

*The*

# AGRICULTURAL EDUCATION

*Magazine*

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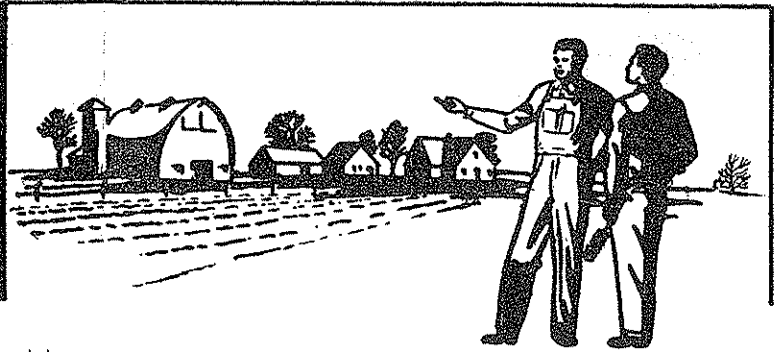
NUMBER 5



Picture legend, page 102

*Featuring—* Working With  
Out-of-School Groups

# The Agricultural Education Magazine



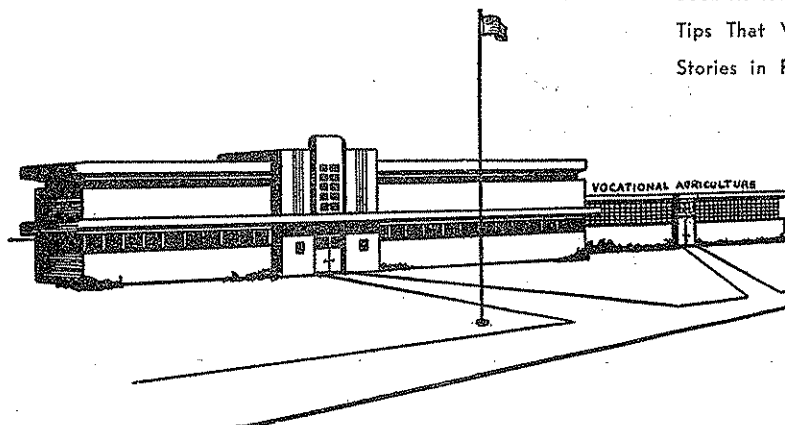
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THE INTERSTATE  DANVILLE, ILL.

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## Editorials

### Editorial . . .

We in agricultural education can derive a considerable degree of satisfaction from the action of the last Congress in making available a liberal increase in financial support for Vocational Education. Our reactions to the success of the combined efforts in behalf of this most recent legislation might range from a feeling that this reward was for past efforts, long overdue, to an optimism that this appropriation was just a beginning and that more is sure to follow. Probably we will do well to evaluate the action of Congress as implying a meaning for us somewhere in between these two extremes.

True enough we in agricultural education have a right to believe that Congress was aware of and impressed by the accomplishments which have been made in vocational agriculture. However, it appears to be much more sound for us to assume that the additional appropriations made were motivated not as a reward or to enable us to continue at present levels of accomplishment but rather as a challenge to *further development* of the program. If this is true we can and should expect that the next Congress, when considering another appropriations budget, will ask us to account for the use we made of the present increase. Our answer is not likely to be very convincing if we can't show that further development of the program has been made.

What are the directions in which we can develop? No doubt there will always remain a need for some extension of the program for the all-day pupil at the high school level. But that part of the program has received the bulk of our attention for over thirty-five years and is well known. In fact, there are few communities today which could not have instruction in vocational agriculture for in-school pupils if it were wanted badly enough. The biggest limitation on that score probably is teacher supply and that problem is only remotely due to availability of funds. It just does not seem reasonable to look in the direction of the all-day classes to find our opportunity for further development of the kind and scope that will enable us to make a satisfactory accounting to Congress.

There is at least one very definite direction in which development is possible and badly needed. That is the service to Young Farmers. Here we find a much neglected and only sporadically tapped phase of the program in vocational agriculture—a phase for which we have had responsibility over all the years since the passage of the Smith-Hughes Act in 1917. But we have allowed our opportunities to go by default in our efforts to build up the in-school instruction including the FFA. Yet we have had enough "taste" of the service to young farmers who are in the process of becoming established in farming to demonstrate that here is the opportunity for the most real vocational instruction in our whole program.

There are signs that we are ready to face this issue more squarely than ever before. In August a workshop

### Farm safety is a teaching must

J. C. ATHERTON, Teacher Education, University of Arkansas

Recently, I saw a thought-provoking sign on the highway. It showed two angels conversing. One told the other, "You know, I had a very good record as a driver. I drove thirty years before I had an accident." The first accident was also the last one for this particular individual. Years without a serious accident does not mean that the individual and his family are immune to the many safety hazards which are to be found in most rural communities.

An editorial in a recent journal of the American Medical Association stated, "Most farm accidents are preventable, and usually only one person is to blame—the person involved in the accident." If farm accidents are largely a result of negligence, and if most accidents could have been avoided, it seems that we in the field of agricultural education have the responsibility for making rural people more safety conscious.

Records maintained by the National Safety Council and by other organizations interested in safety indicate that losses from farm accidents have reached tremendous proportions. In 1952, sixty-two out of every 100,000 farm residents lost their lives as a result of farm accidents. Also, 1,200,000 farm residents were injured through farm accidents. One out of each 19 farm residents in the United States will suffer a disabling injury from an accident during the year. The annual cost of these accidents approximates one billion dollars. Farm fires alone cost the American farmer about ninety million dollars each year. Physical and mental suffering which accompany accidents increase the total cost to the American people.

The enemies of farm safety and the basic causes of accidents are negligence, indifference, and thoughtlessness. If we could get each member of the farm home to replace these destroyers through the exercise of caution and intelligent operations, the number of unnecessary losses could be greatly reduced. This would eliminate to a large degree those hazards which have been ignored deliberately because individual farm families believe that the accident "can't happen to them; it always happens to the other fellow." We as educators of America's rural people must assume some of the responsibility for bringing about a reduction in losses through accidents in our rural areas. It is almost useless to build a fine home or barn if we are going to burn it through neglect, or to develop a strong healthy body and then maim it through thoughtless activity.

No doubt we are all aware that safety devices have been a great help to the farmer. However, there is no substitute for mental alertness and the correct usage of tools and equipment. There was a cause for each accident that occurred. And, usually, foresight on the part of the farm family could have prevented the mishap.

It seems that a concerted effort by educators is one of the essentials in a program of accident prevention on the farm. National Safety Week plays an important role in making Americans conscious of the great havoc wrought by accidents. But our responsibility is more



# Criteria for adult education in vocational agriculture\*

W. P. SCHROEDER, Teacher Education, Michigan State College



W. P. Schroeder

WHAT are some of the factors to consider when planning, carrying out and appraising a program of adult education in vocational agriculture? Ordinarily, objectives are established for the particular activity and for the long range program. The stated objectives

provide some guides to action and for evaluation. In many cases important factors are omitted in formulating the objectives. What are some of the factors or criteria which form the basis for objectives in good programs of adult education?

In a recent study conducted by the writer, ten criteria for adult education in vocational agriculture were evaluated by leaders in adult education. Scores based on criterion measures submitted by teachers of vocational agriculture were then analyzed by statistical methods. Six of the ten criteria were found to be of value in measuring some general aspects of programs of adult education in vocational agriculture. These six criteria are recommended to teachers of vocational agriculture, local administrators, state supervisors, teacher educators, farmers and others for use as the basis for program planning and evaluation for adult education in vocational agriculture. The statements of the six valid criteria and the accompanying assumptions are as follows:

## I. CLIENTELE

*People from varied segments of the rural population participate in the program.*

Assumption: Vocational education in agriculture is needed by people who are farming and who desire to improve their farming ability, people who desire a change from their present occupation to agriculture, people who own farms but do not live on their farms, and people in related agricultural occupations. Agricultural education should be provided for those who need it regardless of age, sex, intelligence, and socio-economic status.

## II. FLEXIBILITY

*Activities in adult education in vocational agriculture are conducted during different and appropriate times of the day, week and year. Courses vary in length and are conducted at different and appropriate locations.*

Assumption: Educational needs of people in a single community are varied.

\*Based on Thesis by Walter P. Schroeder, "An Analysis of Practices Used in Evaluating Local Programs of Adult Education in Vocational Agriculture," Unpublished Doctor's Thesis, Library, Michigan State College, East Lansing, 1953, 272 pp.

To adequately meet these needs, activities with different purposes may require different term and session length, and different daily, weekly and seasonal scheduling.

## III. RESULTS

*Adult education in vocational agriculture results in improved community life.*

Assumption: Effective instruction in vocational agriculture has tangible results. Instruction carried to the doing level produces recognizable changes in people. These changes in farm people show measurable results in the farming program, family and community life.

## IV. METHODS

*A variety of methods and approaches are used to provide learning opportunities for adult farmers.*

Assumption: Adults vary in their educational background, native intelligence, occupational competence and their desire to learn. It is necessary, therefore, to provide a variety of methods of instruction to meet the varied needs and interests of farm people.

## V. COORDINATION

*The activities involved in conducting adult education in vocational agriculture are satisfactorily coordinated.*

Assumption: Coordination of the program of adult education in vocational agriculture with all other educational programs in the school and in the community is necessary for efficient operation. A close working relationship among the individuals of the school and community who are responsible for adult education programs will promote an effective program of adult education in vocational agriculture.

## VI. COOPERATION

*The program of adult education in vocational agriculture includes activities which involve cooperation with other agricultural and educational groups and agencies.*

Assumption: Communities have many human and institutional resources available to aid in solving the problems of the people. More suitable solutions to problems are found when more resources are used. Cooperation is the method by which available resources are used to meet the educational needs and to solve the problems of farm people.

## Invalid Criteria

The statements of the four criteria and the accompanying assumptions ruled valid by the jury but not found to be valid in the statistical analysis are as follows:

## VII. RELATIVE SIZE OF PROGRAM

*Over a period of time, an increasing number of farm people in the com-*

*munity become involved in educational activity.*

Assumption: A adequate evaluation should be based on more than measures of size. The kind and quality of activity when considered with size forms a more satisfactory basis for evaluation. In most cases, however, a program will be of more value if more people are reached. The relative number of farm people participating in a program of agricultural education will be high if the program is good and meets the educational needs and interests recognized by the people.

## VIII. ACTIVITIES MATERIALIZING

*A high percentage of planned and announced activities materialize.*

Assumption: Activities will materialize if they are based on educational needs and interests of farm people and if the activities are adequately planned, announced and executed.

## IX. MAINTENANCE OF ACTIVITY

*A high percentage of planned activities is maintained throughout the period planned.*

Assumption: If group activities are properly conducted and are based on the educational needs and interests recognized by farm people, group interest will remain high enough to warrant the maintenance of the activity throughout the period planned.

## X. PERCENTAGE OF ATTENDANCE

*A high percentage of attendance is maintained in activities in which farm people enroll.*

Assumption: If activities are based on the educational needs and interests recognized by farm people, they will regularly attend these activities.

It is interesting to note that Kempfer<sup>1</sup> in a general adult education study found criteria similar to numbers I through VI to be valid. He did not include "Results." He also found criteria similar to numbers VIII, IX and X not to be valid. "Relative Size" was of least value compared to the other five criteria found valid in the Kempfer study.

## Method of the Study

Twenty leaders in agricultural education and/or in adult education evaluated the criterion statements and assumptions, found them acceptable and added none.

Measures for each of the ten criteria and a list of 30 evaluation practices drawn from the literature were sent to 505 experienced teachers of agriculture for adults in nine north-central states. Returns totaled 362, or 70.7 per cent, of which 352 were usable. Six of the ten criteria were proven valid on the basis of Pearson correlations of all scores for each criterion measure provided in each of the 352 programs. The worth of the 30 evaluation practices was determined by establishing the relation between the use of each evaluation practice and each of the six criteria found to be valid. □

<sup>1</sup>Homer Kempfer, *Identifying Educational Needs of Adults*, Federal Security Agency, Circular No. 330, Washington, D. C., Government Printing Office, 1951. 64 pp.

Here is a challenge to every  
Vo-Ag department

## Are we meeting the needs of our young farmers?

DUANE M. NEILSEN, Vo-Ag Instructor, Auburn, Nebraska



Duane M. Neilsen

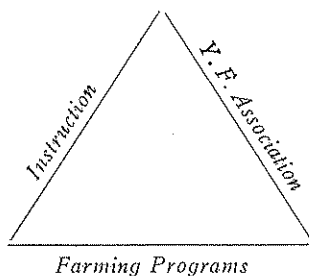
WHEN Congress passed the Smith-Hughes Act in 1917, it provided for an appropriation of money to the states for the purpose of providing vocational training of less than college grade for those, 14 years of age or older, who have entered upon or are preparing to enter upon the work of the farm. In order to meet the provisions of that, and subsequent acts, day classes, young farmer classes, and adult classes in vocational agriculture are conducted. The majority of the vocational agriculture departments are placing their major emphasis on day classes and adult farmer classes. Relatively little attention has been given to part-time instruction for out-of-school young farmers. This contention is supported by the total national enrollment in vocational agriculture classes for the fiscal year 1953.<sup>1</sup> There were 429,381 high school students enrolled in all-day classes, 275,108 adult farmers enrolled in adult evening classes, and only 47,835 young farmers enrolled in young farmer classes. The young farmer program is perhaps the most difficult phase of vocational agriculture to carry out successfully, but it is probably the most needed and apparently the most neglected. There are undoubtedly weaknesses in the day class and adult farmer programs but the most evident gap is *between* the day class and adult farmer programs. We are not meeting the needs of many of the young farmers who find themselves in that gap! Too often we are not meeting *all* of the needs of those young farmers who do have a program available to them in their community.

### Nature of the Program

The phases of a well-balanced young farmer program might well resemble the sides and base of a triangle.

The base of that triangle, upon which the two sides rest, is the farming program of each individual member of the young farmer group. The problems of farm operation that arise from that base lead to the development of one of the sides, the individual and organized group instruction conducted in the classroom, in the shop, on field

trips, and on the individual farms. The other side of the triangle is the young farmer association, which develops an organization program of cooperative and leadership activities, community service, and recreation. Although this base and two sides are somewhat separate, they meet at the corners and, in a well-balanced program, merge into one smoothly functioning unit which has resulted from and is answering the needs of its members.



### Young Farmers Can Identify Needs

No program can truly prosper if developed upon a weak foundation. Therefore, we will choose wisely if we organize our programs for young farmers on the solid base formed by the on-the-farm needs of the individual young farmers. No one is more qualified to recognize and evaluate those needs than the members themselves. Consequently, a committee made up of representative members of the young farmer group in the community, with the instructor of vocational agriculture as advisor, will place the base of that triangle of operation on a firm footing. After this committee, through surveys, contacts, and discussions, has identified the immediate needs of the group, it can then proceed to organize those needs into a systematic program of instruction. Thus, the first side of the triangle has stemmed from the base and begins its development.

The major objective of this systematic program of instruction should be to develop in the individual class members those understandings, abilities, and skills which will contribute a substantial increase to the efficiency of their farm operations. This objective



Are their problems being solved?

cannot be realized unless the program is conducted so efficaciously that interests are built and minds are challenged to the extent that noticeable changes in the activities of the learners result. The program of instruction should secure from each member clean-cut statements of his problems; should, through a high level of thinking, arrive at the solutions to them, and should develop those effective abilities necessary to the application of those solutions. Unless the individual members of the young farmer group come from that program of instruction possessing new-found knowledge, understandings, and abilities that will assist them in operating their farms more proficiently, this side of the triangle will not be long in existence.

### Organization Has Merit

In any rural community lacking opportunities for leadership development, community service, recreational activity, and other demands of this age group, the other or third side of the triangle will logically develop. A self-organized and operated young farmer association will provide those needed opportunities. Sound purposes for a young farmer association may be formulated by carefully analyzing the needs of the young farmers that are left to be met by this phase of the program. They may be similar to the following:

1. To interest and aid out-of-school farm youth to become established in farming through a program of systematic and organized instruction sponsored by the association.
2. To provide an organization that will serve to bridge the gap between high school age and the

(Continued on Page 102)

<sup>1</sup>Digest of Annual Reports of State Boards for Vocational Education, Office of Education, Department of Health, Education and Welfare, Washington, D. C., 1953, p. 6.

# Adult education belongs in modern schools

JAMES L. COOK, Vo-Ag Instructor, Middlebury, Pa.



James L. Cook

IT appears that schools are going to have to develop a new concept concerning education. As presently constituted the school generally looks upon its job as having been completed when the child graduates from high school or drops out of school. We are going to have to begin to think of our schools as organizations whose purpose it is to educate the people of the community no matter what period of maturity they may have reached. Too many of the young people who drop out of school are too immature to make proper decisions concerning their education. Often times the parents have less mature judgment than the children. Consequently, many drop outs have been cheated out of their educational birthright because neither they nor their parents knew what was good for them at the time. Here the public schools are faced with a tremendous job.

## The Need Exists

Proof positive that a need for additional education for out of school groups exists can be found in the enthusiasm with which young farmers grasp and cling to every opportunity offered for further education. They are eager for opportunities to better themselves. To them additional education means more income and a better standard of living for their families. The fact that they are associated with a program that makes use of the school facilities increases their ego and prestige in the community.

Many present day school plants have adequate facilities. They can provide adult education in the form of evening classes at little or no added cost except for supplies and teacher services. Teachers of vocational agriculture can and are showing the way. Many more such courses could, and should, be made available for citizens regardless of their age or previous education. Training similar to that provided for aggressive farmers could be applied to many courses. You, your administrator, and the citizens of your community have a "junior college" available if you only realize it. Why not operate it?

## Need for Optimism

Some of the detailed and complicated courses on young and adult farmer education which have been offered to college students of Agricultural Education have led many teachers of agriculture to believe that conducting a young farmer program is difficult, that it is a time consuming job in which they were doomed

for failure unless they spent long hours in elaborate planning and preparation for the class sessions, and much work in maintaining records. As a result many teachers continue to postpone starting young farmer classes although they are aware that there is a need for a program in their community. Ten farm visits can net a Young Farmer Association in your community. Set a date, invite ten or fifteen prospective members to meet with you in the agriculture class room. Tell them what you are willing to do and let them form the association and plan the program for you. Making farm visits is the thing that you can and must do. Try not to let a member attend a second meeting without your having seen him on his farm and discussed his program with you. Use specialists in classes when needed and reserve your time for individual problems. Do well what you do and you will not have a membership problem. Once you have started, make a special effort to keep the school administrators and the public informed as to what you have done and what you plan to do. The cooperation you will get and the interest people will take in the program will more than make up for the time and effort you spend.

The armed forces educational program has made it possible for a few young farmers to complete the requirements necessary for a high school diploma. They are doing their part. A few communities are operating broad effective programs. Others offer one or two courses but there are signs of growth in this direction. Citizens in many other communities want and need additional education. They are looking to you for help. What are you going to do? □

## Are We Meeting - -

(Continued from Page 101)

- time when an individual may take active membership in an adult farm organization.
3. To cooperate with all agencies and organizations whose objectives are the improvement of the economic, educational and social conditions of rural life.
  4. To provide rural leadership training activities.
  5. To provide wholesome social and recreational activities.
  6. To plan and render worthwhile community services based on the needs of our community.
  7. To bring about a greater appreciation of the opportunities in farming and a love for country life.

To fulfill these purposes, a program of activities will need to be built which will place nearly equal emphasis on cooperation, leadership development, community service, and social activities. A constitution and by-laws and elected

officers will be necessary to effective operation of the association. Regular meetings should be held, perhaps monthly the year around, to maintain continuity and interest. To maintain all sides of the young farmer triangle, a series of instructional meetings, sponsored by the association and held during the winter months, will be essential. These instructional meetings could be held weekly and entirely different from the regular association meetings. If conducted by the members, as their individual needs guide them, the young farmer association will soon become the nucleus of the entire program. It will provide the momentum necessary to maintain and increase the contribution which a young farmer program should make to the agriculture of its community.

## Emphasis Will Vary

The length of the three sides of a triangle may vary and still the triangle can remain intact. Similarly, the emphasis on the three phases of the young farmer program may vary and the program may yet maintain continuity. Quite apparently, our problem in young farmer education is not yet one of where to place the emphasis in the program, but still remains the building of a program that will meet and solve the problems of the thousands of young farmers in our communities. Too many of those thousands can say:

I can solve mathematical problems, but I cannot file an accurate income tax return.

I have learned the governmental principles of the ancient Roman Empire, but I cannot lead a group meeting.

I can identify 200 different plant and weed seeds, but I cannot select a variety of oats adapted to my farm.

I know the history of the internal combustion engine, but I cannot trace down a minor trouble in my tractor.

I know the history of the world's germ scientists, but I cannot vaccinate my own hogs.

I know the principles of gravity and friction, but my top soil still washes down the gullies on my farm.

THERE IS OUR PROBLEM! □

## The Cover Picture

Pictured on the cover page is a part of an adult class taught by John Elliott of Reardon, Washington. The farmers enrolled in the course devoted a considerable portion of their attention during the year to acquiring various shop skills. Welding practices were very popular.

This illustrates only one of the many services needed and desired by out-of-school groups engaged in farming. A wide range of instructional activities and content is referred to in the various articles in this issue of the *Magazine*.

Picture supplied by E. M. Webb.

## The situation in Institutional-on-Farm Training

**Will they stick?****If so, you have the beginning of a Young Farmer group**

J. H. LINTNER, Supervisor, Farm Veterans' Training, Ohio

THE "They" in the above caption refers to the veterans entitled to the educational benefits of the Institutional On-Farm Training program under P. L. 550, usually referred to as "Korean Veterans." The "Stick" pertains to whether these veterans will pursue the entire course or drop out of training before the end of their entitlements because of periodic reductions in educational benefits (subsistence payments). The question mark is in the minds of every teacher and supervisor of the Institutional On-Farm program.

For readers of *Agricultural Education* who are not familiar with the changes in the Korean Institutional On-Farm Training program under P. L. 550 vis-a-vis the World War II program under P. L. 346, it should be brought out that the standards are considerably higher. Congress attempted to remedy the weaknesses in the earlier program which permitted cupidity and human frailties on the part of a few to benefit financially irrespective of educational needs or progress. Significant changes made include:

1. Elimination of employer trainee status.
2. More rigid interpretations on managerial control, need for training, evaluation of previous experience, adequacy of facilities, and full-time farming.
3. Limiting the program to three years.
4. Periodic reduction in educational benefits (subsistence payments) at the end of each four months of training.
5. Students can change their course objective only once during their entitlement.
6. Veterans must begin their training within two years from date of discharge or August 20, 1952, whichever is the later.

**Groups Are Smaller**

A major feature of P. L. 550 is the provision for including tuition, books and other expense in the educational benefits checks so that the schools are paid direct by the veteran rather than by the Veterans Administration. This change was made to cause the individual veteran to be more discerning in selecting the type of training and the institution before enrolling and making sure he was getting worthwhile instruction while attending.

The higher standards for P. L. 550 veterans, the present cost-price squeeze in agriculture, the difficulty in securing farms with complete managerial control within two years from date of discharge, and the necessity for devoting full-time to farming all combine to make it difficult to find a concentration of veterans in a given area which will justify estab-

lishment of a class. Although one or more veterans who can qualify are usually found in every county, even a half-time instructor load is not possible in many places without veterans driving distances in excess of forty miles.

Establishment of schools has been slow in practically all of the states. Informal reports to date from those states which started early have not been favorable. In one state the enrollment has stabilized itself at about 900 with new enrollments barely equalling the number who discontinued their training before the end of their entitlements. In another state there are about 150 new enrollments per month with about 50 dropouts.

**A Similar Problem in Young Farmer Work**

In the writer's opinion this situation more nearly approaches the Regular Vocational Agriculture teacher and his young farmer group than the Institutional On-Farm Training teacher and his World War II veterans. In the program under P. L. 346 the uniform subsistence payments over a long period and the "captive audience" who had to attend classes in order to meet the 200 hours per year standard enabled a number of teachers to continue over the years regardless of professional ability and technical knowledge of agriculture in farming. While many studies indicate the overall success of Institutional On-Farm Training none have been able to definitely determine how much of this success was positively due to the teacher's ability or efforts. Regular Vocational Agriculture teachers with voluntary membership groups become painfully aware that their efforts have fallen short of expectations when enthusiasm wanes and attendance drops.

**An Appraisal with Suggestions for Action**

The solution of this problem for both the Institutional On-Farm Training teachers of P. L. 550 veterans and the Regular Vocational Agriculture instructors with young farmers seems apparent. Membership will continue to "stick" as long as the course meets their needs in a manner which justifies the use of their time in attending classes and the gasoline for the miles driven. With this in mind the teacher may well ask himself "What can I do in my teaching which no other agency or media of Agricultural Education can do?" There certainly is no justification for veterans or young farmers driving many miles if they can find the answer to their problems in a farm



Practical, individual instruction on today's farm problems is essential in the Korean Veterans Farm Training Program.

paper or over the radio or television in the comfortable setting of their own homes. There is little justification for attending a meeting where general problems are discussed in an abstract manner by a person not familiar with the farms of those in attendance. Why have a teacher if a "resource person" or an outside authority has the major responsibility for making the meeting worthwhile?

On the positive side, what can the teacher do that no other agency or media can match? The following suggestions are offered from the experience from sixteen years as a teacher of supervision in Institutional On-Farm Training.

1. The teacher, because of his intimate knowledge of the individual's farm and home situation growing out of farm visits, can recognize the needs of the young farmer for training or the blocks to his progress in farming.
2. Once these needs are recognized by the teacher, he can assist the young man to recognize them as the first step in learning.
3. With the teacher and young farmer in agreement on the rock bottom problems faced by the individual, the two can approach other interested parties including fathers, landlords, partners, and wives to secure equal recognition.
4. After recognition of needs is accomplished, the teaching can begin. To be effective this teaching must be aimed at solving the specific problems of the members and call on his own experience and the experience of others to find the solution.
5. If the problem is such that the teacher cannot solve it in his own teaching, his efforts are again valuable in referring the young man to the proper agency or person who can supply the information or perform the service. This referral cannot be in a perfunctory manner but must be based on first hand knowledge of what can be expected to help the individual's situation.
6. Individual work must be done to accomplish much of the above but the classes or group meetings play an important role which cannot be duplicated by additional individual work.

(Continued on Page 106)



## Experience with out-of-school instruction affects the all-day program

### A continuous young-farmer program points up the needs for emphasis in all-day classes

L. B. SWANEY, Vo-Ag Instructor, Clinton, Missouri



L. B. Swaney

SINCE 1949, about twenty graduates of the Ag department of Clinton High School, Missouri, have been continuously enrolled in a young farmer program.

The first interest of the group was in enterprise efficiency. A panel of the most efficient producers in each enterprise led the discussions using the outline: possibilities for profit, the essential practices and the probable economic trend for the future. This type of meeting was conducted for three years.

During the fourth year the group chose to discuss plans for construction

of the most economical farm buildings and providing justified machinery for units of various sizes. During the fifth year, they discussed farm reorganization, long time plans for land purchases, enterprise changes, and the balance between crop and livestock enterprises.

For the program this year, the group decided that since many of them were assuming leadership in rural organizations and their neighbors were seeking advice on farm issues they should know more about farm organizations and agencies. A survey of organization membership revealed the following interest groups: Farm Bureau, Missouri Farmers Association, Consumers Co-operative, Missouri Conservation Service, Agricultural Stabilization and Conservation, Production Credit, Federal Land Bank, Farm Home Administration, Agricultural Extension and School Reorganization.

As a result of this continuing educational program, and conclusions drawn from the experience of teaching vocational agriculture for twenty-four years in one community, the following observations and evaluations seem pertinent:

1. Since most of the young farmers attributed enterprise efficiency to doing thoroughly a smaller number of approved practices than they had been taught, the all-day instruction has been concentrated on the essential practices.

2. The young farmers most regular in attendance are those who had a broad supervised farming program in high school. As a result of this information, the *project* program has become a supervised *farming program*.

3. Young farmers who are most active in rural leadership are those who were active in the FFA and participated in public speaking. This phase of the all-day program is receiving more emphasis.

4. The size of the farm business and the income of these young farmers is larger than the county average, which indicates that the emphasis on farm management in Ag IV is justified.

5. Graduates under former teachers have been invited but seldom attend, which indicates that long teaching tenure may be desirable for a continuing educational program. □

## Stimulating and developing young farmer programs

### A workshop report from the North Atlantic Region

HAROLD R. CUSHMAN, Teacher Education, University of Vermont



Harold R. Cushman

THE YOUNG farmer program will acquire a new look in the northeast this year. Meeting at Cornell University, Ithaca, New York, August 16-18, teachers, teacher-trainers, and supervisors representing the 12 states in the North Atlantic Region agreed that the

young farmer program is the logical avenue for increasing enrollments in vocational agriculture and providing the additional service called for by the recent increase in appropriations for Agricultural Education. Believing that immediate action is needed if we are to face the next session of Congress with a clear conscience, the group spent most of the three day session making plans for a rapid expansion of the program. With H. N. Hansucker, Program Specialist, acting as chairman, the group identified the problems to be solved in expanding the program and divided into committees on administration and instruction. The committees agreed upon recommendations which were reported to and revised

by the entire workshop group.\* An abstract of agreements reached follows.

#### Administrative Area

Too often in the past, teachers have been expected to conduct a young farmer program as an overload activity. It is not realistic to expect significant growth in the young farmer program unless specific teacher time is made available during the school day. This can be provided in two ways (1) In those departments where the total teaching load per full time teacher does not exceed 50 enrollees (future farmers, young farmers, and adult farmers), the regular teacher should be bound by contract to provide instruction for young farmers. (2) In those cases where the total teaching load exceeds 50, an additional teacher should be employed on either a part-time or full-time basis as the situation demands. Any combination of local, state, or federal funds necessary should be used to achieve this end. Some states will need to revise their state plans to make provision for special instructors. Other states may need to ask for additional state vocational funds before an extensive program can be pushed. All states can, however, try

\*Copies of the complete workshop report are available from H. N. Hansucker, Program Specialist, Agricultural Education, Office of Education, Dept. of Health, Education and Welfare, Washington 25, D. C.

out the above policies within their present financial structure.

High school principals, superintendents of schools, and school board members in too many cases know little or nothing about the young farmer program. A vast effort must be made, by teachers and supervisors alike, to inform this group of key individuals of the need for the young farmer program. Survey results showing the number of young farmers desiring instruction and conferences (local, district, or state) with school administrators were cited as keystones to successful promotion.

More supervisory assistance must be made available to teachers. And teachers must get in the habit of requesting this assistance at critical stages in the development of their programs.

#### Instructional Area

Systematic instruction for young farmers was defined as the process of assisting them to plan and apply solutions of previously identified problems existing in their specific individual farm situations. It was further delimited by the following characteristics: (1) it includes both individual and group instruction; (2) it includes both class and on-farm instruction; (3) the young farmer is assisted by the instructor in applying on his farm the plans previously developed in the group instruction, and (4) it necessitates the continuity of instruction necessary for the solution of specific problems.

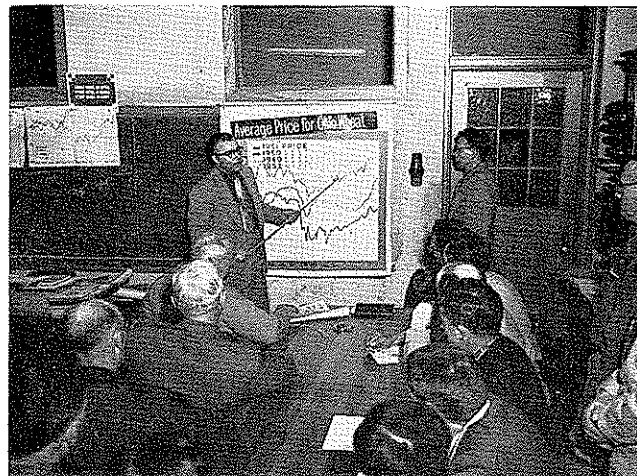
The role of outside speakers should be limited to that of consultant. A variety of teaching procedures should be used with emphasis on the activity approach.

Local young farmer chapters should be organized in all cases. If state associations are developed they should





This Ohio Young Farmer group is holding a regular meeting in the living room of one of the members. A part of the evening was spent inspecting the owner's dairy herd.



Meeting an expressed need. This Ohio Adult Farmer class at Covington, Ohio, wanted assistance in grain marketing. Such meetings require preparation in the form of teaching aids and personnel.

## Tested practices in teaching adult farmers

Reported here are some ways and means which have been successful

L. B. FIDLER, Supervisor, Ohio



L. B. Fidler

integral part of the program of successful teachers.

H. M. Hamlin in his article "The unique role of public school education in Agriculture"<sup>1</sup> states: "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." This statement applies, particularly to farmers who have had to meet the multiplicity of economic and technical changes affecting agriculture during the last two decades.

Good teachers of Vocational Agriculture repeatedly state that they are getting deep satisfaction from their teaching of young farmers and adults.

Granting the need for, and the possibility of successfully teaching adult farmers, what are some of the tested methods and practices which bring success to the student and deep satisfaction to the teacher?

### Some Tested Practices

Farmers, like everyone else, can be taught best what they really want to learn. This fundamental fact, if observed,

YOU can "teach old dogs new tricks", notwithstanding the old idea that people had to get their education in their youth.

Adult education in agriculture is no longer a "step-child" of Vocational Agriculture; it is more and more becoming an

is, or can be, the Vocational Agriculture Teacher's greatest boon. Probably no other teacher has greater opportunity to aim his teaching at the felt needs of his students than the teacher of young and adult farmers. Unfortunately this advantage is not always realized by the teacher. Programs of instruction cannot be the "teacher's program" if they are to bring satisfaction to the teacher, and success to the farmer student.

It is not enough for the teacher to know, or to think, that the farmer has a problem; the farmer must know it for himself. It becomes a part of the teacher's job to make farmers conscious of their problems. There are different ways of accomplishing this seemingly difficult task.

One of the most successful and tactful ways of making farmers conscious of their problems, or inefficiencies, is through organized and well planned field trips or farm visitations. One of our very successful teachers in Ohio has developed with his group what they call the "farm walk." In this particular class the young farmers and their wives go in a group to the farms of other members and spend an hour or two walking over a particular farm. It is only natural for them to compare the weaker phases of their own farm management with those of better farmers and thus become conscious of their own needs and shortcomings. No doubt the farmer being visited is stimulated and motivated by this friendly inspection of his farm.

Other classes accomplish the same objective by going as a class to visit outstanding farms. This is probably the most popular and interesting way to help farmers become conscious of their needs. Observing outstanding results on other farms raises the questions: "Why can't I," and "How can I?"

### Stimulating Interest

Another method is to interest the farmers in complete and accurate farm records and analyses. One outstanding teacher of adults in Ohio limited enrollment in his class to men who would agree to keep and analyze farm records. They had no trouble in finding challenging problems in which they were vitally interested. This method, while not so popular, could well be the second or advance method of making farmers conscious of their problems. Such a plan tends toward continuity in a program rather than a series of unrelated "short courses."

Still another tested practice for creating desire for instruction and consciousness of personal needs is through class or community awards. Two Ohio classes have, through the help of local business organizations, set up rather significant achievement award programs. Such programs stimulate interest and learning. Along the same line many classes set up a series of yield test plots of various kinds with careful records and tabulations of results. Comparison of results raises the questions: "Why didn't I reach the goal," or "How can I do better next year?"

One of the most effective tools for developing and maintaining a feeling of need for instruction is a carefully developed individual farm survey and long time plan for achieving desirable goals. The practices mentioned above, if carried out, should lead naturally toward individual goals and objectives, many of which require more than one year to attain. There are some who think that one of the weaknesses of our adult teaching in Vocational Agriculture is that it frequently is too much of a "piece-meal" proposition; that we don't "fish long enough in one place"; that our efforts are broad, but not deep enough to keep a sustained interest.

If this is a fair or just criticism, certainly we can do much to remedy it by the use of farm surveys and long time individual farm training programs.

### Use of Long-Time Planning

Accompanying this article will be found a single typical page from an (Continued on Page 106)

<sup>1</sup> Agricultural Education Magazine, August, 1953.

Preliminary Survey, Production Goals, Suggested Improvement Practices and Achievement Record in Livestock Enterprises\*

BEGINNING SURVEY	FIRST YEAR	SECOND YEAR	THIRD YEAR
<b>DAIRY</b> No. Cows 19 No. personally owned 3 Lbs. fat per cow Not Known Present Practices: Sell Grade B Milk. Artificial insemination. Raise own heifers. Used corn silage. Rotate Pasture. Cull Cows.	<b>Goals</b> No. Cows 23 No. personally owned 4 Lbs. fat per cow 250 New Practices To Be Followed: Will sell grade A milk. Start owner-sampler testing.	<b>Goals</b> No. Cows 23 No. personally owned 5 Lbs. fat per cow 300 New Practices To Be Followed: Sell grade A milk. Continue testing cull cows on basis of records	<b>Goals</b> No. Cows 23 No. personally owned 6 Lbs. fat per cow 350 New Practices To Be Followed: Continue up-grading the herd.
	<b>Achievement</b> No. Cows No. personally owned Lbs. fat per cow New Practices Applied:	<b>Achievement</b> No. Cows No. personally owned Lbs. fat per cow New Practices Applied:	<b>Achievement</b> No. Cows No. personally owned Lbs. fat per cow New Practices Applied:
<b>SWINE</b> No. Sows 4 Av. pigs weaned per sow per year 13 Lbs. pork per sow per 6 mos. 1300. Present Practices: Old hog lots. Poor care at farrowing. Creep feeding before weaning with pellets. Wormed pigs once. Use guard rails.	<b>Goals</b> No. Sows 5 Av. pigs weaned per sow per year 16 Lbs. pork per sow per 6 mos. 1600. New Practices To Be Followed: Use heat lamps at farrowing Clip needle teeth. Castrate before weaning.	<b>Goals</b> No. Sows 5 Av. pigs weaned per sow per year 16 Lbs. pork per sow per 6 mos. 1600. New Practices To Be Followed: Farrow and keep on a clean legume pasture.	<b>Goals</b> No. Sows 6 Av. pigs weaned per sow per year 20 Lbs. pork per sow per 6 mos. 1800. New Practices To Be Followed: Continue sanitation program.
	<b>Achievement</b> No. Sows Av. pigs weaned per sow per year Lbs. pork per sow per 6 mos. New Practices Applied:	<b>Achievement</b> No. Sows Av. pigs weaned per sow per year Lbs. pork per sow per 6 mos. New Practices Applied:	<b>Achievement</b> No. Sows Av. pigs weaned per sow per year Lbs. pork per sow per 6 mos. New Practices Applied:

\*A typical page from an adult farmer's plan.

actual individual program which is being used by a farm veteran in Ohio. Similar information and plans are prepared for the entire farm program, including crops, livestock, soils, farm buildings, farm machinery, and the farm homestead. It will be noted that the form provides for evaluating progress towards the various goals. The completed survey and program can serve as a constant reminder to the teacher and stimulus to the student. Both teacher and student should have copies of the program. Some regular Vocational Agriculture teachers have suggested that such plans would be useful with their regular adult class students.

Needless to say, any long time program will necessarily be changed somewhat in its details as the program develops. However, granting the need for some minor changes, experience clearly shows that a carefully worked out plan with personally established and accepted goals, for a couple of years ahead, leads naturally and almost continuously to a felt need for learning.

#### Summary

1. Adult farmers can and will enjoy good agricultural instruction when it is based upon their personal felt needs.
2. The successful Vocational Agriculture teacher can and should help his adult students to become keenly conscious of their problems or needs.
3. Some of the most effective means of helping farmers to become conscious of their needs and thus create an on-going interest are:
  - a. Trips and tours to well managed productive farms.
  - b. Encourage the keeping and use of good farm account records.
  - c. Class or community awards for outstanding accomplishments.
  - d. Setting up yield test plots and checking results for individual comparisons.

- e. Development of a careful individual farm survey of present conditions and practices as a basis for a progressive long-time improvement program.

There has been no attempt in this brief article to discuss actual teaching techniques; rather, it is designed to suggest a few tested ways for creating a real desire on the part of adult students for both class room and individual on farm instruction. With such an attitude on the part of adult students the actual teaching job will be immeasurably easier, far more effective, and will become a source of satisfaction to both the teacher and his students. □

### Farm Safety - -

(Continued from Page 99)

comprehensive and should be one of encouraging the observance of safe practices by farm people throughout the year. This would include the teaching of farm operations in such a manner that safe procedures are followed, and the inclusion of farm safety as an improvement project in the farming program of each class member.

Some teachers are including safety in their FFA program of work, which is another means of adding emphasis to this needed activity. Periodic safety drives in which the total school community participates have been utilized in a few areas. Other devices for lowering the accident rates on farm homes are being tried in various localities. Possibly, a variety of practices are better than some one single line of action. Each teacher should determine what will be most effective in his school area and then attack the problem vigorously. The problem is acute and demands our immediate and constant attention. □

### Will They Stick?

(Continued from Page 103)

#### Value in Group Participation

For many problems there is no single correct answer. Passive acceptance of the teacher's judgment, even though it probably is right, does not insure learning on the part of the individual. The teacher who can bring about group responsibility for conclusions or decisions concerning individual problems can frequently accomplish more in a class session than he can in an individual visit when the "right" answer is not readily apparent to the individual. Abstract lesson titles or cavalier treatment of "group problems" is not the answer. The teacher and the group must "come to grips" with the problem. This usually means stating it clearly in terms of the individual. It should be written on the blackboard, so that attention can be focused during the entire meeting. Regardless of what takes place during the teaching of the lesson, a conclusion should be reached in answer to the question and again written on the blackboard so that it can be challenged by all members of the group. A conclusion that "we can not agree" is acceptable if the group has made diligent study and all important facts and information are available.

#### Conclusion

The answer to the opening question "Will They Stick" seems obvious to the writer. This answer in "Yes" just as long as the teacher can show the indispensability of his work in meeting individual needs of his veterans or young farmers. Since individuals develop new or additional needs as current ones are assuaged, there is no theoretical limit to the length of a course. If veterans complete their entitlement and the regular Vo-Ag teacher can demonstrate his indispensability they will continue in young farmer groups. As the usual age for ending young farmer work is reached, transition to adult groups is easily accomplished if the teacher can really show how his efforts cannot be duplicated in any other way. □

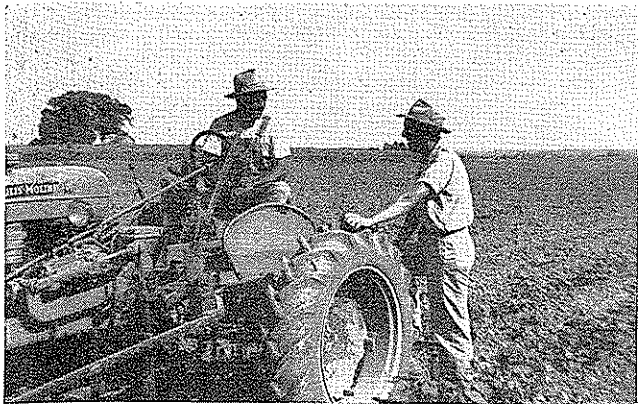
### Editorial - -

(Continued from Page 99)

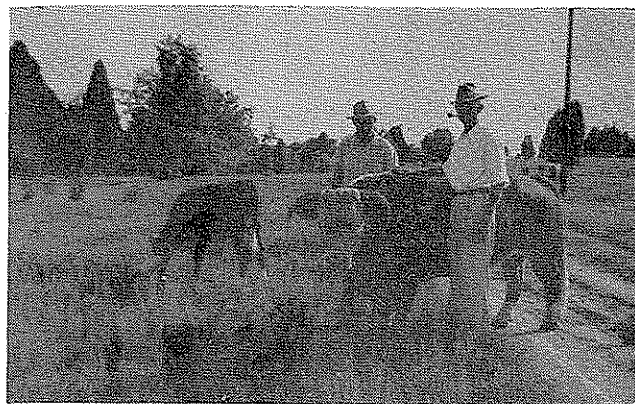
of teachers, supervisors and teacher trainers in the North Atlantic Region was devoted exclusively to the question of further stimulation and development of Young Farmer programs. In this issue of the Magazine you will find further evidence of the attention being given to this phase of vocational agriculture. Some states, notably Ohio and Utah, have made strides in this direction. Can any of us delay much longer in strengthening our efforts in young farmer work? Future appropriations for vocational education may hang in the balance.—W.A.S. □

Theme for December

**"Improving the FFA Program"**



The teacher discusses problems with individual farmers in the field. Adult farmers welcome this as a follow-up of group instruction.



A problem is discussed with one of the Club officers. Placing responsibility with members of the group promotes greater interest.

## Organization can make a difference

### A "club-type" of organization started this Adult Farmer program toward success

JOHN L. YATES, Vo-Ag Instructor, Town Creek, Ala.



John L. Yates

WHEN I first came to the community to teach Vocational Agriculture there had not been an adult class in this department for the past several years and there had been no interest shown by the farmers in any way. Several in the community told me it would

be next to impossible to form an adult class for farmers due to the fact that there was such a mixture of large land owners and tenant farmers.

I spent the first six months getting acquainted in the community. During this time I tried to visit as many adult farmers as possible but never mentioned starting an adult class directly. By careful conversation with the farmers I found out that they had very little faith in this type of thing.

After all these studies and visiting these farmers I came to the conclusion that the ordinary adult class would not work in this community. The important thing was to find out what would work successfully for I knew to try and fail would finish the adult work in this area. I had heard that there were one or two "Farmers Club" type of classes working very successfully in another part of the state and decided that this type would be the most likely to succeed in this area.

#### Manner of Organizing

1. Having found out who were the leaders of the farmers in this area, I went to them and discussed the Club idea with them. They were very enthusiastic about the idea and agreed to help me give a "Chicken Stew" and invite the farmers in to the meeting to see if we could organize.

2. These leaders helped me cook the "stew" in the Vocational building and serve it to the other farmers. I had

secured a very interesting farm movie to show to the group after the meal. I paid for the meal myself, but the group collected money to repay me.

3. After I had shown the movie I asked them for some comments on how the group liked the meeting. There were so many favorable comments that I asked them if they would like to meet like this once each month to discuss farm problems and to study the latest farm information. The answer was a unanimous "yes," so we organized that night. We selected our meeting night and the group voted to charge each member \$1.00 per month to pay for his meal and that we would fix our meals in the Home Economics kitchen. They elected me President to serve for the first year.

4. As chairman of the program committee I tried to have an interesting program at each meeting during which time we discussed all the different phases of farming carried on in the community. We also invited different specialists to be with us at different times to discuss certain specific subjects such as animal diseases, insect control, etc. I also made it a point to contact each member or prospective member one week before the meeting either by personal visit or by letter. In this way we started with 14 and increased to 44 in attendance within one year.

5. An advisory council was appointed to work with me to plan the year's work and to help in selecting projects for the Club to carry out. This representative group from the Club proved very helpful and was very successful in helping prepare the year's course calendar. At this point they were beginning to get the idea that the Club belonged to them and they began to work hard to make it a success.

6. My objective was to get the farmers to take over the work of the Club so as to create more interest. Gradually they assumed the offices of the Club and now my only job is permanent program chairman, in which they look to me to

prepare our lessons as outlined by them in the course calendar.

#### Some Program Features

This club has met for 31 continuous months with an average attendance of 33 members in a community where they said there could be no adult class. Some of the projects carried on by the club are: buying 3 purebred gilts for the FFA boys to start a pig chain, community rat campaign, animal disease and parasite control campaign and many others.

In summary, I believe you must do the following things:

1. Get acquainted with all the farmers in the community.
2. Appoint an advisory council to help you carry on the work.
3. Have interesting programs and see that the farmers receive farm instruction to help them do a better job on their farms.
4. Meet the year around so as to keep the interest up, and meet at least once per month. It was found that the attendance was almost as good through the busy seasons as at the other times.
5. Have a definite meeting date and place and not let it be in conflict with other community meetings.
6. Serve a meal, if possible, at each meeting and charge the members for it.
7. Let the members carry on the meetings themselves as much as possible. Use as many of them as possible on committees and let them all help in the planning of the Club.
8. Personal visitation to the farmers to encourage them to attend and to show them that you are interested in their individual problems as they arise on their farms.
9. Have some project for the Club to work on at all times. There seems to be more interest if they are all working together for a common goal. The farmers seemed to get a lot of fun out of raising money to buy the gilts they gave to the FFA Chapter and also the other projects they worked on.

This club has worked very successfully for this community and one of the other Vo-Ag teachers in this county has organized one that has been meeting for about one year and is working very well in his community.



# Out-of-school programs can help you!

## A beginning teacher gives credit to an adult class as an aid in his program

GORDON H. BUSBOOM, Vo-Ag Instructor, Callaway, Nebraska



Gordon H. Busboom

**M**OST of us working in local Vocational Agriculture departments are aware of the need for out-of-school programs. At least our state departments and teacher trainers work feverishly to encourage all teachers to include out-of-school programs in their departments of vocational agriculture. We are all familiar with the Smith-Hughes Act which has as its primary concern the farmer already engaged in farming. With these facts in mind, then why don't all Vo-Ag instructors carry on out-of-school programs? "I don't have the time" was the favorite reply when, as a student at the University of Nebraska, I polled over one hundred teachers concerning their out-of-school programs.

These questions come to my mind, "Do we teachers actually lack the time?" or "Are some of us downright scared of this challenging task?" or "Are we just plain lazy?"

Last year was not only my first year of Vo-Ag teaching, but also the first year for vocational agriculture in this community for over fourteen years. I am glad I conducted an adult farmer evening class last winter, and this year my program will include young farmers as well. I would like to share some of my experience with those teachers particularly who have never conducted such a class. I would also like to convince you that the out-of-school program can help you.

Being an only teacher in a department with forty-one all-day students and thirty-four adult farmers for eleven weeks was a heavy load and required careful time budgeting. The results, however, were gratifying. During the course of the eleven weeks, thirty-four farmers attended over one-half the meetings and a total of sixty-one attended one meeting or more. Throughout the entire course, these farmers expressed their approval of this "after-high-school" course to others—the school board, administrators, business men, etc. This was an excellent form of publicity for the department, the school, and the instructor and one of the ways in which the out-of-school program helped me.

### Organization

Since this was a newly organized department, all prospective Vo-Ag students and their parents were visited during the summer months for the purpose of indoctrination into the vocational agriculture program. At this time, the

possibility of offering an out-of-school class was mentioned to the fathers and older brothers. These suggestions were met with immediate approval and gave me the confidence to organize a class.

Early in the fall, administrative approval was secured and the application for approval was submitted to the State Office. Because of other extracurricular activities in which I took part it was impossible to start the class until about Christmas time. Approximately six weeks before the organizational meeting, mention of an adult farmer class was made in the Vo-Ag news section published weekly in the local paper. Two weeks prior to the first meeting, feature articles on the front page of the local paper gave the essential facts about the class being planned. In addition, the monthly newsletter to all Vo-Ag parents included this information and invited all parents to attend either the Vo-Ag or homemaking adult evening classes. The local Vocational Homemaking department offered an adult class in sewing at the same time. This, no doubt, helped attendance in both classes since both husband and wife had some place to go the same evening. Cooperation with the homemaking department was easily obtained since the instructor is my wife!

Informality was the key at the organizational meeting. The first few minutes of the meeting were spent in getting the thirty-one men at ease. Then I spent about twenty minutes discussing some current happenings in agricultural economics—what was likely to happen with marketing, production, etc. This seemed to attract the attention of those present and apparently made some of them realize that they could use a little information to help them farm more profitably during what might be a rather "slim" year.

### Planning the Program

The next organizational step was to plan cooperatively our course of study for the remaining meetings. Before the first meeting, I talked with a couple of men who I knew were planning to attend the class. We discussed what they would like to talk about in such a class. I presented a couple of their suggestions to the group—several agreed that these were good topics. This seemed to get the ball rolling and soon everyone was suggesting topics. Since the list had grown too large to be covered in ten meetings, each man present was asked to jot down on paper the ten topics in which he was most interested. On this basis, I selected our course of study. The list of topics and meeting dates was then submitted to the local paper to be published before the next scheduled meeting. A list was also mimeographed and sent to each person who had attended the first meeting.

After the meeting schedule was

planned, I started a discussion on the use of urea as a protein extender for ruminants. This was a current topic and helped motivate those present to return in the future. The men soon started discussing the pros and cons of urea and I could see that the discussion type meeting would be very successful throughout the course. At the close of the evening, coffee and cookies were served to those present. The local board of education agreed to furnish the coffee and cookies for all meetings. This I believe was an excellent gesture since it gave the men an opportunity to visit with their friends after the meeting. Although the meetings were scheduled from 8:00 until 10:00 p.m. once a week, midnight was very close several times before the discussion on some current problem closed.

Meeting reminder cards were sent out only once and that was when a meeting had to be postponed because of an unscheduled basketball tournament.

### Courses of Instruction

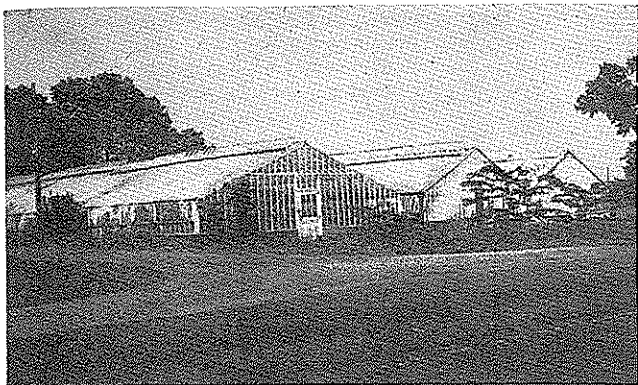
Interests are quite similar in most agricultural communities. All farmers are interested in the soil and products of the soil—crops or livestock. These two general categories plus a few farm mechanic problems furnished the topics for discussion at our series of meetings. Our meeting schedule as cooperatively planned by class members appears below:

1. Organizational—use of urea for ruminants.
2. Beef cattle nutrition.
3. Brucellosis control—county wide programs.
4. Artificial insemination for dairy.
5. What does our soil need?
6. Laboratory period for testing soil with department kit.
7. Commercial fertilizers.
8. Grasses and legumes for this area.
9. Fuels for farm engines.
10. Current irrigation problems.
11. Farm mechanic skill demonstrations.

Actually in some cases it may be desirable to spend considerably more time on one area, e.g., all ten meetings on livestock nutrition. However, these were the subjects the farmers were interested in and wanted information about. Therefore, I believe that this was an entirely satisfactory schedule for this particular group of men at the time this class was conducted.

This schedule is listed here for a specific purpose. It shows how an out-of-school program can help us as all-day teachers. All of the problems listed above were discussed in my all-day classes sometime during the year. A lesson plan prepared for Ag. I on beef cattle nutrition could easily be adapted for the adult class. The all-day students certainly benefited whenever one of these topics was discussed first with the adults and later in the regular Vo-Ag classes. Many of my experiences were broadened after a discussion with these farmers. Thus, the practical experience plus the technical information could be presented to the boys who are planning to become farmers.

(Continued on Page 112)



Ed Miller, a former G.I. trainee, is president and manager of this \$75,000 chain of greenhouses. He got his start during the I.O.F. training period.



Tom and Henry Alvino started with 5 acres of land. Today they farm 80 acres. Picture shows part of a 30-acre asparagus field with storage and packing house. They completed training 5 years ago.

## What did our veterans gain from their vocational training?

WILLIAM POWERS, Instructor Adult Education, Atlantic County Vocational Schools, Minotola, N. J.



William Powers

ON numerous occasions I have been asked, "Do you think the money spent by the Government for G.I. Training ever did any good, or was it wasted? My reply had to wait for several years until I could honestly appraise the results, and I like to repeat the quote

of the late Al Smith, "Let's look at the record."

The Atlantic County Vocational Schools is probably the oldest institution of its kind in the country, starting back in 1914 for the teaching of adult farmers. In this South Jersey area our specialty is the production of fruit, vegetables and flowers and it was in one or all these segments of agriculture in which our Veterans were trained.

In the early Spring of 1946 the first G.I. was enrolled in a 2-year course and 6 years later the last trainee bade me good-bye. In all, we trained close to 100 Veterans.

I like to recall some of the questions asked by these farm boys as they sat

opposite me filling a farm approval form. "I was raised on the farm, what else is there to learn?" "My father doesn't believe in book learning." "My uncle said I'll be wasting my time. This teaching is for dumb guys."

It wasn't long after the training started that the veteran realized how much there was to learn in this farming business and how much more there remains to be learned in the years ahead.

### There Were Problems

The first major problem encountered was endeavoring to teach the mixed class; those whose schooling stopped at the grade school level and others with partial or completion of high school. Some veterans could do little reading, writing or spelling. Others were apt.

The second problem involved the home farm and the teaching of the parents. Of our total enrollment, 95% were farm owners or had sole supervision of the farm. It was the 5%, the farm boy working for his father, who gave us more concern than the balance of our trainees. After years of early rising, sweating, wondering, and worrying through successive seasons, parrying with innumerable farm problems, all this can contribute to "make the old man set in his ways." In this category the farm

boy found it difficult to understand his father and the father couldn't fathom his son for wanting to change his thinking processes. These old timers were reluctant to believe that agriculture was moving ahead at excessive speed. How many of us can keep up with the daily new-found practices, with modern insecticides and fungicides that grow in monthly volume, the weed killers, newer forms of fertilizers, the trace elements, modern machinery? All these and much more in an endless procession. Yet, this is our agriculture of today and as I see what is left of the old time farmer, whose roots are still implanted in the past, I see a farm on the brink of abandonment. So with the combination of teaching the son in the classroom and the gradual use of psychology on the father, which included dozens of cups of coffee at the kitchen table, thinking processes were changed. Today these former trainees are managing the home farms with success.

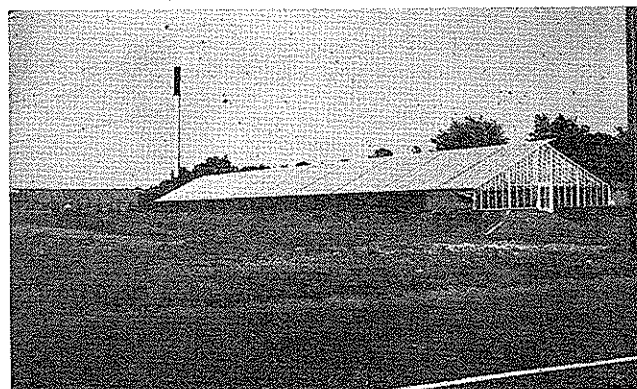
### Evidences of Change

We will never be able to evaluate in cold figures to what extent this G.I. training has helped American agriculture, but when I see these former students with new cars, farm equipment, television sets, better houses and out-buildings, then our teaching has not been in vain. How these same farmers would have fared without this training I can't say, I only know that as our association continues and when I hear these G.I.s remark, "Gee, I'm glad I went to school," I'm sure these boys absorbed some learning.

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Six years ago, John Serrian started his flower business in this cello-glass greenhouse.



Today he operates a new 125-foot greenhouse. He was one of the veterans in I.O.F. training.

## A teacher describes his experience with a Young Farmer program

# Experience proves the worth of young farmer instruction

BRUCE GAYLORD, Vo-Ag Instructor, Middlebury, Vt.

My experiences with a young farmer group are limited to three years. My first year out of college was in 1949 when I had the privilege and experience of opening a new vocational agriculture department and enthusiasm ran high regarding this new addition to the high school.

The first young farmer program was initiated the following year. After contacting the high school principal and the superintendent, I began making contacts to potential young farmer enrollees. I had had the opportunity to sound them out regarding such a program the previous year. The enrollees contacted included a 16 year old boy operating the home farm alone, a young man in partnership with his father and brother, two hired men working for other farmers, and five fellows in the process of becoming established in farming on their own farms.

Cards were sent out to each enrollee contacted and a notice was published in the local weekly paper announcing the first meeting.

The first meeting was a memorable one! The first gentleman in the door of the Vo-Ag Department that night was a successful dairy farmer who held among other town offices that of chairman of the local school board.

Again the door opened and in walked probably as good a Holstein breeder as the country ever produced and he, among other offices, held that of the second member of a three member school board. Two more well established farmers presented themselves before the evening was over, bringing the total to thirteen. Nine enrollees who were in the process of becoming established in farming and four farmers who were as well established as the Green Mountains in Vermont! They had heard that there was a meeting of some of the farmers in the community so they had dropped in.

### One Type of Program

It was obvious from the first meeting that there were two distinct groups represented with a wide ravine between the problems of the two groups. I spent considerable time pondering over what to do, and finally ended up doing nothing about it as far as the group meetings were concerned.

There were times that the younger members of the group were reluctant to discuss their own situations because of the presence of the successful farmer element. Consequently, many problems of the young farmer were brought up and discussed on farm visits. Many times the older farmers were very helpful, mainly because they

represented experience and the results they had experienced spurred action from some of the young farmers.

The series of meetings planned that year was based primarily around the problem of low milk production on the farms of young farmers in the group. Perhaps the big error was that the problem appeared quite evident to me but they had in many cases not identified it as a problem of their own.

Two-hour meetings were held weekly from 8:00 to 10:00 and followed by coffee and refreshments solicited from home. Many evenings found the department door closing at 11 or 12 o'clock with the discussion sometimes more worthwhile over coffee and doughnuts than the previous two hours had been.

The meetings scheduled were as follows, to begin in January and end 15 weeks later.

- 1, 2 and 3. Testing milk for butterfat (none of group ever in vo-ag).
4. Filling out a DHIA barn sheet.
5. Keeping DHIA records.
- 6, 7 and 8. Determining the quality of silage and hay
- 9 and 10. Using DHIA records effectively.
- 11-15. Feeding dairy cows according to production.
16. Sunday trip in June with families to outstanding cattle breeder picnic.

Farm visits were made periodically to members of the group. It was sometimes difficult in the spring because of prevailing road conditions. The school vacation was of two weeks duration in the spring and the time of its arrival was always based on two factors: the rate of sap flow in the maples, and the depth of mud on the secondary roads!

### Another Approach

I was not happy with the program that first year. I had difficulty in interesting the hired men in a farming program. The group was mixed in age and experience and I was certainly having my first experience, but I was still interested. The program to me seemed, and still seems, so logical and basic that I couldn't leave it alone.

That summer I returned to summer school and became acquainted with what has come to be the skeleton of my young farmer program—the "Farm Business Chart" prepared by the Ag Economics Department at Cornell. The problems of a farm business in the northeast are endless when analyzed from this particular survey form. Its advantage is in its simplicity and lack of the almighty dollar sign. Only production figures are necessary for the survey.

In the fall of 1951 I moved to the Middlebury, Vermont, department. This department had had an adult program of farm couples prior to my arrival. However, I learned that interest was slacking off and I was still determined to stick to a young farmer group.

### Locating the Young Farmers

By the time I had contacted my all-day students and some of their farming programs were underway, it was November and snow was on the ground. According to my records we unearthed 42 potential enrollees. Sources used to find them were as follows:

1. Permanent records in the high school files.
2. County Agent and County Club Agent.
3. Files in the department of former students.
5. Veteran's instructor in the department.
6. Farmers in the area.

I contacted likely prospects with the excuse of getting acquainted and attempted to learn their interest in farming, what some of their goals were if they had any, and to observe the farming operation. If it appeared obvious that the man was interested in farming and expressed an interest, we made arrangements to enroll him and get the data necessary to fill out the survey of his farm business at a later date.

Until that time I had never appreciated the importance of being able to observe a farming operation during the growing season—but a blanket of 2 inches of snow had fallen by this time.

On the next visit I was armed with two copies of the New York Farm Business Chart, one for the young farmer and one for my file.

I vowed this time to have only enrollees who showed enough interest in farming to have a farming program in operation on my first contact. The list of 42 possibilities left possible some strong criterion and this was the first one used. The age would be from, roughly, 20-30, and all in the process of becoming established in farming. I hoped that this would not bring the total of the group to more than 15 or 18 members, and it didn't.

The organizational meeting was held February 18 and the group decided on 15 meetings, elected a refreshment committee, and agreed on the date and time for meetings. I presented graphs of production figures obtained from the surveys of their farms and the group decided on electing a committee to study the problems and present their findings at the next meeting. This was done and the general problem of the group seemed to occur mostly in the area of low milk production. The committee used a check list and recorded the frequency of problems of members and used the most frequent problem for the group meetings to be centered upon. Other problems would be treated on farm visits individually.

During the course of the year one member of the group went into a father

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and son partnership and two members purchased farms. I had made some mistakes but was just a bit happier than I had been the year before.

Last year I prepared a survey of approved practices to accompany the farm survey form to determine which ones were actually carried out. Another form was used to determine just what jobs the young farmer was planning to do in the line of approved practices that he had never used before. These two forms certainly helped because they further assisted me in getting my foot in the door, and to work in some of the problems that were obvious to me but not identified yet by the young farmer. At about this time I also learned of the Pennsylvania bulletin on Livestock Goals and later their bulletin on Crop Goals.

The problem selected to be treated in group meetings was Pasture Improvement. And a series of 18 meetings followed.

#### The Stimulus of Farm Visits

Babies were born, cows had milk fever, the snow was deep and the attendance was far from 100% during that series of meetings. But the spark that kept my courage alive was the interest shown by these young farmers during farm visits.

I also found it profitable to call on these fellows in the evening and meet with them and their wives. In many cases the wife is the farm accountant. Many times the farming program plans hinge upon how many mink coats, spin driers, and TV sets the wife plans to extract from the farm income.

This year the young farmer group expressed the desire to hold weekly meetings, until May, then hold monthly meetings during the summer and fall months. They have also planned at least two social activities to include families.

We went into some farm mechanics work at the beginning of our program this year. The meeting series for the year is decided by all of us together.

#### Debits and Credits

There are meetings when nothing seems to go right—I had one of those experiences recently. The young farmers were meeting in one of the member's farm shop in order to gain more room. Members take turns supplying wood for the chunk stove that provides our meager heat. One man forgot to bring the wood; two fellows called at the last minute to say that they would be absent as well as the refreshments they were to bring; the cutting torch on the acetylene outfit plugged up; I had forgotten to bring the blow torch from the Ag shop for soldering; a member of the Ag Education Service dropped in to observe my confusion, and just as I was going out the door at home for the young farmer meeting, my wife acidly informed me that we had been married 9 years ago that day!

But there is the other side of the ledger of events. There is the morning that you find the whole ham on the porch with a note on it that says "Thanks" from a young farmer.

There is the mother that expressed her

appreciation to you for helping to bring about a partnership agreement with her son and husband.

There is the feeling of satisfaction in seeing one of the less interested members in the group suddenly become interested in getting ahead.

There is the feeling of pride when a member approaches you and asks your advice about buying that 10,000 dollar farm and wanting you to go over it with him.

And there is the feeling of inadequacy when you look around and see all of the other fellows you might be able to help if there were more of you. Like the oyster in the soup at the church supper—as he swirled around in that thin broth he said he certainly felt useless!

#### There Is No Substitute

A vocational agriculture program without the Young Farmer phase is much like a back road I know of in Vermont. A tourist from Long Island was taking all the back roads he could find in Vermont to observe the fall foliage when he concluded that he was lost. He pulled up beside a potato field where an elderly farmer was laboriously picking up potatoes and called to him "Where does this road lead to?" The old gentleman slowly straightened up and replied, "Wal, it winds up into the mountain for a spell, then it turns into a deer run, then it branches into a coon trail, and from there into a squirrel track in the leaves, and it peters out up in the third knot hole of an old pine tree."

Without a young farmer program we have too much of a dead end street. A vo-ag student is faced with problems that we have helped him identify many times, but they are "small potatoes" as compared to what he will face after graduation from high school.

When a boy graduates from high school he is at a crucial period in his life, socially and otherwise. At this particular time he probably welcomes some advice and guidance as he never has before. Without a young farmer program we have dropped him at third base and, unless he has some coaching he may never score his run at home plate.

In my short experience I have found that the average vo-ag student is happy to be away from school for at least a year after high school graduation. But in that time he matures mentally, and finds that he could use some help at times. We all recall our adolescent days when we were right and the rest of the world was cockeyed. I remember that it was really amazing to me to see how much Dad had gained in intelligence from the time I was 15 until about three years later! When a boy matures enough to know what he wants, he is fun to work with, interested and sincere. He is ready for your young farmer group.

Young farmer work is extremely gratifying, no discipline problems, an interested group, effective public relations, additional community resource for the all-day class work, and keeps the

## Agricultural Education Section Meeting, A.V.A. Convention

Under the chairmanship of Byron McMahon, State Supv. in California, the program committee has arranged the following program for N.V.A.T.A., State Supervisors and Teachers Trainers, during the A.V.A. Convention, Dec. 3-7, at San Francisco.

The N.V.A.T.A. section program opens with a general meeting on Thursday, December 2, from 8:00 a.m. to 12:00 noon. The Executive Committee of N.V.A.T.A. will meet on Tuesday evening and Wednesday preceding this first general session.

The first general meeting for all groups in Agricultural Education will be held on Friday, December 3, at 8:45 a.m. Mark Nichols, A.V.A. President, and State Supervisor in Utah, will address the group. The first business session of the Agricultural Education Section will follow and the program for the morning will conclude with a symposium of prominent agriculturists on the subject—"Agriculture is a Rapidly Changing Business."

The annual luncheon sponsored by the Great Atlantic and Pacific Tea Company will be held Friday noon. This will be followed in the afternoon with a session for Teacher Trainers and Supervisors dealing with the theme—"Improving Instruction Through Organization," under the chairmanship of Dr. George Deyoe of Illinois. The N.V.A.T.A. third general session meeting will be in session at the same time with President Robert A. Wall in charge.

Meetings of the various standing committees of the Agricultural Division are scheduled for Friday following the general afternoon session from 4:30 to 6:00 p.m.

The separate Breakfast meetings of N.V.A.T.A., Supervisory, and Teacher Training groups will be held on Saturday morning, December 4. Following the breakfast meetings the combined Agricultural Education Section will hold its second session built around the topics—"The Place of the Young Farmer Program in the Total Vocational Agriculture Program," and "Good Public Relations for an Agriculture Department."

The noon luncheon on Saturday for all members of the Agricultural Section is sponsored by the International Harvester Company.

The N.V.A.T.A. will meet in six regional groupings from 2:00 to 4:00 p.m., Saturday, while the Teacher Trainers and Supervisors will be in joint session.

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agricultural instructor up to date with current and realistic farm problems.

They say that Jupiter causes sunspots on earth which affect the rain-fall and prevalence of storms; this determines crop yields; yields govern demands for goods, thus controlling the economic depression or prosperity of the world.

An ag teacher and the young farmer group fit into that picture somewhere. □

# School farms can be valuable

When properly started, managed and operated

DONALD KABLER, Vo Ag Instructor, Corvallis, Oregon



Donald Kabler

THE Corvallis high school FFA Chapter farm has passed through various "growing pains" until it now plays an important part in the educational program of from 50 to 80 students of vocational agriculture. Any school farm, sponsored by a school

district or FFA Chapter, will have a history of methods of getting started, ways of obtaining machinery, cropping procedures, work schedules, management practices, financing, and other problems. This farm is no exception.

A start in farming was made in 1943 by using 2 acres of land adjacent to the high school campus. This land was offered by the school district, free of rent, as a test plot for producing certified meadow foxtail seed. Necessary machinery was borrowed from FFA Chapter members and, since the soil was particularly adapted to growing this crop, the harvest was looked forward to with great anticipation. As it turned out, the yield was not high, and no market could be found for the cleaned seed.

The year of 1944 dawned upon a cooling enthusiasm for a school farm. The FFA Chapter inventory consisted of an 8" hammer mill and a 5' trailer. The boys contracted to clean up 6 acres for a nearby farmer for the privilege of using it. Hubbard squash was raised for seed and carrots were grown for the local cannery. Except for a flash flood, which washed most of the squash away, this farming venture paid off in a limited way and added some money to the Chapter treasury.

The school year of 1945 saw a change in instructors and new blood in the FFA membership. Eight acres of sweet corn were raised this year and farming was begun on a cooperative basis. From this beginning the farming program has gradually grown until it now includes the following:

- (1) a farm of 45 acres—rented on a \$25 per acre basis;
- (2) a farm of 40 acres—rented on a one-third crop rent basis;
- (3) several smaller plots rented either by crop share or cash basis.

The cropping program, directed by the FFA Chapter executive committee, varies from year to year but grass seed, cereals, and truck crops predominate.

The Chapter now owns a 1951 Ford tractor with a plow, a disc, a cultivator, and a harrow; a 1937 "Model D" John Deere tractor with a plow, disc, and a harrow; an 8' drill; a 7' mowing machine; a tractor-mounted weed spray

outfit; a 2½ ton flat bed truck; 2 machine trailers; a 4-wheel trailer; a large portable irrigation pump; a large portable welder; a 6' combine; a new stock trailer; and several tons of bolts, iron and supplies.

Financing this \$8500 inventory was a joint enterprise of the school district and the FFA Chapter. The school district furnished \$200 on the original Ford tractor, \$300 on the John Deere tractor, and \$500 on the combine. All other money has been earned by Chapter members through their cooperative farming business.

All operating expenses for seed, fertilizer, machine repair parts, rent, insurance, and labor are paid for by the FFA Chapter with a budget which frequently exceeds \$5,000 annually. Planting and harvesting schedules are arranged so that labor peaks come when school is in session and custom labor is seldom needed. A work schedule is set up during the school year by the FFA executive committee under the supervision of the agriculture instructor. Summer work schedules are maintained by Chapter members and may include some hired labor.

All machinery repair, including minor and major overhaul, is done by the Vo-Ag students in the school shop. The machine trailers, the tractor spray outfit, the harrows, and other pieces of machinery have been made there.

Advantages and disadvantages of a cooperative school farm of this type could be discussed at length, but because of the actual participation of the boys in managing and operating this farm, the program is praised by the school administration, business men, farmers, and others within the community. It has grown to be a valuable asset and is playing a large part in establishing boys in the business of farming. □

## What Did Veterans - -

(Continued from Page 109)

Today 77 of these Veterans own and operate farms. The balance are partially in agriculture or allied lines. Valuation of each of these farms ranges from \$15,000 to \$75,000. Gross incomes go from \$5,000 to \$50,000 a year. Three of our florists have reputations for shipping the finest flowers to Eastern markets. Several are judged to be the best asparagus growers in this area. One peach grower is rated tops in quality fruit. All these Veterans are active in local, county or state agricultural organizations. These men are the farm leaders of tomorrow and we may well be proud of their accomplishments. □

## Out-of-School Programs - -

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The Element of Time

Returning now to the problem of lack of teacher time. Certainly it takes preparation, two to four hours are spent each week in class and considerable time is spent with farm visits and follow-up when an adult class is conducted. The secret lies, I believe, in dove-tailing the Vo-Ag and out-of-school programs together. As mentioned above lesson plans from one group can be used in part for the other. Each class can benefit from the experiences of the other. The problem of farm visitations to adults can be reduced considerably by encouraging the fathers of all-day students to join the adult class. This has two advantages, namely: (1) the father can be visited at the same time as the boy and (2) in this way the boy and his father are both receiving similar information and can work and plan together for a more successful farming program for both. Here is another way in which the out-of-school program helped me. When the fathers were aware of the need for improved practices and careful planning, it was certainly reflected in the boy's supervised farming program.

In conclusion, I believe that if it is impossible for us personally to offer out-of-school programs in our communities, it is our duty as an agricultural leader to make arrangements for someone to conduct such classes. We have received specialized training and can easily interpret the results of agricultural and experimental findings. The farmers need us, and believe me, we can use those experienced farmers to great advantage. Your out-of-school program can help you. Try it! □

## A.V.A. Convention - -

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From 4:00 to 6:00 p.m. on Saturday the annual meeting of the Editing-Managing Board of the *Agricultural Education Magazine* will be held. During the same period will occur the annual meeting of the Agricultural Executive Council for the Agricultural Section with A.V.A., Vice-President R. D. Anderson presiding.

M. D. Mobley, Exec. Sec. of the A.V.A., will address the combined Agricultural Section on Sunday afternoon. This will be followed by the final business meeting of the Section.

The annual farm tour sponsored by the Sears Roebuck Foundation is scheduled for Monday, December 6. Agricultural developments and scenic points in the Santa Clara Valley will be visited.

No meetings of the Agricultural Section are scheduled for the final day of the Convention, December 7, in order to permit attendance in the annual House of Delegates meeting and the Awards and Ship Program for all A.V.A. delegates and visitors. □

**A.V.A. Convention, San Francisco, Calif., Dec. 3-7**

# Technical skills needed

By Teachers of Vocational Agriculture in Livestock<sup>1</sup>

ARTHUR M. AHALT, Teacher Education, University of Maryland, and  
WARREN C. SMITH, Vo-Ag Instructor, Frederick, Maryland



Arthur M. Ahalt

THIS report is one of a series dealing with technical skills needed by teachers. It deals specifically with 175 skills in the major livestock enterprises of the North Atlantic Region; namely, dairy, poultry, swine, beef and sheep. Lists of the skills were mailed to 292 teachers, approximately one-fourth of those in the Region, and 151 (51.7 per cent) checked and returned them. The purpose, procedures used in the study and its applications were discussed in the October issue.



Warren C. Smith

### Importance of the Different Livestock Enterprises in the Region

Of the 151 teachers returning the lists, 143 (94.7 per cent) checked the list of dairy skills, 139 (92.0 per cent) checked the poultry list, 137 (90.7 per cent) checked the swine list, 120 (79.5 per cent) checked the beef list, and 105 (69.5 per cent) checked the sheep list.

These figures show that the dairy, poultry and swine enterprises were taught by about the same number of teachers in the region. It was also true that a higher percentage of the skills for these three enterprises was used by the teachers reporting (Tables 1, 2 and 3). Fewer teachers indicated that they taught beef, and those who did indicated that they used a smaller percentage of the beef skills (Table 4). Still a smaller number emphasized sheep (Table 5). Even so the returns indicated that the beef and sheep enterprises, especially certain skills within them, were of considerable importance.

### Skills Used, Values Placed Upon Skills and Where Teachers Received Their Training

Tables 1 through 5 show the number of teachers who used each skill, the values placed upon each skill, and where teachers indicated they had received training sufficient to demonstrate each skill with competence.

The skills are listed in the tables in the order of the number of teachers that used each skill, unless two or more skills were used by the same number of teachers, in which cases the value ratings were used to establish the order. Readers are cautioned against using this order as anything more than an approximate order of importance in teaching, as value ratings teachers gave skills would also probably affect such an order.

Teachers received much of their training for the skills as boys on the farm, very little training in vocational

<sup>1</sup> Summarized from "Technical Skills in the Livestock Enterprises Requiring a Planned Demonstration for Effective Teaching, Needed by Beginning Teachers of Vocational Agriculture in the North Atlantic Region," by Warren C. Smith, Thesis, M.S., The University of Maryland, 1952, 77 pp.

agriculture classes, the largest amount in college, and the second largest amount on the job. The latter fact tends to substantiate the contention of those leaders in vocational agriculture who claim a longer training period is needed. The low amount of training in skills received in vocational agriculture probably is due largely to the fact that many of the teachers did not take vocational agriculture in high school. No question was asked on this matter so definite conclusions could not be drawn from it.

### Location and Experience of the Teachers Who Returned the Lists

Teachers from all 12 states in the Region returned checked lists, with the percentage of returns by states ranging from 24 to 83 per cent. Returns were received from less than 50 per cent of the teachers surveyed in four states and from 50 per cent or more of the teachers in the other states. As a whole the returns were considered well enough distributed to be a representative sample for the Region.

The experience of the teachers returning the list ranged from one year to over thirty years. Slightly less than half (48.3 per cent) of the teachers had ten years of experience or less, with the remainder (51.7 per cent) having experience in excess of ten years.

### Effects of Experience on Skills Used

Return lists were tabulated in two groups, with those from teachers having ten years or less of experience being placed in one group, and those from teachers having over 10 years of experience being placed in the other group. This analysis showed that the older teachers used about 12 per cent more of the skills in dairy, about 11 per cent more of the skills in poultry and about 9 per cent more of the skills in sheep; while both groups used about the same per cent of skills in swine and beef. When all five enterprises were considered together, the older group used about 10 per cent more skills than the

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TABLE 1. Technical Skills in the DAIRY Enterprise as Checked by 143 Teachers in the North Atlantic Region

DAIRY SKILLS	Used	Number of teachers checking						
		Value*			Where trained			
		High	Med.	Low	On Farm	In Vo-Ag	In Col.	On Job
1. Feed according to production.....	132	118	11	6	27	17	71	17
2. Mix grain ration according to protein content of roughage.....	132	118	11	6	16	14	66	36
3. Test milk for butterfat.....	131	89	39	14	9	27	78	17
4. Judge a class of cows and a class of heifers.....	130	98	31	3	7	22	77	24
5. Care for cows at calving time.....	129	104	20	6	72	14	26	17
6. Identify breeds.....	127	78	41	8	50	27	35	15
7. Dehorn calves.....	127	62	63	9	45	9	27	46
8. Care for newborn calf.....	125	94	26	2	70	10	25	20
9. Select calf for project.....	122	110	20	2	32	22	49	19
10. Identify and control diseases and ailments.....	120	83	41	5	23	15	57	25
11. Care for manure.....	119	88	36	4	50	16	32	21
12. Groom cows and wash udder.....	119	75	45	7	43	15	36	25
13. Register a purebred.....	118	81	38	16	25	13	34	46
14. Use milking machine.....	116	91	23	9	41	13	21	41
15. Use strip-cup properly.....	114	76	46	5	40	9	30	35
16. Use tape to determine heart girth.....	114	47	59	16	24	24	25	41
17. Clip hair on flanks and udder.....	111	78	42	9	49	10	29	23
18. Fit animal for showing.....	110	49	59	13	23	17	42	28
19. Train animal to lead and stand.....	110	40	60	14	37	10	33	30
20. Clean and disinfect stables.....	107	78	49	3	55	9	22	21
21. Wash and sterilize dairy utensils.....	107	85	22	3	60	5	14	28
22. Use fast milking methods.....	107	81	26	5	31	13	17	46
23. Sterilize calf feeding utensil.....	107	77	28	8	45	11	33	18
24. Treat teat and udder wounds.....	105	77	37	4	51	13	15	26
25. Clean milking machines.....	105	83	20	7	46	7	13	39
26. Treat caked udder.....	103	76	38	5	47	6	30	20
27. Mix and apply fly spray.....	93	40	52	8	50	4	11	28
28. Treat for lice with derris powder.....	76	52	49	10	27	5	17	27
29. Ring a bull.....	73	32	40	11	41	5	10	17
30. Operate a surface cooler.....	69	36	44	14	33	15	6	15
31. Tattoo and ear tag animal.....	68	32	41	13	19	3	15	31
32. Dehorn mature animals.....	68	26	45	19	33	3	22	22
33. Use breeding rack.....	65	33	41	24	17	4	9	29
34. Remove warts.....	61	23	43	12	14	9	15	22
35. Remove excess teats.....	60	22	46	10	16	7	15	22
36. Judge milk.....	57	24	34	16	9	9	29	10
37. Throw animal.....	56	52	30	9	16	5	10	25
38. Treat for lice with standard dip solution.....	48	29	32	10	21	4	10	13
39. Grade hay according to U. S. Standards.....	38	19	25	24	0	3	19	16

\*Teachers were asked to rate the "Value" of a skill whether they used it or not, hence the "Value" totals are usually more than the "Use" total. However, all teachers did not check every skill listed.



younger group. The dairy, poultry and sheep skills used more often by the older teachers were generally in the lower two-thirds portion of the lists as now constructed. There is no apparent explanation for these differences, but one would probably be safe in concluding that as

a teacher gains experience he sees greater value in demonstrations to his classes and tends to use more of them; it could also be true that teaching becomes monotonous to those who fail to use demonstrations and that they leave the profession.

(Other Tables on Page 115)

TABLE 2. Technical Skills in the POULTRY Enterprise as Checked by 139 Teachers in the North Atlantic Region

POULTRY SKILLS	Used	Number of teachers checking						
		Value*			Where trained			
		High	Med.	Low	On Farm	In Vo-Ag	In Col.	On Job
1. Select pullets	133	124	12	2	19	23	54	37
2. Cull hens	126	129	7	1	31	22	56	17
3. Provide feeder, waterers, litter and heatguards	125	110	15	2	50	10	25	40
4. Construct simple practical equipment	124	95	26	4	35	13	21	55
5. Clean and disinfect brooder house	123	112	10	0	40	12	33	38
6. Prepare laying house for pullets	123	105	20	2	39	16	35	33
7. Cradle, candle and pack eggs for market	123	78	22	7	31	8	45	39
8. Judge a class of poultry	122	79	41	5	11	19	62	30
9. Provide conditions to maintain dry litter	116	90	32	4	27	3	33	53
10. Select breeders	114	78	27	9	17	17	51	29
11. Check thermostats	112	97	24	3	46	8	23	35
12. Set up brooder stove	111	89	18	2	52	11	21	27
13. Select site for laying house	110	84	38	6	15	8	51	36
14. Treat for mites	108	83	22	2	35	9	27	37
15. Treat for lice	107	89	18	0	44	12	33	18
16. Clean dirty eggs, including detergent washing	107	69	26	12	23	11	25	48
17. Build a range shelter	106	80	34	4	27	12	18	49
18. Caponize cockerels	104	44	51	25	19	21	33	31
19. Perform postmortem and diagnosis	103	48	16	4	7	14	41	41
20. Use sulfa for coccidiosis	102	69	18	13	30	4	36	32
21. Build a brooder house	97	75	41	5	27	11	24	35
22. Install a system of lights	96	78	43	4	17	5	26	48
23. Install a ventilation system	92	71	35	1	17	4	25	46
24. Rotate the range	91	71	18	10	16	8	33	34
25. Select and prepare birds for show	90	39	48	23	6	10	37	37
26. Vaccinate for fowl pox and laryngo	88	68	21	7	16	4	21	47
27. Work soil and move equipment on range	88	57	29	7	18	13	29	28
28. Install automatic water system	86	87	43	2	25	6	16	39
29. Treat for worms	86	85	16	0	9	9	37	31
30. Stick, scald, and hand and machine pick poultry	82	47	29	10	14	9	35	24
31. Vaccinate for Newcastle	67	74	14	5	12	2	27	26
32. Treat Bronchitis	67	67	20	2	15	3	16	33
33. Draw and package for freezing	62	62	24	15	19	2	22	19
34. Tenderize by injecting hormones	53	35	37	23	15	3	19	16
35. Grade live poultry for market	48	38	26	11	10	4	19	15
36. Grade dressed poultry	43	35	32	16	12	3	11	17
37. Use artificial insemination	31	41	11	24	5	5	8	13

TABLE 3. Technical Skills in the SWINE Enterprise as Checked by 137 Teachers in the North Atlantic Region

SWINE SKILLS	Used	Number of teachers checking						
		Value*			Where trained			
		High	Med.	Low	On Farm	In Vo-Ag	In Col.	On Job
1. Identify breeds	105	60	42	2	18	22	55	10
2. Select a pig for a project	99	86	26	6	8	19	37	35
3. Provide sanitary quarters	95	58	25	3	21	3	35	36
4. Care for pig at farrowing time	90	87	15	7	27	8	28	27
5. Care for sow at farrowing time	86	89	13	7	16	8	32	30
6. Care for bred sows	82	75	15	9	19	5	27	31
7. Provide a mineral supplement	80	69	24	9	11	7	31	31
8. Judge classes of fat stock and breeding stock	79	70	26	10	16	16	37	10
9. Construct guard rail in farrowing pen	79	74	17	9	16	4	19	40
10. Construct and use pig brooder	79	68	22	8	9	10	15	45
11. Identify, treat, and control common diseases and ailments	78	76	18	7	10	2	36	30
12. Mix a satisfactory ration	77	72	23	10	5	9	36	27
13. Provide legume pasture or temporary forage	77	71	23	8	12	5	29	31
14. Control worms	76	81	16	6	9	3	30	34
15. Castrate males	75	70	23	8	24	4	10	37
16. Cull poor animals	75	71	17	10	10	11	33	21
17. Scrub and disinfect farrowing pen	74	78	13	7	16	7	21	30
18. Control mange and lice	68	69	16	8	16	8	17	27
19. Notch ears	68	50	23	19	8	7	22	33
20. Wash and disinfect sows, especially udder, feet and legs	66	64	24	9	5	5	16	40
21. Creep feed suckling pigs	66	64	17	14	9	4	23	30
22. Register a purebred	65	50	28	15	13	2	16	34
23. Flush, feed and exercise boars	65	44	12	17	8	12	18	27
24. Clip needle teeth	63	48	38	11	10	5	16	32
25. Manage hogs at slaughtering time	63	42	32	13	25	2	16	20
26. Clean and prepare animals for show	62	29	44	20	7	3	27	25
27. Butcher animals	60	38	46	13	18	7	16	19
28. Ring hogs	59	47	31	14	15	3	10	31
29. Train animals for show	59	28	42	21	3	1	32	23
30. Revive chilled pigs	58	63	15	13	22	2	14	20
31. Dispose of diseased and dead animals	57	48	21	16	21	3	17	16
32. Flush sows	56	53	23	12	9	2	19	25
33. Weigh litters for record keeping	56	48	24	14	10	1	12	33
34. Cure and store meat	55	34	30	10	22	5	13	15
35. Stick and slaughter properly	54	38	32	12	26	3	13	12
36. Construct and use hurdle	49	29	30	23	4	6	12	27
37. Tattoo for identification	42	26	25	18	10	2	9	21
38. Organize market hog show	28	30	22	18	2	1	3	22

### Summary

In summary two very definite patterns can be noted. The teachers who cooperated indicated by both use and value that certain types of skills were important in all enterprises. These were skills in feeding, care and management, selecting and judging, breed identification, construction of equipment, and castration. Most of the training for these important skills was received by the teachers before they went on the job except in the poultry enterprise, wherein teachers indicated that they had to learn quite a few of these common skills after they began to teach.

The second pattern was the tendency of teachers to rate those jobs they used as high, or at least medium, in value. This could be expected since the teachers likely did not use the jobs often that they rated low in value. The frequency of high ratings given all jobs in each of the different enterprises expressed in per cent, was as follows: Poultry 69.3, swine 61.3, dairy 58.4, beef 52.1 and sheep 46.0.

The basic findings of this study would seem to be such that they can be of use for quite a few years in the future. However, the observation should be made that such a list of skills will not remain up-to-date. In fact, after these lists of skills had been compiled and mailed to the teachers a new dairy skill, "Cleaning a permanent pipeline through which milk is pumped directly from the dairy barn to the holding tank," was called to the attention of the authors. No doubt other new skills are now coming into existence. Such new skills must be taught in accordance with their importance when they become established. □

## Rendezvous in a battlefield and cemetery

VIRGINIO C. JUAN\*

Reported by HENRY S. BRUNNER, Head, Agricultural Education Department, The Pennsylvania State University

On March 21, 1954, I joined a "detachment" of three newly trained "soldiers" in the "Mentors Army" on a mission to Gettysburg, Pennsylvania. We were assigned there to help spread knowledge and conquer ignorance, the eternal enemy of civilization and progress. We were to undergo rigid orientation and indoctrination before we could be commissioned to the service as educators. The task ahead was expected to be packed with thrills and excitement interspersed with inspiration and perspiration.

As we approached the town, the great orange ball, the symbol of hope and source of energy had gone down for the day's rest. Darkness was falling fast on the horizon engulfing us into the silence and tranquility of night. Visibility was growing dimmer so that the beautiful scenery around us was fading until we could see nothing except the monotonous white line on the highway and the studded electric posts as they appeared one after the other in a row ahead.

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**Rendezvous - -**

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Were it not for flickering lights that dotted the town, we would have not known whether we were on earth or traveling in air space skyward.

When we reached Gettysburg we were amazed to find ourselves in the heart of a battlefield and cemetery. Mounted guns and mounted soldiers were all around us. They were all ready for action at their battle stations and seemed about to make the charge any moment. There, too, were markers and tombs dotting the area adding confusion and

dilemma to our reception. Our hearts beat faster and faster, our hair stood stiffer as if being pulled from the skin. We were in a tense and tight situation ready to speak a prayer if one of the three of us would have but started. We would not turn back either because the "generals" at the Ag. Ed. fortress on "Ag. Hill" in Penn State University where we were trained did not include "retreat" among the pedagogical terms that they taught during the training.

Among the silhouettes of mounted guns, mounted soldiers, markers, tombs and overshadowing fortresses, we skir-

mished around the area to contact our "CO," Mr. Schriver, the Ag. teacher. We referred to the sketch he gave to us during his visit at "Ag. Hill" but for security reasons he did not note down the number of his "HQ." All we knew was that he was entrenched in a fortress on a hill but there are hundreds of fortresses and several hills in Gettysburg. Trying all methods from the old lecture to modern visual-aids, we failed to locate or contact the "CO." There was only one method left and we tried it. Through trial and error in the dark we found the fortress on the hill. You may call it luck or a mere twist of fate but it worked. With the "CO" we felt very much relieved especially after our groaning bellies were stuffed with a hot meal. Our "CO" and his family were so lavish in their hospitality that we wished we might establish our camp near them.

After routine briefing, the "CO" took us to Cemetery Hill and beside the graveyard and just in front of the Cyclorama where we established our "HQ." As his standing order before leaving that night, the "CO" instructed us to guard Cemetery Hill and never allow anyone to be buried there again.

During the next two days, we were initiated through a series of handshaking until our wrists, knuckles and fingers were aching. Then we were shown the "chow-line" at the top deck and the "smoker room" where money is burned in the basement. We were issued the green and gray uniforms that have no brass buttons but are well decorated with streaks of paint, grease, oil, and dried chicken manure. It is a pride to be in such uniform but for reasons that cannot be told, we can only wear them at the broiler house, green house and shop. Right away, the "CO" and his "Aide" made us feel the thrill of administering tenderizing pills, transplanting seedlings and joining odds and ends.

On the day we reported for duty the "CO" received word from the "Area General" (Mr. R. C. Lighter) that an invasion was in the offing and we should be ready to defend our position. It was too sudden to be in battle but you cannot escape from the fight if you are invaded. Fortifications had to be rushed, men had to be instructed and drilled to do their part in the struggle and adequate piles of ammunitions had to be stocked without delay.

At 7:00 p.m. on our second day we were invaded. The FFA from Franklin County swarmed the "Rec" Hall in such great numbers that even rough estimates could not be made. Just as the invaders were pouring in, the defenders, the FFA from Adams County also rushed into the "Rec" Hall and there was a free-for-all reception. There was so much confusion and commotion that it was difficult if not impossible to distinguish the invaders and defenders because they were all in blue and mixed up. For three solid hours the battle went on. Gettysburg is indeed a battlefield. There was shooting everywhere and so as not to be outdone, I spent all my time shooting, too. I even shot (with my Argus C4) the boys who were shooting

TABLE 4. Technical Skills in the BEEF Enterprise as Checked by 120 Teachers in the North Atlantic Region

BEEF SKILLS	Used	Number of teachers checking						
		Value*			Where trained			
		High	Med.	Low	On Farm	In Vo-Ag	In Col.	On Job
1. Identify breeds	98	53	35	15	19	22	44	13
2. Judge classes of feeders, fat stock and breeding stock	83	51	30	12	3	6	58	16
3. Select calf for a project	80	64	27	8	6	11	34	29
4. Slaughter animals and cut up carcass	80	38	45	24	15	8	37	20
5. Care for new born calf	72	72	16	10	16	10	28	18
6. Cull undesirable animals	72	62	24	10	8	10	36	18
7. Care for cow at calving time	67	64	19	9	14	7	27	18
8. Fit animal for show	66	28	34	21	4	3	37	22
9. Train animal to lead and stand	65	38	41	23	4	4	36	21
10. Dehorn calves	63	44	32	11	7	7	19	30
11. Mix grain ration for breeders and feeders	63	42	28	14	2	3	36	22
12. Register a purebred	62	41	37	15	14	6	23	19
13. Prepare practical mineral supplements	57	41	26	11	5	7	28	17
14. Clean and disinfect stalls and stables	56	53	27	8	13	2	24	17
15. Delouse with derris or insect powder	55	30	24	19	14	4	21	16
16. Identify and control common diseases and ailments	54	54	23	7	16	10	22	6
17. Castrate males	53	49	29	14	10	3	16	24
18. Care for manure	52	60	27	7	23	5	11	13
19. Construct and use creep for feeding suckling calves	47	37	26	20	11	1	17	18
20. Treat for grubs with derris powder	44	35	24	8	5	4	12	23
21. Classify and grade commercial cattle	42	30	30	9	2	4	15	21
22. Dispose of afterbirth and dead calves	40	53	21	8	20	3	8	9
23. Delouse with dip solution	39	28	26	19	8	4	10	17
24. Tattoo and horn brand for identification	34	24	30	20	7	3	11	13

TABLE 5. Technical Skills in the SHEEP Enterprise as Checked by 105 Teachers in the North Atlantic Region

SHEEP SKILLS	Used	Number of teachers checking						
		Value*			Where trained			
		High	Med.	Low	On Farm	In Vo-Ag	In Col.	On Job
1. Identify breeds	92	40	43	18	3	10	60	19
2. Select breeding stock	67	45	21	21	7	5	37	18
3. Castrate and dock lambs	57	49	24	14	12	0	28	17
4. Judge classes of breeding stock and market stock	53	41	27	13	6	2	33	12
5. Care for ewes at lambing time	52	46	21	12	11	1	22	18
6. Prepare ewes for lambing	41	47	20	13	10	4	23	14
7. Recognize and treat for parasite infestation	49	39	21	13	2	2	28	17
8. Care for new born lambs	48	44	17	17	10	1	22	15
9. Use pastures in rotation	46	41	23	13	2	2	26	16
10. Grade fat lambs	45	28	22	21	14	4	18	9
11. Care for bred ewes	44	42	16	16	20	2	13	9
12. Determine age of sheep by teeth	44	22	21	25	2	2	29	11
13. Administer phenothiazine treatment	43	43	21	13	2	7	13	21
14. Plan and mix rations	38	46	15	14	4	4	21	9
15. Shear sheep	36	37	23	18	10	3	9	14
16. Clean and disinfect barn	36	36	20	16	4	2	15	15
17. Block and prepare animals for showing	36	21	30	23	0	5	23	8
18. Handle and train for showing	35	20	26	27	1	2	23	9
19. Mark rams for breeding	34	37	21	14	9	4	7	14
20. Identify dips and sprays	34	23	31	18	4	1	18	16
21. Flush and tag ewes and rams	32	36	23	14	4	1	18	9
22. Construct and use lamb creep	32	32	24	14	1	2	14	15
23. Ear tag and ear notch lambs	32	30	26	14	9	3	15	5
24. Administer copper sulfate-nicotine sulfate drench	31	33	27	19	4	1	11	15
25. Prepare and use sheep dips and sprays	30	31	37	16	3	2	16	9
26. Control pregnancy disease	30	30	23	24	6	3	13	8
27. Control foot rot	29	32	21	13	4	0	11	14
28. Control bloat	28	31	21	15	3	4	11	10
29. Handle shorn fleece properly	28	29	22	15	10	2	8	8
30. Slaughter lambs and prepare for home use	28	24	22	15	6	2	11	9
31. Control external parasites	26	26	13	14	6	3	11	6
32. Control shipping fever	25	25	20	17	1	0	12	12
33. Control constipation in lambs	24	25	23	16	3	1	13	7
34. Control sore eyes in lambs	23	33	21	16	4	1	10	8
35. Control indigestion	23	24	25	15	4	1	11	7
36. Stencil for identification	22	26	17	17	4	2	12	4
37. Plan and use farm flock records	18	19	13	9	0	2	7	9

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## A Report of a Study of—

## Advisory committees for agricultural education

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



H. M. Hamlin

THIS study was similar to one conducted in 1948-49 and reported in the publication, *Advisory Group Activities in Illinois Departments of Vocational Agriculture, 1948-49*.

A two-page questionnaire was sent in December, 1953, to the teachers of vocational agriculture in 274 Illinois schools in which the state supervisors of agricultural education believed there were advisory committees. Usable returns were received, prior to January 27, 1954, from 124 of these schools. Sixteen teachers wrote indicating that there were no committees in their schools or that committees had been organized in recent months.

The 124 returns were well distributed over the state. At least one school reported from each of the 25 sections. The typical number of returns was 4 to 7 per section.

**Organization of the Committees**

*Years of Operation.* The median number of years these committees had operated was 4.4. The range was from 1 to 15 years. Ninety-three of the 124 committees had been in existence five years or less.

*Relationships to School-Wide Committees.* Although 25 school-wide committees were reported in these 124 schools, the committees for agricultural education were regarded as affiliated committees in only five schools. There was apparently accidental overlapping of memberships in the two kinds of committees in seven other schools. In four more schools the committees had worked together on special problems.

*Fields of Operation:* Sixty-one committees reported that they were concerned with agricultural education in their entire school systems, 42 that they were concerned only with the work of the agriculture departments, and 21 that they were concerned only with adult education in agriculture or with a particular adult class.

*Number of Members.* The median number of voting members in these committees was nine. The range in the number of voting members was from 5 to 15, except that in one district there were two committees of 12 members each, which meet a part of the time in joint sessions. The most common numbers of voting members were 9 and 12; there were 37 committees with 9 members and 41 with 12 members.

In some committees representatives

from boards of education, administrators, and teachers were voting members; in others they were not. Board members were included as non-voting members in 48 committees, administrators in 38 committees, and teachers of agriculture in 35 committees. In 44 committees there were no non-voting members.

*Number of Meetings.* The median number of meetings during the past year was 7.5. The range was from 1 to 14. Forty committees met 10 or more times. Ninety-seven of the 124 committees reported no joint meetings with their boards of education during the past year. Twenty-six committees reported one or more joint meetings.

*Attendance at Meetings by Board Members and Administrators.* The median percentage of committee meetings attended by board members was 66, by administrators 19. Thirty-four committees had one or more board members present at every meeting during the preceding year; administrators were present at every meeting of 9 committees. No board member was present at any meeting of 22 committees; no administrator was present at any meeting of 33 committees.

*Participants in Selecting Committee Members.* The selection of committee members typically involved the committee itself, the teacher of agriculture, and the board of education. School administrators were mentioned as sharing in only 39 cases, but it could be assumed that they shared as a voting or non-voting member of advisory committees, and that they were always present when the approval of members was being considered by their boards. In twenty-eight cases, representative people in the community had also been consulted, but only 12 schools reported the use of selection committees to consult others in the community and to screen the nominations received.

*Policy Documents.* Half of the committees were operating under constitutions, drawn by these committees and approved by boards. Seventeen committees were operating under charters approved by boards. Eighteen schools reported both board policy statements and constitutions. Twenty-eight committees had neither board policies nor constitutions.

*Relations to School Officials.* Of the 124 teachers reporting, 119 said there had been no encroachments of committees upon the prerogatives of teachers, administrators, or boards. Four indicated minor differences of opinion as slight encroachments. One teacher said a committee had made decisions that might be embarrassing to him.

**Committee Activities**

*Principal Activities.* All but five committees mentioned "major" activities dur-

ing the past year in young and adult farmer education; 83 committees mentioned these activities first; and 22 committees mentioned no other activities. Slightly more than half (68) mentioned "major" activities connected with the high school program. Thirty committees had assisted in securing and planning buildings for their agriculture departments. Other types of activities mentioned by five or more committees were conducting special community events, such as tractor rodeos and dinners for business men and farmers; taking community surveys; recommending to boards organized sets of policies for agricultural education; and planning the use of school land.

Activities in adult education included assistance in planning courses, enrolling class members, selecting speakers and consultants, supporting and publicizing classes, evaluating class work, helping with class field trips, helping in surveys to determine needs for and attitudes toward adult education, determining dates and meeting places, managing refreshments, and planning long-time programs of adult education.

Activities in connection with the high school program included advising and helping the FFA, studying courses and recommending changes, studying supervised farming programs, and planning and evaluating the general high school program in agricultural education. Specific activities under these headings included assistance in planning and giving FFA awards, passing on proposed FFA money-raising and recreational activities, helping with FFA sales, planning for safety in shops and for safety education in the course of study, surveying the need for farm mechanics instruction and helping to plan farm mechanics courses, recommending regarding the admission of freshmen to vocational agriculture and the farming programs required of them, and assisting with parents' nights.

**Difficulties in Committee Work**

Thirty-eight teachers reported no major difficulties during the past year. The most common difficulties, each reported by about a tenth of the teachers, were finding meeting dates when all members can be present; getting the members to assume responsibility, develop leadership, and show initiative; and irregularity of attendance. About 5 percent of the teachers complained that committees would consider nothing but adult education, or that committees lacked time to do the work they had planned, or had trouble in finding something worthwhile to do, or lacked member interest, or failed to make annual plans and meeting plans.

**Teachers' Attitudes Toward Committees**

Of 124 teachers, 112 said without qualifications that they would recommend to other schools the use of advisory committees for agricultural education. Ten recommended them with qualifications. These reservations were usually that boards and administrators must be favorable to their use and that teachers must understand them and want them. One teacher was uncertain and one did not answer the question.

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The common reasons for recommending committees to other schools were:

A committee helps to adapt agricultural education to a community.

It gives the local public a voice.

A teacher is able to share with a committee a part of his responsibilities.

A committee helps to acquaint the people of a community with the work that is being done and the problems encountered.

A teacher gains in confidence and feels more secure when he has the support of a committee.

A committee is especially helpful to a beginning teacher or a teacher new in a community.

A department can do more effective and useful work with the help of a committee.

A committee is very valuable, perhaps essential, in work with adults.

A committee is helpful to a teacher personally, saving him many mistakes.

Some of the more striking statements by teachers were the following:

"Best protection in all ways a good teacher might have. Should be of some help to a poor teacher, but he might have to change his methods and program."

"Definite aid in planning down-to-earth program of agricultural education and expert salesmen in selling program to community."

"This business of agricultural education is bigger than one person. You need native help to see some of the problems."

"I would be afraid to teach without one. I couldn't call the shot alone."

"We have a very functional committee. The members are interested and take pride in being members."

"A tremendous public relations vehicle."

"No other group is doing what this group has done or can do."

"Best way the stature and importance of agricultural education can be brought before the people."

"Beneficial on any program or project you want to present."

"They make working with farmers much easier and more pleasant. You feel you have help and encouragement."

"There are too many good men interested in schools who can't be on boards."

"A council is work for a teacher but well worth it."

"This has been the year of the committee's greatest accomplishments." (The committee's seventh year.)

#### Recommendations to Other Schools with Committees

The principal recommendations made to other schools by 124 teachers were the following:

Prepare for organizing a committee by getting thorough understanding of it and the work it is to do on the part of the teacher, the administrators, and the board members. Summarize this understanding in writing. Don't organize until conditions are favorable.

Select the members of the committee with great care, after securing nominations from representative people in the community, seeking persons who are able, interested, representative, have the

right kinds of personalities, and not too busy with other activities.

Use the practices recommended by the University of Illinois in organizing; adopt committee rules consistent with board policies; get good officers; send minutes of meetings to board and administrators; use affiliated committees; arrange for the committee to make policy recommendations at any time to the board and for the board to react to them, but provide that the committee is never to promote anything without board approval.

Induct new committees and new committee members carefully, acquainting them with the total program of agricultural education, the total school programs, the agricultural education programs of other schools, the work of committees in other schools, the nature of their responsibilities and the limits to them.

Plan an annual program for a committee and agenda for each meeting, selecting major problems that will hold the interest and maintain the attendance of members. Start and close meetings on time. Be sure there are recognizable accomplishments as the group proceeds with its work. Discourage concern about community matters unrelated to agricultural education in the schools. Hold as many meetings as are needed to carry out a vital program. Schedule these meetings and hold to the schedule. Provide some social and recreational activities in connection with the meetings and otherwise during a year.

Visit the farms of the members; get acquainted with them; let them know they are important to the committee. "Let the members really see the inside of the school." See that members get credit and recognition for their work. Use a committee's suggestions whenever possible. Do not dominate a committee, but provide help, guidance, and leadership. "Don't try to let the council do your job."

#### Comparisons with the 1948-49 Study

In 1948-49, 80 committees reported, compared with 124 in 1953-54. Only 29 of the schools reporting in 1948-49 reported in 1953-54. Nearly all of the committees reporting in each year had been organized during the previous five years.

In 1948-49, 55 per cent of the schools reporting had general committees while 45 per cent of the schools had only special committees for adult classes, veterans' classes, or the FFA. In 1953-54, 83 per cent of the schools had general committees. Many more committees were concerned with high school programs, building programs, and the planning of overall policies and programs. Concern about adult education remained the principal concern of most committees.

The reports for 1953-54 were most concerned with committee activities, and less concerned with getting organized and started, than the reports for 1948-49.

There appeared to have been substantial gains in understanding among committee members, teachers, administrators, and boards of education, which was reflected in the common use in 1953-54 of board-granted charters or board-approved constitutions for the

committees and in a reduction in the number of activities to which boards and administrators might object.

#### Interpretations

One wonders why there is not greater continuity in these committees. Each time they are studied, most of the committees seem to be relatively new, at least in their current forms. Perhaps we shall get greater continuity in the committees which have recently been established under board policies as instruments of school systems. Too many of the present committees seem to center in the teachers of agriculture; when teachers change, there are often drastic changes in the advisory committees or the committees are discontinued.

Most of these committees are unrelated to school-wide advisory committees. Eighty per cent of the schools reporting have no school-wide committees. Should we expect more use of advisory committees in other parts of these schools if ours were functioning well? Or do our committees serve as deterrents to the use of committees elsewhere?

Are half of our committees really concerned with agricultural education in their school systems, as reported? If so, why is there not more attention to agricultural education in the elementary schools and junior high schools or to non-vocational agriculture for senior high school students and adults who cannot be enrolled in vocational agriculture?

Why do administrators so commonly stay away from committee meetings? Is it because nothing important is happening in the meetings? Or because the committee is supposed to help only the teacher and not the school system? Or because these committees were set up without adequate involvement of administrators?

What can be accomplished by committees that meet only once, twice, or three times a year? Would groups that are really interested and concerned with vital problems be content with few meetings?

Is the selection of committee members too much dominated by teachers, present committee members, and boards? Should the selection committees consult a large and representative part of the public before recommending their choices to boards? One of the most thoughtful teachers in the state says: "The teacher should have no part in the selection of members." Are schools slipping into careless methods in the choice of committee replacements, though they may have been careful in choosing the original members?

Much would be gained if boards adopted charters for committees before these committees are organized.\* Boards that have not done so should substitute charters for constitutions adopted by committees, and give careful thought to the charters they adopt, so that they may be desirable precedents for any other

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\*See the charter included in the author's publications, *Local Policies for Agricultural Education and A Charter for a School-Sponsored System of Advisory Committees*, both available from the Office of Field Services, College of Education, University of Illinois, Urbana, Illinois.



## Professional and Teaching Aids

### Young Farmer and Adult Classes

*Suggestions for Organizing and Operating Local Young Farmer Organizations.* Texas A & M College, Department of Agricultural Education, College Station. Single copy free to head teacher trainers and state supervisors. 1954. 5 pages.

Suggestions for a step by step procedure of organizing a young farmer organization with recommendations for carrying on young farmer meetings.

*Young Farmer Education in Vocational Agriculture,* J. C. Atherton, University of Arkansas Bulletin, Department of Vocational Teacher Education, Fayetteville. Single copy free to teacher trainers and state supervisors. 1953. 30 pages.

A survey of the attitudes and opinions of teachers of agriculture and high school administrators in Arkansas and state supervisors of agriculture in the Southern Region toward young-farmer education.

*Manual for Out of School Programs,* VE-231 Summer Workshop, Vocational Education Department, Colorado A & M College, Fort Collins, Colorado. Free. Mimeo. 46 pages.

A manual on how to be successful with young and adult farmer groups and advisory councils. Contains surveys, constitutions, program survey, and suggestions for all phases of work.

*Three Case Histories of Adult Education Programs,* Texas A & M College, Department of Agricultural Education, College Station. Single copy free to head teacher trainers and state supervisors. 13 pages.

The story of the development of programs of adult education in three Texas communities.

### Farm Mechanics

*Job-Skill Progress Record in Farm Mechanics,* Mississippi State College Department of Agricultural Education, State College. Single copy free to head teacher trainers and state supervisors. 1953. 17 pages.

*Understanding Electrical Terms,* Reproduced in four colors, with animated illustrations designed to make such terms as amperes, volts, watts, frequency, etc. more understandable. 1950. 16 pages. 25c per copy, postpaid. Southern Association of Agricultural Engineering and Vocational Agriculture.<sup>1</sup>

*Computing the Cost of Electrical Service,* Reproduced in two colors, Well illustrated. Explains ways of determining wattage, how to determine the amount of electricity used, and how to determine operating cost for any farm and home use. 1950. 20 pages. 25c per

copy, postpaid. Southern Association of Agricultural Engineering and Vocational Agriculture.<sup>1</sup>

*Planning the Farm Home Wiring System,* Reproduced in three colors. Well illustrated. Shows step by step procedures for planning switches and outlets for any house. Shows how to determine the number of circuits needed and how to select the proper size service entrance. 1951. 32 pages. 40c per copy, postpaid. Southern Association of Agricultural Engineering and Vocational Agriculture.<sup>1</sup>

*Maintaining the Farm Wiring and Lighting System,* Reproduced in two colors. More than 150 illustrations accompanying step-by-step procedures on how to repair service cords, replace various types of wall switches, convenience outlets and lighting fixtures; how to repair overhead wires between buildings and how to replace various types of fuses. 1952. 48 pages. 45c per copy, postpaid. Southern Association of Agricultural Engineering and Vocational Agriculture.<sup>1</sup>

*Selecting Farm Electric Motors, Controls and Drives,* Reproduced in two colors. A non-technical, thoroughly-illustrated publication containing practical information any farmer should know about types of motors commonly used on farms, their capacities and limitations for farm use, how they should be protected, and how to properly connect them to the driven machine. A comprehensive set of tables is included giving the horsepower required to operate various farm equipment, the approximate capacities to be expected and recommended operating speeds. 1952. 36 pages. 50c per copy, postpaid. Southern Association of Agricultural Engineering and Vocational Agriculture.<sup>1</sup>

*Planning Farm Fences,* Reproduced in two colors, well illustrated. Gives information on planning fences, effectiveness of various kinds of woven-wire, barbed-wire, movable and board fences, how to select quality materials, how to select electric fence controllers, life expectancy of different kinds of posts (including treated wood) and types of anchor-and-brace assemblies that will stand fence pull. 1954. 44 pages. 50c per copy, postpaid. Southern Association of Agricultural Engineering and Vocational Agriculture.<sup>1</sup>

*Building Farm Fences,* In two colors. Contains 140 illustrations showing step-by-step procedures for building woven-wire, barbed-wire board and different types of movable fences. A companion publication to "Planning Farm Fences." 1954. 36 pages. 50c per copy, postpaid. Southern Association of Agricultural Engineering and Vocational Agriculture.<sup>1</sup>

### Film Strip

*Selecting Farm Electric Motors, Controls and Drives,* 35 mm., in color, con-

taining illustrations in bulletin. \$5.50 ea., postpaid. Southern Association of Agricultural Engineering and Vocational Agriculture.<sup>1</sup>

*Color Dynamics in the Vocational Agricultural Shops,* David Starling, Vocational Education Department, Colorado A & M College, Fort Collins, Colorado. Free. Mimeo. 3 pages.

Presents, largely in outline and tabular form, basic information on color conditioning the agriculture shop and classroom. Includes a bibliography.

*A Four-Year Course of Study in Farm Mechanics,* R. W. Canada, Vocational Education Department, Colorado A & M College, Fort Collins, Colorado. Free. Mimeo. 6 pages.

Shows the farm mechanics curriculum by years both for enterprises and jobs. The breakdown is complete.

*Reading Drawings,* R. W. Canada, Vocational Education Department, Colorado A & M College, Fort Collins, Colorado. Not Available. Blue print. One sheet.

Twelve figures containing a drawing and questions on details are arranged in sequence for the development of understanding of blue print reading.

*Permanent Shop Record,* Nebraska Vocational Education Department, 302 Ag. Hall, College of Agriculture, University of Nebraska, Lincoln, Nebraska. 6 pages mimeo. 10 cents. 1951.

Single copy free. Quantities not available.

A list of skills found in each area of farm mechanics. Set up in a check list form for student or teacher use. Covers a 4 year period.

*Electric Motors for Farm Use,* Vocational Agriculture Service, College of Agriculture, University of Illinois, 1953. 32 pages. 1-4 copies, 40 cents each; 5 or more copies, 35 cents each.

An 8½" by 11" publication prepared in cooperation with members of the motor and generator section of the National Electrical Manufacturers Association (NEMA), a special committee of vocational agriculture instructors and others. Deals with selection, installation and care of motors and motor troubles.

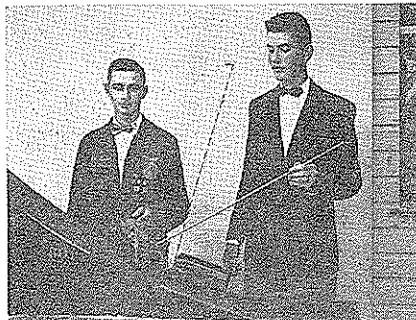
*How Safe Is Your School Farm Shop,* 35 mm. filmstrip, 65 frames, black and white, titles on film. Produced by cooperating states: Missouri, Illinois, Kentucky, Ohio, Wisconsin. Negative held by Missouri. Prints for sale \$1.17 double frame, \$.83 single frame. Send request to Department of Agricultural Education, University of Missouri, 122 Waters Hall, Columbia, Missouri.

Treats of general practices and conditions that make for safety in the school farm shop. Contains a checking device for locating unsafe practices and conditions and for placing responsibility on the student, the teacher, and/or the administration.

<sup>1</sup>Send order to: Coordinator's Office, Barrow Hall, Athens, Georgia.

## ....Tips that work . . .

FFA Chapter members of the Hope, Kansas high school have been demonstrating tractor safety on T. V., before agricultural conferences and many other community meetings. The fascinating feature of this demonstration is that the tractor runs. This small plastic model has been mechanized by the use of a 1½ volt D. C. motor. Two dry cell telephone



Hope, Kansas FFA Chapter members demonstrate tractor safety by running a plastic model tractor up an inclined plane. The tractor is powered with a 1½-volt D.C. electric motor which was secured at a hobby shop.

batteries are used to supply the power. The tractor has a speed of 15 feet per minute forward and it can also run in reverse and be stopped at the will of the operator by use of a remote control double throw switch. The tractor is run up an inclined plane to demonstrate how or why a tractor tips over backwards. Wheel weights are added to the rear tractor wheels and different type loads hitched to the tractor to demonstrate the effect that these will have in causing the tractor to tip over backwards. This small scale model tractor will react to mistreatment in the same way as that of a farm tractor.

Power from the motor in the tractor is transmitted to the rear wheels through a gear box. The gears used in the construction of the gear box were secured from two old electric clocks. Most of the parts can be secured from local hobby shops and clock repair shops. W. A. Reynolds, Chapter Adviser, estimates



Two 1½-volt dry cell telephone batteries supply the power to operate the motor. The small motor is fitted into a cut-away space in the tractor. The plastic of the tractor and the case of the motor are fused to hold the motor in place. The power from the motor is transferred to the rear wheels of the tractor through gears secured from two old electric clocks.

that a tractor of this type can be mechanized for a cost not to exceed \$10.00.

A detailed plan for the assembly of the motor and gears in this tractor has been prepared and can be secured by directing a request to W. A. Reynolds, vocational agriculture instructor, Hope, Kansas. □

Harold L. Kugler  
Teacher Trainer  
Farm Mechanics  
Kansas State College

Although carving meat is seldom found in a vocational agriculture teacher's course of study, it is a skill needed by every student at the school.

The teacher can render a service to his students, to various school clubs and to community organizations by developing a carving team.

The roast, steak, ham, turkey or chicken can be formed with modeling clay. The carving sequences may be indicated with different colors of clay.

The quality of the clay to be used over and over makes the practice economical.

The art of molding the different meats to be carved develops artistic ability and necessitates originality in the participating students.

LEON D. HARDING,  
Asst. Voc. Ag. Instructor,  
West End High School,  
Clarksville, Virginia

Henry Robinson, Vo-Ag teacher and Voc. Ed. Director, Kalispell, Montana, uses a series of "Classroom—Subject Matter Notebooks." These are the large ring notebooks covering such subjects as Beef Cattle, Hogs, Feeding, Grasses, Safety, Things to Make, etc. The notebooks contain collected material as periodical articles, pictures, bulletins, etc. Plastic sheets preserve the inserts. The notebooks are available the same as class texts. Students "go" for them.

L.L.K.

### Rendezvous - -

(Continued from Page 115)

under the basket. When the battle ended and an accounting was made, the invaders from Franklin won in most of the races but lost in basketball. It was a very indecisive battle but because the combatants were all very good, there were no casualties. That night I shot twenty times and got them all in a roll of film. If anyone likes to do a lot of shooting in the battlefield and cemetery, come and have a rendezvous at Gettysburg. Bring your cameras and a lot of film! □

\* Mr. Juan is one of a group of Philippine students who spent last year at The Pennsylvania State University under a Foreign Operations Administration project. In the Philippines Mr. Juan is principal of the Mindora National Agricultural School.

To give Mr. Juan an opportunity to observe the functioning of the teacher-training program at the participating-experience level, he shared experience with senior student teachers. This article is his response to an assignment which is given to all student teachers—a first reaction to the school and the community to which they have gone for participating experience.—H.S.B.

### Stimulating and developing Young Farmer programs

(Continued from Page 104)

avoid political involvement and pressure tactics.

Every state teacher should receive participating experiences with the young farmer program during practice teaching.

#### Plan of Action

Every state represented at the workshop agreed to develop a plan of action for stimulating and developing the young farmer program during the year ahead. The following suggestions were made by the workshop group in connection with the plans of actions to be developed: (1) that the regional program specialist contact appropriate state personnel to have this problem discussed in a state staff meeting to include directors, supervisors, and teacher trainers. (2) that these staff meetings set goals for providing teacher time, and for establishing young farmer programs. (3) that every state set a goal for all trainees to get participating experiences. (4) that the state policy of reimbursement be examined to arrange for adequate funds to stimulate development of young farmer programs. (5) that state plans be examined and amended to provide for the adequate development of young farmer programs. (6) that workshops be organized for selected teachers to identify the need and importance of young farmer programs and develop ways and means of conducting such programs. (7) that each state take steps to secure commitments from each teacher regarding his plans for organizing and conducting young farmer programs. (8) that meetings be held for school administrators and other school officials to develop a concern for the needs of young farmer programs. (9) that each state make provision for having it clearly understood by agreement, contract, or otherwise that the teacher is hired to conduct a young farmer program as a necessary part of his job. (10) that articles and pictures about workshops or other promotional activities be released to professional magazines, both state and national, and (11) that each state prepare a report of its plan for further development of young farmer programs and send a copy to the program specialist—that he in turn have them mimeographed and distributed to all states in the Region. □

### Advisory Committees - -

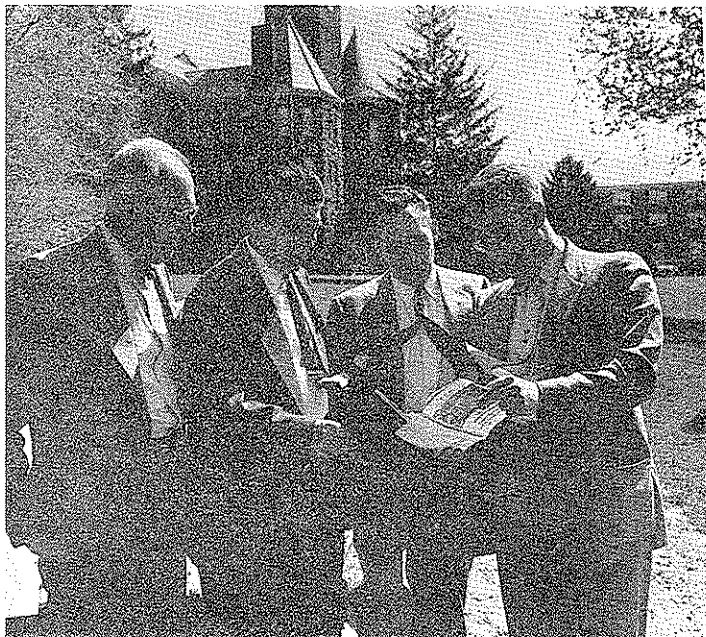
(Continued from Page 117)

citizens' advisory committees in their systems. Existing committees should be consulted in drafting these charters.

It appears that the difficulties reported are few compared with the possibilities of difficulty. Perhaps we have learned the major causes of former difficulties and have remedied them. Perhaps, on the other hand, teachers do not always recognize or admit their difficulties, or see the possibilities for trouble ahead that are inherent in present arrangements.

It is recognized that the whole story of these committees cannot be told by the teachers. It is hoped that the reactions of committee members, board members, and administrators can be secured in a later study. □

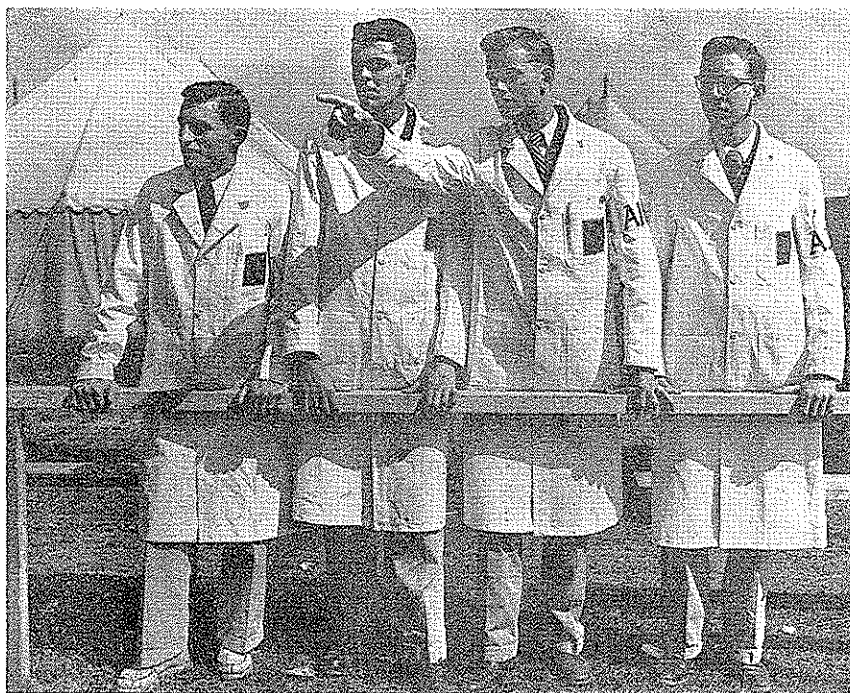
# Stories In Pictures



Two staff members from Ohio State University, Department of Agricultural Education, visit the teachers in the Department of Vocational Agriculture at Slippery Rock, Ohio. Left to right: Walter L. Hess, Teacher Vo-Ag; Dr. Ralph Woodin; Dr. Ralph E. Bender, and Raymond Blanck, second teacher at Slippery Rock.



Adult farmer work should be an integral part of the Vo-Ag program. J. C. Herring, Vo-Ag teacher at Brandon, Mississippi, makes a follow-up visit with Mr. Lawrence, adult class member, at cotton planting time.



The four young men pictured above made up the American judging team invited to attend and compete in the 1954 International Dairy Cattle Judging Competition for young farmers, sponsored by the British National Federation of Young Farmers. The scene is the annual show of the Royal Agricultural Society of England, Windsor, England. The members of the team are from Maryland. (Photo supplied by British Information Services.)

Adult farmer instruction is an integral part of the Vo-Ag program in Mississippi. Under the direction of the Vo-Ag teacher, one adult evening class member in Mississippi showed this corn exhibit at the State fair.

Teachers, Supervisors and Teacher Trainers from each of the states in the North Atlantic Region met at Cornell University in August for a workshop on stimulating and developing the Young Farmer program. The group pictured was getting the benefit of experience from Ohio with Young Farmer work as presented by D. R. Purkey, who dropped in on the workshop while at Cornell for the meeting of the American Institute on Cooperation. The workshop was directed by Neville Hansucker, Specialist from the U. S. Office of Education.

