

*The* **AGRICULTURAL EDUCATION** *Magazine*

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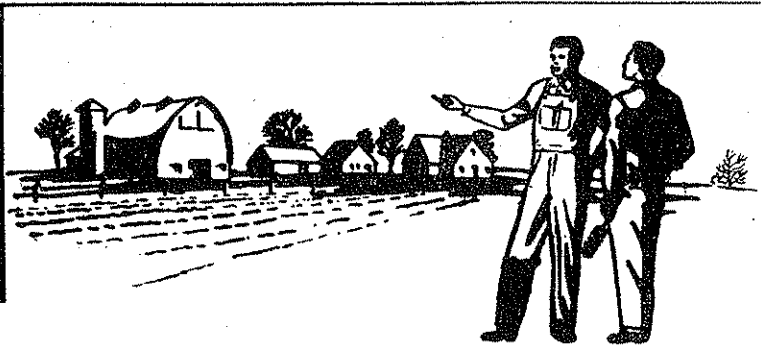
NUMBER 9



Picture legend page 197

*Featuring*—Improving Pupils' Farming Programs

# The Agricultural Education Magazine



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

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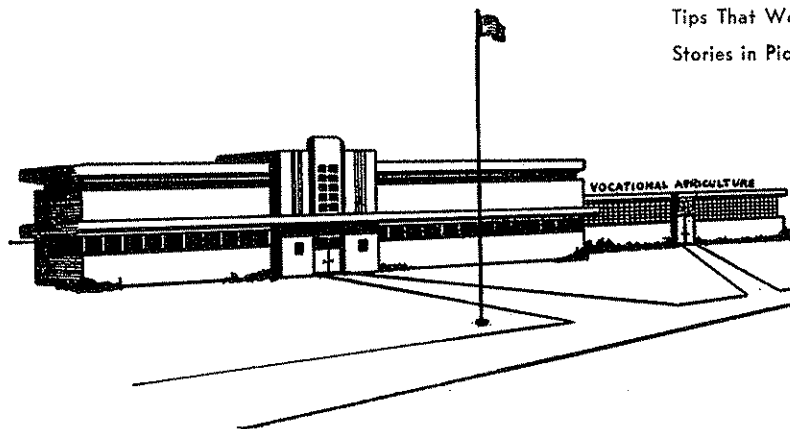
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## Are we confused?

What do we really *believe* to be the nature, the place and the function of individual farming programs in vocational agriculture? Does our practice reflect our concept of pupil farming programs?

Do these questions occur to you as you read articles referring to project activities, supervised farming programs and, more recently, to individual farming programs? Do these same concerns come to mind as you talk with various teachers or sit in group meetings of teachers where discussions deal with some phase or other of this very important aspect of vocational agriculture? Reference to teachers in this connection includes all of us in vocational agriculture—in administration, supervision, teacher training, and high school instruction.

One of the most significant concepts to distinguish vocational education in agriculture from the more traditional patterns of general education was the insistence in the basic legislation of 1917 that there be "at least six months per year" of directed or supervised practice in agriculture for all pupils enrolled. While this idea was not entirely new for a few people who had recognized earlier than 1917 that the idea of *learning through doing* was sound procedure, for most persons working in the public secondary school it came as quite an innovation.

The interpretations given to this "requirement" over the years are not difficult to account for. In most school subjects, and therefore in much of the school backgrounds of those of us who are identified with vocational agriculture, a very great emphasis always has been placed upon the mastery of subject matter. This tended to characterize our own elementary and secondary school experience and our college training. At the latter level we became aware of the great abundance of subject matter in agriculture and to have respect for it. There was a wealth of it from which courses of instruction could be designed. Consequently, it was not surprising to find in those earlier years of vocational agriculture that we required pupils to have projects (to satisfy regulations) but designed our courses of study with varying degrees of concern for their relationship to the problems growing out of the projects.

How much of this same condition exists today? Is it unfair to say that there still is in practice an almost complete dependence upon the project or projects to satisfy experience requirements for enrolling and continuing in vocational agriculture, and that there is a rather wide separation between the classroom instruction and the problems which project programs provide?

Teachers who have tried to build programs of instruction around the problems growing out of project activities seem to find that to do so necessitates such a broad scope of projects as to be well nigh impossible except in rare cases. Consequently, there has developed a trend in some quarters toward greater dependence upon experiences arranged for with parents whereby their sons share with them in solving *identified* and *selected* farm problems occurring in the farm business

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## Educational policy making by agriculturists

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

We in agricultural education and the farm people with whom we work should be more aware than we are of the dangers of policy making for education by agriculturists who imagine they are experts in education.

This has become a chronic difficulty. The agricultural colleges and their extension services have increasingly occupied the areas of public education undeveloped by the local schools. The ideas of their leaders could become the ideas dominating the education of rural people. It is high time to question the competency of their educational leadership and the soundness of their educational ideas.

The latest agriculturist to project his ideas about education against a national sounding board has been Secretary of Agriculture Ezra Taft Benson in a talk before the National Conference on Rural Education. In the course of his comments he made the following statements:

"Formal school education isn't enough. We need more county agents. We need more home demonstration agents. We need more trained people to give their time and skill in counseling rural youth about jobs."

"The Department of Agriculture will do all it can to improve rural education."

"It goes without saying that in many rural areas the general level of schooling needs to be improved. . . . One way we are trying to correct this is by cutting taxes—and by cutting the cost of government. The Administration feels that you can spend your own tax dollars for better schools far more efficiently than we can spend them in Washington."

The policy implied by these statements is, of course, grossly unfair to the rural schools and would be disastrous to them. The out-of-school program would be liberally financed with federal funds while the schools, denied any help from the federal government, would be competing with another major public agency for state and local funds. Vocational agriculture would disappear from the schools and its functions would be taken over by the Extension Service. Not once in his talk did the Secretary acknowledge that there is such a thing as vocational agriculture or anticipate that it would have any part in the future in the education of farmers.

This is the kind of thinking we commonly get from agriculturists speaking on education. Their thinking should be accorded the consideration given the thinking of other laymen, and no more. It is especially dangerous when it comes from a man as highly placed as Secretary Benson, an able man in the field of his competence and a man admired for his religious convictions.

But this is only an isolated example. We have become so accustomed to agriculturists expounding on education and seeking to control education that we notice only the unusual cases. Colleges of agriculture are made up of agricultural specialists, who often pass as educators and feel free to advance their ideas on education in whatever ways are open to them. Most of our departments of agricultural education are in colleges of agri-

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## The Pupil's Farming Program Sets the Stage for - -

# More effective teaching through on-the-farm instruction\*

C. C. SCARBOROUGH and J. K. COGGIN, Teacher Education, N. C. State College



C. C. Scarborough

OUR problem for consideration is on-the-farm instruction. However, we must be together on the basic purpose of such individual instruction before any discussion can be of much value. To give this discussion specific guidance so that all of us will at least start out together on the same road headed in the same direction, we have stated the problem as follows: More effective teaching through on-the-farm instruction. Putting the same thought as a question, we would ask: "How does on-the-farm instruction make my teaching more effective?"

This approach means that we are

accepting the assumption that there should be a close relationship between group teaching and individual supervision. It also means that we face three questions, as follows:

1. What do we mean by more effective teaching in vocational agriculture?
2. How do I make home visits really instructive?
3. How does the instruction on home farms make any teaching more effective?

Let's tackle these questions one at a time.

### What Is More Effective Teaching in Vocational Agriculture?

We must be together in trying to answer this question or our time will be wasted. That is, we are talking here about objectives. Not just any objective for anybody, but specific objectives for the individual boy or farmer in a particular class. Such general objectives as to "teach citizenship," "improve rural living," "conserve natural resources," are good for an after dinner speech but may have little to do with making our teaching more effective. Likewise, many of our well-worn slogans such as, "Early to bed and early to rise—," "You can be President of the United States if you want to," or even a more recent one, "The successful farmer of tomorrow is the Future Farmer of today," can be used to little advantage in making our teaching more effective. We are talking about "boy objectives" or "farmer objectives." Using boy language, we mean "What am I 'gonna' do about it?" To repeat, it is most important that we get together here on our objectives if we ever agree on how to do more effective teaching. This agreement is necessary because of the fact that teaching is based upon what is to be learned, and how it is learned.

Since the function of teaching is to promote learning, consideration should be given to the question—what is learning? Learning has been defined by many people in many ways. Perhaps it reaches its lowest form when we confuse learn-



J. K. Coggin

ing with the ability to retain and return certain facts to the teacher in as nearly the same condition as they were given to the student. This may be a valuable ability in many classes, but should not be confused with learning—desirable learning, permanent learning. Learning must result in change. Since this discussion is concerned with boys and farmers, this means that if learning takes place then each boy and farmer changes his behavior. Some insist that this can only be done through his own activity. It may be said then that learning is the process by which a boy or farmer, through his own activity, becomes changed in behavior. Professor Hammonds, Head, Department of Agricultural Education, University of Kentucky, says that this means, "He comes to act or perform or feel differently from the way he did before. Only to that extent has one learned. Only to that extent has the teacher taught."

A former student of vocational agriculture said that his teacher in high school taught him something that he could use every day they met. It seems that this is an unusually fine tribute to a teacher of vocational agriculture. This is learning that changes behavior. It is purposeful rather than accidental. If learning is to be purposeful, then the learner must share in these purposes. There is no short cut from the teacher's plan to the student's goal. The student must learn (change his behavior) as a part of the process. *Therefore, the teacher must make definite provisions for what is to be learned and how it shall be learned.* Those who teach must always know exactly, and in detail, what learning, in terms of changed behavior, they are attempting to secure. This requires thorough preparation based on a knowledge of students. It may be said that teaching is promoting the learning process. *More specifically, it is helping the learner secure the necessary practice so that the greatest amount of desirable learning will take place.*

### How Do I Make Home Visits Really Instructive?

If the above reasoning is sound, then the home farm is an ideal spot for the activity and the practice so essential in the learning process. We in vocational agriculture have not always taken the most advantage of this excellent learning situation. That is, vocational agriculture teachers sometimes treat class instruction as one thing and farming programs as something else. For example, a class of boys will be studying breeds of dairy cattle, while not one of the boys will own or be in the process of buying a purebred cow or calf. (An interesting observation at this point is that this gap between what is studied as a group and the individual instruction on the home farm is not so wide with farmers as with boys. V. G. Martin of the Dept. of Agricultural Education in Mississippi, says that farmers won't stand for some of the things we do with boys!)

At any rate, the point here is that the individual instruction on the farm is an essential part, perhaps the key, in the whole teaching-learning process in vocational agriculture. Therefore, the first factor in making on-the-farm instruction effective is in the mind of the teacher; that is, his idea of the importance of a home farm visit—his philosophy of how these home farm visits fit into the total vocational agriculture program. Some of the factors which apparently must be present to make home visits instructive to the individual are as follows:

1. Visits are scheduled in advance—for the benefit of farmers or boys as well as the teacher.
2. Specific purpose for the visit is known by farmer or boy and teacher.
3. All projects or areas of improved practices are seen and discussed.
4. Key points in each area are clearly agreed upon.
5. Demonstrations of new practices are given.
6. Farmers or boys perform new activity under guidance of teacher.
7. Specific activities to be done are agreed upon by all concerned. Written records of these agreements are made with copies available to all concerned.
8. Teaching materials (information, problems, farm mechanics jobs, etc.) are secured.
9. Farmer or boy agrees to discuss some phase of his farming program at next class meeting.
10. Date for next supervisory visit is made.

### How Does Individual Instruction on the Home Farm Make My Teaching More Effective?

The answer to this question is rather obvious if we have stayed together in our discussion. That is, effective home farm visits mean that you are already doing more effective teaching—if you believe that effectiveness of teaching is judged by learning, which in turn is judged by *doing* on the part of the boy or farmer. In fact, as the doing and learning improve so does the teaching

(Continued on Page 197)

\*Used as basis for discussion at group meetings of teachers in North Carolina, Fall 1954.

<sup>1</sup>Carrie Hammonds, "Let Us Teach," *Agricultural Education Mag.*, January 1947, P. 128.

and it is in reality difficult to determine which comes first. In reality they are all mixed-up, one contributing to the other. Resorting to plain talk, let's take a look at some MUSTS for the teacher if on-the-farm instruction really results in more effective teaching.

As a teacher of vocational agriculture, you MUST BELIEVE that:

1. Teaching, learning, and doing are one process (not separate), neither is complete without the other.

No  
L-E-A-R-N-I-N-G Man's D-O-I-N-G  
Land

(Doing) — Learning—Doing—Learn-  
ing—Doing—Learning—Doing

2. Doing on the part of the learner is a respectable result of teaching.
3. A person learns best, most and more permanently by doing—*participation*.
4. Learning is easier and lasts longer if interest is high.
5. Interest is easier for the person if

the matter at hand is important to him now.

6. A farming program planned, developed, and worked by a boy is highly important to that boy's education.

7. Supervised farming programs of boys in a class deserve a *large* amount of class time.

8. Vocational agriculture cannot be truly vocational for a boy without his having in operation a challenging farming program.

9. A farmer will adopt an improved practice when he feels certain that it fits his situation.

10. Farmers need the "extra push" of the on-farm visit to make a major change in his farming.

In conclusion, we hope that you would be willing to take the rather radical position (compared with some) that not only is on-the-farm instruction the key to more effective teaching, but that it is the only sure route to more effective teaching in vocational agriculture.

**EVALUATION OF ON-THE-FARM INSTRUCTION**  
(Teacher Self-Evaluation)

How would you answer? Check each question >	Yes	No	Doubtful
<b>A. Was there a worth-while purpose?</b>			
1. Was the learner aware of the purpose?.....			
2. Was the purpose consciously important to the learner?.....			
3. Was the purpose determined jointly with learner prior to on-the-farm visit?.....			
<b>B. Was the instruction timely?</b>			
1. Was the instruction given at a crucial time relative to key practices?.....			
2. Was the instruction frequent enough to provide the "why" and "know-how" relating to new practices?.....			
3. Was the instruction prior planned jointly by learner and instructor?.....			
<b>C. Were conclusions or recommendations made?</b>			
1. Was the instruction such that the learner can deal successfully with the problem and similar problems in the future?.....			
2. Were definite decisions made that will enable the learner to carry through with action agreed upon?.....			
3. Did the learner make the decisions?.....			
<b>D. Were views and opinions of parents obtained?</b> (In case of boy)			
1. Did the parents show interest and concern?.....			
2. Were their views modified and observed?.....			
<b>E. Did the instruction enable the learner to evaluate his progress and serve to motivate additional progress?</b>			
1. Was the learner encouraged for progress already made?.....			
2. Were new opportunities for expansion discussed and definitely planned?.....			
3. Did you as teacher strive toward more than one solution to the problem?.....			
4. Did the learner make the decision for action from a possible multiple choice?.....			
<b>F. Were new opportunities for learning and teaching discovered on the farm?</b>			
1. Was the learner led to see these opportunities?.....			
2. Did you as teacher make notes as to these opportunities to use for future teaching with groups and individuals?.....			
<b>G. Were joint notes or records made for use in future visits and evaluation of learner's accomplishments?</b>			
1. Were any teaching aids or references cited and/or provided?.....			
2. Were new plans thoroughly understood?.....			
<b>H. Did the visit and instruction strengthen the relationships of learner, teacher and the farm family?</b>			
1. Was the learner left conscious of some definite accomplishment toward the purpose?.....			
2. Did the family "feel better" about being a part of the vo-ag program?.....			

**The Cover Picture**

A future farmer, his Vo-Ag teacher and a supervisor of vocational agriculture discuss experiences being obtained in the boy's training program—out where the problems are found. Illustrated here is the primary function of individual farming programs. The boy is Sam Friedman, Star State Farmer in Louisiana for 1954. I. N. Carpenter is the District Supervisor and E. H. Haynes is Sam's teacher.

Sam Friedman, age 17, of the Natchitoches FFA Chapter, has a most outstanding record in farming since entering high school.

Sam's supervised farming program for this year includes, cotton 10 acres, corn 10 acres, oats 25 acres, hay 20 acres, beef cows 50 head, bulls 2 head, fat calves 4 head, dairy heifers 2 head, and chickens 50 head. His beef cattle herd and other livestock is valued at \$31,220.00 and the value of his growing crops is \$8,531.50. The land Sam owns is valued at \$5,050.00. His total net worth is \$53,429.81.

Many honors have been won by Sam during his career. He has won the Governor's Award for the outstanding beef cattle producer in the State 2 years in a row, State Superintendent Shelby Jackson's Award for having the outstanding beef cattle program in the State one year, Thomas E. Wilson School Award for being the outstanding beef cattle producer in America at the Chicago livestock show. In addition to the above he has won many prizes showing cattle at the various state shows.

He has been secretary, treasurer, vice-president and president of his local FFA Chapter, and he has served on the Parliamentary law teams, one of which was a State championship team, Chapter public speaker, delegate to State Conventions and served on numerous Chapter committees.

This is indeed an outstanding record of accomplishments.

(Photo furnished by A. Delmar Walker, Exec. Sec., Louisiana Association of FFA.)

# School farms and group farming enterprises

## Some Recommended Principles and Policies for the Guidance of Teachers of Agriculture and School Departments

Reported by JOHN A. SNELL, Supervisor, Maine



John A. Snell

**D**URING the past few years there has been a significant increase in the number of school farms and group farming enterprises conducted as a part of, or in connection with, high school courses of agriculture. A recent survey in Maine (March, 1954) shows that of 36 schools reporting, five had school farms and 23 had Chapter or group farming projects. Only eight schools reported nothing of this nature. In other words, 78 per cent of these schools were carrying on some kind of school, Chapter, or group projects.

Many problems have been encountered in the conduct of these enterprises and some questions of basic policy have been raised. While these are usually matters for local determination, it was felt that some carefully developed statements of principles and policy could be helpful. For this reason, a committee of teachers was asked to study these problems and attempt to develop some sound principles. The committee met at Houlton High School on July 8, 1954\* and the following constitutes a report of the conclusions reached.

In arriving at the following statements, the committee was guided by the fundamental aims of vocational education in agriculture; namely, (1) to train present and prospective farmers for proficiency in the business of farming, and (2) to assist boys and young men to make a beginning and advance in a farming occupation.

### I. Purposes and Uses of School Farms and Group Enterprises

A. The major purposes and uses of school farms and group farming enterprises, and the only ones for which they may be justified, are as follows:

1. To provide worthwhile experience for students which will assist in developing operational and managerial proficiency as farmers: the justification for such enterprises being that more experience, or better experience, can thus be provided than through individual farming programs alone.
2. To demonstrate recommended practices.
3. To provide experience in cooperation.

\*Committee consisted of C. W. Wood, C. K. Keegan, P. R. Lynch, W. F. Oliver, D. W. Ballard, C. M. Spearin, C. H. Delano, A. B. Welch, and J. A. Snell.

4. To provide opportunities for individual farming programs for students with inadequate opportunities elsewhere.

B. The following uses of school farms and group enterprises, while usually not important enough in themselves to justify establishing such enterprises, may have direct or indirect educational value and are considered to be incidental to those purposes given above.

1. To conduct experiments. In general, experimental work on the part of the school is open to question. Some limited types may be worthwhile. Some testing is frequently done in cooperation with the Experiment Station. Variety trials may sometimes have real value.

2. To provide foundation stock and breeding services for students, when these are not available or accessible in satisfactory amount and quality.

3. For public relations—to assist in making the work of vocational education in agriculture more widely known and better understood.

C. The following use is considered to be of strictly secondary importance. It should not, in itself, be sufficient justification for conducting group projects and enterprises.

1. To make money. The purpose of the school is education and the job of the teachers is to teach. Time and energy of students and teacher cannot justifiably be used for such enterprises if the only purpose is to make money.

A subsequent section deals with the disposition of profits from projects of this nature. One principle should be emphasized, however. The teacher and students should never be expected by such means to acquire essential facilities, equipment, or supplies for which the school department normally appropriates such funds.

### II. Management of School Farms or Group Enterprises

In general, the teacher of agriculture should have final authority for managerial decisions, subject to approval of the responsible school officials. An advisory council could be of much value in this respect.

However, as far as practicable, the students should participate in planning and in solving the various problems which arise, since this is one of the ways in which they may gain valuable experience.

In choosing farming enterprises for the farm or project, good business practice should be employed, but the chief factors to consider should be the major purposes of these enterprises as given above.

### III. Financing Group Farming Operations

It is preferable to have necessary capital available before undertaking any operation. The use of credit should be avoided, or should be kept at a minimum.

If credit is used, it should have the complete approval and financial backing of the school authorities.

### IV. Labor for Group Farming Operations

#### A. The Teacher

As a general principle, the teacher should not perform much, if any, of the actual labor in connection with school farms and group enterprises. He is employed to instruct and not to do farm work. His time is too valuable and too costly to use it as a "farm hand."

The teacher may often demonstrate various jobs in the process of instruction. While supervising students he may sometimes work along with them. However, the emphasis should be upon instruction.

At certain critical periods it may become necessary for him to do some work. Good planning should make this unnecessary very often. If the farming operations require very much of the teacher's time for the purpose of getting the work done, it is time to re-appraise the operation to determine whether it can be justified in terms of educational value.

#### B. Students

The regularly scheduled class time of students can justifiably be used for work on school farms and group enterprises only to the extent that it provides worthwhile learning experience. Teaching time is limited at best and should not be wasted by having students perform repetitive work beyond the point which can be fully justified as a contribution to the objectives of vocational agriculture. While it is recognized that some exceptions may be necessary in emergencies, good planning should make such occasions rare.

Student labor may be used to good advantage at times other than class periods. However, this should not be allowed to interfere with other school work. Teachers of agriculture should not expect other teachers to excuse students from their classes or from other activities in order to do such work. Students should not be allowed to work on school farms and farming projects when they should be preparing other lessons.

When students work outside of school hours they usually should be paid. This need not be interpreted to mean that FFA Chapter members may not voluntarily contribute a limited amount of labor on behalf of the Chapter. If this is done, however, it should be on a fair and equitable basis, and should not be required or demanded by the teacher.

When entire classes or large groups of students are used, a troublesome problem is to employ them all at useful and/or educationally valuable work, since the number which can perform a given job may be limited by available equipment,

In planning farming programs - - -

## It's not the size of the farm that counts

JOHN T. STARLING, Vo-Ag Instructor, Rt. 1, Lima, Ohio



John T. Starling

SHAWNEE High School is located only six miles from Lima, Ohio, a highly industrialized city, with a population of fifty thousand people. There are only about forty-five full-time farmers in the entire school district, however, the number of part-time farmers is greater. This means that about fifty per cent of the students of vocational agriculture in this department are sons of part-time farmers and some of them come from five or ten-acre farms. I feel this is typical of many communities served by a Department of Vocational Agriculture and that many teachers are faced with the problem of helping sons of part-time farmers to establish satisfactory farming programs.

### Our Challenge

It isn't unusual that sons of part-time farmers are interested in agriculture and often more interested than sons of full-time farmers. When a student enrolls in our course it becomes our responsibility to teach or make changes in him in terms of our educational objectives. We know that our teaching in vocational agriculture is much more effective if the student has a satisfactory farming program so we must guide the student in the selection of such a program regardless of his home situation. It is easy to say that the students from the homes with limited opportunity can go along with the rest of the class and learn something. Perhaps this is true, but in many cases the student loses interest and would have been better off in another course.

### Surveys Helpful

The results of a survey conducted in my community as well as those in other part-time farming areas have been most helpful as a basis for guiding sons of part-time farmers in the selection of farming programs.

Some conclusions that have been helpful are as follows:

1. Part-time farmers usually select an enterprise that requires a small amount of labor such as sheep or beef.
2. Most small operators keep some chickens to produce eggs for the family and sell some to the neighbors.
3. Practically all small operators have a garden to produce some food for the family.
4. Some part-time farmers farm as a hobby and as a source of supplementary income.

5. Nearly all say the country is the best place to raise children.

6. Sons of part-time farmers are more likely to become part-time farmers than the sons of full-time farmers.

### Adaptable Projects

In 1949 we learned there were over 200 flocks of sheep in our county with only two or three purebred breeders to supply breeding rams and foundation stock. Since sheep were adapted to a part-time farming situation only a little encouragement was needed for breeding sheep to become a popular project among boys with limited opportunity. At present we have established registered flocks of Cheviot, Hampshire, Oxford, Shropshire and Southdown. The demand for purebred rams is so great the boys are sold out most of the time.

A boy with very limited opportunity rented a double lot and planted it all to sweet corn. The corn was marketed through a street market in one of the suburban additions and made a profit of over fifty dollars.

Strawberries have been a very good project for those with limited opportunity and in addition to making some money for the student, parents appreciate having the berries for home use.

Another project that has worked for students who have a poultry house or suitable building available is 100 or more chicks for broilers. They can realize a profit of twenty to thirty dollars per hundred which isn't a lot, but better than no project.

At the present time a boy with only a house and



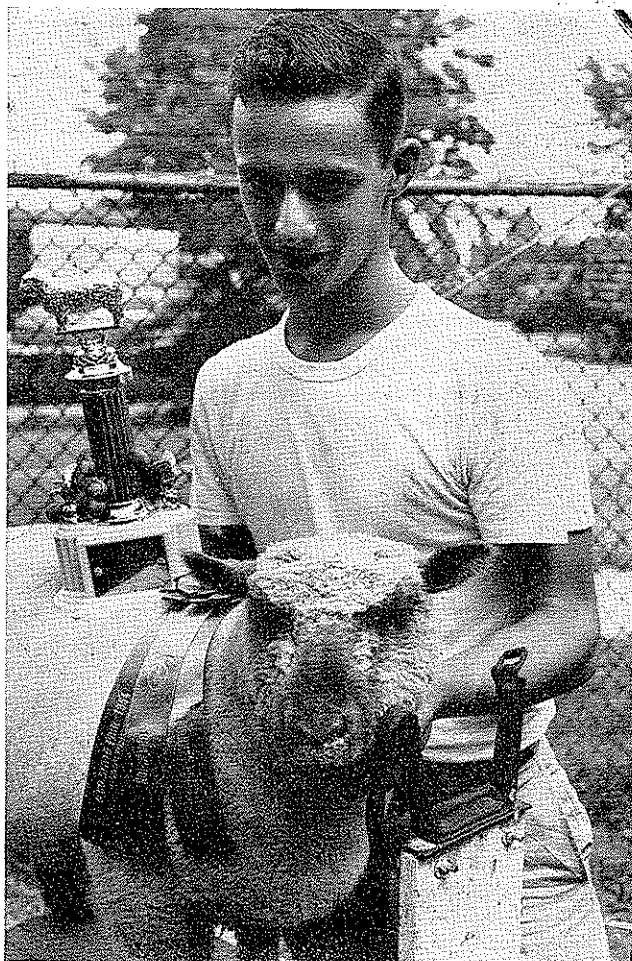
The teacher of vocational agriculture at Shawnee High School takes his class to a brooder house to study broiler production first hand. He believes broiler production to be a project adapted to boys from small farms.

lot is renting a section of a barn from a farmer across the road and feeds two beef steers.

A teacher in our school reports growing 500 Christmas trees on less than an acre. It takes 5 to 7 years to grow a Christmas tree but, they sell for from 1 to 3 dollars each. Perhaps, this would make a good project.

Some part-time farmers' sons actually have a very good opportunity depending on the size of the farm and the number of the boys in the family. One of the boys who graduated just last year was

(Continued on Page 201)



Ronald Mosher of Fredericktown had the championship single wether in the FFA classes at the Ohio State Junior Fair. Sheep projects are adapted to small farms, according to the writer.

# Comparison of two patterns of teaching vocational agriculture\*

## Has its implications for pupils' individual farming programs

ORVILLE E. THOMPSON, Teacher Education, University of California



Orville E. Thompson

THROUGHOUT the years there has been much controversy over the relative merits of certain teaching methods. Is the lecture superior to class discussion? Are still pictures more effective than motion pictures? Do field trips produce better results than class discussion? Contradictory reports are found in the literature on the comparative effectiveness of these methods. These reports lead one to conclude that perhaps no one method of teaching is superior for any one teacher, for any one particular occasion, or with any one set of teaching facilities. Thus, the teacher, the subject, and the situation might well dictate the teaching method which will be most effective.

Nevertheless, persons responsible for supervision of teachers are faced with the problem of improving the effectiveness of instruction in the classroom. This is usually discussed in terms of methods. It is agreed that subjective judgment regarding the effectiveness of various methods is often a good indicator. This, however, should be substantiated with some objective evidence. At this point our research on teaching methods for vocational agriculture breaks down. To get a reliable measure of a method it would need to be repeated under similar typical circumstances over a period of time without the use of interpolated methods. Characteristically the teacher of vocational agriculture will use several to many methods during the course of teaching. The difficulty of assessing a fair evaluation to the fragmentary use of methods suggests that other means of measuring teaching effectiveness in vocational agriculture are needed.

### The Experiment

In 1953 the author and Frederick Tom, graduate students in the Department of Rural Education at Cornell University, initiated an experiment to measure the effectiveness of teaching by dismissing the consideration of each method independently and concentrating on measuring the overall pattern of teaching used during the course of a unit. This pattern of teaching then embraces all those activities the teacher follows as he guides his pupils through a complete unit of instruction, recognizing

that the units of instruction will often consume from two to ten days teaching time. Teaching method in turn is interpreted to be how the teacher carries out each of the activities in the pattern. For example, in introducing the unit a teacher may choose to use a motion picture, take a field trip, or use a question and answer discussion. Each of these would be a method of teaching.

This idea of measuring by teaching pattern was first used when a research program was launched to compare effectiveness of the pattern of teaching currently in use by the teachers of vocational agriculture of New York State with an experimental pattern, which was developed in the teacher training department at Cornell University. These two patterns, as it will be noted in the comparison given later, have several basic differences. The most obvious is that the "experimental" is a pupil-centered farm-problem-solving approach while the "conventional" tends to follow more of a teacher-centered question-answering procedure.

### The Outcomes

This experiment, carried out in the 1953-54 school year with pupils in two (Continued on Page 201)

TABLE I. Comparison of the Two Patterns of Teaching

<i>The Experimental Pattern</i>	<i>The Conventional Pattern</i>
I. Negotiation with Parents A. Teacher contacts parents to insure that the pupil has some responsibility at home for the solution of the problem to be studied.	I. Negotiation with Parents A. Teacher does not have any assurance that the pupil has any responsibility for the solution of the problem at home.
II. Introduction of the Unit A. Teacher introduces unit.	II. Introduction of the Unit A. Teacher introduces unit.
III. Description of Problem A. Teacher has the pupil state the problem as it exists in his own specific situation. B. Teacher has the pupil justify why he should solve this problem at this time for his farm. C. Teacher has the pupil state his specific responsibility for solving this problem.	III. Description of Problem A. Teacher has the pupil use a general statement of the problem provided for the class. B. Teacher has the pupil justify why he should solve this problem. C. This step does not apply in this pattern.
IV. Statement of Goals A. Teacher has the pupil determine those major decisions he must make in order to solve the problem. B. Teacher has the pupil determine those physical skills he needs to learn to solve the problem.	IV. Statement of Goals A. Teacher has the pupil list those questions, the answers to which will provide him with information necessary for solving the problem. B. Teacher does not have pupil determine those physical skills he needs to learn to solve the problem.
V. Analysis of Decision A. Teacher has pupil analyze each decision into important factors which should be considered.	V. Analysis of Decision A. This step does not apply to this pattern.
VI. Survey of Sources of Information A. Teacher has the pupil seek necessary references and other sources of information.	VI. Survey of Sources of Information A. Teacher furnishes necessary references and other sources of information.
VII. Plan for Solving Problem A. Teacher has pupil plan how to study home situation and the recommended practices for each decision.	VII. Plan for Solving Problem A. Teacher plans how the home situation and the recommended practices will be studied.
VIII. Solving the Problem A. Teacher has pupil follow his plan for VII above.	VIII. Solving the Problem A. Teacher directs pupil activities in VII above.
IX. Pupil's Farm Plan A. Teacher has pupil write a farm plan which includes each decision made and reasons for each.	IX. Pupil's Farm Plan A. Teacher has pupil write a statement showing how this problem should be handled at home and why.
X. Evaluation of Teaching A. Teacher evaluates pupil achievement.	X. Evaluation of Teaching A. Teacher evaluates pupil achievement.

\*Adapted from a Ph.D. dissertation by Thompson and Tom entitled "An Experimental Study to Determine the Comparative Effectiveness of Two Patterns of Teaching Vocational Agriculture."



groups of vocational agricultural departments in New York State, produced the following conclusions when all the pupils in each pattern of teaching were included. The results were compared at the 5% level of significance using the analysis of covariance.

1. The pupils taught according to the "experimental" pattern gained significantly more facts than did those taught by the "conventional" pattern.

2. No significant differences were found between the two groups in change in attitude toward farming during the experiment, however, those in the "experimental" group did tend to make higher gains but these differences were not enough to be significant at the 5% level.

3. Likewise, no significant difference was found between the two patterns of teaching in developing the ability to solve dairy farm problems.

In addition to making a comparison between the entire groups in each pattern of teaching, comparisons were made between twelve sub-groups of pupils stratified according to the factors of farm status, type of farming, opportunity to enter farming, decision to become a farmer, mental ability, and reading ability.

When these stratifications of pupils were compared at the 5% level of significance using the analysis of covariance, the following results were observed:

1. Pupils taught following the "experimental" pattern showed superiority in the recall of facts for eight of the twelve categories tested. In the remaining four categories, namely, pupils from cooperating farms, non-farm pupils, pupils with low mental ability, and pupils with high reading ability, no significant differences were found between the two patterns in the ability to recall facts.

2. No significant differences were found between the patterns of teaching for any of the twelve categories of pupils in change in attitude toward farming during the experiment.

3. The results of the test of ability to solve dairy problems showed no significant differences between the two patterns for nine of the twelve categories of pupils. However, in the case of pupils coming from home farms and pupils with home opportunity for placement in farming, the "conventional" group made significantly higher scores while in the category of pupils without home opportunity for placement in farming the "experimental" group did significantly better.

While these results are not conclusive, evidence indicates that the "experimental" pattern of teaching can be recommended since it was shown to be superior to the "conventional" in bringing about change in the recall of facts, knowledge, and principles. At the same time, it was found to be comparable to the "conventional" in bringing about change in attitude toward farming and in developing the ability to solve dairy problems. This conclusion was supported by the teachers in the "experimental" group who, when asked to

compare the effectiveness of the "experimental" pattern with their former "conventional" pattern, nine of the eleven stated they felt it was as good as or superior to their usual pattern.

A brief description of the two patterns of teaching is shown in Table I.

A comparative summary of the two patterns of teaching used during the experiment is shown in the table. Teaching plans for the four units of instruction dealing with the dairy enterprise, used during the experiment, were developed by the researchers for each of the two patterns of teaching shown. These plans included the use of the same subject matter content including the use of the same objectives and the same references for each pattern of teaching. One group of eleven teachers with 91 Agriculture II pupils followed the "experimental" pattern plans while the other group of eleven teachers with 128 Agriculture II pupils taught the same units following the "conventional" teaching plans. A mean teaching time of twenty-seven double periods was utilized for the teaching of the four units during the experiment.

Three instruments were utilized in measuring the effectiveness of the two patterns of teaching. Change in ability to recall facts, knowledge, and principles was determined by a Dairy Enterprise Test which was given both as a pre-test and a post-test. Change in pupil attitude during the experiment was measured by Myster's Attitude Toward Farming Scale which was also given as both a pre-test and a post-test. The third instrument, a Test in Solving Dairy Problems, was designed to measure the ability to solve farm problems. This was given only at the conclusion of the experiment.

Since it is recognized that factors such as mental ability and reading ability are influential in pupil achievement, standardized tests were administered to each pupil in order to derive a measure of each of these two abilities. These scores were then used as control variables when tests of significance were run using the analysis of covariance procedure. Thus the influence of reading ability and mental ability was held constant when comparisons were made between the effectiveness of the two patterns of teaching for each of the three measurement instruments. All comparisons were made using the 5% level of significance.

#### Need for Further Study

Thus this experiment, in addition to producing a comparison of the relative effectiveness of the two patterns of teaching under question, suggests that the use of teaching patterns instead of limiting suggestions to specific methods warrants further consideration. Those who work with teachers in the improvement of instruction and teachers themselves may wish to consider seriously the pattern of teaching being used. Since most experienced teachers have settled upon teaching methods which their own experience has shown to be best fitted for them, the consideration of an improved pattern of teaching may be one of the answers to improvement of instruction. The designing of this pattern warrants careful consideration in light

## Editorial

(Continued from Page 195)

culture and under the domination of agriculturists. Even vocational education in agriculture in the public schools is more shaped by the educational thinking of agriculturists than by the thinking of those who have taken the trouble to study education.

There are, among the agriculturists in the colleges of agriculture and the U. S. Department of Agriculture, some who have become students of education in spite of their environments. There are others who know that they are agriculturists, not educators, and who are humble in expressing ideas outside the fields of their competence. These choice individuals offer hope for the future. In the meantime, all concerned should be on guard against eminent agriculturists who pontificate on education. □

## It's not the size - - -

(Continued from Page 199)

from an 80-acre farm and was a partner in the entire farm business which consisted of dairy, hogs, and grain. At the present time both father and son have jobs away from home and they run the farm together.

#### After Graduation

It is always interesting to follow up and see what happens to our students after graduation. This can aid us in future planning and evaluating the job we have done.

I would like to mention the present status of some of my former students who were sons of part-time farmers. Two are attending the college of Agriculture, one majoring in agricultural engineering, and the other in animal science.

One operates a farm that is owned by a doctor, two work in county grain elevators, one drives a milk truck and farms part time while another is a welder and farms part time. Two brothers operate a greenhouse with their father. Some are in the armed forces and others have taken jobs not related to agriculture.

In conclusion I sincerely believe that if we face this problem of helping the sons of part-time farmers establish satisfactory farming programs we will do a better job of changing students in terms of educational objectives and more nearly assume our responsibility as teachers of vocational agriculture. □

of the objectives of vocational agriculture. Those patterns shown in the table can be used as examples. Careful consideration should be given to the "experimental" pattern which is believed to include activities which will contribute to the fulfillment of one of the ideals of vocational agriculture, namely, to train the individual eventually to be able to arrive independently at valid solutions to his farm problems. □

**Problems must be real to attract the adult and young farmer**

## Young farmer and adult farmer enrollments need not be a problem

GEORGE W. SLEDGE, Teacher Education, University of Wisconsin



George W. Sledge

**H**AVE you ever heard the statement: "Persons that really need to go to church never get there"? Such a statement seems to imply that such people have either not seen the need to attend or have been by-passed with the thought that "Well, they wouldn't go anyway so why try to bother with them." As an analogy, you perhaps have heard teachers of vocational agriculture say, "The best young farmers and adult farmers are the ones that attend classes; you can't get the farmers out that really could profit from our instructional programs." No one would question the desirability of continuously providing instruction and follow-up with the recognized better farmers, but taken literally, the latter statement infers pessimism on the part of teachers. There is every reason to believe that an atmosphere of optimism should prevail, provided each teacher recognizes the problems involved and then conscientiously seeks to overcome them.

The obvious problems arising from these thoughts are: how to effectively reach young farmers and adult farmers through systematic instruction and how to stimulate them to enroll for and regularly attend classes that might be provided for them.

There are many reasons why farmers might not and have not attended classes. It is recognized that increasing demands are being made constantly for the farmer's time. Such things as commercial television are appealing for more time. Also civic and church activities and organizations of various nature understandably leave a lesser block of time for the farmer to devote to instructional programs. In many ways the farmer of today is growing closer to his urban brother. Aside from such factors which logically relate to the time that young and adult farmers might have to devote to classes, there are problems which appear basic to why many farmers have not attended classes.

### Rationalizing with the \$ Sign

To be recognized and accepted as an individual is a desire of all persons. This would mean that as teachers we would not put a \$-sign by those we instruct in classes and on the farm. Categorizing individuals arbitrarily by saying "those that need instruction don't avail themselves" is unfair to the individual and perhaps might unconsciously support the

rationalization of some teachers that "therefore I will work with those who will work with me." This seems to be a crucial point—a group that really needs instruction is overlooked due to one basic problem—individual recognition.

Why should a young farmer or adult farmer be motivated to attend out-of-school classes? The answer is simple. Just as wearing shoes for comfort and protection or having a watch to tell the time of day—*there is utility involved*. There is utility for the individual if the program of instruction has been planned *with and not for the individuals* concerned. There is utility for the individual if he receives from the instruction things which will be valuable to him. The degree which individuals are involved in planning, initiating and conducting out-of-school instructional programs will help determine their active participation and receptiveness to continuously attend instructional programs. The farmer is not unlike any other person in our society in that he wants to feel that "he belongs."

### Some Ways of Getting Farmers "Out"

How might the young farmer and adult farmer come to understand and appreciate the utility involved in instructional programs for them and thereby avail themselves more freely? Basically, I believe this can be achieved most effectively by the *teacher of vocational agriculture contacting each individual on the farm*, gaining the respect and admiration of the individual. This means time and effort of the teacher will be consumed.

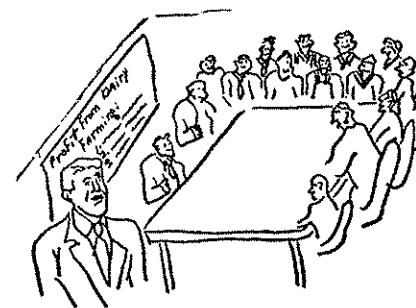


Individual, face-to-face, on-farm contacts by the teacher are more effective than mass media approaches.

Contacting each individual does not necessarily mean one contact, but several contacts might be necessary. The individual must recognize for himself that the teacher is genuinely interested in him as an individual and not as a statistic towards developing 72 hours of out-of-school instruction. Just as teaching requires time, the gaining of trust from the individual farmer will vary from individual to individual and likewise will require time. One rule should hold for a teacher—learn each young farmer and adult farmer's name in the community

and use it whenever the opportunity arises. Also a teacher should learn more than a name, he must know the individual and his environment if he expects to be effective with him.

Using leading farmers in on-farm contacts is another way of creating interest in the non-enrollee. As one farmer converses with another, mutual understandings are brought forth regarding some of their problems. These informal contacts can easily give rise to an invitation to an adult or young farmer class in which one farmer learns from another and from the teacher who



If farmers get what they need from instruction, they will continue to seek it.

knows and appreciates the problems which face each individual. Local leadership appears to be an indispensable part of the success of out-of-school programs for young and adult farmers.

The effects of mass media approaches of "trying" to get young and adult farmers to attend classes should not be minimized. However, their short comings should be recognized. A form letter, radio appeal or a newspaper article announcing a new class are relatively ineffective because they do not recognize the individual as such. However, there are several such related procedures that can help supplement, not replace, individual on-farm contacts in getting young farmers and adult farmers to enroll and participate in classes. Some of these include: (1) Contacts and messages sent home through the students in classes of vocational agriculture; (2) Messages through all school children enrolled in the community school; (3) Announcements at P.T.A., Civic Clubs, agricultural organizations and agencies; (4) Newsletters prepared in the department of vocational agriculture; (5) Announcements through the school paper; (6) FFA sponsorship of initiating out-of-school instructional programs; (7) Recognition and announcement of programs for young and adult farmers as well as individuals at Father-Son or Parent-Son Banquets; (8) Announcements through the local newspapers; (9) Posting program announcements in local business places, especially at feed and fertilizer dealers and at the county offices for extension, soil conservation, etc.; (10) Announcement of programs over the local radio or TV stations, possibly having some local farmers discuss some past activities and program plans and operations for the future; (11) Form letters to all farmers in community; (12) In-

(Continued on Page 205)

Organization pays off in - -

## Vitalizing Group Projects

NORVIN R. SPENCE, Vo-Ag Instructor, Modesto, California



Norvin R. Spence

CHAPTER projects just as Chapter farms or other group activities can often become a burden to the Vo-Ag instructor and a monotonous task for the students. These projects can be most effective when they can be carried to completion with a minimum amount of effort for any one individual. The individual student should feel he is continually in a learning situation.

The successful completion of a Chapter project would consist of four phases. These phases might be broken down into the following:

1. Planning phase
2. Preparation phase
3. Execution phase
4. Cleanup phase

There would be definite assignments to be carried out in each phase. The planning phase might consist of laying out an overall plan for the operation. The preparation phase would consist of organization and care of details that would be required to be handled at the last minute. The execution phase would include all of the details of carrying out the actual project in question. The cleanup phase would tie in all of the loose ends and complete the operation. It is important that minor details be cleaned up and properly disposed of.

I will illustrate this sort of planning with a project that actually exists. At Modesto High School, there are 1-hour periods and the agriculture periods follow one another. This gives a full 2 hours that the students are under the Ag instructors. A few upperclassmen have divided periods for various reasons so they are only with the department for 1-hour periods. The almond project is only about 1 mile from the school so it is not a major problem to return these students at the end of one hour.

There are 3½ acres of Mission almonds that are rented and managed by the FFA Chapter. The only major problem with this project arises when the time comes to knock, sack, and deliver the almonds to a commercial huller.

This period of the almond project is divided into 4 phases.

1. Planning phase — we make our overall plan with the students on how we will carry out the project.

2. Preparation phase — carrying out last minute details, the day before we knock the almonds. All final arrangements are made on this day.

3. Execution phase—the actual knocking, collection and delivering of the al-

monds to a commercial huller.

4. Clean-up phase—the day following the knocking of almonds. Borrowed equipment is returned and any other work in connection with the project is completed.

### Planning Phase

This phase consists of getting

ready to knock the almonds. Two students use the FFA tractor and drag to level the orchard to facilitate the ease of dragging canvases. Arrangements are made with a commercial huller to take the sacked almonds the afternoon of the day they are knocked. A sign-up is secured of boys whose fathers will lend the FFA mallets, poles, and canvases. These names are grouped together by location and routes are planned for picking up the equipment. The FFA Chapter uses its own buckets, sacks, and twine. These are inspected and laid out in advance of the day of knocking.

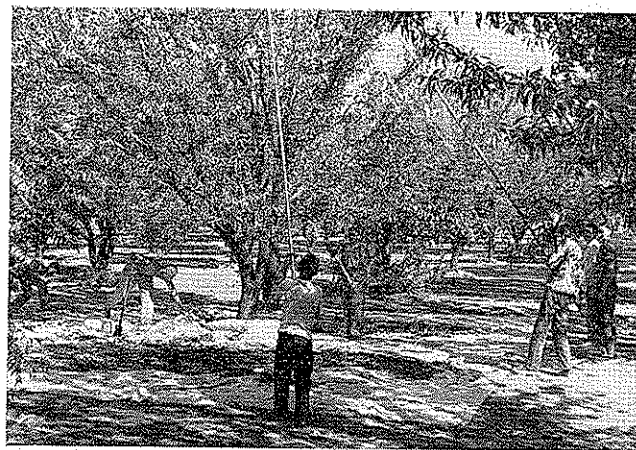
### Preparation Phase—One Day Previous to Knocking Almonds

Special Ag students, students who have extra periods of agriculture and have driving privileges, pick up the equipment needed from the boys' homes. Each driver carries a speed ball pen and India ink and labels the equipment as he picks it up.

Refreshments are ordered the day previous to knocking. These are confined to a bottled drink which is kept in ice water.

On this day the classes are organized into teams to work together in the rows of trees. Each team has a foreman or leader and several other boys who handle the poles, mallets and canvases. These boys work together the full time they are in the orchard. Afternoon classes load all the equipment needed the following day into the FFA truck. This conserves time the following day.

An extra school bus is reserved for the Chapter's use



One of the teams of students is working a row of almond trees knocking the almonds. Most of the almonds fall on the canvases after they are knocked with the mallets or poles.

the entire next day. The agriculture teachers are licensed bus drivers so the services of a driver are not required.

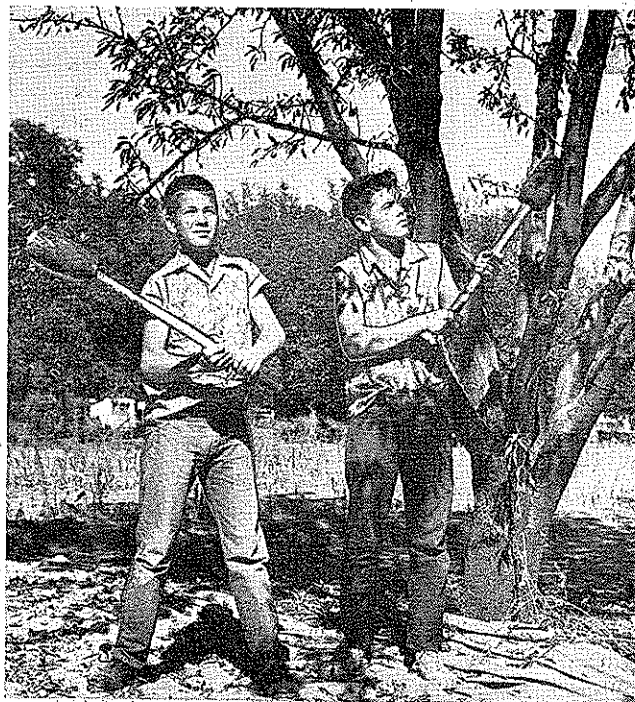
### Execution Phase—The Day of Knocking Almonds

At Modesto High School there is a ½-hour home room advisory period to begin the day. Before school and during this time the experienced special agriculture students haul all equipment that was previously loaded into the FFA truck out to the orchard. Complete sets are set up in each row to be worked at one time. At the first tree in each row to be worked there are two canvases. New students can commence work immediately when they arrive and do not require time and explanations to straighten and place canvases. This is found to be quite time conserving.

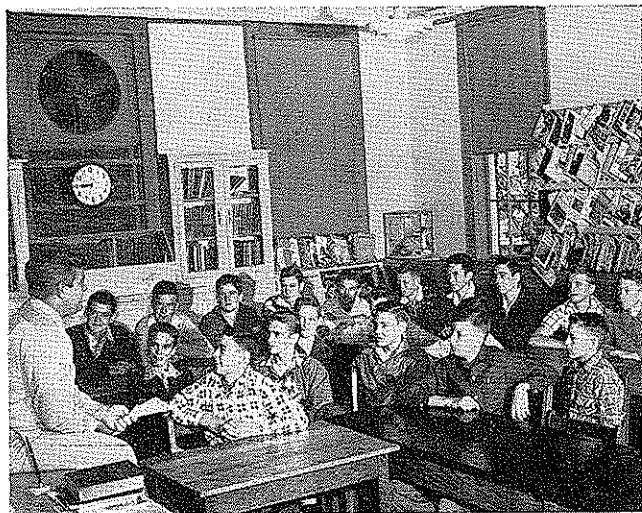
The bus is picked up by an agriculture instructor before school and is parked at the Ag department.

Students are hauled to the orchard to

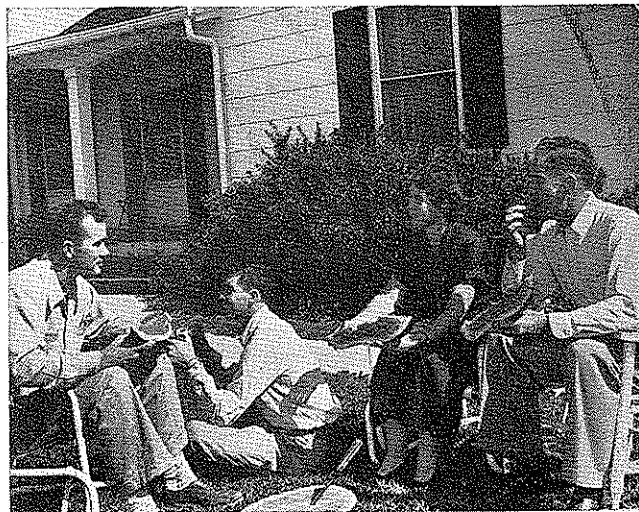
(Continued on Page 214)



Two of the students are using the rubber mallets to strike primary branches of the almond trees to jar loose the almond nuts.



(Picture to illustrate Part I) The above picture shows a teacher of vocational agriculture in one of his several meetings with eighth grade boys. He is helping them gain an understanding of vocational agriculture: what it is, the purposes, and who should enroll. A similar meeting of this group and their parents will be held before the end of the school year. (All photos by J. K. Coggin.)



(Picture to illustrate Part II) A teacher of vocational agriculture is shown discussing plans with a prospective freshman and his parents. This is an appropriate summer activity to assist the boy and his parents in planning toward enrollment in vocational agriculture. Parental cooperation is more nearly assured and a more interested learner is in prospect.

## Yes, the Vo-Ag Teacher's Job With Freshmen Starts Long Before the Opening of School in September

# How to start students in vocational agriculture

GERALD B. JAMES, Teacher Education, North Carolina State College



Gerald B. James

**E**FFECTIVE learning takes place when *theory* and *practice* are tied together. A program of vocational agriculture, in order to be effective, must be planned and initiated in such a manner as to provide opportunities for relating the two. It is upon this basic

principle that the entire program of vocational education in agriculture is built. Theory must be put into practice if desirable understanding, attitudes, and abilities (to do) are attained. Acquiring knowledge about agricultural problems is not enough. Knowledge must be put into practice by the student in his farming program for effective learning to occur.

Quality farming programs are tangible evidence for measuring the effectiveness of teaching and learning in vocational agriculture. The results of a well-planned program will be reflected in the ability of students to solve their agricultural problems. Teachers of agriculture, therefore, should give more attention to guiding students in selecting, planning, and conducting farming programs. Problems encountered and anticipated in connection with the farming programs become the basis for the instructional program. The course of study becomes problem centered, rather

than enterprise or job centered. The course of study should be of sufficient scope and quality to enable students to develop the abilities, understanding, and attitudes necessary to attain a reasonable degree of proficiency in the type of farming in which they are entering or in which they are engaged.

### Successful Practices in Starting Freshmen in Vocational Agriculture

#### Part I: During School Year Prior to Enrolling in Vo-Ag

The foregoing statement of philosophy forms the basis upon which the following practices have proven successful:

A. Hold meeting with eighth grade boys to:

1. start boys thinking and planning toward selecting high school courses,
2. give guidance to boys in selecting their high school courses,
3. explain what vocational agriculture is and what it is for—aims, purposes,
4. explain what we are trying to do in or through vocational agriculture—objectives,
5. explain supervised farming concept and the vocational nature of vocational agriculture, and
6. start boys discussing their plans with their parents.

Plans should be made with the eighth grade teacher or teachers prior to the Christmas holidays, setting a specific time at which the eighth grade boys can meet with the teacher of vocational agriculture. The meetings should be held

immediately after the Christmas holidays or at the beginning of the second semester. One sixty-minute period each day for a week appears to be a desirable arrangement. When the agriculture teacher is located on a different campus from eighth grade students fewer meetings of longer duration might be preferable.

At the end of the first week the teacher should schedule a second week with those who think they would like to enroll in vocational agriculture. During the second week, more attention could be given to details and to individual and group questions and problems.

Students should be encouraged to discuss plans with their parents.

B. Hold meeting of prospective freshmen and their parents to:

1. develop parental understanding of vocational agriculture, including purposes, aims, and objectives,
2. secure parental cooperation necessary for planning and initiating an effective program,
  - a. consider ways in which parents can contribute to the progress of their sons, and
  - b. consider ways in which parents can assist their sons in selecting and carrying out effective supervised farming programs.

Perhaps there are as many different approaches to carrying out a parent-son meeting as there are teachers of agriculture. The general procedure, however, appears to be as follows:

1. discuss with the group the aims and objectives of vocational agriculture, stressing the *vocational* nature of the course,
  - a. agricultural advisory council members, school board members, and the local school principal may be used as consultants,
  - b. mimeographed materials stating the aims and objectives may prove beneficial.
2. discuss the general plan of the local program, emphasizing how the pro-

(Continued on Page 205)



(A further illustration of Part II) The teacher should visit the prospective student on the farm to assist him in identifying his needs and opportunities for solving farm problems through vocational agriculture.



(Illustrating Part III) When school begins, attention is focused upon providing classroom instruction regarding the selection of farming programs. Farm problems identified during the previous summer are recalled in planning the course of study.

gram will lead toward the realization of the aims and objectives,

3. discuss the supervised farming concept, stressing it as the basis for the instructional program. Some means:

a. colored slides, other pictures, charts, or mimeographed materials showing the farming programs, activities, and progress of other students enrolled in vocational agriculture are helpful,

b. using sophomores, juniors, seniors, or young farmers to explain their farming programs, something about their short and long-time plans, and their progress has proven helpful,

c. during some parent-son meetings farm trips have been planned to the home farms of currently enrolled sophomores, juniors, seniors, and young farmers to observe the scope, practices, and progress of supervised farming programs.

#### Part II: During Summer Prior to Enrolling in Vo-Ag

A. Make on-farm visits during summer.

During the summer months the teacher should make on-farm visits to all prospective freshmen. During these visits, the teacher can discuss further with each prospective student and his parents the total vocational agriculture program. These visits provide an opportunity for the teacher to learn more about the students and their home farm situation. These visits should be useful in:

1. guiding the boys to consider their interests, facilities, and opportunities for farming as a basis for arriving at a decision on whether to enroll in vocational agriculture,

2. giving guidance to students and their parents in studying home farms as a basis for selecting programs of supervised farming,

3. giving guidance in developing definite business agreements between parents and boys,

4. assisting in developing father-son partnerships in certain enterprises where situations are suitable,

5. guiding students to set challenging goals for their programs and to use

appropriate methods of evaluating progress,

6. planning an instructional program which would provide instruction early in the first year needed for selecting and planning comprehensive programs of supervised farming, and

7. assisting boys in the development of both long and short-time farming program plans.

B. Develop a meaningful course of study.

Prior to the beginning of the school year the teacher should have developed a tentative course of study for the in-coming freshmen. The content should be based upon problems the class members have or anticipate in connection with their farming programs.

#### Part III: When School Begins

When school begins, attention should be focused upon providing classroom instruction regarding the selection of farming programs. The more thorough job the teacher has done prior to the opening of school, the less immediate attention would be required in the area of selecting programs of supervised farming.

A summary and study of the supervised farming programs selected by the class should form the basis for developing the course of study for the year. The teacher should guide the class in deciding how they could most profitably spend their time for the year after studying the plans for supervised farming the class members have made. This procedure would lead to a student-teacher planned course of study. It should impress upon the students that the course of study is their own, based upon their problems rather than something having been developed by the teacher and imposed upon them. Such procedures appear to be psychologically sound and should help make vocational agriculture truly vocational. The tentative course of study developed by the teacher should serve only as a guide to him in helping the class arrive at a course of study.

The initial course of study developed by the class will likely be quite general. The details will need to be planned as progress is made.

#### Summary

If vocational agriculture is to be made effective, it must be truly vocational. The supervised farming programs of students enrolled appears to be the only logical basis for the instructional program. A good beginning on the part of freshmen is essential to making satisfactory progress toward acceptable and desirable goals. It is the responsibility of the teacher of vocational agriculture to provide the necessary guidance to prospective students and parents to secure a well-qualified group of freshmen who are engaged in or plan to engage in farming, and who can and will plan and initiate broadened programs of supervised farming.

This guidance may be given through:

1. meetings with prospective freshmen well in advance of their enrollment in high school,

2. parent-son meetings,

3. on-farm summer visits with prospective freshmen and their parents,

4. devoting time early in the school year to selecting, planning, and initiating supervised farming programs, and

5. developing an affective student-teacher planned course of study which will accentuate the vocational nature of vocational agriculture. □

#### Young Farmer - - -

(Continued from Page 202)

dividual letters and telephone contacts to certain farmers who in turn might agree to spread the message in their locality; (13) Personal contact with key persons who relay message to others; (14) Organize an advisory committee to aid in starting classes; (15) Use of such motivational devices as team contests for membership; and (16) Holding meetings in neighborhood meeting places such as the rural school, and in a farmer's home (if desirable), as well as in the high school department of vocational agriculture.

In any case, it can be seen that there are numerous ways to enroll much of

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To keep abreast of changing conditions - -

## Let's emphasize the "vision" in supervision

H. F. ENGELKING, Supervisor, Illinois

LAST summer at the annual conference for vocational agriculture teachers in Illinois, Dr. H. M. Hamlin made this statement, "The spade work for vocational agriculture has been carefully done, but now we need bulldozers to do the job." Mr. W. A. Roberts, President of Allis-Chalmers, made this statement during a talk at the National FFA Convention, "Since 1920 we have had a 60% increase in production on 3% more acres." He went on to say that our population is increasing at the rate of approximately 50,000 people a week. It seems to me that the statements made by Dr. Hamlin and Mr. Roberts point out the need for emphasizing the "vision" in supervision. American agriculture in the past thirty years has made tremendous changes; in the next thirty years, the changes will be even greater. Vocational agriculture must be geared to provide a dynamic program to meet these changes. Supervisors must be conscious of the role they must play if vocational agriculture is to keep abreast of a constantly changing agriculture, and I might add, a very rapidly changing agriculture.

It is true that a very important job of the supervisor of vocational agriculture is to make certain that schools meet state and federal requirements for conducting the program of vocational agriculture. However, this is just part of his work. The designer of new automobiles has to make certain that the new model has adequate provision for such things as grease, oil, and fuel or he is in serious trouble. He accepts these requirements as absolutely necessary but his major thought in designing the new auto is to keep abreast of progress in the transportation world. Thus, the supervisor must emphasize the state and federal requirements but his major thought must be to give aid and help so that schools conducting vocational agriculture can keep pace with the agricultural and educational world.

Education has made just as many changes as agriculture. Our clientele has changed. The clientele for vocational education in agriculture is not 400,000 farm boys now enrolled but over 5,500,000 farmers and young farmers for whom organized, systematic instruction with related farm practices must be provided. Supervisors must help provide the vision for an effective, virile educational program in vocational agriculture for this tremendously large group of adult and young farmers. Not only has our clientele changed but changes in concepts and practices in education have been great and each day we find schools accepting new and different concepts and practices. Effective uses of advisory committees and the development of policies for agricultural departments are in the embryo stage. In the next thirty

years, helping local people acquire a vision of their own situations will require the best in supervision.

### Some Ways and Means

Since supervisors work with school administrators and teachers, it seems that the methods and techniques used in working with these people will be the deciding factor regarding the amount of "vision" the supervisor is able to put into supervision. Getting teachers and administrators to accept new ideas as their own and putting these ideas into practice requires a different approach than just making sure that schools meet state and federal requirements for approval. Listed below are some methods and techniques that I have found helpful in working with school administrators, boards of education, advisory councils, and vocational agriculture teachers. Some of these will not work in every instance and there are many more that might be added to the list.

1. Be absolutely fair. Never make comments regarding the work of the agriculture teacher to the school administrator that you haven't or wouldn't be willing to make to the agriculture teacher. The late Grantland Rice summed up the importance of fairness when he wrote: "When the one Great Scorer comes to write against your name, He writes not that you won or lost, but how you played the game."

2. Why tell school administrators or agriculture teachers what to do? Use this approach, "While visiting another school they were doing—" (explain in detail the what, how and why). You'll be surprised how often they will accept these ideas as their own and with a little encouragement show a great deal of improvement. The old saying, "A person convinced against his will is of the same opinion still," holds true in supervision. Planting an idea, and letting a person accept it, is much more effective than telling a person he has to do it.

### Avoid Superiority

3. Place yourself on the same level as those with whom you work. You're the supervisor, but so what? You have a job to do and so does the agriculture teacher and school administrator. Their work is just as important as yours. Your job is to give them ideas and help, not to "boss" them. Remember, you were an agriculture teacher yourself once, and made mistakes. You still make mistakes as a supervisor.

4. Spare no effort to help a school administrator or a teacher. When a school administrator or teacher asks for help or has a problem, spare no effort to help him solve his problem. Always go to great lengths to see his point of view even though it may be different than

your own. After all, you may not know the local circumstances and thus your view may be wrong.

5. Never use your authority just to show a teacher or an administrator that you have authority. You will seldom have to use authority if you help people to accept your ideas as their own. When you have to use authority, explain to the people involved that you are doing this because you have to be fair with all the schools.

6. Why tell the members of a board of education or a school administrator, when they are planning to build a new farm shop, the size needed? Why tell them the amount of space needed? Since most board members in rural communities are farmers, raise the following questions with them:

a. What troubles have you had with your tractor, combine, and other farm machinery? (Make a list of these on the chalk board.)

b. In view of the troubles raised in question (a), what should be taught in the farm shop? (Make a list of these on the chalk board.)

c. What size farm shop do you think is needed if all the things you have listed are taught?

You will be surprised the number of times they will recommend more space than you would recommend. Furthermore, they will go ahead and construct a larger shop because it is their idea, not yours.

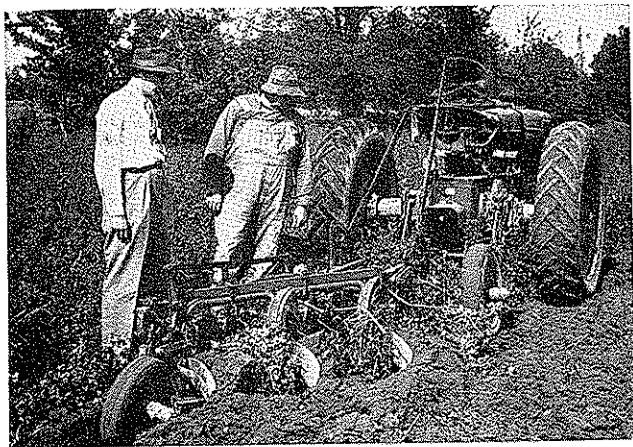
7. Always look for the "good" rather than the "bad" when visiting an agriculture department. I have yet to visit an agriculture department (even the weakest) where I haven't been able to observe some good things the teacher is doing. If you emphasize the good and make helpful suggestions as to how to improve the "bad," you'll be surprised to find out how quickly the teacher wants to change the "bad" to "good."

### Emphasize Farming Programs

8. Do you believe that the supervised farming program is the very core of a successful program of vocational agriculture? Do you believe that individual instruction on the farm is a very important part of the vocational agriculture teachers' job? If you answer "yes" to the above two questions, then how about this question, "Do you spend a great deal of time visiting supervised farming programs when you visit departments of vocational agriculture, especially during the summer months?" If you say you cannot do very much visiting of supervised farming programs with the teacher because of "office work" then what can you say to an agriculture teacher who tells you he is not able to do very much visiting because he has to spend a great deal of time planning lessons, filing bulletins, and other work in the classroom? Visiting with the agriculture teacher, the supervised farming programs of students (adult, young farmer, and high school) is an important part of implementing the "vision" in supervision.

9. Plan to leave at least one new idea while visiting a school. These "new

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As a result of instruction in an adult-farmer course in soils and fertilizers, this farmer is using green manure crops and other soil improvement practices.



On-farm instruction supplemented group instruction and aided this farmer to apply practices which contributed to increased corn yields. (Photos by the author.)

## Practices for developing farming activities with farmers enrolled in adult-farmer courses

GEORGE P. DEYOE, Teacher Education, University of Illinois



George P. Deyoe

INSTRUCTION in vocational agriculture for adult farmers is effective to the degree that they develop abilities for improved farming, farm living, and other farm-related responsibilities of farmers. In developing these abilities, appropriate farming activities should be identified and carried out by the participants. These become the basis for effective instruction and provide some of the best evidences that the desired abilities are being developed.\*

What are some of the practices which contribute to the development of appropriate farming activities by farmers enrolled for instruction? This is the 64-dollar question which many teachers are asking. To date, we have not been very successful in "spelling out" these kinds of practices in terms which are meaningful and helpful to persons responsible for instruction for adult farmers.

A study recently completed by the writer was focused on the identification and refinement of practices useful to teachers in developing farming activities with farmers enrolled for instruction. Nine Illinois teachers cooperated by using their programs of adult-farmer education as "pilot centers" during a period of two years. These teachers had conducted adult-farmer classes for several years, and they had been successful in securing a considerable amount of "carry-over" to the farming activities of persons enrolled.

Early in this study these teachers cooperated in the development of a list

of practices which they had used in some form. To this list, practices were added which they felt had considerable promise. As the study progressed, these practices were refined as the result of further trial. Before the close of the study, 28 practices had been identified which appeared to have considerable merit. Each of these practices was used in all or some of the departments during the two-year period.

At the close of the study each teacher checked the practices he had used and evaluated the importance of each practice used. For this purpose, a three-point scale was provided, namely, "very important," "moderately important," and "little or no importance."

The practices in the following list are arranged in an order which corresponds closely with the number of teachers who used them and the ratings on the basis of importance by the teachers who used them. The frequencies of use and the ratings of the various practices are summarized near the end of this article. A teacher will probably not be justified in ignoring any of these practices on the basis of this information, as all practices are believed to have some value in developing farming activities with farmers enrolled for instruction in adult-farmer classes. However, the information at the end of this report may be helpful to teachers in deciding on the priority and amount of emphasis that should be given to the various practices.

No claim is made that this list is complete or that the practices listed are in a form that will not call for modifications as they are given further trial by large numbers of teachers. However, it is believed that these practices merit consideration by teachers of adult-farmer classes who seek to improve the farming activities carried on by farmers enrolled for instruction.

### List of Practices for Use by Teachers

1. Develop unified, functional courses which are built around the related farming activities of the participants.

2. Base most of the group instruction on problems common to the development of the related farming activities of the participants.

3. Have teaching schedule of the instructor arranged to provide time during the day which may be used for visits to farms and for other phases of adult-farmer instruction.

4. Make visits to enrollees, after a series of meetings, to provide instruction and to help them evaluate progress in their farming activities.

5. Provide some courses that continue over two or three years, with long-time developments in related farming activities.

6. Organize adult-farmer courses so that the size of each group is kept small enough for the effective use of informal procedures which contribute to the development of farming activities of class members.

7. Organize adult-farmer courses so that the farmers who enroll in a specified course have similar interests and problems.

8. Have understanding with farmers who enroll that the intent of the course is to aid them to bring about specific changes in their farming activities.

9. Early in the course, help individual farmers to identify farming activities appropriate for the course at hand.

10. Help farmers to determine their objectives and goals for the phases of farming under discussion. (Over-all goals may be stated in terms of abilities; specific goals may be set in terms of measures of efficiency appropriate for the phases of farming.)

11. Use informal discussion techniques, and encourage farmers to identify problems related to the selected farming activities, to describe and evaluate their experiences, and to identify approved practices of value.

12. Use appropriate visual aids to portray and clarify approved practices which might be used.

13. Use a citizens' committee for agricultural education to help in such phases as (1) identifying farming needs and corresponding farming activities which should be developed, (2) promoting and sponsoring adult-farmer instruction, (3) working out policies to recommend to

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\*For other information on the nature of these activities for adult farmers, see *Farming Programs in Vocational Agriculture*, by George P. Deyoe, Interstate, Danville, Illinois, 1953.

## Practices for Developing

(Continued from Page 207)

the board of education, and (4) evaluating accomplishments.

14. Use a special committee of farmers for each course to enroll farmers prior to the first class meeting and to orient these farmers to the relationships between instruction and changes on the farms of the participants.

15. Encourage, as the course progresses, the farmers to develop plans for the farming activities selected.

16. Provide class meetings throughout the year for some courses, with instruction organized seasonally in relation to the farming activities under consideration.

17. Provide for field trips and special meetings, some of which are used to observe the developments in the selected farming activities of the class members.

18. Encourage farmers to try out, on a small scale, promising practices about which there is considerable skepticism on the part of some farmers.

19. Limit the persons taught by one teacher to the number he can supervise adequately in the time available.

20. Make visits to enrollees, after class meetings start, to help them plan their farming activities, solve special problems, and carry out desired practices.

21. Provide for evaluation of farming activities on a systematic and democratic basis oriented to objectives which the farmers accept.

22. Encourage and assist individual farmers to evaluate their farming activities and to secure evidences of achievement in the form of pertinent data, such as approved practices adopted and production levels attained.

23. Help farmers to make effective use of available agencies and services which contribute to the development of the special farming activities under consideration.

24. Provide instruction related to the development of plans by the farmers for carrying out their selected farming activities.

25. When a special teacher is used, arrange for him to provide on-farm instruction and supervision if possible; but, if not, provide for the regular teacher to do it.

26. Indicate to farmers who enroll that a definite minimum amount of time will be spent on each farm during the year.

27. Develop a schedule for farm visits to all persons enrolled, with most of these planned to provide instruction for special problems which occur in the selected farming activities.

28. Make visits to enrollees prior to the first class meeting to discuss the nature of the farming activities which would be appropriate.

### Frequency of Use and Ratings of Practices

A. Practices numbered 1 through 4 were used by either eight or nine teachers and were considered very important by all who use them.

B. Practices numbered 5 through 12 were used by either eight or nine teachers and were considered very important by most and moderately important by others who used them.

C. Practice numbered 13 was used by

seven teachers and was considered very important by all who used it.

D. Practice numbered 14 was used by seven teachers and was considered very important by six of the persons who used it. (It was also used in part by the remaining two teachers.)

E. Practices numbered 15 through 23 were used by either six or seven teachers and were considered very important or moderately important by those who used them.

F. Practices numbered 24 and 25 were used by five teachers and were considered very important by all who used them.

G. Practice numbered 26 was used by five teachers and was considered very important by three and moderately important by two who used it.

H. Practice numbered 27 was used by four teachers and was considered very important by all who used it. (In all

nine departments, schedules for visits were developed with farmers so that an understanding was reached as to time of visits for a majority of the farmers visited.)

I. Practice numbered 28 was used by six teachers and was considered very important by four and of little importance by two who used it.

### Summary

It should be noted that in various ways the practices in the list indicate ways for (a) highlighting the importance of farming activities appropriate for each course offered, (b) helping farmers to select farming activities related to a particular course in which they are enrolled, (c) focusing group instruction on the development of these farming activities, and (d) making visits for on-farm instruction related to the development and evaluation of these farming activities on the farms of the participants. □

## School farms - - -

(Continued from Page 198)

ability to provide adequate supervision, or other factors. Therefore, unless essentially the entire group can be used advantageously, other arrangements should be made.

When fairly large groups are employed, it may be helpful to break them up into small groups under student foremen. Different groups may be doing the same kind of work or different work. In such cases it is necessary to give the foremen some preliminary training, not only in the work at hand, but also in the job of supervision.

### C. Others

Necessary labor, other than as outlined above, should be employed. When it is economically practical, it is advantageous to have a paid, full-time farm foreman or superintendent, thereby relieving the teacher of much direct supervision of operations, and releasing this time for more organizational and instructional work.

### V. Records of School Farms and Group Enterprises

Adequate and accurate records should be kept to provide all needed information about the farming enterprises. It is a responsibility of the teacher to see that such records are kept, regardless of what financial records of the farm or project may be maintained by the school department.

The kinds of records to be kept should be determined by the uses to be made of them. However, maximum educational value should be an objective. The records should be analyzed and used in teaching. Students may obtain valuable experience if they assist in keeping and analyzing such records.

Complete and accurate records are also of great importance in case there should be a change of teachers.

### VI. Disposal of Profits from Farm or Group Projects

This is normally a matter for local determination and important factors may vary considerably from place to place, and from time to time. The following statements may serve as a guide:

A. As stated above, profits should not normally be used to purchase facilities, equipment, or supplies to relieve the school department of expenditures which should come from school appropriations.

B. It is recommended that a reserve fund of moderate proportions be established, sufficient to cover losses which could possibly occur through epidemic, flood, frost, loss of market, or other cause beyond the control of the teacher and students.

C. Profits from group projects may be the best source of funds with which to defray the cost of certain FFA activities. This is especially appropriate when FFA members have contributed time, and/or when the FFA Chapter has accepted and discharged some managerial responsibility. It is often better for FFA members to raise funds through group farming projects than through some other methods which have been employed.

In this respect, it is advisable to determine what is needed for worthwhile and justifiable FFA activities. The object should not be to accumulate large funds, but to meet certain definite needs. Again, such needs should be justified in terms of the objectives of vocational agriculture.

D. Above and beyond the disposition of profits mentioned above, funds probably should be distributed to students who worked on the enterprise in proportion to the work performed. In some cases, this use may even take preference over one or both of the uses above.

### VII. Provisions for Losses

It is to be hoped that good planning and management will eliminate the possibility of any loss. However, conditions beyond the control of the teacher may sometimes result in crop failure or other calamity. If a reserve fund has been established, the problem has been solved in advance.

Otherwise, the school department should assume any necessary obligations resulting from the enterprise. For this reason, school authorities should fully approve any agreements which would place financial obligations upon them. □



# Technical skills needed by teachers of vocational agriculture in soil and water conservation

GLENN Z. STEVENS, Teacher Education, and BRUCE C. BASS, Graduate Assistant, The Pennsylvania State University



Glenn Z. Stevens

**T**ECHNICAL skills in the area of soil and water conservation have an important place in the instructional programs of teachers of vocational agriculture in the North Atlantic Region. The teachers who returned the checklist of 205 specific skills in this subject matter area of the Regional Project in "Technical Skills Needed by Teachers of Vocational Agriculture" indicated that about one-fourth of the specific individual skills are used in more than half of the programs of instruction.

The skills were listed under seven major headings (Table 1). The propor-

tion of teachers using the skills in instruction varied from the 59.5 per cent who teach the abilities in the "Use of Cover Crops and Crop Residues" down to 19.0 per cent who provide instruction in "Farm Pond and Wildlife Conservation" skills.

The distribution of replies to the inquiry as to where the teachers learned the skills may be summarized broadly by the observation that pre-service farm experience, vocational agriculture training, college courses, and in-service growth while on the job all have contributed substantially to the present level of effectiveness of the teachers in the soil and water conservation areas of instruction.

Table 1 shows also that the teachers placed high or medium values on all of the seven groups of skills. This was particularly true of the first three headings which include abilities most directly associated with crop production and yields. Inspection of the checklists indicated that most of the teachers who rated skills under the last four headings in Table 1 as low in value to them, are teaching in communities where many of the specific skills are less needed or may not apply.

TABLE 1. Summary of Technical Skills in the Area of Soil and Water Conservation Reported as Used by Teachers in the North Atlantic Region Showing Where the Teachers Learned the Skills and the Value They Placed Upon Them in Their Teaching Programs\*

Major Headings Under Which the Skills Were Listed	Average Percentages of Teachers Who Taught the Skills	Distribution of Teachers Who Taught the Skills, by Average Percentages of Where They Learned the Skills				Distribution of Teachers Who Taught the Skills, by Average Percentages of Value Placed Upon the Skills		
		On the Farm	In Vo. Ag.	In College	On the Job	High	Medium	Low
Use of Cover Crops and Crop Residues.....	59.5	35.5	12.2	24.9	27.4	80.2	17.3	2.5
Recognize Land Capabilities Through Land Judging.....	58.2	11.4	9.4	49.2	30.0	68.7	28.7	2.6
Use of Permanent Hay and Pasture.....	53.2	42.3	8.9	23.4	25.4	62.9	31.1	7.0
Use of Strip and Contour Farming.....	38.0	16.3	5.4	41.7	36.6	46.7	37.7	15.6
Use of Trees in the Conservation Program.....	30.4	28.6	10.8	25.3	35.3	47.5	38.8	13.7
Management of Water and Waterways.....	20.3	20.4	6.3	34.6	38.7	41.6	39.3	19.1
Farm Ponds and Wildlife Conservation.....	19.0	16.8	6.5	23.4	53.3	46.0	36.3	17.7

\*A copy of the detailed summary tabulation of the responses from 79 teachers to the 205 skills listed under these seven main headings is available upon request from the Department of Agricultural Education, The Pennsylvania State University, State College, Pennsylvania.



Bruce C. Bass

acquired a specific skill and use it in their teaching have done so because they recognized the present need for it on the farms of their students.

The procedure used in the study of the preparation of a comprehensive checklist of skills in each technical subject matter area was a technique which can have a long range effect on the improvement of pre-service and in-service training of teachers of agriculture.

The high value ratings of most of the soil and water conservation practices by the teachers, coupled with the information that many of the men are not yet teaching a considerable proportion of these abilities indicates a definite need for additional training experiences. Recognition of the need is the important factor. It may be hoped and expected to follow that something will be done about improving the preparation of teachers in this area. □

TABLE 2. Responses of Teachers to Six Selected Skills, Classified According to Whether or Not the Skills Are Included in the Programs of Instruction and Listing Where the Skills Were Learned.

Selected Soil and Water Conservation Skills	Number of Teachers Who Teach This Skill and Where Learned:				Number of Teachers Who Do Not Teach This Skill and Where Learned:			
	On the Farm	In Vo. Ag.	In College	On the Job	On the Farm	In Vo. Ag.	In College	On the Job
Planning land use program.....	1	2	16	31	1	0	5	10
Inoculating legumes.....	21	9	11	16	8	1	5	1
Establishing contour strip cropping system.....	4	1	13	25	1	0	5	6
Establishing and maintaining sod waterways.....	10	2	2	12	2	0	3	2
Establishing food and cover patches for wildlife.....	6	5	6	20	3	2	1	4
Building farm ponds.....	0	0	4	15	1	0	5	8

In the analysis of the data an effort was made to determine whether or not the teacher's use of a specific skill might be associated with where it was learned. Six skills selected for this test appear in Table 2. No such relationship was found. If the teachers who furnished the data might be thought to be representative of the Region the conclusion would have to be drawn that the teachers who have

## Young Farmer - - -

(Continued from Page 205)

our young and adult farmer population. In order to effectively enroll farmers who can profit from our instructional programs, there must be individual and community awareness of the meaning, purpose and value (utility) of out-of-school programs in agriculture. To best accomplish individual awareness and subsequently community awareness, the teacher of agriculture must receive the confidence and trust of the individual farmer, largely through on-the-farm contacts.

He must involve individuals in initiating and developing programs and recognize each farmer as an individual. When the teacher of vocational agriculture has young farmers and adult farmers enrolled, he then must work with them in developing and conducting programs to fit their needs. *Instruction must become a meaningful part of their lives if they are to continue to seek it.* As the saying goes, "You can lead a horse to water, but you can't make him drink." Similarly, you might lead a farmer to class for one or two times, but unless the "water of knowledge" is what he wants and can use, you cannot make him keep coming back. However, if farmers get what they need, they will come back for more. □

## Administration of young farmer programs has its problems

*How would you do it?*

ARNOLD HUIGENS, Vo-Ag Instructor, Valley, Nebraska

THE main purpose of this article is to present several fundamental steps that will help the teacher of agriculture set up a young farmer group. Those teachers with years of experience may stop at this point if they wish. It is the beginning teacher for whom this is primarily written.

A young farmer group may be fine, but how do you organize one? The teacher may ask himself what procedure or plan will I follow in getting a young farmer group started. The above questions have been asked many times and in many cases, answered quite successfully. There is, however, always room for more.

There are three basic factors that must be given careful consideration before a young farmer group can assume its proper place in the local school system and add to the total program in agriculture. They are: (1) informing and selling the superintendent of schools and the school board, (2) conducting community surveys to establish the number and the needs of young farmers, (3) the planning of a young farmer program.

Probably the first major step in setting up a young farmer program is to give a detailed explanation of the program to the superintendent and the board of education. They will need to know the objectives, the aims and the purposes. The needs of the young farmers must be called to their attention. The instructional procedures, the time and place for classes and other data concerning the program must be discussed. Both the superintendent and the school board will be much more inclined fully to support a young farmer program when they realize the important part it plays in the total agricultural education program of the community. It is the job of the teacher of agriculture to see that both the superintendent and the school board are aware of other phases of the program, such as reimbursement, enrollment, schedules and cost to the school.

**Problem of Organization**

Since the young farmer group is the connecting link between in-school farm boys and the adult farmer group the problem of proper organization and adequate instruction is most important. Probably the first big step in organization is to compile a list of local high school male graduates from the farm over the past 8-10 years. From this list, many prospective and active young farmers could be listed for possible enrollment. To this list add the names of young farmers that have moved into the community.

After a list of contacts has been made, the next problem is that of securing needed information about each man. A common method is the survey. Through

the survey the Ag instructor could determine men interested and available for the young farmer program.

There are many kinds and types of surveys used, so no one definite form will be set up here. It will be up to the instructor to determine the design or form that will best fit his needs. Here are a few items included on most forms: (1) name and address, (2) location of farm, (3) size and type of farm, (4) degree of ownership, (5) grade attained in high school, (6) major courses, (7) kinds of crops, (8) kinds of livestock and (9) farm problems.

As previously mentioned, from the survey the Ag instructor could determine the prospective enrollment. Personal on-farm visits should then be made or continued. He could, from the surveys returned, select possibly three young farmers who would assist the instructor as a planning committee. If an advisory council is functioning in the school system, then this group could also assist or take complete charge in the preliminary planning.

**The Program**

One of the main objectives of the planning committee or advisory council would be to determine which problems and in what order they would be studied. It will be the duty of the committee to set up a functional program that will most nearly meet the needs of these young farmers.

If a good program is to be put into operation, a practical procedure must be followed. A few suggestions follow:

1. The instructional program can be along one enterprise line or it can be cross-sectional.
2. The instruction must be geared to problems of the young farmer.
3. Young farmers should be invited to help the teacher evaluate and set up instructional units.
4. Use various teaching techniques (demonstrations, panels, field trips and problems) to keep class interest.
5. Observe seasonal sequence in problem presentation.
6. Win confidence of students before moving into a heavy instructional program.
7. Instructional program should get results.
8. Instructional program should be on a year-round basis.
9. Delegate responsibility for specific meetings.

A young farmer instructional program should include, beyond the above specific factors of content, a time and place for recreation, joint meetings and a guest instructor who would be able to bring other interests in agriculture. □

**School Shop Training Is Only a Beginning**E. W. FOSS, Dept. of Agr. Eng.,  
Cornell University

Much has been written concerning both the function and course content of Farm Shop as it relates to the High School Vocational Agriculture Program. There is, however, a rather complete agreement that its primary function is to teach both skills and managerial ability for the ultimate purpose of helping the boy to become a successful farm operator.

It should be pointed out here that skills and managerial abilities have to be practiced to be of any value. Also, many skills and managerial abilities can not be attained to any degree without years of practice. Master carpenters use the same tools that are found in the 7th and 8th grade woodshop, yet we would not expect a 7th or 8th grade boy to build a house or construct a top quality cabinet. The only difference is experience.

In using any book dealing with the many activities in shop it should be clearly understood that it can only assist both the pupil and teacher to *make a start* in shop work. It tells and shows how to perform the usual shop operations as well as to guide the boy in the selection of tools and materials. The instructor is most necessary in presenting demonstrations, giving encouragement, and guiding each step of the way. To become a craftsman in the full meaning of the word, the pupil must continue to work in his chosen field until he has gained both a high degree of skill and a wealth of experience which enable him to tackle any job with confidence. Because farm shop includes work in many areas—wood, cold metal, hot metal, tool fitting, concrete, and others—it is necessary to plan carefully the use of the pupil's time. In many cases the boy can only become *acquainted* with a skill such as soldering or welding. There is not the time to train the boy to be a *welder*, nor a sheet metal worker, nor any of the other trade specialists.

As the boy becomes a farmer he must be able to make emergency repairs and to construct objects immediately required. He must realize that some jobs require specialists. For maximum enjoyment and productiveness through the years, farmers, and, for that matter, each and every one of us will realize that to be able to do things for ourselves is a fine objective, but that we do have limitations, and therefore, must learn when it is best to hire someone else. The person's interests and skills, time available, difference in cost and the access to tools and materials all have a bearing on this decision. Probably a very vital lesson to be learned in shop work of any type is to acquire the judgment of knowing when to ask someone else to do a job that we are not equipped to do. Good shop teaching develops confidence—it should never instill over-confidence. □

**Featured in April—****"Teaching as a Profession"**

The FFA has its place in the administration of the Vo-Ag program

# The place of the FFA in vocational agriculture

R. E. BASS, Supervisor, Richmond, Virginia

IN our talking, writing and thinking we sometimes split vocational agriculture into so many parts, one of which is "FFA," that we begin to look at these parts as separate programs and lose sight of the over-all program, its fundamental aims and objectives. Then someone comes along and makes a talk on the place of one of these parts in vocational agriculture. If we like the talk we thank him and go home and do just like we have been doing.

"The place of the FFA in vocational agriculture!" FFA is vocational agriculture. FFA is to vocational agriculture as supervised practice, farm mechanics, or any other phase of the program, is to vocational agriculture; It is to vocational agriculture as buttons are to a shirt; as a sparkplug is to an automobile; as a wing is to an airplane. It's only one segment of a total program. You can call a boy enrolled in vocational agriculture an FFA boy, a Vo-Ag student, a young farmer or a future farmer, and he is the same individual.

What is FFA worth? Typical of the nation-wide appreciation of its values and contributions is the statement by W. A. Cochel, editor emeritus, The Weekly Star Farmer, Kansas City, who writes, "No other organization has contributed as much as the Future Farmers of America to the development of boys in all types of farm work just as they reach an age where they can operate as individuals." A prominent educator, W. A. Smith, Cornell University, who for the past several years has edited Agricultural Education magazine, says, "Few organizations of any kind and for any purpose or group of persons, can point to the growth in size and achievement in function which has characterized the 25-year history of the Future Farmers of America."

## Relation to Education

If FFA is a part of vocational agriculture, and we say it is; and if vocational agriculture is a part of public education, and we say it is; then FFA is public education, too. In determining the place of FFA in vocational agriculture, therefore, or in discussing any phase of public education, we should look at the objectives of education and evaluate FFA in terms of its contributions toward the attainment of these objectives. Definitions of education vary from the classical approach—learning for learning's sake, to the utilitarian approach—learning through doing. The main objectives of education as set forth by the U. S. Office of Education are:

1. Health
2. Command of fundamental processes

3. Worthy home-membership
4. Vocation
5. Citizenship
6. Worthy use of leisure
7. Ethical character<sup>1</sup>

How do the major objectives of vocational agriculture contribute to these objectives of public education? Vo-Ag objectives have been stated as:

1. Make a beginning and advance in farming.
2. Produce farm commodities efficiently.
3. Market farm products advantageously.
4. Conserve soil and other natural resources.
5. Manage a farm business.
6. Maintain a favorable environment.<sup>2</sup>

Now look at the objectives of the Future Farmers of America and see how they contribute toward the accomplishment of the aims, first, of vocational agriculture and, second, of education in general. They are:

1. To develop competent, aggressive, rural and agricultural leadership.
2. To create and nurture a love of country life.
3. To strengthen the confidence of farm boys and young men in themselves and their work.
4. To create more interest in the intelligent choice of farming occupations.
5. To encourage members in the development of individual farming programs and establishment in farming.
6. To encourage members to improve the farm home and its surroundings.
7. To participate in worthy undertakings for the improvement of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in cooperative effort.
10. To encourage and practice thrift.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized rural recreational activities.<sup>3</sup>

## Confusions Arise

We have said many times that FFA is an integral part of vocational agriculture. Oftentimes, though, we forget this and confuse ourselves and the general public in our talks and publicity by not relating FFA to vocational agriculture or the public school program.

<sup>1</sup>U. S. Department of Interior, Bureau of Education, Bulletin 35, Cardinal Principles of Secondary Education.

<sup>2</sup>Federal Security Agency, Office of Education, Voc. Ed. Policy Bulletin No. 1 Revised 1948, *Administration of Vocational Education*.

<sup>3</sup>Official Manual, Future Farmers of America.

You have seen news articles, and I have too, about FFA activities that did not mention vocational agriculture or the high school of which the program was a part. We use terms in referring to our programs that mean very little to the general public. A pet peeve of mine is calling in-school students of vocational agriculture "all-day boys." This designation of in-school students may mean one thing to us but something entirely different to someone else.

If FFA is a part of public education, then FFA activities should have some instructional value; should provide learning experiences and at the same time add inspiration to the perspiration of going to school. FFA must not become the social side of vocational agriculture. FFA activities must not be conducted for the sake of winning awards. FFA boys should go to summer camp, for example, to develop leadership abilities; not for a "lark." The greatest value has come to the thousands of boys who have not stood at the top, but who, through competition and an effort to succeed, have developed into efficient and prosperous farmers.

FFA is an activity that provides the opportunity for farm boys to learn and develop leadership abilities that will enable them to become better citizens and make valuable contributions to their communities. It is one of the most powerful motivating forces in public education. It is the medium that adds glamour, competition and individual development to make a complete instructional program leading to establishment in farming and a satisfying rural life. It is the bond that holds many students in school by retaining their interest in school activities.

## A Motivating Influence

All of us, and particularly adolescent youth, need to succeed at something. FFA offers farm boys an opportunity for success and recognition that is so important in developing self-confidence and personal ego. Farm boys need this more than city boys. FFA helps also to remove the "hayseed" complex from farm youth. It provides opportunities for social development never before available to country boys.

Someone has said that what we need in this country is followership as well as leadership. FFA offers opportunities for farm boys to develop those qualities of "followership" necessary in any leader. In the classroom FFA establishes good rapport between student and teacher which is conducive to effective teaching. It serves as a medium for practicing democratic principles that enable people to live and work together in harmony. It bridges the gap between the child and the adult—that period we call adolescence—by affording an outlet for rural youth's pent up energies in activities guided in a logical approach toward meeting their needs. FFA is a means of stimulating experimentation, research and a study of farming in all its aspects.

FFA is the picture window of vocational agriculture. It is a means of acquainting businessmen and industrialists with the program in vocational

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**Problems of administering the program of vocational agriculture include those of—**

## Teaching veterans

CHARLES HUBBARD, Vo-Ag Instructor, Caldwell County Schools, Princeton, Kentucky

**T**HE Farm Training Program has probably been the most successful part of the entire Veterans Training Program in Kentucky. Much good has been accomplished, and many desirable practices and results will come later. It means little to teach men to improve their practices without giving them the ability to adapt and carry them out on their own farms. Much has been learned during this program, but much more remains to be learned and applied if the Adult Program is to progress as it should. At present the major emphasis has been, and is being placed upon formality instead of upon trainees where it should have been placed and where it must be placed if adults are to attend classes without compensation.

Classroom teaching plus supervision have raised many questions about ideals and practices that merit more earnest consideration than each has received. Some of these I plan to consider in the light of my experience.

The entire Veterans Training Program, and many educational programs are like an old roof with some areas of shiny new copper surrounded by areas that let water pour through. It is unlike an old roof in that it cannot be replaced entirely, but must be continually patched in the weaker areas. Though I realize that anyone who dares criticize the weaker areas may be severely censured, I gladly accept this and plan to be found continually patching these areas to the limit of my time and ability. Progress in any field is made by looking forward, not backward.

### Meaning of "Full-Time"

The first idea for consideration is the term, "Full-Time," in connection with the Veterans Program. I know of no educational program of national scope where the learners are employed "full-time" in their profession during their period of class instruction. Some colleges alternate class instruction with practical work. Most of them were more limited with respect to "full-time" employment or class work.

What is implied in the term "full-time" farming program for any learner, and how does it affect his class work and supervision? Should "full-time" in corn or any of the farming enterprises imply the same for all veterans, regardless of their physical and mental ability? Would any distinction be possible or practical? So far, I find no satisfactory answer to any of these questions.

To me a "full-time" farming program implies the maximum amount of concentrated effort a learner is able to expend efficiently, pleasantly, and profitably within a given time. It is not conditioned in the least by what some one thinks he should be able to do. I have found no satisfactory objective measure

of the term. The real answer is found in ability plus the individual effort the learner is willing and able to expend on his program. I find this point is not determined by any number of productive man work hours, persuasion or force from without. It may vary from year to year with the same veteran with the same enterprise, to say nothing of variations among different individuals with different enterprises. When the point is reached where too much concentrated effort is required, efficiency declines rapidly, where it is too low interest may lag. To say what degree the instructor is able to inspire, or influence individual effort is difficult.

### What Is Good Supervision?

Just how an instructor is efficiently to use four hours per month per trainee under the Kentucky plan is difficult to state. Thus far I have found little help coming from people experienced in supervising veterans. Some workers would lead me to believe they feel fully capable of pointing out all the weaknesses of a veteran by simply reading a report or spending thirty minutes with the trainee. They imply they could lead the learners into a profitable realm of new and practical knowledge on each and every visit. My experience is not in agreement with such an attitude. I have learned that good supervision is not determined by the length, frequency, or the number of visits, but by the dynamic personal influence the teacher is able to exert upon the better side of the learners. It must always be based upon correct thinking and acting.

Good supervision, like good teaching, is an art and a science. Unlike teaching, it requires far more skill and tact when used successfully. Fortunately supervision is not and cannot become a "pouring out" process. It is not a "you must" or "should do it this way." Thus good supervision boils down to the problem—How to develop the better side of the learner.

Successful supervision implies three things: a knowledge of the learner, his needs, and material status. A lack of knowledge of veterans appears to be one of the greatest weaknesses in the Veterans Training Program. I may tell a veteran to go to the moon, only a comic artist can get him there and back. We were prepared to talk but not to act quickly and efficiently. To me it is not an exaggeration to say that Adult Educational Thinking is one quarter century behind the present opportunity.

By knowledge of the learner I mean as complete an understanding of the physical and mental nature of the veteran with his entire family—as I am able to obtain. By "needs" I refer to his farming and living program. Material status includes his farm and

equipment, financial condition and ability to pay debts. To learn these points usually requires a year or longer.

How to discover and develop the better side of learners may be difficult. Any instructor who is able to find and hold the key to this point has a secret of success in teaching. The Indian adage was "To walk a mile in the other fellow's moccasins." The Golden Rule is excellent. To fit myself into the learner's situation in so far as possible and never try to force him into my pattern is one essential to success. Too often teachers and supervisors think every learner should be converted into their peculiar pattern. We must always give our best before we expect the best from others. Only by giving can we expect to receive. The kind of work we expect from others is reflected in ourselves. "To see ourselves as others see us" would prevent much false conception.

### Interest in Learners

Without a genuine interest in individual learners, without a desire to first give our best, and then expect the best, there is little hope for success. The reverse of the old rule of "love your teacher" to "love the learner" should be the first rule for a teacher to practice. Interest, love, and appreciation of the learner and his problems will bring out the better side when other practices fail. This attitude will pave the way for future development. One cause for failure on all levels of education is an overemphasis upon programs, plans and records. Educational articles cover such topics as "How to Teach English," or one of a dozen other subjects, with so few on "How to Teach Veterans." Admitting subject matter to be important, it should never be put above learners. Teachers on all levels would do well to study critically the method of Jesus in dealing with the Samaritan Woman (John 4:4-27). We must decide whether we are to reform learners or methods.

### Know His Problems and Ability

To know and understand the problem with which one is to deal is half the solution. Visit the veteran and get his entire story. Carefully observe and appraise his entire farming business. "What would I do?" is pertinent at this point. "Take every man's censure but withhold the judgment" at this time. It is just as important for the teacher to understand the learner's problems as it is for an auto mechanic to locate the trouble in a stalled car. This knowledge will reveal his needs which is the basis for the solution. No teacher can best supervise so long as he does not know the needs of the learner. He can give "drill-sergeant" commands and fail as a supervisor.

### Confidence of Learners

There is nothing that can take the place of the sincere respect for the ability and confidence in the teacher on the part of learners. To gain and hold this vantage point is to succeed; to lose this point is to fail. Here is the acid test of one's abilities; actions not

## News and Views of the Profession

### Simmons Honored

LEADERS in agriculture and education and plain citizens from throughout the state recently paid honor to S. B. Simmons, Greensboro, Assistant Supervisor of Vocational Agriculture in Negro Schools.

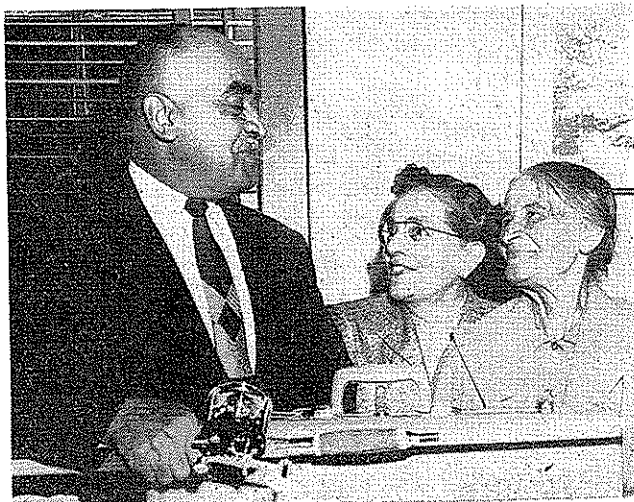
The event, a testimonial dinner, attended by nearly 300 persons, was given in his native community at Fayetteville State Teachers College, honoring Simmons for thirty years of service to the State. It was sponsored by charter members of the New Farmers of America in cooperation with agricultural and educational leaders in the state.

A native of Cumberland County, he was one of the first students to attend Fayetteville State Teachers College, later transferring to A. and T. College, where he completed his training in 1914. He has had additional study at the University of Illinois, University of California, Kansas State College and Colorado State College.

Prior to assuming his present position in 1924, the honoree held posts in agricultural education, beginning in 1915, in Pennsylvania, Kansas and Alabama.

Speakers appearing at the dinner praised Simmons for services rendered the state and recited cases of outstanding achievement of individuals exposed to his influence. They stated that under his guidance, more than 105 farm youth have been trained as Vocational Agriculture teachers. Seventy of them are employed in North Carolina, serving approximately 6,500 youth who have become established in successful farming in the state. Eight of his former students have been elevated to high administrative positions in agricultural education.

Mr. Simmons, one of the founders of the New Farmers of America, was also cited for work in promoting the organization on a national basis. The organization now boasts a membership of more than 42,000 farm youth in 17 states.



Mr. S. B. Simmons discusses with Mrs. Simmons and his mother some of the gifts which were presented to him upon the occasion of the Testimonial Dinner given in his honor. His mother (Mrs. J. A. Simmons) is very alert and active at the age of 91, and is affectionately known in the community of Fayetteville as "Mother Simmons."

Praise was heaped on him, also, for the successful campaign which he headed to raise more than \$36,000 for the construction of the NFA Camp at Hammocks Beach. This facility, approaching completion, will be ready for use this summer.

Principal speaker at the dinner was Dr. John W. Mitchell, former state agent, in charge of A. and T. College Extension Service, now national leader, United States Department of Agriculture at Washington, D. C. Also a native of Cumberland County and a good friend of the honoree for a long number of years, Mr. Mitchell said, "Mr. Simmons has played a role of leadership to hundreds of farmers in North Carolina helping them to live fuller lives." He continued, "This man has a big heart and is loved by every vocational agriculture teacher in this country who has come in contact with him."

Mr. Mitchell was introduced by Dr. J. W. Seabrook, president of Fayetteville State Teachers College, the institution where both the honoree and speaker began their higher training.

Others appearing on the program included: Norman Settle, Fayetteville, executive directors for the local Chamber of Commerce and Junior Chamber of Commerce, who presented Mr. Simmons with an engraved plaque and a silver loving cup from the organizations; W. T. Johnson, Greensboro, assistant supervisor of Vocational Agriculture in North Carolina, and Secretary of the North Carolina Association New Farmers of America, who presented him with a silver service set on behalf of the sponsoring group, and W. E. Murphy, Fayetteville, principal of the Anne Chestnutt High School, who presented several gifts from his faculty and local citizens.

Sharing the honors was Mrs. J. A. Simmons, Fayetteville, affectionately called "Mother Simmons" in the local community and mother of the honoree. She was also presented gifts by the sponsors.

Other speakers who brought greetings were: J. A. Francis, Southport, president, Agricultural Teachers Association; R. E. Jones, Greensboro, state agent, A. and T. College Extension Service; Rev. H. L. Mitchell, Gatesville; Attorney Walter Ricks, Durham; W. T. Gibbs, Greensboro, dean, School of Education and Science, A. and T. College; W. N. Nelson, Greensboro, a former teacher of the honoree; C. J. Bar-

### Hoskins Retires

DR. E. R. HOSKINS, Professor of Rural Education in the New York State College of Agriculture, Cornell University, retired January 31, after 35 years in agricultural education. A native of New York State, Dr. Hoskins had his first teaching experience in the elementary schools from 1909-13. He earned his B.S. degree in agriculture at Cornell in 1919, received the Master's degree in 1924 and the Ph.D. in 1933. His undergraduate work was interrupted by service in World War I during 1917-18. Upon graduation he served as professor of biology and Normal school agriculture in West Virginia Wesleyan College for one year before becoming principal and teacher of vocational agriculture at the Union Academy at Belleville, New York.

His first appointment in the Department of Rural Education at Cornell was in 1922 as critic teacher at Trumansburg, the first practice teaching center in the State. In 1928 he became an instructor at the College and itinerant teacher trainer, and in 1933 joined the resident training staff. Few Vo-Ag teachers in New York during the period 1922-1955 have not at one time or another come under the tutelage of Professor Hoskins. His graduate students number many now in service throughout the United States and, more recently, in various foreign aid programs.

He has written rather extensively in the form of Bulletins of the U. S. Office of Education, New York State Publications, for the *Journal of Adult Education* and the *Agricultural Education Magazine*. He took a prominent part in the nation-wide study of Veterans' Education.

### Brunner to Germany



Dr. Henry S. Brunner

DR. HENRY S. Brunner, Head of the Department of Agricultural Education, The Pennsylvania State University, has been assigned by the Department of State as a Specialist in Agricultural Education under the Educational Exchange Service to work with

teachers of agriculture in Germany for the three-month period, February 1 to April 30, 1955. The Educational Exchange Service is a part of the International Information Administration, and

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ber, Clarkton, president, Southeastern District, North Carolina Teachers Association; S. E. Ducan, Raleigh, state supervisor of Negro High Schools, and Rev. L. J. Shipman, Fayetteville minister.

O. A. Dupree, principal of the Sampson County Training School, Clinton, presided at the dinner. □

## Vitalizing group - - -

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work for 1½ hours. At the end of this period they receive a cold drink and are returned to the Agriculture Department. They arrive 10 minutes before the end of the period which gives them sufficient time to change clothes and clean up before reporting to their next period class. Vo-Ag instructors shuttle students this way all day.

About three upperclassmen are requested to be excused from other classes all day and work in the orchard. One student handles the refreshments, icing them and handing them out at the proper time. Another key-student and one helper pick up the sacks as they are filled and pile them in one location. The other key-student helps organize each new group and works with one row of trees.

The last class finishes the remaining few trees that are to be knocked. They load the almonds onto the FFA truck. They also fold canvases and inventory all borrowed equipment. This equipment is loaded into a pickup and returned to the department. The students are returned to school in the bus.

Students who live near the huller ride to the huller to unload and deliver the almonds. These students are then left at their homes.

### Clean-up Phase—The Day Following the Knocking

The same special agriculture students who picked up the equipment from students' homes return it this day. Any broken or damaged equipment is replaced with new equipment. It is felt that this is important if the practice of borrowing needed items is going to be continued.

This same sort of organization will work with other kinds of Chapter projects. The secret to the problem is to have it well planned in advance and finished in one day. The students would not be as eager to work and do their part if they knew there were more days to come with them in the orchard or field. The most effective learning takes place the first day. Therefore, it is important that once the activity gets started the work phase be drawn to a conclusion and summarized as quickly as possible. □

## Teaching Veterans

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words, information not propaganda. May I repeat, "first give your best before you expect the best." So called Educational Courses are top heavy on "What" to do and sadly lacking on "How" to do the job. The "How" is mandatory for success in Veterans Training.

### Desire to Learn

Successful teachers are eager learners. Eagerness to learn and indifference to learning are transmitted to others. Spirit of inquiry is more important for teachers than for learners. Teachers must already be or possess what they expect their learners to become or possess. Teachers without this desire have no right to and should not expect it of their

learners. Before we can have good teachers on lower levels we must have good teachers on higher levels. We will have good teachers on all levels when they are trained. Teachers, often reflect little more than the quality of their training.

Successful teachers must have the ability to create and hold the interest of their learners and to transmit it to others. It may be correct to call teachers successful only after they have inspired others to greater accomplishments than we now enjoy.

I know of no comment or suggestion on "What to Teach" that ever approaches the simple, direct statement, "Feed My Sheep," made by the Master Teacher two thousand years ago. The simplicity and inclusiveness of this command grieved the Apostle Peter; but causes little, far too little, concern today. Just as Peter never lived the fullness of this command, neither have we.

The teacher who fails to feed himself has nothing to feed his learners. My conclusion is, teachers either Feed or Fail. □

## Let's Emphasize - - -

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"ideas" may be merely passing on an idea that you have found a teacher using in another school which is getting results. I carry with me at all times, three loose leaf notebooks containing "ideas" collected from various schools I have visited. These notebooks contain items such as (a) gilt chain contracts, (b) letters to parents, (c) parent and son banquet programs, (d) FFA programs of work, (e) adult and young farmer class announcements and course outlines, (f) constitution and by-laws for advisory councils, (g) policies for agriculture departments, (h) and many other ideas.

10. Remember something nice that happened on your last visit or open your visitation with some questions about your prior visit to the school. This gives people the feeling that they were important enough to you that you remembered them.

It might be well to review a statement made by Pliny the Elder, "There is a maxim universally agreed upon in agriculture, that nothing must be done too late; and again, that everything must be done at its proper season; while there is a third precept which reminds us that opportunities lost can never be regained." We must emphasize the "vision" in supervision so that new opportunities will be found and that present opportunities will not be lost. □

## HELP!

Does any subscriber have an extra copy of Volume 9, Number 5 of the Magazine? More specifically, this is the November issue of 1936. The library of the University of Florida desires a copy of this particular issue to complete its file of the Magazine. It should be sent to Professor E. W. Garris, Department of Agricultural Education, University of Florida, Gainesville, Florida.

## The place of FFA - - -

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agriculture. It's a medium for interesting parents in school activities. It aids in educating farmers and farm people. The effects of FFA are far-reaching—good or bad, depending upon how good or how bad is the total program in vocational agriculture. FFA activities should fit into the total plan of instruction in vocational agriculture in the same manner as learning to grow cotton, to produce livestock, to market farm produce, or to manage a farm business. FFA is educational. When it ceases to be educational it has no part in vocational agriculture.

With all of its values, however, FFA must, for its own good, remain subordinate to the overall program in vocational agriculture. Proficiency in farming is still the primary aim of vocational agriculture. For teachers, supervisors and teacher trainers to put their time and efforts on FFA activities to the exclusion of technical agricultural training means the failure of vocational agriculture to reach its objectives and ultimately the end of the total program. □

## Editorial - - -

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as it operates year in and year out. For boys without home farms this experience opportunity must be obtained through the farms of cooperating farmers. Projects as such still are possible but individual farming programs are not limited to project opportunities. The base from which instructional content may be selected on a real problem basis thereby is broadened.

Do we need to reappraise our thinking about pupils' farming programs? Do we still tend to use the project as a requirement for admission and continuance in vocational agriculture and then design our courses of study out of the "subject matter" of agriculture even though selected on the basis of the farming of the particular area? After 38 years are we still failing to interpret fully the significance of the requirement of practical experience for making our instruction vocational?

Of one thing we can be certain, namely, that the point of view or concept of individual farming programs held by persons outside the ranks of vocational agriculture—parents, school administrators, other faculty members and lay people generally—will be largely what we demonstrate to them as being our beliefs. The impressions they get and the understandings developed are of considerable consequence to us who must have their support.

Clarification of concepts is ours to develop. □

W.A.S.

Forty-one state teams participated in the 1954 national FFA dairy cattle judging contest at Waterloo, Iowa, to set a new record for number of states represented in a national FFA contest. The record was equalled at Kansas City a week later when 41 states had entries in FFA livestock judging.

## BOOK REVIEWS

# ... Tips that work ...

**FARM BUILDINGS**, Fourth Edition, by Deane G. Carter, pp. 291, illustrated, published by John Wiley and Sons, Inc. Price, \$5.50.

*Farm Buildings* is a text designed for a one-semester course for students in Colleges of Agriculture. The first few chapters deal with resources for planning, farmstead planning, basic planning for farm buildings, and environmental conditions in farm buildings. These chapters are followed by chapters on building materials, the structure of farm buildings, and the calculation of costs and quantities. The author then devotes chapters to housing for dairy, beef and sheep, hogs, poultry, grain storage and conditioning, feed storage, machinery storage, and buildings for special uses. The last three chapters deal with the farm house, farm building appraisal, and farm buildings management.

The book is unusually well illustrated with photographs and drawings. Of particular interest are the layouts and drawings of various farmsteads and farm buildings illustrating how farm building needs can be met. It should be of use to teachers of vocational agriculture as a supplemental reference in considering farmstead planning, and as a source of ideas regarding building materials and features to be considered in the remodeling of farm buildings.

Deane G. Carter is Professor of Farm Structures at the University of Illinois.

—A. H. K.

**LIVESTOCK PRODUCTION** by Peters and Grummer, second edition, illustrated, 415 pp., published by McGraw-Hill Book Co., Inc., New York. Price, \$6.00.

*Livestock Production* is written especially for use in the beginning courses in animal husbandry at the college level. It provides an overall survey of the animal industry, its opportunities and problems.

Section one of the book contains seven chapters dealing broadly with such areas in animal production as breeding, feeding, care and health, marketing, judging, and selecting the livestock enterprise.

The remaining five sections of the book are devoted to specific enterprises. Included are sections on beef, dairy, swine, sheep and goats, and horses and mules. Chapter headings for each of these sections include products and adaptations of the enterprise, breeding, feeding, management and care, and judging. Market classes and grades is an additional chapter for the beef, swine, and sheep enterprises.

This publication is well written and well illustrated. A list of references is provided at the end of each chapter. The major points to remember about the publication are that it is written for survey courses in animal husbandry at the college level, and that it is not possible to go into great detail in a book of this type. It should be useful to teachers of vocational agriculture as a supplementary reference.

## Future Farmers Realize Income from Sale of Surplus Milk

At the suggestion of the Agriculture Department Advisory Committee, the Board of Education of the Cato Meridian Central School at Cato, New York, gave the Future Farmer Chapter permission to operate a milk dispensing machine in the school building. The machine is furnished, and the milk is supplied by a local dairy. It dispenses a ½-pint bottle of milk for a dime. The machine is located in the hallway of the high school and the pupils have access to it at all times except during the lunch period when some might spend their money in the machine rather than buy a complete lunch. Demand has made it necessary to supply only chocolate milk in the machine.

The problems of administration of the machine in conjunction with the regular school program have been solved by the following regulations: Each teacher who has a study hall or other group that can be excused to use the machine, has a special pass. This pass consists of a 2" by 3" piece of metal ¼" thick on which is stamped the teacher's name and the words "milk pass." A student going to the milk machine with the teacher's

permission carries this pass. With this arrangement not more than three or four pupils are at the machine at a time. The size and weight of the pass makes it difficult for the student to forget that it is in his pocket. The possibility of closing the machine when the students do not use it as ladies and gentlemen should, has resulted in excellent conduct at the machine.

The machine is serviced by the members of the FFA Chapter and their margin of profit is four cents per bottle.

At the present time the machine is selling 150 bottles of milk per day. A check with the cafeteria shows that the consumption of milk with the regular lunches has not fallen off as a result of the sale of milk in the machine. This means that the 150 bottles, or 75 lbs. of milk sold from the machine, is all increased consumption. In other words the machine is selling 75 lbs. of surplus milk every day.

The Faculty of the school, the Administration, the Board of Education, the student body, the dairy farmers of the area, and needless to say, the Future Farmers are all very happy with the above situation.

RICHARD CHAUNCEY,  
Vo-Ag Instructor,  
Cato, N. Y.

The revising author, R. H. Grummer, is Professor Animal Husbandry at the University of Wisconsin.

—A. H. K.

**IRRIGATED SOILS**, second edition, by Thorne and Peterson, pp. 392, illustrated, published by The Blakiston Co., Inc., New York. Price, \$6.50.

*Irrigated Soils* is a highly technical text dealing with a great variety of topics related to the problems of irrigation. Included are chapters on farm planning, soil management, fertilization, maintaining organic matter, control of biological and physical properties of soil, reclamation and management of saline and alkali soils, drainage, planning for irrigation, irrigation practice, source of water, evaluating land for irrigation, and soil, water and plant relations.

The authors of this book have assumed that the reader will have an understanding of such concepts as pH, base exchange, and the physical properties of soils. The book is well written and contains a variety of illustrations, but it is far too technical for anyone but the expert who is advising others on irrigation problems. It would also be useful, of course, in college courses dealing with irrigation and the management of irrigation soils.

D. W. Thorne is Professor and Head, Department of Agronomy, Utah State Agricultural College; H. B. Peterson is Professor of Agronomy at the same institution.

—A. H. K.

## Brunner to Germany

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is designed as one of the several ways to combat communism as it exists in some nations, and to prevent its spread in other free countries of the world. Specialists in this program are assigned at the request of the foreign countries in order that they may confer with their foreign colleagues and speak informally for interested groups on matters of mutual concern. These opportunities are provided to counter the lack of information which exists in most areas of the world about the life, institutions, and objectives of democratic society as it exists in the United States.

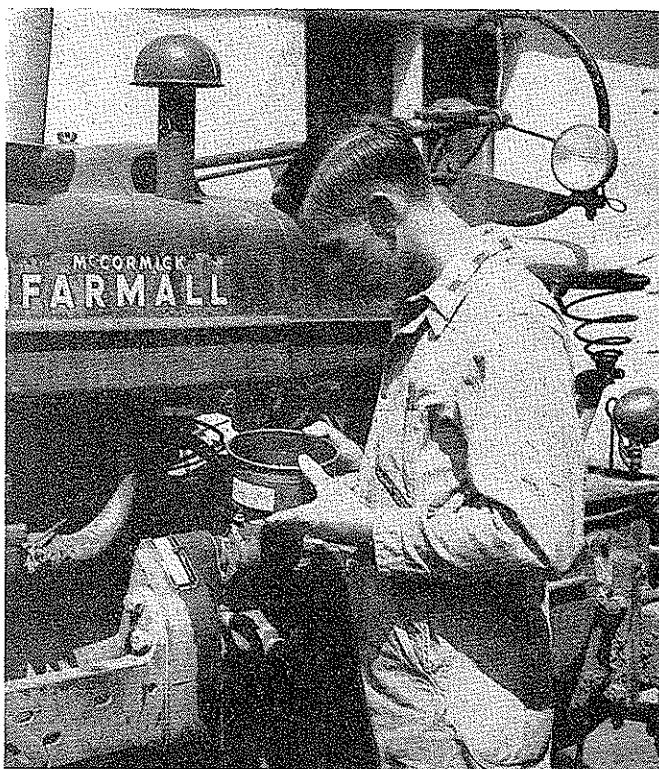
Doctor Brunner is going to Germany at the specific invitation of the Association of Agricultural Teachers. He will have opportunity to renew contacts with the university faculty members with whom he worked in the area of Agricultural Teacher Training on a previous tour of duty in Germany during the spring of 1950. More specifically, however, in the present assignment attention will be given to improvement of standards in agricultural education, and introduction and promotion of modern teaching methods. In this work Doctor Brunner will work directly with groups of agriculture teachers in the several districts of Western Germany. He will go directly to the Weser-Ems District with headquarters at Bremen in northern Germany. Later his work will take him to the Hanover, Frankfurt, Stuttgart, and Munich areas. □

# Stories In Pictures



Allen Colebank of the University High FFA Chapter was selected Star Farmer of West Virginia for 1954. Pictured above are Mr. John Lowe, State Director of Vocational Education; Allen's grandfather, his two sisters and younger brother, his parents, Mr. and Mrs. Thomas Colebank, and his Vo-Ag Instructor, Mr. Bond Bible.

State Superintendent of Schools, W. W. Trent, and the West Virginia Commissioner of Agriculture are among the many prominent West Virginians who regularly attend the State FFA Annual Ham, Bacon and Egg Show and Sale.



Tractor maintenance has become a universal part of instruction in the Vo-Ag program at all levels—in-school and out-of-school groups. The skills involved are needed in most modern-day farming.

The FFA Convention at Kansas City in October was attended by representatives of many foreign countries. Pictured below is such a group accompanied by H. B. Swanson of Washington and Charles Zelden of Chicago.

Seated, left to right: H. B. Swanson, Asst. Chief, Agricultural Education Branch, U. S. Office of Education, Washington, D. C.; Domingo C. Gaberton, Philippines; Mrs. Isabella Barton, West Australia; Julius H. Barton, West Australia; Napoleon D. Dignadice, Philippines; Charles Zelden, 7612 S. Merrill Avenue, Chicago 49, Illinois.

Standing, left to right: Carlos Salinas, Bolivia; Oscar Miranda, Bolivia; Herbert E. A. Kubisch, Germany; Shigeo Tajimer, Japan; Zosimo T. Montemayor, Philippines; Lin Chin-Kun, Formosa, Free China; Miguel Ramos Ocampo, Philippines; Huang Chen-Chiu, Formosa, Free China; Lo Mei-Kuang, Formosa, Free China; Ali M. Izadi, Iran; Abolhassan Goodarzi, Iran.

W. A. Roberts, President of Allis-Chalmers Manufacturing Company, and 1954-55 Chairman of the Sponsoring Committee for the FFA Foundation, spoke briefly to convention delegates at the time donor representatives were platform guests. Five other former Sponsoring Committee Chairmen were present and they along with Mr. Roberts were presented special plaques in recognition of their service to the FFA.

