.

It is difficult to evaluate an exhibit. A successful exhibit is one which actually does the thing it started out to do. We should go back to the original purpose of the exhibit. We might ask the following questions: Was the exhibit prepared for the group who saw it? Did the exhibit draw attention? Did it hold the interest of people? What was the reaction of the people who saw it? Did the people do what was planned for them to do?

It is often said that a successful exhibit "develops the interest of those who see it, influences their attitude, increases their knowledge, and stimulates their action." □

Determining farm mechanics contest—

(Continued from Page 37)

established. The results of the study indicate that for these farmers the most important phase of farm mechanics instruction is the maintenance, repair, and adjustment of farm machinery, including tractors. The importance given to the maintenance, repair, and adjustment of farm machinery and tractors is understandable when an analysis is made of the types of farm mechanics jobs performed by farmers and the capital they have invested in farm machinery and tractors.

The farmers studied indicate little interest in becoming experts in various semi-skilled or skilled areas such as plumbing, electrical work, blacksmithing, motor mechanics, and construction of large farm buildings. Rather, they are interested in the abilities required to operate, repair, adjust, and maintain their equipment and machinery.

Little interest is indicated regarding some of the common content in farm mechanics, such as soldering, rope work, forge work, and painting.

These studies indicate that teachers should study their communities carefully to determine whether they are

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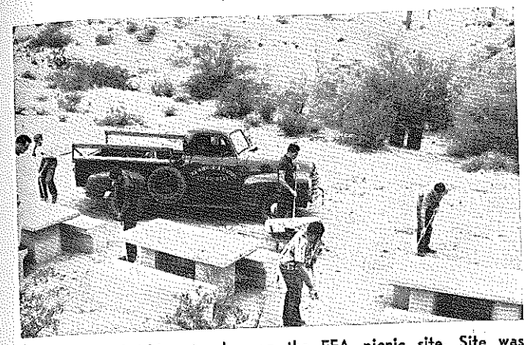
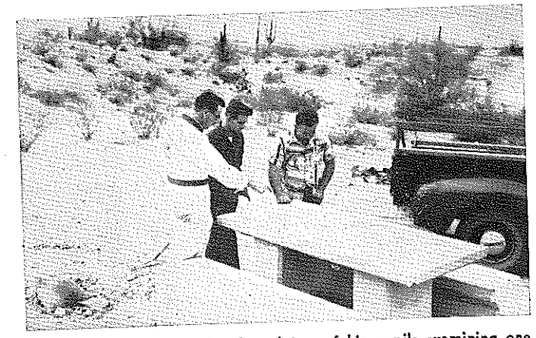


Putting the finishing touches on the FFA picnic site. Site was selected to provide accessibility.



Vo-Ag Instructor T. O. Beach and two of his pupils examining one of the sturdy concrete tables.

An example of . . .

Community service through FFA

VICTOR EDMAN, Vo-Ag Instructor, Casa Grande, Arizona

"WOULD you like to donate four tables and a fireplace to the new town park?" This is the question that was recently put to our FFA Chapter. The local Rotary Club had secured 40 acres of scenic desert land ideally suited for a park and picnic area. The project was more than they could handle alone so they decided to make it a community affair. It was at this point that the above invitation was extended to our FFA Chapter, as one of the active local organizations.

We were informed that tables would be put up in groups of four with a fireplace in each group and that the cost of such a group would be around one hundred dollars. We could put up a whole group ourselves if we felt financially able or go in with other clubs and share the expense. In our FFA meeting the boys discussed the pros and cons and finally decided they could handle the $100 deal. However, they also decided they had a lot more to offer in the way of manpower than money so they would cut costs on their tables and fireplace by aiding the Rotary members with some labor. Further, they decided the money would be raised without dipping into treasury funds—by special assessment if necessary.

The next step was for the park committee to select a site. Should it be up high with a view but little protection from sun and wind, or down in a sheltered wash where little children could play in greater safety? Much thought and discussion went into the final decision and enthusiasm grew.

Finally it came time to actually do some work. Here the FFA boys worked under the direction of the Rotary President, Lee BeDillion, who is also the local high school shop instructor, and Mr. Beach, one of the Vo-Ag instructors. Forms were constructed, concrete prepared and poured, giving the boys much valuable information on cement work. Finishing touches were then made, such as removing large rocks, placing trash barrels and digging up some of the cacti that were too close.

It is very gratifying to note the feeling of pride and ownership that the FFA boys have for the new park. I doubt if there will ever be any destruction of property in the C.G. Mountain Park by FFA boys past and present and this wonderful feeling is being passed on to the rest of the High School student body.

The one remaining job is placing an FFA marker for all to see so the $100 investment can continue to draw interest in the form of public good will in the years to come.

Judgment is simply accurate and well-balanced interpretive thinking. To teach knowledge without also teaching judgment is like teaching a young man how to step on the accelerator of an automobile without also teaching him how to put on the brake. The results are equally disastrous.—Roger M. Kyes

Prescott Joins Foreign Project

Jack Prescott

MR. JACK PRESCOTT, supervising teacher for Michigan State College at Owosso, Michigan, left June 22 on a year's leave of absence to join the Michigan State College staff at the University of Ryukyus. In this capacity he will aid in development of a program of vocational teacher education. Mr. Prescott and four other members of the Michigan State College staff will continue the project started at the University of Ryukyus three years ago. The college, under a contract with the U. S. Department of the Army, is conducting this project which is designed to aid the Ryukyuans in developing the University along the lines of the American Land-Grant College.

Mr. Prescott has been on the supervising teacher staff at Owosso for five years. During World War II he was in the Pacific theater and spent some time on the island of Okinawa.

Seaboard-Air-Line Railroad cooperates with Vocational Agricultural Education in conducting forestry demonstration. More than 500 persons attended the recent forestry demonstration at Abbeville, South Carolina. Such activities afford an opportunity to drive home the lessons of cooperation. Photo, courtesy of R. D. Anderson, Supervisor, South Carolina.

Agricultural problems in Western Germany

GERRY G. MUELLER,* Lindsay, Calif.

MUCH HAS BEEN written about Western Germany, her political and her economic worries as well as about her struggle for a democratic form of government. The United States have spent billions of tax money for relief and reconstruction in Europe and, we have to ask ourselves, what achievements we really accomplished. Frequent investigations will agree, that Western Germany has progressed tremendously during the past seven years since the end of the war in 1945. The standard money value for the West German Mark has remained the most stable in the entire European area. Factories have been rebuilt, export and import business is steadily growing, and production has just about reached the pre-war level again. But could one state the same concerning West German agriculture? A definite *No!* would be the only possible answer.

Striking to every American is the backwardness of agriculture in West Germany. Although the general market situation is mostly very good, the prices of the products are in no relation at all to the cost for producing them. That means the greatest percentage of the farmers are operating with little or no profit. You will even find cases where a grown up son or daughter work in the industry to earn enough money to keep the farm going. Well, such circumstances seem rather absurd, but they are creating the severe problems of German agriculture.

Limited Acreage

The farmers live together in little villages, and they go out from there to farm their land. This land consists mainly of fifteen or twenty acres and is scattered around the villages sometimes as far as four miles apart. All of the land is divided into anywhere from twenty to thirty-five different plots. So this situation leaves the farmer in more than a helpless position. He is unable to buy any kind of technical equipment, because his plots are too small to operate machinery with success. Besides, he would never make enough money for such a purchase. Furthermore, his plots are so far apart, that he spends most of his time on the dirt roads either between the farm and some piece of land or between two of the different plots. Therefore, it is not uncommon at all to find cattle used for work such as pulling the little wagons or plowing what the average American would call his backyard. We may regard this the major reason for a German farmer laboring by hand from twelve to sixteen hours a day without making progress, making money, or accomplishing the primitive essentials of modern living.

*Mr. Mueller is an exchange student from Germany and writes from his personal experiences and observations both here and in his native country.

Much Part-Time Farming

The farmers we talked about in the preceding paragraph represent approximately one half of Germany's rural population. The other half owns farms of the size between one and ten acres. In their families we find mostly that the wife takes care of the farm, milks the few cows they have, and feeds the two pigs. The husband works in a factory or some other kind of local industry, returning home every evening on his bicycle or by means of a milk train. These "farmers" operate to supply their family only with sufficient food. They produce no more than they need for their personal consumption. Yet, this kind of farmland never is cultivated rightly, never gets the fertilizer needed, and never is used to its full capacity.

Agricultural authorities are very much concerned about these facts. They know and realize that the only way out and the only way to bring about some change is to have bigger farms, and to create farmland in close sections from the numerous small plots. If that ever would be achieved farms could make use of the needed agricultural machines, could increase their capability of supporting the German nation with food products, and would be able to operate with lower prices and better profits. However, these plans meet a bitter opposition.

Opposition Exists

First, there are the farmers themselves. Custom, heredity, and tradition rule their objections. In many cases the small farm has been owned by six or even more generations of the same family. Those people live with their soil and for their soil, and giving up one of the little plots of land would mean as much to them as losing one of their limbs. Most farmers strictly resist trading small pieces of land with their neighbor only because that particular plot had been inherited from some Great Grand Aunt. It has been a rule there that a father would divide his land into equal proportions for everyone of his sons. Thus all the little plots originated and everybody thinks his existence depends upon those few square yards. Anyway, it will take quite some time to bring enough education, community spirit, and broadmindedness into the rural facilities of Germany before headway can be made along this line.

A second and more serious consideration must be given to the opinions of the employers of the rural industry workers. The facts are that most of these workmen are very dependable. They own the little farms and therefore will stay in the same localities generally for a lifetime. It is not unusual at all to find workmen who occupy a place in a small factory for forty and fifty years. This, in turn, is responsible for very healthy conditions between employer and employees. Strangely enough, it is the very reason which causes the one hundred per cent opposition of the businessmen concerned to plans proposing the yielding of the small farms to bigger and more profitable agricultural establishments. It is claimed that with such actions Germany will lose her fame for good and reliable workmanship, that moving around and more unrest will disturb the relations between the working man and his working place, and last, but by far not least, the bosses would lose the cheap laborers from the villages.

Exchange Students Promote Changes

With the conclusions implied in these few lines we can easily recognize the major problems of Germany's agriculture. West Germany has now about forty-eight million citizens. Yet, her agriculture only is able to produce food for about ten million. Production of more and better crops would mean a better and safer economy. More efficient farming methods could help to overcome some of the country's most vital issues. However, very little is done towards solving the problems. German rural youth who had the opportunity of spending one year in the United States under different sponsors fight for their new ideas with everything they possibly can. They get little support, but they do more good than long talks and bureaucratic officials. Most likely it will take a good many more years to make a real democracy out of Germany, and German agriculture will need most of the help and advice given. □

Determining farm mechanics contest

(Continued from Page 42)

teaching in farm mechanics the activities which farmers want and need. They might carefully consider whether they are giving sufficient attention to farm safety. They should also consider whether they are giving enough attention in their courses to the maintenance, adjustment, and repair of farm machinery and tractors.

Since some interest was indicated in all five of the areas of farm mechanics, namely, farm shop work, farm power and machinery, farm buildings and conveniences, soil and water management, and rural electrification, a teacher might check to see that the important content in each of these areas is included in his courses.

Teachers might also consider whether or not they are over-emphasizing some of the aspects of farm shop work in their courses, such as rope work, soldering, forge work, glazing, and painting. □

If you worry about what other people think of you, it means you have more confidence in their opinions than in your own.

What a pity human beings can't exchange problems. Everyone knows exactly how to solve the other fellow's.

"The Vo-Ag Tree"

L. O. ARMSTRONG and GERALD B. JAMES,
Teacher Education, North Carolina State College

In an effort to help the student teacher visualize the total program of vocational agriculture, a supervising teacher compared the program to a tree, as follows:

The root system of the tree represents the supervised farming programs while the trunk and branches represent the instructional program.

Any effort to separate the instructional program from the supervised farming programs kills both just as girdling a tree kills both the branches and the roots. The tree trunk, branches and leaves are dependent upon the root system for nutrients. Food is manufactured in the leaves, a part of which goes back to help strengthen the root system. Thus, the two are inseparable and interdependent—they must function together if either is to live and grow.

The root system forms the foundation of the tree and the tree is no stronger than the root system. If any roots are weak they will weaken the foundation. Further, a small root system cannot support a large body.

In a tree about 95 per cent of both the roots and branches are composed of the same materials: carbon, hydrogen, and oxygen. The same is generally true with the Vo-Ag tree. In fact, the one large root labeled "productive projects" has five smaller branch roots labeled poultry, tobacco, swine, dairy, and small grain. These five compose five of the six main branches of the tree. The instructional program is based upon the supervised farming programs of the students. The two are composed of the same elements.

Farm mechanics, quite properly, is not a major branch of the tree with farm shop work, farm buildings and conveniences, farm power and machinery, rural electrification, and soil and water management as smaller branches. Rather, the various phases of farm mechanics are integrated within the total instructional program. Since the tree is not complete, but serves only as an example it does not show all five major areas of farm mechanics. There is, however, some area of farm mechanics connected with each of the six main branches. Constructing a shed for swine, building nests for poultry, and setting a drill and adjusting a combine in connection with small grain are examples. Other farm mechanics jobs included in the instructional program shown are: repair barn, household repairs, water system, and paint house.

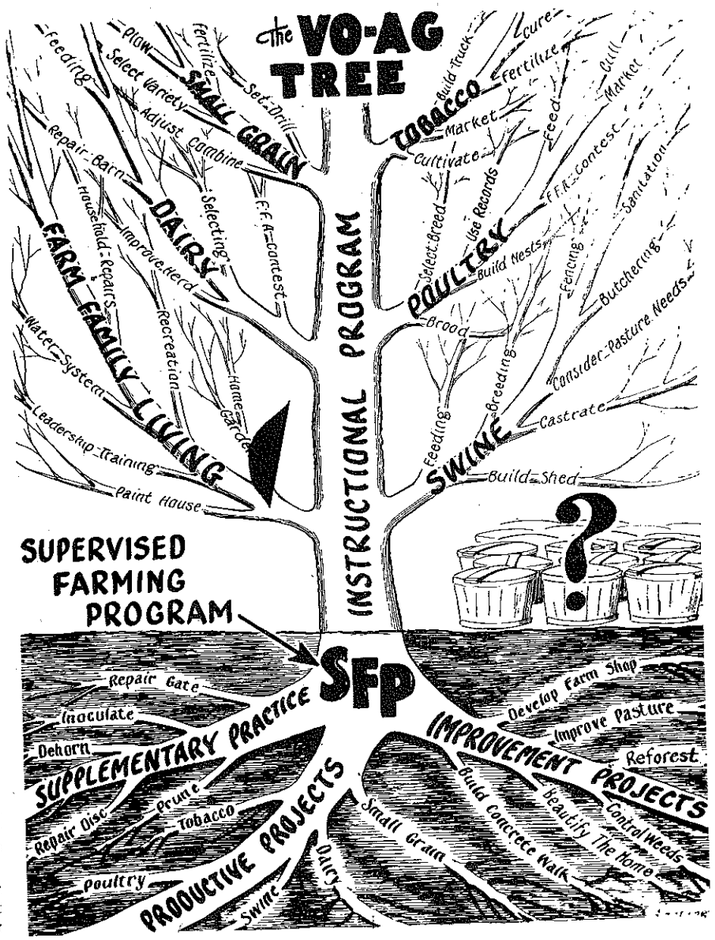
FFA activities are similarly integrated within the total instructional program. FFA contests are shown connected with poultry and dairying. Leadership training and recreation are also shown as parts of the instructional program.

A tree must be properly cared for both above and below the ground if it is to produce the maximal yield. Water sprouts and dead and diseased wood must be removed and some thinning may be required in the pruning process so as to maximize the productivity of those remaining. Some fruit is sacrificed in the pruning process. However, the loss in total production is offset by the quality of fruit that is produced. The aims and objectives of the total program must be kept in mind and the pruning carried out accordingly.

Pruning is not all the care required by the tree. The branches rely upon the roots to furnish nutrients. Similarly the instructional program is based upon the supervised farming programs. Effectiveness is decreased if a tree is pruned and the roots never cultivated or fertilized. The effectiveness is decreased if the root system is cared for and the top neglected. It is only through a combination of these management practices that the highest yields are realized. The same is true with the vocational agriculture program. The supervised farming program and the instruction program must function together if maximal benefits are to be derived. If the soil is poorly drained, poorly aerated, and low in fertility the husbandman must work toward making the needed changes. If the community is backward and is using poor methods of farming the teacher of vocational agriculture, the hubandman, must work toward bringing about desirable changes. His skill and efforts will be reflected in the amount and quality of the fruit harvested.

The number of baskets under the tree is indefinite. They may vary greatly with the care the tree receives.

The labels upon the baskets could easily vary from "U. S. No. 1 Fruit" to "culls." If the tree were well cared for perhaps the baskets could be labeled: improved farming and farm people, happier farm people, more dollars for the farmer, better churches and schools, better health, improved community relations, more efficient farming, and the like. □



A forward look—

(Continued from Page 39)

Yet, the high school pupils of many of our older teachers and some of the younger ones are still whittling wood and "what-knotting" it along, which is no fault of their own. Our teachers will continue to follow this pattern of instruction unless and until they are provided the know-how for other types of work through courses in both the pre-service and in-service training program. This example of the lag in technical training represents, perhaps, the most serious lag in the "forward look." All of the lag cannot be remedied by pre-service courses. Much of the training can be done best in the in-service program.

The in-service program is the "after supper" program of teacher trainers, at least in some states. We should continue to expand every possible pattern of practical in-service training, including summer school, short courses on and off campus, work shops, graduate courses and others designed specifically for improvement of the teacher on the job—both in professional and technical areas. A very serious and wise forward look is needed here.

The Supervisor and the Local Program

My experience as a supervisor is limited to twelve years and that was some time ago. My efforts were no doubt full of mistakes. However, it does seem that more emphasis in the future should be given to the real purpose of supervision. The major purpose and function of supervision is the improvement of instruction.

Supervision should be planned and conducted democratically in terms of the total program of vocational agriculture, the educational goals of the school and its department of vocational agriculture and the professional needs of the teacher. It would seem that the supervisor might look toward the people of the community for the development of the local program rather than having the people and the teacher look to him for specifications for the local program. More emphasis on constructive and creative supervision and less emphasis on corrective supervision should become a reality in the forward look. It is only through this guiding concept of supervision possessed by both teachers and supervisors that the desired quality of instruction and the goals of education can be achieved.

The Administrator and the Local Program

I am limited for lack of experience in this category. Evidently, there are challenging problems which the administrator alone and the administrator, through the teachers, teacher-trainers and supervisors, can solve. Any new patterns of approach must first be approved and heartily sanctioned by the administrator. But we in agricultural education should not sit and wait for the administrator to take the initiative in needed changes. We should be constantly on the alert to suggest new methods of approach and other ways and means of achieving the desired goals in agricultural education. □

Rural youth education

(Continued from Page 30)

tural Education and Agricultural Economics, the State Association of Farmer Cooperatives, the State Department of Public Instruction, and other interested agencies. This program could promote the coordination of educational objectives and activities between the local farmer cooperatives and the local FFA Chapters. Panel discussions, field trips, committee studies, and other activities could help make this workshop an informative and useful experience. In addition, other means of in-service cooperative training should be provided.

(4) Local farmer cooperatives should have a qualified district educational coordinator to work with rural youth through the vocational agriculture program and the FFA Chapters. All too often, business managers of the local farmer cooperatives may be too preoccupied with business problems to present the cooperative program to rural youth.

(5) Cooperative educational literature and instructional materials should be formulated for our farm youth. In the past, most of this material has been prepared for adults and has had little appeal to the younger generation.

(6) Cooperative FFA recreational and educational camps and conferences might be sponsored by the farmer cooperatives to promote the exchange of ideas and to develop the mutual interests of these organizations.

(7) Membership in the Young Farmers of America, or other formal or informal rural organizations of young adults, should be the eventual outgrowth of having been an FFA member or a trainee of the Veteran's Farm Training Program. These young adults, being vitally concerned with becoming established and achieving success in farming, should have an active relationship with the local farmer cooperative.

(8) Whenever feasible, youth cooperatives, as an integral part of the parent organizations, should be established.

(9) Current local, regional, and national farm cooperative policies of promoting greater integration with the Future Farmers of America organization through contests and other activities should be continued and strengthened.

(10) Educational advisory councils of rural schools should receive assistance and guidance from local cooperatives. Many of these advisory councils would welcome such assistance.

Future Action Results from Training

The need for cooperative membership will not be recognized by rural youth unless they can understand the role of the farmer cooperatives within their own communities. The future success of the farmer cooperative movement will depend a great deal upon the degree to which our rural youth has been enlightened.

A better understanding of cooperation on the part of rural youth will be beneficial to their communities and the nation as a whole by helping to provide these young citizens with opportunities for active democratic participation so that they may be better able to help themselves. This leads to civic mindedness and a greater realization of our nation's economic and social rewards.

The cooperative spirit and action of the FFA member should not terminate shortly after the student has departed from high school to enter farming, but this should be only the beginning of the young farmer's millenium of cooperation. He should be able to recognize the needs of both himself and of his community. He should be able to play an active role in fulfilling these needs through cooperative membership. Cooperatives need the vitality of youth, and youth needs the economic and social fulfillment that cooperation can offer. □

Why do instructors leave vocational agriculture?

L. M. Sasman
Supervisor, Wisc.

WHY do instructors leave vocational agriculture? Is it because of long hours, hard work, evening classes, inadequate pay?

All of these things are undoubtedly in a man's mind as a load gradually builds up which seems to be more than he can take. All around him, in America, he sees homage largely based upon a person's financial income.

The main thing a person really wants, tho, is recognition. Increased income isn't enough. Short working hours by themselves are not satisfying.

A person must work at a job which is interesting and which enables him to make a satisfying contribution to the welfare of the world.

So to the instructor to whom the job begins to look heavy, I would say:

Sit down and analyze your situation.

Emphasize the things that are important.

Don't try to do the whole job of schooling—vocational agriculture is just a part of a well-rounded program.

Remember that satisfaction with a job well done helps the salary an awful lot.

No matter what you get paid, try to earn a little more.

When you look at another job, really look at it—don't let distance present a green mirage. □

Great people are not affected by each puff of wind that blows ill. Like great ships, they sail serenely on, in a calm sea or a great tempest. G. Washington

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Two FFA members participate in British Exchange Program

TWO American farm boys, David Boyne, 18, Route 1, Marlette, Michigan, and Philip Brouillette, 18, Route 1, Richford, Vermont, are in England in an exchange program operated by the Future Farmers of America and the National Federation of Young Farmers Clubs of Great Britain.

The two visited in national FFA headquarters and at the British Embassy in Washington before embarking from New York aboard the SS Georgic. They will spend four months in Britain visiting in the homes of young farmers of that country. Included in their schedule was a brief visit in London during the time of the Coronation of Queen Elizabeth.

Two British young farmers arrived in America to spend the summer visiting Future Farmers of America members in Michigan and Vermont. The four "exchangees" will get together in Kansas City, Missouri, next October at the FFA's annual national convention.

Each of the Future Farmers making the trip is president of his state FFA association, and both are dairy farmers. Both of them will celebrate their 19th birthdays overseas; Brouillette on May 11 and Boyne on July 23.

Young Brouillette operates a 600 acre dairy farm, featuring registered Holstein and Jersey cattle, in one-fourth partnership with his father, George E. Brouillette. Philip has been active manager of the farm since he graduated from Richford High School last year. Most of Mr. Brouillette's time is required in the operation of a retail clothing store that he owns in Richford.

Philip got his start with two dairy heifers given to him by his father when he enrolled in high school vocational agriculture. From that start, and with additional income from his work on the home farm, he was able to build up to his present partnership basis. He had full ownership of 30 cattle before entering the partnership agreement.

Management of the farm this summer, though, was turned over to his brother, Mark, a 17-year-old junior in high school who also is a member of the FFA.

Before leaving home Philip finished working with the maple sugaring operations on the farm—they make 300 to 400 gallons of syrup a year; but he'll be back in time to help put up some of the hay and silage this fall. The place is divided into two farms, with two men hired to help operate them.

He was elected treasurer of his sophomore, junior and senior classes, treasurer of the school's athletic association two years, and treasurer one year of his local Catholic Youth Organization. He also played bass drum in the school band and sang in the glee club four years, made many appearances as an individual vocalist, and represented the Vermont FFA association in the National FFA Chorus at the 1950 convention in Kansas City.

Young Brouillette's FFA activities, in addition to many local Chapter duties, included winning second place in the state FFA dairy cattle judging contest last year, and being named Star State Farmer (tops in the state in farming and leadership). He was elected to the FFA presidency in the state convention at Randolph last August, but will not return from Britain in time to preside over this year's convention.

Like Brouillette, David Boyne is a dairy farmer and has an outstanding record of leadership. He served one-year terms as vice president and president of the Marlette FFA Chapter; was vice president and president of the regional FFA association comprising about 30 Chapters, and was elected state FFA president in March of last year.

In high school Boyne was a member of the Student Council two years and vice president for 1950-51; he was treasurer of his junior class, president of his senior class, and secretary of his local Presbyterian Men's Organization.

He has completed two terms as a freshman student of agriculture at Michigan State College, East Lansing, majoring in dairy production. David dropped out of school to make the trip to England, but plans to re-enroll this fall.

He farms in partnership with his father, Neil C. Boyne, and his brother, James 17, a junior student of vocational agriculture at Marlette.

They operate a 320 acre dairy farm two miles northeast of Marlette, with about 60 head of registered Holstein cattle, 25 of which are of producing age. David plans to return to full-time farming when he completes his college work.

It was their outsanding leadership records that won the trip to Britain for Boyne and Brouillette. Since the purpose of the program is the development of better understanding between farm youth of the two nations, and exchange of ideas on farming, the two Future Farmers will be expected to relate their experiences by speaking at FFA meetings, through interviews for radio and publications, and other public appearances.

Funds for the boys' travel is provided by the national FFA organization, with the Federation of Young Farmers Clubs paying their expenses after they reach the British Isles. Likewise, FFA will pay expenses of the British Young Farmers after they reach this country. □

W. T. Taylor, right, agricultural attaché in the British Embassy at Washington, D. C., shows a portrait of Queen Elizabeth to Philip Brouillette, left, of Richford, Vt., and David Boyne of Marlette, Mich. The two Future Farmers saw part of the pageantry attending the Coronation while visiting in Great Britain this summer.

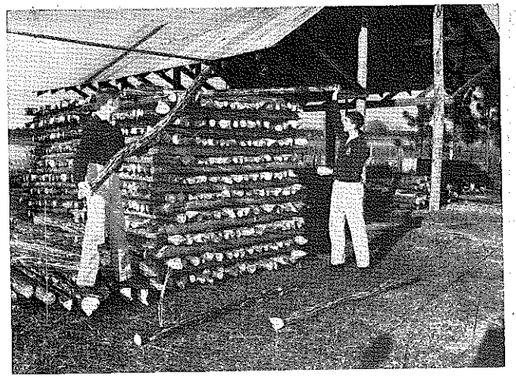
Procrastination

After two years as editor of an official FFA magazine, I am inclined to believe that procrastination is one of the chief pillars of many agricultural teachers and supervisors.

Oh, yes, we do many worthwhile things but do we tell the public about them? No. Sure, we intended to write an article on the banquet or what have you and send it to the local and state paper then procrastination got the best of us. Result? After three or four weeks worrying about the task, we decided to let it go and write the next one for sure. Then the first thing we know the year has slipped by and so have many chances for good public relations.

Can we blame the public for being down on our departments if we have failed to talk up their good points?

J. Rex Haver, Editor
Keystone Farmer, Penna.



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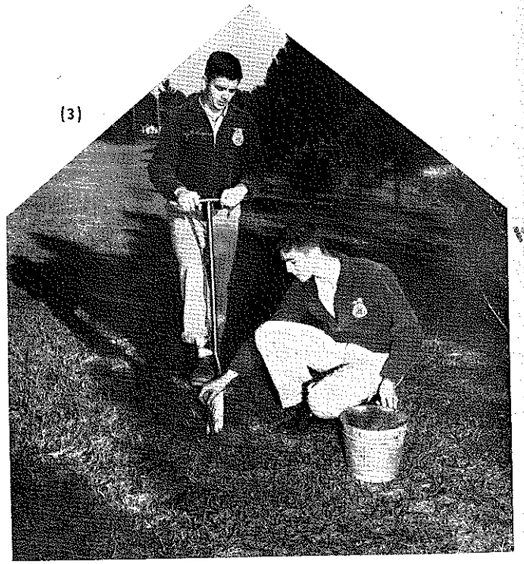
Examples of School and Community Services



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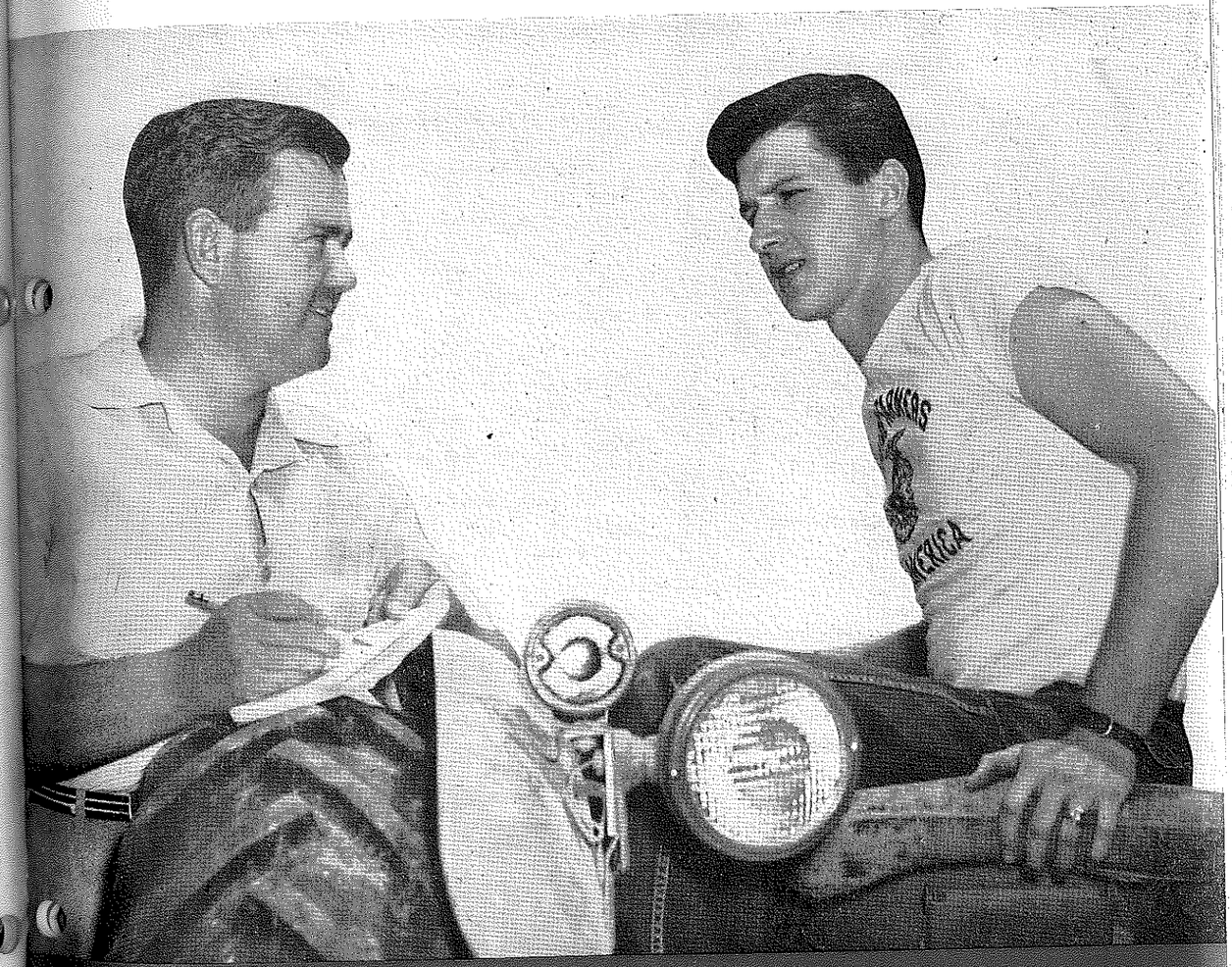

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