

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

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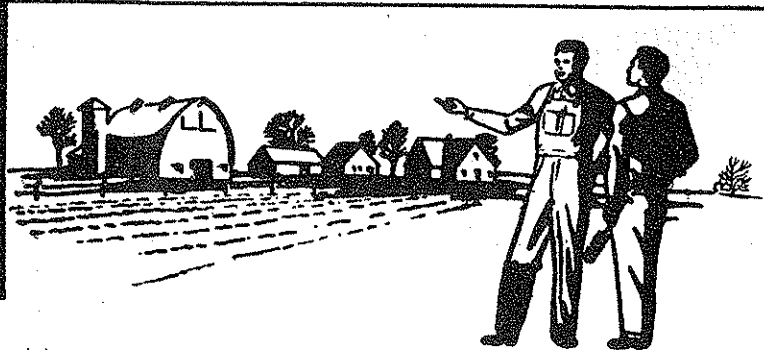
NUMBER 1



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*Featuring—* **Relationships in the  
School and Community**

# 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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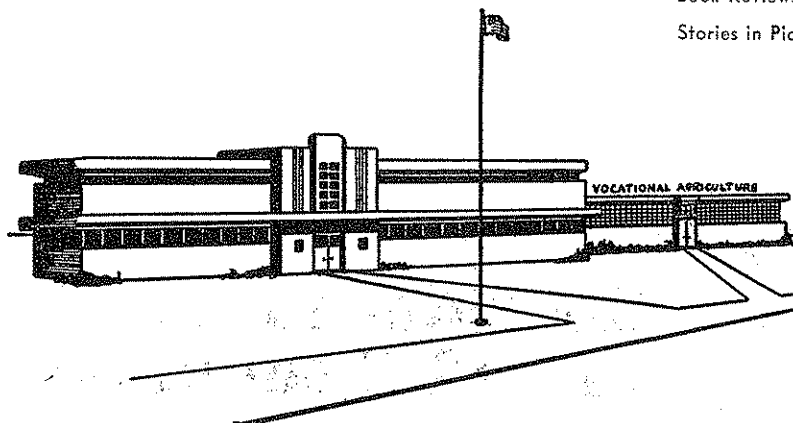
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# Contents

## Editorials

|   |    |
|---|----|
| Relationship in the School and Community.....             | 3  |
| J. C. Cannon.....   |    |
| Public Relations and Vocational Agriculture.....          | 3  |
| J. N. Weiss.....  |    |
| The Cover Picture.....                                    | 4  |
| Why an Advisory Committee.....                            | 5  |
| Wilbern Dorris.....                                       |    |
| Do Your Farmers Adopt New Practices?.....                 | 6  |
| Raymond M. Clark.....                                     |    |
| Demonstration Plots Can Be Effective.....                 | 7  |
| John C. Billick.....                                      |    |
| A Yardstick for Your Fair.....                            | 8  |
| L. W. Boucher.....  |    |
| Thank You, Mr. Farmer!.....                               | 9  |
| Mark Nichols.....   |    |
| Ours Is a Twelve Months' Job.....                         | 10 |
| C. S. Miller.....   |    |
| Curriculum Construction for Farm Mechanics.....           | 11 |
| Carleton E. Johnson.....                                  |    |
| Better Development of Supervised Farming Programs.....    | 12 |
| C. O. Neel.....   |    |
| Serving Boys with Limited Home-Farm Facilities.....       | 14 |
| Clarence R. Ferdun.....                                   |    |
| Vocational Education Rather Than Service on the Farm..... | 15 |
| George W. Sledge.....                                     |    |
| Nebraska's FFA Officers Get Leadership Training.....      | 16 |
| Glen H. Strain.....                                       |    |
| Administrators Evaluate Their Teachers.....               | 17 |
| Zeno E. Bailey.....                                       |    |
| Agricultural Programs in the Junior College.....          | 18 |
| Loren D. Phillips.....                                    |    |
| "County Line" Chapter Stresses Safety.....                | 21 |
| J. C. Atherton.....                                       |    |
| Why I Am Studying Vo-Ag.....                              | 21 |
| Leroy Toombs.....   |    |
| General Agriculture Versus Vocational Agriculture.....    | 22 |
| Kenneth B. Cutler.....                                    |    |
| Book Reviews.....   | 22 |
| Stories in Pictures.....                                  | 24 |

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## Relationship in the School and Community

J. C. CANNON, Supervisor, Alabama

Relations in a school community probably have more to do with the success or failure of a teacher of vocational agriculture than any other factor. Most relationships are somewhat intangible, therefore it is not possible to schedule a certain portion of time to be devoted each day, each week, or each month to promoting and maintaining relationships. In most cases relationships are established and developed as a teacher goes about his regular duties.

The relationship between a teacher of vocational agriculture and his employing board and other administrative personnel is important since it has a definite bearing on employment and salary increases. Superintendents, principals and board members are eager to know something of the program of a teacher of vocational agriculture, yet they are usually busy people and do not have a great deal of time to devote to the activities of one teacher in the school system. They usually depend upon what they hear and upon the few contacts they have with the teacher of vocational agriculture. I have always believed that administrative officials and board members should be invited to adult classes and FFA affairs. In addition, some type of annual report to employing boards and officials should be made. The type of report should be determined by the situation. In some cases teachers may report orally to the administrative officials while in other cases the report should be made in writing.

When a teacher of vocational agriculture reports for duty at a school, he becomes a member of the faculty and a member of the school family. He is not only interested in doing an excellent job in vocational agriculture but he should also be interested in the entire school doing a good job. In observing teachers in schools over a period of years we have come to the conclusion that teachers of vocational agriculture who lend a helping hand to other teachers in their problems are repaid many times over, personally and in their programs. Teachers of vocational agriculture have a contribution to make in a faculty due to their training and the fact that they visit the homes of pupils and know parents personally. We realize that a teacher could spend all of his time working on someone else's program but wise and judicious use of time, plus an interest in what the other fellow is doing, will establish a relationship that will make the teaching of vocational agriculture easier and will help to get results. In the average consolidated school, bus drivers and janitors usually come from the local community, and these people have families and friends who ask about the school. In many cases opinions are formed on the basis of observations by this group. Simply because a man drives a school bus does not mean that he is not interested in the welfare of the community and that he is not interested in a good school.

(Continued on page 4)

## Public Relations and Vocational Agriculture

J. N. WEISS, Teacher Education, University of Illinois

Over and above any other faculty member, the teacher of vocational agriculture is credited with having the greatest opportunities for being an "Ambassador of Good Will" in his community. His is not just a classroom assignment. He has a far reaching responsibility which is expected to affect farmers, prospective farmers, and the many who are dependent on them.

If the vocational agriculture teacher succeeds in becoming a recognized liaison, considerable effort on his part is required. If he is the connecting link between rural and urban dwellers it means community mingling. The necessary incentive is there—the ways and means of accomplishment are entirely up to the individual.

The first step in acquiring the "feel" of his area is to organize an advisory group which will recommend school policies and agree upon suitable objectives. The members of this group will be chosen by the Board of Education on the basis of their community interests, leadership, and integrity. The personnel of this group is of utmost importance to the teacher. He must urge the committee to disregard certain unfounded prejudices and personal incompatibility. With proper guidance, individuals unused to working together can be channeled into constructive forces if they are agreed upon a common goal.

The advisory group really functions as a Citizen's Committee, since it is made up of both rural and urban residents. Through an exchange of ideas community projects develop. Any type of working together for mutual understanding is Democracy at its best.

After the advisory group, board members, and school administrators have agreed upon a satisfactory program, the agriculture teacher is the one to put it into action. He also owes it to those who have helped him in the planning to keep them posted on the stages of development. By so doing he enlightens the whole community. In order to do this, a public relations program is necessary. The local newspaper is the most generally accepted means of releasing information to the public. News about farm practices, practical demonstrations and field trips may not be of world shaking importance, but it does meet the requirement of reading interest, if it is about "our" boys and "our" school. Articles with pictures have unusual appeal. There should be a systematic approach to reporting the many and varied projects. These should be followed by human interest stories of the accomplishments of individual students. Periodic evaluations are made of the program by the advisory group. Teachers of vocational agriculture should consider these worth publishing.

Today we have access to other media of communication besides newspapers which can be used effectively. The local radio station is usually eager to establish

(Continued on page 4)

## Relationships in - - -

(Continued from page 3)

We like to think of a successful teacher of vocational agriculture as a person who has become established in a community, lives in a community, is a part of the community, sends his children to the local school and worships in one of the local churches. He may also be a member of the civic clubs and lodges. One of the best examples of this kind of relationship is in a mountain area of our state where the teacher of vocational agriculture has been employed in the same school for over twenty-five years. The school is located some twelve miles from a railroad and is the center of community life. The teacher is beginning to teach the sons of former students, and his relationship with the community was best expressed by one of the people in the community when he said to me, "We always ask Mr. .... about everything in the community. We have a number of church denominations and during the past few years we have built several churches, but I do not know of a case where the leaders of the churches have not discussed their plans for building with Mr. .... before they started. He always helps. In fact, he always helps with everything that we do in this community." This man has established a relationship that enables him to do many, many things for his people with a minimum of effort. There has been wonderful progress in agriculture in this community, as well as in other forms of community development, since the teacher began his work.

The question of how to handle relationships with other agricultural workers and agencies is one that faces every teacher. If a teacher of vocational agriculture feels that needed agricultural services should be made available to the people in his area and secures these services for them when they are needed, this can serve as a basis for a mutually profitable association.

When a teacher of vocational agriculture meets a first-year group of boys for the first time, it is the beginning of a relationship between the teacher and a number of boys, and also with entire families. The type of instruction given in vocational agriculture lends itself to establishing a close relationship with boys. Field trips, farm mechanics, and informal discussions, followed by visits to the boy in his home, where a supervised farming program is planned with the boy's father, further cements the friendship. The mutual respect grows to the point where the boy feels that he is close enough to the teacher that he can discuss anything with him. Teachers of vocational agriculture and former teachers of vocational agriculture know that this relationship is so wonderful that it makes up, at least in part, for low salaries and long hours on the job. The best teaching that is being done today, in our opinion, is when a teacher of vocational agriculture visits a boy and together they work out problems in connection with supervised farming and make plans for the boy's growth

and development. We have long maintained that teachers of vocational agriculture are doing one of the best jobs in guidance that is being done in the public school system due to the nature of their work.

Visits with adult class members and young farmers, in addition to class meetings, further the good relationship between individuals and the teacher. As the teacher is able to bring worthwhile information and to be of service, a friendly relationship is established. Over a period of time, after the teacher of vocational agriculture has had the majority of adults in his school area enrolled in instruction, he begins to know every family in the area intimately.

We have dwelt at some length on personal associations, and they are very important, but in addition to doing a good job in teaching in classes and on farms, it is also necessary to let people know something about the good things that are taking place in vocational agriculture in the community. Frequently, a part of the people in a community do not farm, and it is important that they also know about the good work being done in vocational agriculture and by Future Farmers. To do this it is necessary that some kind of *program* of public relations be worked out. We suggest to our teachers that they plan a yearly program, planning by months the things that should be done in this field. Some of the means that have worked most successfully for our teachers have been radio and television programs. Television is a relatively new field, but seems to have wonderful possibilities. In three areas of our state, FFA Chapters are combining to put on a fifteen-minute television program once a week. There are a number of problems involved, but we feel that the training for the youngsters and the public relations values far offset the amount of work required. We have had many favorable comments and reports from this activity. In addition, many Chapters put on FFA radio programs regularly. We cannot get away from the fact that good news articles with pictures are still one of the best available mediums of informing the public. There are many other media for presenting our program to the public, such as civic club programs, PTA programs, exhibits, demonstrations, newsletters, etc. Each teacher should plan his public relations program so that he includes the devices that suit his particular situation.

In conclusion I would say that the right kind of relations, established and maintained over a period of time, can bring personal joy and happiness to a teacher beyond his comprehension when he first starts teaching. At the same time, the wrong kind of relationship will bring grief and unhappiness and perhaps a change in employment. It behooves all of us—teachers, supervisors, and teacher-trainers—in the field of vocational agriculture to stop and take stock of the relationships that we have established, the ones that we are maintaining, and the ones that we should develop to do a better job for farm people. □

## Public Relations and - - -

(Continued from page 3)

contact with area farmers by granting regular specified time for "News and Views on Vocational Agriculture." That has been the experience of an Illinois vocational agriculture teacher who for ten years has had a weekly broadcast under that caption.

Short radio interviews with farmers and high school boys on seasonal topics such as seed selection, soil conservation and treatment and prevention of plant and animal diseases are highly helpful. Panel discussions on current problems is another type of program which motivates interest and community thinking along specialized lines.

With TV making its appearance in many homes, demonstrations of methods and techniques can be presented. The combination of seeing a sheep sheared while listening to a well timed explanation could prove most educational.

By using all available media of communication, a closely knit relationship results between the vocational agriculture program and the community. When ideal integration comes about, the Vo-Ag teacher, though largely responsible for the state of synchronization, actually appears to be merely a cog in the wheel.

Every Vo-Ag teacher will recognize as his best disseminating medium those enrolled in his classes. Thus, at all times he will endeavor to maintain high morale and enthusiastic workers. It is through them that continuity of his program will be realized. □

## The Cover Picture

Wheat production is commonly thought of as synonymous with agriculture in Kansas. Our cover picture for this month bears out that common impression.

The picture was furnished by the Concordia Future Farmer Chapter at Concordia, Kansas, of which Wilbur Rawson is adviser and the Vo-Ag instructor.

The combine is being operated by Norman Johnson, president of the Concordia Young Farmer Class and a former State Farmer from the Concordia FFA Chapter. Norman is now in partnership with his father on their 420-acre farm. Wheat is not the only crop grown. Eighty acres of corn, alfalfa and milo are irrigated. In addition to the cropping program, the Johnsons have 40 steers running on the deferred feeding plan.

After Norman completes his period of service in the armed forces his father will retire and the farming operations will be managed and operated by Norman.

This issue of the *Magazine* marks the beginning of Volume 29 and the three-hundred and thirty-seventh consecutive issue. This is a record of which workers in Vocational Agriculture can take a professional pride with full knowledge of their support in making such record possible.

# Why an advisory committee?

## Consider its school and community relations value

WILBERN DORRIS, Graduate Student

George Peabody College for Teachers.



Wilbern Dorris

AN advisory committee and vocational agriculture teacher relationship can be illustrated by an incident that happened in Bogainville, in 1944. As a lieutenant, experiencing his first enemy contact, the writer was commanding a platoon in the lead of a battalion that was on a combat patrol deep in the jungle. A Japanese outpost opened fire on the scouts. After hitting the ground for cover and moving about to find the two leading squad leaders, it was discovered that they had their eyes on their lieutenant. This officer considered all the principles of tactics that were familiar from his training, but all he knew to do was to signal to move forward. From this effortless signal the position was neutralized and a whole battalion moved again. Needless to say an inexperienced officer found his vital place in a complicated organization. He had been functioning in his capacity according to what he was "supposed" to do. He commanded respect because he wore the uniform. However, at this moment he began operating on the basis of real situations and needs. Some parts of the field manuals and demonstrations of officer training took on the form of real life.

It may be that the Vo-Ag teacher functions in his capacity according to what he is "supposed" to do (the college training program and State Office of Vocational Education sets up the pattern). He may command respect from the status of the Vo-Ag position. If this is true, the advisory committee can help him change from "simulated combat training" operations to an "enemy contact" situation.

### Finding the Real Situation

The advisory committee is a most useful instrument in getting the teacher, new or experienced, adjusted to the real situation of teaching farm boys, young farmers, and adult farmers of his community. This committee, when carefully planned and appointed, represents the various community interest centers of the high school area. The members of the committee are real "dyed in the wool" farmers with possibly a businessman or two whose trade depends on farm families. They may not have a college education, they may not be able to speak well before a group or teach a class, but they know farming in their community and oftentimes know more

about what kind of results should come out of teaching Vo-Ag classes than college trained agricultural leaders. The committee members can be good students too, and can make improvements in farming through their relationship with a good Vo-Ag teacher. However, of all individuals on the committee, the teacher will probably learn the most from the advisory committee relationship. With the help of the committee he will no longer do what is "supposed" to be done, rather he will do what must be done.

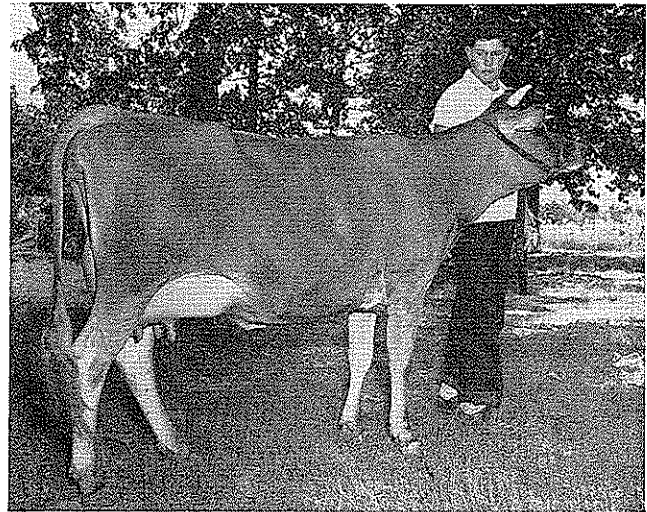
### Better Ways to Use Time

The committee helps the Vo-Ag teacher determine the most efficient way to spend his limited time. Most committees meet regularly, probably once per month, and there is close coordination of six or eight progressive rural citizens, a principal, school board member and Vo-Ag teacher. Results are that the agriculture teacher stops "spinning his wheels," so to speak. He begins cutting details off his program, which at one time seemed so important, in order to allow time for the things that he finds are more vital to teaching farming and farm leadership in the community.

He can save time by doing a better job of public relations with his fellow teachers. He can find ways to share the coaching of such activities as parliamentary procedure, public speaking and recreation. He may drop his basketball recreation and leave physical training to the one or two coaches of the school. He may have to show more respect for the training his boys are getting in English and other courses, and leave a greater part of the essay type of writing and extensive textbook and library reading to other secondary teachers. He might begin making a choice of FFA contests to enter rather than taking in 100 per cent of them. With a certain amount of reorganization along these lines he can find time to actually teach.

### More Comprehensive Farming Programs

The committee helps to establish comprehensive farming programs for the Vo-Ag boys. There will be no lack of good "common sense" suggestions from an advisory committee. The writer has been impressed with the suggestions and the voluntary contributions of time, experience, and equipment by committee members in the promotion of a dairy



The vocational agriculture advisory committee inspired the organization of a local dairy chain. One of the eleven foundation animals was placed with this Portland, Tennessee, FFA member, who was so proud of his first purebred cow that he bought her heifer calf rather than give it back to pay for her.

chain in his community. The committee served as starting the encouragement for a local dairy chain six years ago. Within two years, eleven foundation animals valued at over \$2,500 were paid for and placed in the community.

This Vo-Ag teacher was not too enthusiastic about teaching boys to fit the animals with all the "spit and polish" required for the shows and fairs, but with the leadership, suggestions, and actual supervision from certain individuals on the committee, these animals were prepared and shown. Now the results can be seen—heifers were given the feeding attention necessary to make the proper growth and to calve safely; handling prepared them for milking when they freshened, and the extra fitting made the boys proud of their possessions, just as proud as one is of his new car after he washes and polishes it. After the first year all the "dairy" boys, as well as the agriculture teacher, took this feeding and fitting program as the accepted thing.

Such community interest displayed through the advisory committee helped to make it possible for this school to have 100 per cent of the boys enrolled in vocational agriculture to have farming programs consisting of two or more productive enterprises.

### More Active Adult Program

This same committee actively functioned in organizing and promoting adult courses and young farmer courses. They decided where and when the next course would be taught. A member of the committee from the outlying center where the course was held served as secretary of the class. He arranged for the use of the local school, opened and closed the building, distributed mimeographed post cards before each meeting, and talked up the class attendance in the area.

### Better Public Relations

A committee member is thoroughly "grounded" on the activities of the vocational agriculture department by the time

Continued on page 14)

# Do your farmers adopt new practices?

Research opens the door for getting adoption of practices.

RAYMOND M. CLARK, Teacher Education, Michigan State University



Raymond M. Clark

**D**URING the past few years many reports have appeared in bulletins and in magazines, dealing with the problems of how farm people accept new ideas and practices and how these ideas are adopted in local communities. Lionberger and Hassinger surveyed 279 farm operators in northwest Missouri to determine how scientific information from the college reaches farmers through various channels of communication. Included in their report is the information that, "Twenty-two per cent obtained information at meetings arranged by the county agent, 19 per cent got information directly from the vocational agriculture teacher, and 23 per cent attended adult farmer classes held at the local high school." Government agencies, such as PMA and SCS also were important sources.<sup>1</sup>

Wilkening reported results of interviews held with 170 farm families in Sauk County, Wisconsin.<sup>2</sup> The farmers he interviewed had owned their farms for 3 years or longer and they had at least one child 12 to 19 years of age. He found that the process of acceptance of a new farm practice involves four steps; (1) hears about the practice, (2) accepts the practice as "a good idea," (3) accepts the practice on a trial basis, and (4) adopts the practice completely. The time required to move from one step to another varies widely from one individual to another. Also the time varies for different practices which are being studied.

Wilkening also found that operators had adopted a greater proportion of practices when they, (1) had one or more children in farm projects such as 4-H Club or vocational agriculture farming programs, (2) had sons who had encouraged the adoption of the practices, (3) found the adoption of share agreements as the "best method of paying sons remaining on the farm."

### Socio-economic Factors

Socio-economic factors are also important in the adoption of approved practices. Wilkening studied the adoption of right approved practices by farmers in North Carolina. He found

<sup>1</sup>Lionberger, H. F. and E. Hassinger, *Roads to Knowledge, the Story of Communication Between Farm and College*, Missouri Agr. Exp. Sta. Bul. 633, 11 p., Columbia, Mo. 1954. Reported in Review of Extension Research, U.S.D.A. Extension Service Circular 497, Feb. 1955.

<sup>2</sup>Wilkening, E. E., *Adoption of Improved Farm Practices as Related to Family Factors*, Wisconsin Agr. Exp. Sta. Res. Bul. 183, 48 p. Madison, 1953.

that farmers in the upper socio-economic levels got their information regarding the practices from agricultural or educational agencies. Information was obtained from other farmers and from dealers by farmers in the lower socio-economic levels. Old established practices were adopted as a result of other farmers using the practices.<sup>3</sup>

Gross reported the farmers who adopted the McLean system of sanitation were better educated than farmers not using the practice. The adopters rated higher in social participation, read more bulletins, were members of more cooperatives and of the AAA in greater proportion, operated larger farms and had higher incomes than non-adopters. The operators not using the McLean system of sanitation were younger than farmers who were using it. In regard to the raising of hybrid corn the same factors mentioned above, except age, characterized the farmers who used hybrid seed corn first. The farmers who used hybrid seed corn were not older than those who adopted the practice.<sup>4</sup>

### The Function of Teachers of Vocational Agriculture

In reviewing the reports described above one who is associated with agricultural education is stimulated to raise questions regarding the role of the teacher of agriculture in the whole process of the acceptance of new farm practices by individual farmers.

The teacher of vocational agriculture must be primarily concerned with helping his students (adult farmers, young farmers, and day-school students) to recognize and solve problems, not to use high-pressure techniques to "sell" a new practice. To accomplish this, he must help his students to become aware of the new recommendations which bear on their problems. He must also be able to help each student to make plans for adapting promising practices to his individual farming situation.

Referring again to Wilkening's report, we find that a few farmers adopt new practices fairly early and that others adopt the practice at a later date after having seen their neighbors using the practice for a period of time.

Teachers of vocational agriculture should be able to capitalize on this process by encouraging those who have tried out these practices to report in their

<sup>3</sup>Wilkening, E. E., Sources of Information for Improved Farm Practices, *Rural Sociology* 15:19-30, 1950 cited by H. P. Sweany at the North Central Regional Conference for State Supervisors and Teacher Trainers in Vocational Agriculture, Ames, Iowa, 1951.

<sup>4</sup>Gross, Neal, The Differential Characteristics of Accepters and Non-Accepters of an Approved Agricultural Technological Practice, *Rural Sociology* 14:148-151, 1949 cited by H. P. Sweany at the North Central Regional Conference for State Supervisors and Teacher Trainers in Vocational Agriculture, Ames, Iowa, 1951.

classes. In this way the process of studying new practices might be stimulated and adoption of desirable practices might be speeded up.

### Effect of Supervised Farming Programs

The adoption of practices by large numbers of farm people comes after they have been able to observe results obtained by a few of their neighbors. Wilkening also found that farmers whose sons were carrying 4-H or vocational agriculture projects were more likely to adopt new practices. It seems obvious that teachers of vocational agriculture must, therefore, accept responsibility for helping their students plan and carry out farming programs in which the most up-to-date practices have been considered and adopted to the greatest possible degree. Farming programs which represent run-of-the-mill practices will do little either in training students in problem solving techniques or in training for farming in the fast moving biological and industrial revolution in which farmers must operate.

School farms can play an important part in demonstrating the value of new practices in a community. Many departments of vocational agriculture operate school land where it is possible to demonstrate new practices in such areas as the application and use of fertilizers; the control of water; new varieties of seed; new practices in weed control; and in some cases, in management practices with livestock. Demonstration of such practices may help many farmers over the third of the steps in acceptance described by Wilkening, i.e., accepting the practice on a trial basis. The school farm demonstration may serve as the "trial basis" required by the farmer before he incorporates the practice on his farm.

### Participation in Adult Classes

The research referred to earlier, contains another clue which should be recognized by teachers of vocational agriculture, viz. that of recruiting certain kinds of individuals for adult-farmer classes. One or more of the farmers in the community who are normally in the vanguard in adopting new practices should be encouraged to enroll in the adult-farmer program of the school. In these classes, these men can be called upon to describe their experiences with new practices they will be trying. They will be able to help other members in the adoption of practices which are applicable in their situations.

Elevator operators, feed, seed and fertilizer salesmen, and others representing agencies serving farmers in the local area constitute another group which should be reached by teachers of vocational agriculture. The research reports which we have cited, as well as reports by many teachers have indicated the influence of these people in affecting the practices of farmers.

Many times these people determine the success or failure of a farm enterprise by the kinds of material they offer for sale or by the kinds of recommendations they make. It should be the responsibility of these people to offer the

(Continued on page 7)

# Demonstration plots can be effective

They have public relations value

JOHN C. BILLICK, Vo-Ag Instructor, Berlin Heights, Ohio



John C. Billick

THE success of students' farming programs depends to a great extent on the number of new and improved practices used. Vocational Agriculture teachers spend considerable time in the classroom, on field trips, and on farm visits discussing with students the

various practices which will contribute to their proficiency.

However, students are often reluctant to adopt certain practices because they are not traditional or because students are not certain of the results. Since the training of students for proficiency in farming is one of the major responsibilities of vocational agriculture teachers it is desirable that teachers devise aids which will be helpful in encouraging students to adopt improved practices and efficient methods.

Demonstrations conducted by the students themselves which show the results from the use of certain practices can be a very effective aid. A series of demonstrations by nine vocational agriculture students of the Berlin Local School in connection with their corn projects is an example. The projects ranged in scope from 5 to 10 acres. The purpose of the demonstrations was to show the effect of increasing the planting rate of corn on the yield.

### Steps to Be Taken

It was realized that the success of the demonstration would depend on how well it was planned and supervised. The first step was to enlist the cooperation of the parents. Demonstration plots of

a similar nature conducted by two members of the adult class were helpful in selling the idea to both students and parents.

The second step was to determine what procedures and practices would be essential. This was accomplished by holding several group conferences with the students and one with both students and parents. Since the results obtained from the demonstrations would obviously be influenced by the conditions prevalent on each student's home farm, it was decided that there should be a similarity of the conditions and practices involved. The following recommendations were made: (1) the previous crop grown on the land should be a legume. (2) the soil should be tested by an approved soil test, (3) the same adapted variety should be used by all students, (4) the rate of application and the analysis of fertilizer should be the same for all students. Soil tests showed that there was little variation in the pH and fertility of the soil. Therefore it was not necessary to eliminate any of the projects from the demonstration. Lots were drawn by the students to determine those who would increase the planting rate and those who would use the normal rate.

The final step was the summary and analysis of the records of each project. The pertinent data showing the results from the demonstrations were included in a chart which provides a useful aid for teaching corn production. The chart is shown below.

### DOES IT PAY TO INCREASE THE PLANTING RATE OF CORN?

Nine corn projects—Berlin Local School—1955

|   | Plants Per Acre | Yield Per Acre | Labor Income Per Acre |
|---|-----------------|----------------|-----------------------|
| 1 | 15,200          | 109 bushels    | \$59.                 |
| 2 | 14,800          | 101 "          | 52.                   |
| 3 | 14,100          | 98 "           | 46.                   |
| 4 | 13,800          | 97 "           | 46.                   |
| 5 | 12,700          | 88 "           | 38.                   |
| 6 | 12,300          | 87 "           | 38.                   |
| 7 | 11,600          | 79 "           | 27.                   |
| 8 | 10,200          | 75 "           | 27.                   |
| 9 | 10,100          | 77 "           | 27.                   |



Members of a class enter into the work of a demonstration with enthusiasm. This vitalizes the classroom instruction.

### Do Your Farmers - - -

(Continued from page 6)

best recommendations possible to their farmer customers.

Some teachers of vocational agriculture have been successful in enrolling salesmen and other farm service people into their regular adult-farmer classes. This helps bring about a common understanding of problems and in developing an understanding of the recommended practices which may contribute to a solution of the problems.

In some cases teachers have preferred to organize separate classes for the representatives of the farm services in the area. They seem to feel that the salesmen may dominate a class which was organized for farmers so that the real problems of the farmers would not come out for discussion. In either case, it seems clear that these people must be reached by the teacher of vocational agriculture so that they may have a part in helping farmers with the adoption of desirable new practices.

### Summary

By way of summary, the research on adoption of new practices by farmers shows that teachers of vocational agriculture do have a significant influence on the adoption of practices. Teachers also have a primary responsibility for helping farm people to learn the techniques of problem solving in their own situations.

These responsibilities of teachers of vocational agriculture emphasize the importance of keeping their materials up-to-date subject matter wise, so that farmers can become acquainted with the most recent information on practices related to their problems.

The understanding, on the part of teachers of agriculture, of how farmers learn of new practices and of how they finally adopt these practices on their own farms is essential to the success of the local program of vocational education in agriculture. Teachers will do well to learn to identify the farmers who are leaders in this respect and to make use of this resource in their educational programs. □

It is the opinion of the writer that student demonstrations have unlimited possibilities as an effective aid for teaching crop and livestock production. □



## A yardstick for your fair

### A timely suggestion for a public relations activity

L. W. BOUCHER, Vo-Ag Instructor, Hilliards, Ohio

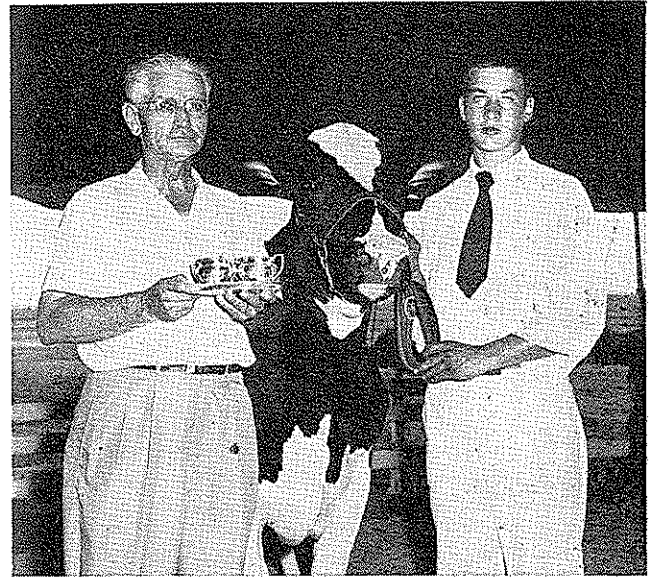
UPON what basis are improvements or changes made in your county or state fairs? What do the junior exhibitors say about the success of the fair? In what terms do parents of exhibitors express their views and criticisms of the fair? Upon what basis should a fair be judged?

Many questions similar to the above have plagued the writer for some time because of his responsibilities to fair boards, to fair exhibitors, to fair patrons and to the department of agriculture. This situation led the writer to make a study of the Ohio State Junior Fair, one of the first junior fairs held in connection with the state fair in the United States. According to a survey conducted by R. J. Woodin, of Ohio State University, the Ohio State Junior Fair rates among the top fairs of the nation. Every youth group is represented, youth activities are featured, and the scope of the exhibits are beyond one's imagination.

Summaries of studies in Agricultural Education listed several studies which have been made pertaining to "Why boys show or do not show at fairs," "What educational values may be derived from showing," and "What incentives teachers use to get boys to show at fairs," but nothing could be found in related studies that would help the writer measure the success of a fair. One hundred thirty-eight persons comprising 67 boy exhibitors, 30 of their parents, 30 teachers of Vocational Agriculture and 11 members of the Ohio Vocational Agriculture staffs were asked to rate 43 characteristics developed by the writer with the assistance of several "fair" minded men who acted as a jury.

A weighted rating was assigned a scale of "agree," "undecided" and "disagree." For the categories—"Agree" and

"Disagree," the scale of 1, 2 or 3 was used by the persons filling out the questionnaires. A rating above the undecided group was considered good and anything rating above the two point weighted average was excellent. The following twenty-eight characteristics are rated by the 138 people as very desirable for the success of a fair.

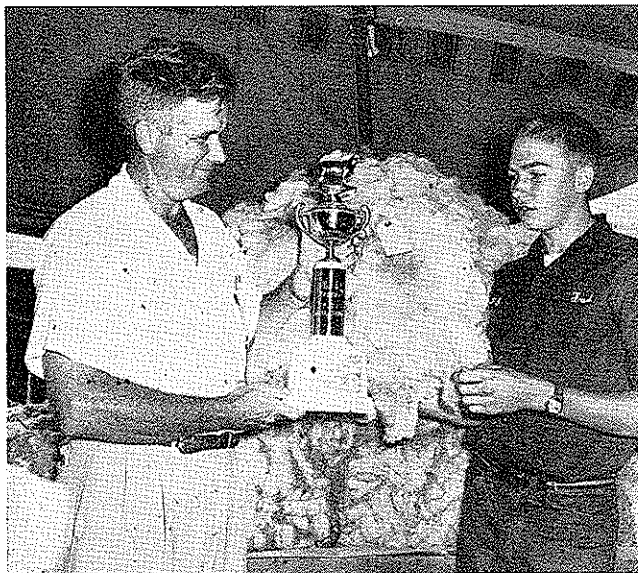


Dean Krieger, FFA member of Hilliards, with his champion Holstein female of the show. Mr. Fichtelman of the Borden Company is presenting the trophy.

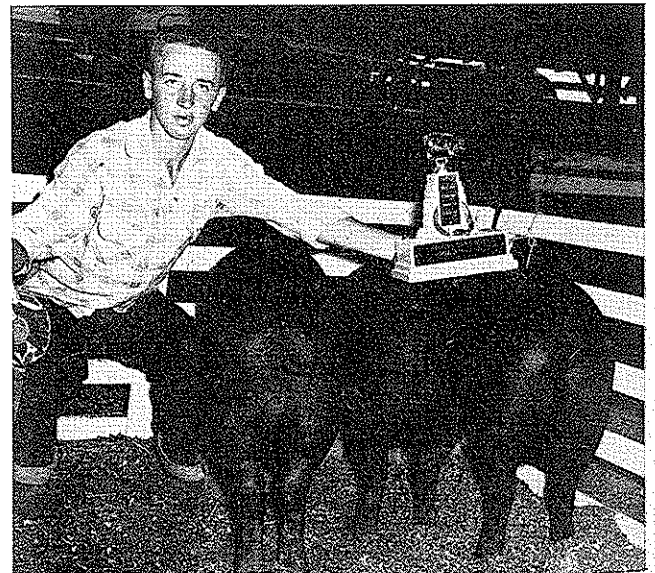
#### Rank in Order of 28 Characteristics Pertaining to the FFA Section of the Ohio State Junior Fair

| <i>Desirable Characteristic</i>   | <i>Ave. Weighted Rating</i> |
|---|-----------------------------|
| 1. Veterinarian service should be provided at all times on the grounds.                           | 2.86                        |
| 2. First aid and medical aid should be provided junior fair exhibitors.                           | 2.78                        |
| 3. There should be an FFA representative on the junior fair board.                                | 2.78                        |
| 4. Signs and stall cards should be provided for identification of the FFA exhibits.               | 2.76                        |
| 5. The fair should provide sanitary sleeping quarters for all FFA exhibitors.                     | 2.75                        |
| 6. The fair should remove the manure daily from the livestock area.                               | 2.72                        |
| 7. Premium money plus ribbons and trophies should be provided.                                    | 2.69                        |
| 8. Judges who give reasons for their placings should be provided for the junior exhibitors.       | 2.68                        |
| 9. The fair should provide parking space for trucks on or near the fair grounds.                  | 2.53                        |
| 10. The fair should provide personnel and facilities that make showing an educational experience. | 2.53                        |
| 11. Seating space should be provided for patrons around the show rings.                           | 2.53                        |
| 12. Every FFA member of Ohio should have an opportunity to show at the Ohio State Fair.           | 2.51                        |

(Continued on page 9)



Harold Hart, President of the Franklin County Agricultural Society presents a trophy to Fred Hoffman for the best wool fleece.



An FFA member proudly displays the trophy and ribbon award made for his champion pen of barrows exhibited in the FFA class.



**An excellent suggestion for good public relations**

**Thank you, Mr. farmer!**

MARK NICHOLS, State Director of Vocational Education and Supervisor of Agricultural Education, Salt Lake City, Utah



Mark Nichols

INDIVIDUALS and groups have given millions of dollars in money and millions of hours in leadership effort down through the years to help Future Farmers. The Future Farmer Foundation, Inc., is a vehicle through which grants and bequests are made

on a national basis. Some states have state foundations which are established to do the same kind of job at the state level. At the local level, Chapters and Future Farmers are likewise recipients of grants from individuals and groups. It is not too difficult to pull the heart strings and the purse strings of age to help youth. This is one of the concomitant outgrowths of our democratic way of doing things.

Appreciation is truly the mark of a gentleman. Future Farmers should indeed be grateful for all of the privileges which they enjoy. Youth, however, is not always outwardly appreciative for these many fine things. Sometimes young people have to be ripened with years of maturity before appreciation is genuinely heartfelt.

**Learn to Express Appreciation**

Genuine heartfelt appreciation is not an inherited characteristic. It is acquired through training and experience.

Such training is one of the responsibilities of educational institutions in the opinion of many. If this be so, is it a job for general education any more than for vocational education or vice-versa?

Statements like the above challenged the thinking of Utah's State FFA officers during the year and they have come up with a little action program on appreciation. This program is the first of its kind among Future Farmers in Utah and the first efforts have been most gratifying.

The Utah Future Farmers felt it was about time for them to show some appreciation as a State Association (in addition to honorary memberships) to some of the leaders who have been doing so many fine things for them. They believed that a good place to start was with farmers. Accordingly they instituted what is known as the "Farmer of the Year" recognition to outstanding farmers in leadership, dairying, poultry, beef, sheep and fruit production. Each Chapter may nominate two farmers in its area for these recognitions. Standard nomination blanks are sent to the Chapters in the fall of the year. These blanks call for a history of the candidate's leadership, community service and Future Farmer relationship activities together with his farming accomplishments and family ties. From these records the state officers select the "Farmer of the Year" in the above six farming categories.

**Accomplishment Is Recognized**

At the State Conventions of the above

farm commodity and leadership organizations the "Farmer of the Year" is presented a citation written on a scroll and a Future Farmer leadership plaque on which is inscribed—"John Doe—Cattleman (if beef) of the Year—195...." Five Future Farmers attired in official jackets make the official presentation with one of their members reading the citation.

The recipients of the award do not know beforehand that they are to be so honored. They are completely taken by surprise. The local teacher of vocational agriculture makes sure of their presence at the convention, however, through prior arrangements with the wife or other members of the family.

Here at the state convention before (usually) 300 to 500 of his fellow farmers the "Farmer of the Year" is eulogized by his close neighbors, members of the local Chapter of Future Farmers of America. He hears read before the whole group the story of his life in leadership, community service and farming accomplishments. Special mention is made of his contributions in time and effort to the Future Farmers of America.

The presentation ceremony which is previously arranged for as a regular part of the convention program takes about five minutes. After this the recipient of the award usually takes two or three minutes in expressing his feelings. Often he is so overcome with emotion it is difficult for him to talk. In all cases the "Men of the Year" have been most appreciative of the recognition.

The State officers of the Utah FFA Association and other Future Farmers who have participated in the presentation ceremonies have been elated with their experience. It has given them an opportunity in one little outward manifestation of expressing a "thank you."



**A Yardstick - - -**

(Continued from page 8)

The writer used this list of desirable characteristics for a fair in building an

evaluative instrument. The Ohio State Junior Fair was then evaluated with the new evaluative instrument developed by the writer. The areas of facilities, serv-

ices, awards, recreation, public relations and administration were evaluated by 144 people interested in the fair. Of the 28 desirable characteristics evaluated, 71 per cent were rated as satisfactorily performed at the Ohio State Fair.

Your fair may rate higher or lower than this example but the important part of the story is to evaluate, then improve one of the most interesting phases of the Vocational Agricultural program.

In summary let me list some pertinent points to remember:

1. As a result of this study these items are being improved at the Ohio State Fair.
  - a. More seating space around the FFA swine show ring.
  - b. A new cafeteria is being built to handle 1,200 Junior exhibitors per meal.
  - c. Checking facilities are being arranged for valuables.
  - d. County FFA booths are being encouraged over individual Chapter exhibits.
  - e. New dormitories are being built for 1,200 boys and girls.
2. You can use this same instrument

(Continued on page 20)

|  |      |
|--|------|
| 13. The fair should provide premium lists and entry blanks to teachers before school is out in the spring..... | 2.51 |
| 14. The fair should provide a central office properly staffed to handle all entries.....                       | 2.51 |
| 15. The fair should provide opportunity for FFA Chapter or school farm shop exhibits.....                      | 2.36 |
| 16. Publicity releases should be sent to the county seat newspaper of the FFA exhibitor.....                   | 2.36 |
| 17. The fair should provide special cafeteria facilities for the juniors.                                      | 2.35 |
| 18. Religious worship services should be provided on the fair grounds for the exhibitors.....                  | 2.34 |
| 19. The fair should change judges frequently.....  | 2.25 |
| 20. The fair should provide trophies for all champions.....  | 2.25 |
| 21. All of the FFA cattle should be housed in one building.....  | 2.17 |
| 22. The fair should furnish hay and straw when storage space is limited. ....                                  | 2.14 |
| 23. FFA booths depicting Chapter activities should be included in the premium list.....                        | 2.13 |
| 24. Demonstration contests exhibiting manipulative skills of farm boys should be provided.....                 | 2.10 |
| 25. The breeds of cattle should be tied together and the sheep should be penned together by breeds.....        | 2.07 |
| 26. The fair should provide FFA frolics for exhibitors; nail driving, hog calling, egg throw, etc.....         | 2.03 |
| 27. The fair should provide organized evening recreational entertainment for the junior exhibitors.....        | 2.02 |
| 28. The fair should hold a fat stock sale for those wanting to sell their animals. ....                        | 2.01 |

## Ours is a twelve months' job

This should be emphasized in your public relations program.

C. S. MILLER, Vo-Ag Instructor, Lucedale, Mississippi



C. S. Miller

A well-organized teaching program in vocational agriculture is one that will give employment to a teacher 365 days in the year.

There is great responsibility resting upon the shoulders of a Vo-Ag teacher. He must know his school district from the standpoint of agricultural needs. Some of the factors that must be considered in determining the actual needs of a community are as follows: the people living in the area, geographical location, types of soil and land capabilities.

As a rudder on a boat guides the course of the boat, so does the well-organized program of work guide the accomplishments of the Vo-Ag teacher. A well-thought-out program of work is one that keeps the teacher busy administering it. A program that permits the teacher to be idle until a farmer calls him for some individual service task is one that will not furnish uniform economical progress in a community, and it will also bring about criticism from school administrators and fellow teachers. A teacher who has a program of activities big enough to require his full time is one who has the respect of administrators and co-workers.

To be a successful Vo-Ag teacher, one must win the confidence of the patrons and farmers; he must also have the good will of the businessmen and other professional people. In order to attain these goals, he must show a sincere interest in the affairs of the farmers and pupils; he must be concerned about the economic affairs affecting the farmer and the businessman; he must live his program; he must promote his program, and he must practice his program.

### How Programs Are Developed

One might well ask this question, "Since there is so much importance attached to the matter of having a well-

planned program of work, how does one go about setting up a workable program?" In answering this question the following things should be considered: (1) surveys must be made in order to find the agricultural needs, (2) consult the farmers as to their wishes in regard to a workable program, and (3) ask the farmers to elect, by centers, a representative who will serve on an advisory committee, whose duty it will be to work with the teacher in setting up a program of work. After these representatives have been elected, use them. After the program of work has been set up, it should be presented to the farmers for their approval or disapproval. When planning a comprehensive program of Vo-Ag, the psychological principle in education that people are interested in things with which they have something to do must be kept in mind.

The question of the types of students who must be dealt with will naturally come up. This will vary with communities. In the Lucedale, Mississippi, school community in which the writer of this article teaches, the students are placed in three classifications, or groups: the all-day or in-school boys; the adult farmers, including young and old; and ladies who do shop work and home improvement jobs. Each group will be discussed separately as to the place each should occupy in the plans of the Vo-Ag teacher.

### Serving In-School Boys

The all-day or in-school boys comprise the group from which recruits for full-time farming come. A well-organized plan to be followed by the Vo-Ag teacher in training these boys consists of four separate divisions of experience which are: (1) classroom study, (2) supervised farming program, (3) shop practices, and (4) FFA activities.

The classroom program of instruction should include an opportunity for the



Summer supervisory visits to this corn project gave the Vo-Ag teacher an opportunity to see the results of approved practices.

boy to do some real thinking on what is being done on his farm. He should be led to think of the types of soil found on his home farm; he should be stimulated to do some thinking about the various crops and livestock enterprises grown on his home farm and the possible financial returns to be expected from each; he should be directed to make a careful survey of the farm equipment and its condition; he should be required to do some thinking concerning his home situation as to grounds, buildings, water supply, etc. And while this information is being studied and digested, the boy should be required to carry out the kind of conduct that a good citizen should be expected to practice. In finding answers to all the questions that might arise in making these studies, the following types of information should be used: local experiences, experiment station information, good farm journal articles, and reference books.

The supervised farming program includes three kinds of projects: productive, improvement and supplementary farm jobs. The purpose of this program is to give the boy the opportunity to carry into actual practice what he studies in the classroom. In order for the program to be as effective as it should, it requires constant supervision by the teacher. In giving this supervision, the teacher should spend much of his time during the summer months.

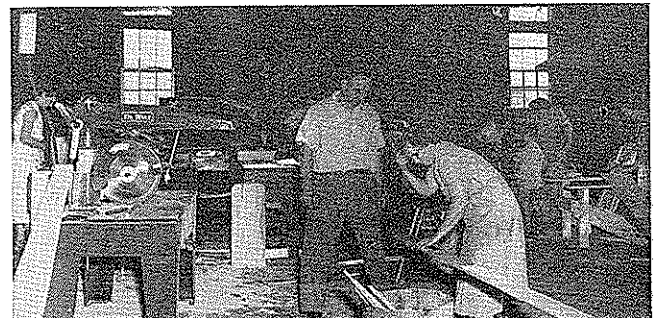
The farm shop program of study should provide experience under supervision in doing the construction and repair jobs which a boy needs to do on the farm. An effective program is made up largely of repair jobs from the home.

The FFA division of the program of

(Continued on page 20)



A small but interested group of adult farmers. The Vo-Ag teacher at Lucedale, Mississippi, gets effective results with such groups.



The Vo-Ag teacher of the Lucedale school enjoys teaching the housewives of the community how to improve the home environment.

# Curriculum construction for farm mechanics

The results may be reflected in your school and community relations

CARLTON E. JOHNSON, Dept. of Agricultural Engineering, Ohio State University



Carlton E. Johnson

CURRICULUM construction, like the mending of fences, is a never ending process. The most important decisions a teacher must make are in determining the relative essentiality of the things he teaches. Certainly with today's tremendous investment in farm and machinery, equipment, buildings, drainage systems and irrigation, which are even greater than the value of the land itself, the need for adequate farm mechanics instruction is apparent. Properly chosen, farm mechanics instructional units will put as much cash in the farmer's pocket as any other business aspect of farming. If they do not, then you have not chosen well the things you ought to teach.

## Planning the Program

Planning of farm mechanics teaching, as with all productive enterprises, begins with determining the objectives for your Vo-Ag department. Farm mechanics general objectives are the same as those for other enterprises. Only the specific objectives differ. Some items to consider are:

1. Needs of the Vo-Ag student on the home farm, local, state, national and even international level.
2. A survey with the boy and his parents of his individual needs for his farm practice program.
3. Present status and future develop-

ment of your school shop facilities, tools and equipment for teaching farm mechanics.

4. Present and future ability of the instructor to teach the units or to make use of local resources.

5. Class units adapted to the enrollment in relation to items 3 and 4.

Perhaps the suggestions of the Committee on Agricultural Teacher Training of the American Society of Agricultural Engineers will help you in choosing your specific objectives for your program. This report was reviewed by D. R. McClay in the January 1955 issue of this magazine\* or the original may be obtained from the society.\*\*

## Instructional Areas

Once the objectives are determined, then instructional areas to meet these needs and objectives must be chosen. These will probably consist of several of the following areas of farm mechanics:

1. Farm carpentry plans, buildings, materials, tools, hardware, etc.
2. Metal work, soldering, welding, shaping, bending, cutting, assembling, heating, tempering, etc.
3. Power management—electrical, gas engines and others—selection, operation, adjustment, care, maintenance and repair.
4. Machinery and equipment management—selection, operation, adjustment, care, maintenance and repair.
5. Applications of electricity for power,

\* *Preparation in Agricultural Engineering for Vo-Ag Teachers*. Agr. Ed. Mag. 27:7, p. 163-6, 1955.

\*\* *Agricultural Engineering Phases of Teacher Training for Vocational Agriculture*, Report II. American Society of Agricultural Engineers. St. Joseph, Michigan, 1953.

- heat, refrigeration, light.
6. Soil and water management.
7. Home beautification and improvement.

You probably can think of others, perhaps more appropriate for your department.

## Determine Time Needed

The amount of time to be allotted to farm mechanics activities is difficult to determine because there is a twilight zone when a program is properly integrated. This makes it impossible to decide if the unit, for example in farm drainage, is farm mechanics, soils, agronomy or farm management. From 40 to 60 per cent of the instructional time is usually recommended for farm mechanics activities.

The time distributed in equal amounts for each year simplifies the teacher's planning, but some teachers insist that only 25 per cent is needed for freshmen and 50 per cent for seniors. However, freshmen need more time for fundamentals and seniors for larger comprehensive projects.

## Progressive, Challenging Learning

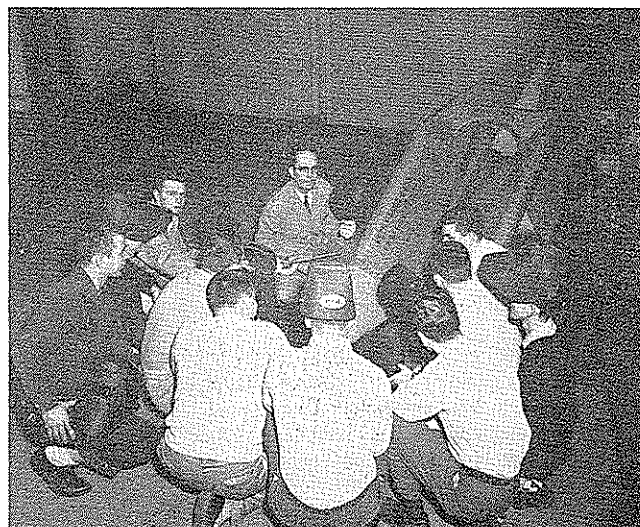
Interest is one secret of permanent learning. Instructional units must be so designed that they are in keeping with the boy's physical and mental development. Thus, integration of farm mechanics during each of the four years is the simplest way of keeping your teaching abreast of the student's ability to participate in worth-while educational experiences and to retain his active interest. Some guides to follow in planning are:

1. Divide areas of instruction by years.
2. Repeat some areas for two or more years, but the problems must become more complex and challenging.
3. Perhaps allow 75 per cent of the time for required projects chosen to provide "learning by doing" of basic skills for the freshman boy, but perhaps only 15 per cent of the time will be required of a senior boy.

(Continued on page 20)



A group of Ohio Vo-Ag teachers receive a demonstration in the use of an electrical demonstration board, enabling them to do better teaching on a relatively new phase of farm mechanics.



Applications of welding to farm machinery repair are discussed by the author with a group of student teachers at the Ohio State University. Such knowledge is basic to proper curriculum construction.

# Better development of supervised farming programs\*

Your school and community relationships are at stake

C. O. NEEL, Vo-Ag Instructor, Versailles, Kentucky



C. O. Neel

I have been teaching Vocational Agriculture since 1937 and in the Versailles High school since 1939. In 1948 our department became a teacher training center for the University of Kentucky. In January, 1956, a second teacher of agriculture was added to our department. During the nineteen years that there has been a department of vocational agriculture at Versailles, the average enrollment has been 48 all-day students, 15 young farmers, 12 adult farmers. We have had two student teachers each semester.

Some of our major accomplishments in the all-day program have been:

The FFA Chapter has received the National Gold Emblem Chapter Award 4 years.

In supervised farming the boys' labor earnings have ranged from \$5,000 in 1938, to \$52,000 in 1945.

For the present school year 42 students have planned 134 productive enterprise projects, 47 improvement projects, and 312 supplementary farm practices. This is an average of:

- 3.1 productive enterprise projects;
- 1.1 improvement projects; and
- 7.4 supplementary farm practices per student.

The brief review of my experience as a teacher of agriculture and some accomplishments of our department are presented in order to give you some of my background of experience in relation to the subject of this article.

## Farming Programs Lack Recognition

My observation, study, and talks with people have caused me to believe that many Vo-Ag teachers are being recognized and promoted in vocational agriculture primarily because of their work within the school building, confined, for the most part, to class instruction, farm mechanics, and FFA work. It seems that little recognition or emphasis is given to the development and supervision of farming programs. In too many instances, it seems that administrators, teacher-trainers, supervisors, school superintendents, and school principals highlight activities at the school and in the classroom but do not observe or even comment upon the supervised farming program of the Vo-Ag students.

I urge you, as we think together, to reflect on your own teaching experiences and observations as you have developed your Vo-Ag program. Basically, what philosophy do we have regarding vocational education in agriculture? What is a sound pattern of instruction? Where does the supervision of on-farm practices fit into the pattern?

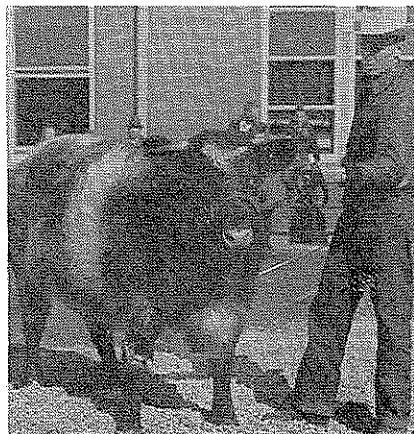
## A Sound Philosophy

Since 1917, we have been developing an educational philosophy which deserves emphasis and respectability. Implanted in this philosophy is the emphasis that education for living a life must include preparation for making a living. Since the beginning in 1917, vocational education has set sail on a venture in secondary education. The hazards and the destination of the voyage were unknown; however, a primary aim had been determined. The ship's officers and crew were daring and courageous, but they had only their faith to guide them—what they believed. In the main, they were motivated by the belief that learning to do by doing was a policy which would bring them safely through their educational voyage.

This voyage, with many changes in the ship's officers and crew, brings us to the point in the journey where a few understandings and courses have become, or should have become regular procedures. These procedures have been tested through many years of application and proved in numerous studies.

Where then should we place emphasis in order to reach our destination? My observation has been that some members of the crew have steered the ship off-course. Not that the voyage has been greatly hindered, but encouragement by firmer hands from the ship's officers, would have helped to keep the ship more directly on the course.

The philosophy of a pattern involving class instruction followed by the super-



A champion steer was produced.

vision of farming practices has charted our course. However, the rough seas, caused by differences of opinion among secondary school administrators, supervisors, teacher trainers, and teachers, resulting in uncertainty as to what should be emphasized, have contributed to some delinquency along the 39-year voyage.

## Combining Theory and Practice

If the farm boys, young farmers, and adult farmers in our program are to become established in farming at the earliest possible time, they, necessarily, must become more efficient in their farming business at an early age. We know that theory and practice must be experienced together if they are to be learned together. If they are not learned together and the association properly understood, then we hear such expression as "Vo-Ag is book learning." Such statements indicate the lack of supervised practice which is essential to learning.

It seems to me that the course of the ship has been charted, checked, and has proven to be sufficient to meet our vocational objectives. To revise the plan, to change the course of the ship as obstacles or high winds approach, is desirable; complete revision of a good course is seldom necessary or desirable.

The course as charted at the Versailles High School in assisting the student of Vocational Agriculture in the development of supervised farming programs has been encouraging to students and teacher. To explain our supervised farming program, I will discuss class instruction first and follow with assisting students through on-farm supervision.

## Class-room Planning

In the classroom students develop an understanding of the problems related to farming programs. To promote better understanding our classes are conducted in the order which follows.

*Why have a farming program?* Boys learn early in the Vo-Ag course why a farming program is desirable and the advantages of a farming program to becoming successful farmers. Other understandings obtained by the students are:

- I will learn to farm by farming.
- I will contribute more to family living.
- I will earn money.
- I will grow into farming and advance in the FFA organization.

Following these understandings are the appropriate problems of, *What is a good farming program?* and, *What does a good farming program consist of?* Boys conclude that a good farming program has in it one or more livestock projects, one or more feed crop projects, a cash crop project, and that each of the projects should meet the enterprise standards in scope, degree of ownership, and improved practices to be carried out. This farming program includes one or two standard improvement projects in the following areas that do not lend

\* Adapted from a talk made to the 1956 North Central Regional Conference of Teacher Trainers and Supervisors.

themselves to productive enterprise projects.

1. Farm equipment and machinery
2. Farmstead improvement
3. Home food supply
4. Pasture improvement
5. Land improvement

To be a standard improvement project, three or more jobs must be completed in any one of the 5 areas, with a minimum of 50 hours of boy's self labor. Boys conclude that productive enterprise projects and improvement projects will not provide for them all of the learning experiences that are necessary for proficiency in farming. A good farming program should include 5 to 10 supplementary farm practices.

#### Visits to Parents

When students have learned the values of a good farming program and what a good farming program consists of, arrangements are made to visit with the parents and, when necessary, the landlord on the home farm. Here the farming program is discussed with parents so that they will understand as teacher and boy understand. While making this on-farm visit, we record many home farm facts that will assist later to guide the student in selecting the farming program best adopted to his farming situation.

Returning to the classroom, boys are directed to an understanding that farmers make higher incomes, usually, when their production and efficiency are above the average for the community. Consequently we determine *class production goals for six or seven enterprises*. Later the boys adapt class production goals to the projects in their farming program.

The boys are encouraged to make certain decisions. Specifically, *what should I have as my livestock and crop projects, which improvement project area should I include, and how should I determine the 5 to 10 supplementary farm practice jobs for an adequate farming program?* These decisions are made from class study, discussions, and through group conclusions. Again we return to the home farms after the boys have selected their projects. The purpose of this on-farm visit is to develop an understanding with parents and son that the projects selected are suitable for the boy. Finally, after making the necessary adjustments, agreements are made and clearly understood. While making this visit, some general arrangements for the farming program can be discussed. Not in detail, but agreements are made on major items.

*Planning farming programs.* Back to the classroom to make definite and complete written plans for the enterprises selected as projects. The plans include:

- Scope of project
- Production goals
- Trade agreements
- Probable returns for labor
- Financing

The improved practices to be carried out. Later each improved practice is planned in detail.

The written plans are shown to the parents when they are completed. Here adjustments are made by son and parents. Verbal approval is accepted. I believe that in most cases the Vo-Ag teacher should not be present for this final approval. Here I am encouraging the development of a sound father-son partnership relation.

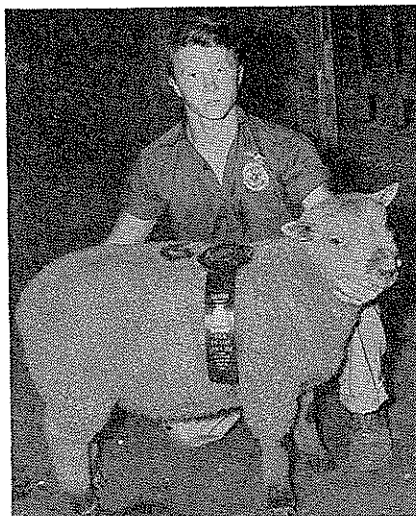
#### Applications on the Farm

*Record keeping, summarizing, and interpreting records.* Throughout the year either in classroom or on the farm, I assist with this portion of the farming program.

Through class instruction, in other enterprises, each student acquires abilities and attitudes that are necessary for the development of the farming program. These beliefs and understandings include:

1. The belief that the practice or procedures discussed in the classroom are sound
2. An understanding of the basic science and theory underlying the practices
3. An understanding of how the practice should be carried out
4. The belief that he can carry out the practices in his own farm situation

It is our conviction that farm boys and young farmers can learn present-day farming adequately, not from their dads and neighbors, but through a program of systematic instruction in vocational agriculture which includes group and individual instruction on the farm. We cannot and do not believe that instruction is merely a process of building up a storehouse of knowledge in the learner, but rather that the learner learns to do by doing and that he learns only those things that the teacher causes him to do. The instruction that is confined to lecturing and telling without on-farm supervision cannot complete the learning process. It is true then that our instructional program for present and prospective farmers who are attempting to become more proficient in farming must include adequate supervision of on-farm practices.



Another example of the outcomes of superior supervised farming programs.

#### On-farm Instruction Is Necessary

Efforts to secure desirable vocational training in agriculture cannot terminate in the classroom. The learners must have first-hand and positive contact with the realities of "doing" experiences on the farm. Practice, or participation, is essential to learning. I feel that we sometimes proceed as if it were not. What one practices, what he participates in, he learns, not something else. The good teacher knows that he will get good farm practices learned only when he gets good practices followed.

Go with me now to an average farm. The son is contemplating entering high school and is confused slightly about Vo-Ag, or he has been in Vo-Ag one or more years. Before leaving for the farm, we should have planned the visit for a time convenient to all concerned. Our dress for on-farm supervision should be acceptable to the farm family. As we work with this family we should:

1. Be developing a clear understanding of the vocational agriculture program with parents, son, and, when necessary, the landlord.
2. Be establishing with the parents our sincere interest in the student's farming program and in the total farm business. This helps to secure the confidence, respect, and cooperation of farm people.
3. Observe carefully—
  - The overall farm business situation,
  - The farm improvements being made,
  - Other improvements that need to be made,
  - And the family relationships.
4. Talk with the family in a friendly, sincere, and understanding manner that reveals mature and professional thinking. When the appropriate time comes, direct the conversation specifically to the farming program. This is most likely to be at times when the concern is on planning procedures, or evaluation. Create as soon as possible with the farm people the understanding that on-farm supervision by the Vo-Ag instructor is closely associated with classroom instruction, and that both are essential for proper vocational learning.

As we continue with on-farm supervision, supervising the practice, we are assisting the students in problems such as:

- Securing livestock, machinery, farm equipment and supplies
- Evaluating results from the use of improved practices
- Securing financial aid and making the necessary arrangements
- Operating, caring for, and repairing farm equipment and machinery
- Keeping and interpreting farm records
- Solving current problems that have not been solved in class and will not be solved before the individual carries out that practice
- Evaluating his supervised farming program progress, success, and shortcomings. □

# Serving boys with limited home-farm facilities

**A high degree of school and community cooperation is required**

CLARENCE R. FERDUN, Director of Agr. Edu., Honolulu, Hawaii

AS rural areas become urban or semi-urban in some sections of our country and as family sized farms are consolidated to make larger, more economical farming units in other sections, the problem of developing a satisfactory supervised farming program for boys enrolled in vocational agriculture classes becomes more difficult. While many of the boys in these areas wish to and will eventually become workers in the field of agriculture, they are not able to meet satisfactorily the mandatory supervised farming requirement in the traditional manner. They do not have the facilities to develop a sow and litter into a swine herd or the half acre of tomatoes into a large vegetable enterprise. Yet, these boys will become workers in agriculture and can profit by the training we are equipped to provide. Our problem is to develop means and methods for helping them meet the requirements so that they can be provided the training they need. I would like to discuss here briefly two ways in which the agriculture teacher can help. One, a substitute for the traditional supervised farming program, the other, a supplement to that program.

## Use of Cooperating Farmers

A Part-Time Cooperative Program in Agriculture may be a possible solution to the training problem of boys who live on large corporate farms or on other farms or agricultural enterprises that employ a number of men the year round. In such a training program, the vocational agriculture instructor develops with the farm operator a definite training program for the boy listing the farm jobs or operations in which the boy is to receive practice during the year. This training schedule shows not only the type of farm job to be performed but the approximate amount of time to be devoted to each job. The plan for training is put in writing and signed by the boy, his parent, the employer, and the teacher. It should be extensive enough to provide rather complete training in any one enterprise with the related farm shop jobs.

Related managerial and technical information is taught the boy as part of his instruction in the vocational agriculture classroom work. If at all possible, this type of placement for farm experience should be provided for at least two years with the agriculture teacher making every effort to see that the boy is placed as a farm employee when he graduates from school.

## The Needs for Cooperation

Normally, this type of training will take place after school hours, on Saturday and during the summer vacations.

However, in some cases, it may be desirable to have the boys enroll in vocational agriculture during either the first two or last two periods but substitute the supervised training on the farm for two hours of classroom instruction in school. This procedure becomes more justifiable if the instructor has a dozen or more boys placed in training positions. Under such circumstances, the instructor should spend his time during the two periods visiting the boys on their training jobs and seeing that they are getting new and worthwhile experiences and are not just performing routine chores. It is recommended that these boys devote one of the periods that they spend in school to studying information related to the work they are doing in their training job. This should be under the direction of the vocational agriculture teacher.

In order for such a training program to be effective, the following conditions must exist:

- (1) The employer must be sympathetic with the program and willing to see that the boys get a wide variety of training experience.
- (2) The boys must be well selected so that they will stay on the job and do a satisfactory job for the employer.
- (3) The school must be willing to give the boys school credit for this type of study.
- (4) The parents must approve of the program.
- (5) The boys must be paid a learner's wage for their labor.

Farming operations that are not seasonal in nature lend themselves best to this training program. Poultry farms, piggeries, dairies, and nurseries are suitable enterprises.

## The Need for a School Farm

There are many places where boys enrolled in vocational agriculture classes have such limited facilities at home that it is not possible to develop a supervised farming program that will provide them the training experiences that they should have to make them competent farmers. These limited training facilities at home can be supplemented by a school farm.

The purpose of the school farm is to provide training experiences like those faced by the farmers in the community. The farm should have as many enterprises as possible that are found in the community. They should be large enough to provide the problems and experiences faced on a commercial project but not so large that they require so much time and work that they do not allow sufficient time for other essential activities.

Such a farm gives the boy studying vocational agriculture an opportunity to get practical farm experience in a much wider variety of enterprises than he may get on his home farm. It also gives the instructor an opportunity to demonstrate new practices and prove their worth to the boys and their parents. It provides an opportunity to keep accurate records from which the boys can determine the cost of production and the effect of different practices on costs.

While the school farm can supplement limited home facilities in training a boy to be a skilled agricultural worker, it should not be permitted to get so large that it requires an unwarranted share of either the teacher's or the student's time. If care is not taken, the students will soon be working on the farm full-time during the vocational agriculture periods and the teacher will have no time for project supervision or community service.

However, if properly organized, the school farm and the Part-Time Cooperative Training Program in agriculture can do a great deal to strengthen the vocational agriculture program in some communities. □

## Why an Advisory - - -

(Continued from page 5)

he finishes his usual three years of tenure and is replaced. It is well to have these good citizens in the high school community supporting vocational agriculture even after serving actively on the committee.

The committee helps local school officials to satisfy their desire to keep favorable contacts with the community, and they are made to see that the out-of-school program of Vo-Ag is a part of the high school program. The principal, local school board member and Vo-Ag teacher are honorary members and may attend regularly.

## Summary Statement

The vocational agriculture advisory committee is a vital part of the vocational agriculture program. Every department should have one regardless of the experience of the teacher or how long the department has been established. The advisory committee helps the agriculture teacher accomplish the following:

1. To become a part of the real community situation.
2. To determine the most efficient way to spend his limited time.
3. To establish more comprehensive farming programs for the high school vocational agriculture boys.
4. To organize and promote adult farmer courses and young farmer courses.
5. To promote better public relations in the school and community. □

Featured in August

"Starting the  
New School Year"

# Vocational education rather than service on the farm

## A timely reminder of our school-community relationship

GEORGE W. SLEDGE, Teacher Education, The University of Wisconsin



George W. Sledge

DO you plan to visit each of your students (all-day, young farmers and adult farmers) several times this summer? Obviously you should if you are conducting a vocational program in agriculture. But what are you going to do when you arrive on the farm?

Perhaps, as we begin another summer's program of work in vocational agriculture, it might be appropriate to ask ourselves if we intend to continue to educate or to "service" our vocational students as farm contacts are made. Any teacher or individual providing vocational education on the farm, during summers and any other season, should recognize the difference between *vocational education* and *service*.

Education is concerned with making desirable changes in the behavior of people and helping them to achieve their educational objectives. This requires purposeful planning and preparation to assure that contacts on the farm will remain functional in which there is a *definite learning value for students*. A good summer educational program on student's farms does not occur by accident; it results from planning with a purpose and objectives clearly in the mind of the instructor and student as well. A strong summer educational program is generally found where there is in existence a strong year-round educational program.

### There Is a Difference!

When a teacher of vocational agriculture relegates his position to that of *simply performing skills* for farm people, he no longer is an agricultural educator but becomes essentially an agricultural "service-station" man, operating out of the school system that is dedicated to educating people. Let us not mistake a "skill for a teaching purpose" for a "skill in itself." *There is a distinct difference in performing a skill on the farm if it is a logical part of a teaching demonstration than if the skill is being performed to "get the job done."* Similarly, *there is a distinct difference in helping an individual arrive at an intelligent farm management decision if this is a logical part of a problem solving situation than if the decision is provided to "give the farm boy or farmer the answer he needs."* If the skill is performed or the decision is made just to "get the job done," there is reason to believe that the instructor has not considered developing the ability and understanding of the other individual (the student) to perform in the area. Should this be the case, there is no recourse but to label such farm contacts as essentially of a service-type nature. Since farm individuals, in such cases, are not generally taught to perform skills and make decisions for themselves, it is reasonable to expect that similar requests will be made again and again by the same individuals, leading to duplication of teacher time and effort from one year to another. The results of such a cycle are evident:

- (1) Poor teaching—little-to-no learning (just teacher-doing or telling).
- (2) Insufficient time to follow-up in-

dividuals in the instructional programs in the manner desired.

- (3) Repeated contacts to same individuals for the same skills and decisions.
- (4) Undue reliance upon one man (the teacher) to get certain jobs done or decisions made.
- (5) Loss of rightful position of teacher as an agricultural educator.
- (6) Ineffective follow-up of other educational phases of the total program.

All of these points can be summarized by one statement—such a cycle results in a "watered-down" vocational program and subsequently loss in teacher morale due to endless teacher "services."

From this it should be gathered that "education" on the farm, on the other hand, for youth and adults should result in better informed, more capable individuals, more efficient utilization of teacher time, and a better over-all vocational education program in agriculture.

### Your Responsibility

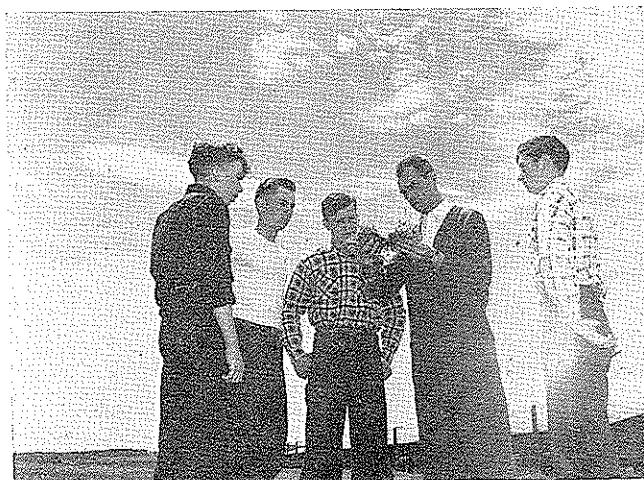
How can you be better assured that you are providing education rather than service on the farm during the summer and throughout the year? Assuming that every teacher is concerned with developing each and every individual to his maximum ability, there are some things a teacher can do to provide education rather than service as herein interpreted on the farm.

(1) Analyze and plan with individuals on the farm their educational objectives (this requires thorough knowledge of individuals, of their opportunities, of their problems, and of the farming business.)

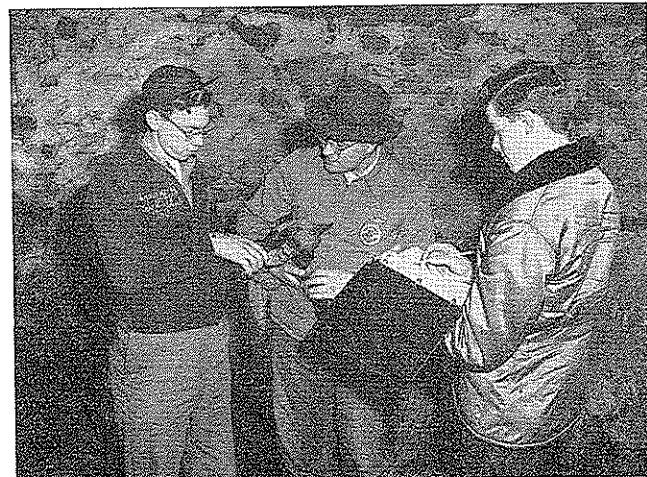
(2) Before making a contact with an individual on the farm, plan what is to be taught. (You must know the objective of the particular contact before effective progress can be made in "mapping" the educational procedure for a particular teaching situation.)

(3) Organize instructional aids, secure equipment, etc., necessary to properly conduct a teaching-learning situation.

(Continued on page 17)



Small group instruction on the farm can be quite valuable if properly planned and conducted. Instructing individuals with similar problems and interests in their home environment aids in reducing teacher time problems.



An effective teacher provides "learning by doing" for his vocational students. Here the teacher of vocational agriculture observes and teaches proper method of tattooing lambs on the farm while another student makes necessary entries in a record book.

# Nebraska's FFA officers get leadership training

GLEN H. STRAIN, Supervisor, Nebraska

**E**ARLY in June of 1955, four FFA officer leadership training schools were conducted at established camp sites in Nebraska. The purpose of the schools was to provide leadership training for the officers of the local FFA Chapters. One of the primary objectives was to help motivate and inspire new Chapter officers through systematic leadership activities. It was believed by combining FFA leadership training with camp activities and camp atmosphere, the *esprit de corps* of local officers could be greatly improved. This camp was unique in that FFA leadership was stressed in all activities and the camp was based completely around FFA officer training.

Invitation letters with pre-registration forms were sent to all FFA Chapters in the state. All Chapters who returned pre-registration forms were sent a list of what each camper should bring. In addition to personal belongings each Chapter was asked to bring a copy of the local program of work, FFA manuals, scrapbook, secretary's book, treasurer's book, calendar of yearly Chapter activities, plans for special Chapter activities such as banquet materials, contracts for cooperative activities, pictures and plans for community service activities, and a spiral student notebook for each boy to take ideas back to his local Chapter.

### Organization of the Camp

Camp organization was set up by dividing the officers into 8 different groups. Each group was named an Indian Tribe which had frequented Nebraska in the early days. Each tribe had their own cabin. From pre-registration forms the officers were so divided that no boys from the same school were in the same tribe, and distribution was made so that each tribe had a set of the different officers. This proved to be a very worth-while arrangement. The boys were able to get acquainted with many

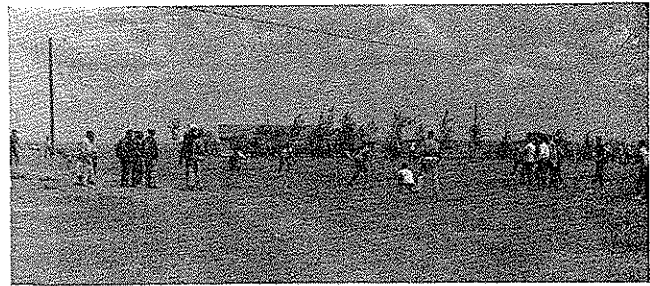
other FFA members, and this arrangement also helped each tribe when time came for parliamentary procedure competition. Each tribe had their own chief who ordinarily was a president of some local Chapter. At least two advisors were housed in the cabin with each tribe. The competition angle was used by giving points for all activities followed with a periodic accounting. District and State officers present scored the points and helped in leading the activities. The leadership practice which these officers experienced proved to be very worth while for them. Organized recreation was interspersed with FFA educational training sessions.

The camp was equipped with a loud-speaking system which was wired to each cabin. This system was also wired to the general camp area. This was a definite asset and added much to the camp atmosphere. During periods of organized recreation, FFA songs were played by transcription over the loud-speaker system. Many boys became familiar with "Hail the FFA," "I'm in Love with a Boy of the FFA," "The Future Farmer March," and recordings of the National FFA Band and Chorus.

### Type of Program

Here are camp activities which were included in two of the leadership schools.

1. Reveille and Taps
2. Call to Colors—both U. S. Flag and FFA Flag raised and flown over camp
3. Morning Vespers
4. Inspection of cabins, bathhouses, and dining hall (boy conducted)
5. Opening and Closing Ceremonies (different officer each session)



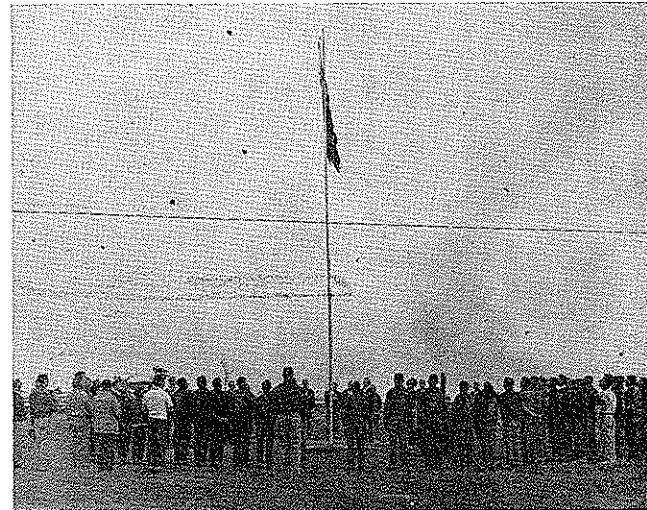
Organized recreation was a necessary feature in maintaining camp morale.

6. Leadership training sessions for each office
7. Development of a program of work with sections for each area in the program of work and adoption by all members
8. Parliamentary Procedure contest by tribes
9. FFA Manual contest by tribes
10. FFA Spelldown contest by tribes
11. Tribe singing competition (all tribes had to sing first verse and chorus of "Hail the FFA")
12. Tribe stunt competition
13. Tribe competition in softball, volleyball, swimming, and track
14. Individual competition in horse-shoes and ping-pong
15. Ritual contest by tribes
16. Tall story contest by tribes
17. Group singing of "Hail the FFA"
18. Camp picture
19. Presentation of awards — official FFA "T" shirts, pens, pencils, etc., were given as prizes.

Approximately 125 campers attended each school which lasted 2 to 3 days. Evaluation forms passed out to the campers showed the boys thought a training conference of this type was well worth while and should be continued. Having activities for the boys to participate in at all times pertaining to FFA, along with recreation, organizing the camp into tribes and playing up the competitive angle, were major contributions to the success of the leadership school. □



The evening vespers program each day contributed much to the achievement of objectives.



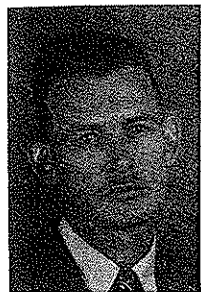
Each day was begun with a flag raising ceremony. Both the national colors and FFA flag were used.



# Administrators evaluate their teachers\*

The opinions of local school administrators concerning the effectiveness of pre-service preparation in terms of demonstrated teacher competence

ZENO E. BAILEY, Biology Department, Snead College, Boaz, Alabama



Zeno E. Bailey

THOSE concerned with the preparation of public school teachers generally recognize the need for improving the preparation of these teachers. They are seeking reliable and valid information that will assist them in bringing about this improvement. Subscribing to the tenet that the segment of the population affected by the program for preparing teachers of vocational agriculture should have some part in its development, it would seem that an evaluation of the teachers by their administrators should prove valuable to the teacher training staff in planning for a more effective program in teacher preparation.

In an effort to secure from the administrators an appraisal of the effectiveness of their teachers in terms of preparation and competence, an evaluation instrument was prepared and sent to all administrators in Alabama whose teacher of vocational agriculture had taught at least one but not more than ten years by July 1, 1955. The instrument contained 74 competency items classified under eleven areas of the vocational agricultural program. The administrators used the following scale in rating the competency demonstrated by their teachers in each of the 74 items; 5—superior, 4—good, 3—average, 2—fair, 1—poor, and N—Insufficient information upon which to make a valid appraisal. They were asked also to list significant strengths and weaknesses of the teachers and their programs and to offer suggestions for the over-all improvement of the pre-service curriculum.

## Classification of the Data

The administrators' ratings were grouped and analyzed on the basis of the number of years the teacher had taught and the number of hours of graduate work completed. This procedure was used so as to determine the effect of experience and graduate training upon the competency ratings assigned to teachers by their administrators.

In terms of the average rating of the competency items within the area, the teachers who had taught from 7 to 10

years were rated the highest in six of the eleven areas; those who had taught from 4 to 6 years were rated highest in three of the eleven areas; and those teachers who had taught from 0 to 3 years were rated highest in two of the eleven areas.

When the ratings were analyzed by educational levels, the teachers who had the Master's degree or its equivalent were rated highest in five of the eleven areas; those who had completed from 21 to 40 hours of graduate credit were rated highest in four of the eleven areas; those who had completed from 0 to 20 hours of graduate credit were rated highest in two of the eleven areas; and those teachers who had completed no graduate training were rated highest in no area.

Teachers who had taught from 7 to 10 years and held the Master's degree were given the highest competency rating in the largest number of areas of the vocational agricultural program. On the other hand, teachers who had taught from 0 to 3 years and had completed no graduate training were given the highest rating in the fewest number of areas.

## Areas of Competency

In terms of the average of the item ratings within each area, administrators rated their teachers by areas as follows:

| Area  | Average of the Item Ratings |
|---|-----------------------------|
| General School Program.....                       | 4.09                        |
| Professional Relationships.....                   | 3.81                        |
| Physical Facilities .....                         | 3.81                        |
| Classroom Teaching .....                          | 3.77                        |
| School and Community Relations .....              | 3.69                        |
| Future Farmers of America....                     | 3.66                        |
| Supervised farming Program..                      | 3.63                        |
| Guidance and Counseling.....                      | 3.50                        |
| Long-Time Program of Vocational Agriculture ..... | 3.46                        |
| Program Evaluation .....                          | 3.44                        |
| Adult and Young Farmer Program .....              | 3.05                        |

Teachers were rated below average by their administrators in competency items relating to using citizens' committees and other groups in program planning; coordinating the adult and young farmer program with the total school program; and providing a balanced program of activities for adult and young farmers enrolled in organized instruction. Teachers were rated only slightly above average in items relating to using cumulative

records; using teaching methods appropriate to the educational level of the members; working effectively with agencies in financing supervised farming programs; developing a continuous program of evaluation; and relating objectives to outcomes.

## Strengths and Weaknesses of Teachers Listed by at Least 15 Per Cent of the Administrators

Comments indicating strengths of the teachers and their programs were: the teacher is very cooperative and gets along well with others; a hard, energetic and enthusiastic worker and keeps up to date on scientific developments in agriculture; maintains high ethical standards.

Significant weaknesses of the teachers and their programs were indicated by such comments as: the teacher works poorly with others and feels he is not a part of the total school program; he has little interest in teaching; works poorly with students.

## Suggestions for Program Improvement

Suggestions made by at least 20 per cent of the administrators responding were: (1) develop in the prospective teachers a better understanding and appreciation of the total school program; (2) provide better preparation in shop skills; (3) train teachers to make fuller use of community resources; (4) provide teachers with broader academic preparation, particularly in the communication skills; and (5) train teachers to be better housekeepers. □

## Vocational Education - - -

(Continued from page 15)

(Prepare for the expected and attempt to anticipate problems which might be confronting individuals on their farms which might provide excellent teaching opportunities.)

(4) On the farm, actually involve the "learners" in the "doing." (Teach the individual, don't just "do" for him. A teaching process is not complete if the teacher has terminated with his own doing rather than guiding his student through the "Doing" stage, evaluating him, and reteaching whenever necessary.)

(5) Evaluate your on-the-farm activities continuously (Be satisfied only in knowing that your farm contacts with individuals are resulting in desirable changes in behavior of your farm clientele, based upon educationally sound objectives.)

(6) Recognize that an agricultural educator is concerned with desirable changes in people more so than with changes in the material aspects in agriculture. With desirable changes in people, the material changes in agriculture and rural living should be the natural result.

The unique opportunities to *teach individuals* on the farm are almost unlimited. As teachers of vocational agriculture, we should utilize these opportunities to make programs of vocational agriculture truly *educational ones*. □

\* Based on a Ph.D. thesis by the author, "An Evaluation of Selected Aspects of the Pre-Service Curriculum in Agricultural Education at the Alabama Polytechnic Institute." Unpublished Dissertation. The Ohio State University, 1955, 357 pp.

# Agricultural programs in the junior college

## Emphasizing student personnel and administration

LOREN D. PHILLIPS, Coordinator of Agriculture, Chico State College, Chico, Calif.



Loren D. Phillips

THIS is the third in a series of articles relative to agricultural programs in the junior colleges of the United States. The first covers a variegated area, touching subjects from the philosophy and purpose of the junior college agriculture curriculum to facilities needed for its operations and the teaching procedures required to put it across.<sup>1</sup> The second dealt rather specifically with the content and organization of these agricultural curriculums and the means by which the maximum number of courses may be offered by a limited staff.<sup>2</sup> This third article is concerned with certain phases of counselling and administration, but is by no means comprehensive in scope. The data for this article, like that of the previous two, is taken from the California Agricultural Teachers' Association, a study by the "National Agricultural Curriculum Survey Committee" in cooperation with the U. C.-L. A. doctoral research of the author. The survey, which was completed in August 7, 1953, included a study of all the 100 junior colleges which offered agriculture during 1951.

### Student Personnel Administration in Agricultural Education

The 365 respondents of this research were asked if *there was further need for showing counselors and guidance workers in the junior college the values and purposes of the agricultural curriculum*. These people believed this to be an important need, giving it a 1.751 (Essential) rating.<sup>3</sup> The administrators and department heads accorded it particularly high ratings—1.803 and 1.794, respectively. In practice, 90 per cent of the administrators, 84 per cent of the department heads, and 82 per cent of the agricultural teachers believed that *their programs were given satisfactory support by counselors in directing students into agricultural programs*. An average of

15 per cent from the combined three groups *believed they were not*. Quite possibly a mutual education effort between agricultural staff members and counselors could eliminate much of the dissatisfaction.

Participants in the survey were asked *if tests and interviews should be administered to determine student interests and aptitudes*, as well as ability to profit from the junior college agricultural curriculums. Although a 1.403 (Very Desirable) rating was given, many agricultural instructors and department heads felt that no tests existed which accurately and fairly measured agricultural interest and aptitude. They felt that there was a real need for one which would pinpoint these characteristics.

What is the place of the agricultural teacher as a counselling advisor to supplement the work of the central counselling staff? This also received a "Very Desirable" rating (1.413). It is surprising that agricultural departments gave it the lowest rating (1.383). In practice, 83 per cent of the non-Smith-Hughes' schools and 86 per cent of the Smith-Hughes' junior colleges officially let all agricultural instructors assist in counselling agricultural students, with only 15 per cent of the non-Smith-Hughes' and 14 per cent of the Smith-Hughes' restricting counselling to the agricultural department heads. One non-Smith-Hughes' school reserved this function strictly for the counselors. The most popular tenor of thought was that all agricultural teachers should counsel, because counselors just don't know enough about agriculture to do a satisfactory job unassisted. However, many believed that a capable and well-trained person(s) should be placed in charge of the college's counselling program and that agricultural students, also, should receive the advantage of the counselling staff's services.

*Young Farmer Chapters or other state or national agricultural clubs as leadership training instruments* received a half-hearted 1.126 (Desirable) rating. Non-affiliated clubs fared even more poorly, with a .988 (Probably Desirable) score. It is interesting to note that administrators gave the affiliated clubs a rating of 1.150 for the highest rating, as opposed to a .850 for non-affiliated clubs—the lowest group rating. Actually, 64 per cent of the 94 schools reporting had independent agricultural clubs and only 40.5 per cent affiliated ones. The ratio was 2:1 in favor of non-affiliated in non-Smith-Hughes' as opposed to a 2:1 ratio in favor of those affiliated in Smith-Hughes' institutions. This may be explained by the strength of the California Young Farmers Association, sponsored by the California Bureau of

Agricultural Education and by 14 of the 17 Smith-Hughes' Departments located in California. Contrary to the opinion evidence, 58 per cent of the schools indicated that they would like to see their students form an organization to join a national or state association. Here, then, is a golden opportunity for worthy affiliated organizations to establish new groups, but from an analysis of opinion data, adequate educational and promotional devices from a state and national level might be needed to bring a substantial number onto the campuses.

### Selected Administrative Aspects of the Agricultural Program

First, what did the people responsible for junior college agriculture believe about *the feasibility of junior colleges associating with neighboring junior colleges to allocate for emphasis, specific segments of the agricultural curriculum, thus eliminating unnecessary duplication and competition?* For example, should school "A" offer an animal husbandry curriculum for which it is best equipped and staffed to provide, and school "B" offer a fruit production curriculum for the same reasons, each avoiding the other school's major? Students in a district who wished to major in the curriculum offered by the college adjacent to his district would be encouraged to go to that institution. This plan received only a .839 (Probably Desirable) response, the administrators rating it .984 and the department heads .780. In line with this relatively weak response, only 15 per cent of the colleges had a working agreement with other regional colleges to prevent unnecessary overlapping of curricular offerings. It must be kept in mind, however, that in only a few areas, such as in southern California, are junior colleges offering agriculture close enough to one another to make such a plan either feasible or necessary.

*The articulation of junior college-high school and junior college four-year college agricultural curriculums* was also considered. Eighty-eight per cent of the administrators, 82 per cent of the agricultural department heads, and 74 per cent of the agricultural instructors (exclusive of department heads), for a total of 80 per cent, felt that junior college agricultural curriculums should be carefully and continuously articulated with both the high school and the upper division college curriculums. A mere 5 per cent called for articulation with the high school curriculum only; 7 per cent with the four-year college only; and 8 per cent for no articulation with either. It was found that, in practice, 61 per cent stated that their curriculum articulated with both high school and upper division college curriculums, 8 per cent with just the high schools, 22 per cent with only the colleges, and 8 per cent not at all. It would seem, therefore, that more emphasis on high school articulation would immerge. There is probably no need for articulation of two-year terminal curriculums with those of the four-year colleges, as this type of junior college program may well be more vocational in nature, unique and quite dif-

<sup>1</sup> Phillips, Loren D. "Agricultural Curriculums in the Junior Colleges," *The Agricultural Education Magazine*, XXVI, No. 8, (February, 1954), 186-7.

<sup>2</sup> "Additional Information Concerning Agricultural Curriculums in the Junior Colleges—Emphasizing Their Content and Organization," *The Agricultural Education Magazine*, XXVI, No. 9, March, 1954), 210-12.

<sup>3</sup> Rating Scale for Various Factors

| Weighted Mean | Terminology            |
|---------------|------------------------|
| 1.67-2.00     | Essential              |
| 1.34-1.66     | Very Desirable         |
| 1.00-1.33     | Desirable              |
| .67-.99       | Probably Desirable     |
| .34-.66       | Probably Non-essential |
| .00-.33       | Unnecessary            |

ferent in function and presentation from those offered by four-year institutions.

In reference to the *adult and evening agricultural curriculum*, only 38 per cent felt it was a legitimate and essential part of the curriculum, 57 per cent of the administrators indicating this belief as compared with 42 per cent of the department heads, and but 24 per cent of the other agricultural instructors. The high significance of 1 per cent probable error between administrators and agricultural instructors must be partially attributed to the fact that the latter would, in most instances, have to do the work and felt that their teaching load was already sufficiently heavy. In practice, 57 per cent of the 93 junior colleges replying to this question, included adult and evening agricultural programs, as opposed to the 43 per cent who didn't.

The junior college people were asked what they considered as the *minimum classroom and laboratory requirements* needed by their present agricultural programs. This should be compared with the average numbers of students. All groups closely agreed as to numbers of classrooms needed with a mean of 3.4 being given. Significant differences existed between the administration and agricultural staff in regards to laboratories. The mean of 2.65 was comprised of a 2.12 figure by the administrators, one of 2.4 by the department heads, and of 3.1 by the other agricultural instructors. Unfortunately no question was asked as to how many agricultural mechanics shops were needed and some may properly have considered the shop as a laboratory. It was found that an average of 2.85 classrooms, with a range of from 1 to 32, and 2.30 laboratories, with a range of from 0 to 17, were assigned to agricultural departments. Smith-Hughes' departments had a mean of 2.51 laboratories as opposed to only 1.44 for non-Smith-Hughes' departments.

#### Staff Size and Load

The *staff size (including department heads) per department*, was then considered. This factor, of course, is also closely related to the problem of classroom and laboratory needs. The average staff size was 3.15, with a range of from 1 to 24. There was .87 classroom per staff member and .75 laboratory. Comparing desires with existing facilities, 3.4 classrooms were wanted, with only 2.84 existing. An average of 2.30 laboratories were provided with 2.65 being desired. The 3.4 classroom figure might be wishful thinking, as that would mean more classrooms than teachers. Considering that the teachers would spend much of their time in the laboratory, shop and school farm, efficient room utilization might suggest some use of agricultural rooms for other classes even with the facilities available at the time of the survey. This average, however, cannot detract from the fact that many departments were sadly lacking in room space and facilities.

The respondents were queried in respect to *agricultural teaching loads in terms of hours and enrollments*. The average hours of teaching that each of

the three groups felt should be done by department heads averaged 12.6 hours per week. For other agricultural instructors, the mean was 18.8 hours. Strangely, the administrators gave a figure of 18 hours in contrast to the 19.2 hours volunteered by the agricultural instructors and the 18.8 by the department heads.

How much *time should be allotted department heads for administrative duties*? Considerable difference existed among administrators and the other two groups in respect to how much time should be allowed for these duties. The mean was 12.2 hours, with a low 9.9 being given by administrators, 12.4 by department heads, and a high 13.6 by the other agricultural instructors. The range was 2-45, 2-55, and 0-45, respectively. In actual operation, the hours per week allotted was 11.76 with a range of 0 to 20 for Smith-Hughes'. This gave a total mean of 10.6 hours. Thus, department heads were putting in 1.8 hours a week more in administrative work than they themselves thought they should be allotted. As an average this appears to be a very modest overload.

#### Status of Enrollment

Eighty-six of the cooperating junior colleges provided figures which represented the *number of terminal students enrolled in their agricultural curriculums* at the time of the survey. The 66 non-Smith-Hughes' department had an average 40.5 terminal students enrolled, with a median of 16, a range of from 0-460 and a total of 2,673. The 16 Smith-Hughes' departments enrolled an average of 38.4, medians of 13 and 16, a range of 7-275 and a total of 614. This makes a total of 3,287 terminal agricultural students.

These same 86 institutions had 2,290 transfer students in their classrooms. The non-Smith-Hughes' averaged 32 transfer students, with a range of from 0-210 and 2,112 in all. The Smith-Hughes' averaged only 11.1, with a range of from 0-50, for a total of only 178.

The average of both terminal and transfer students was 64, with a range of 3-460 and a total of 5,328. The non-Smith-Hughes' average was 72 students, with a range of 3-460 and a total of 4,536. The Smith-Hughes' mean was 49.5, medians of 21 and 23, with a range of 10-325 and a total of 792.

The enrollment figures will allow the reader to make various comparisons, such as student-classroom ratios. In this article, space limitations forbid the computation of all possible comparisons. However, teacher-student ratios are particularly important from a staffing standpoint. In the non-Smith-Hughes' schools the mean ratio was one instructor to 21.4 students. In Smith-Hughes' institutions it was 1:20.6.

#### Related Instruction

Next, let us consider the *adaptation of related courses to agriculture and status of persons who should teach them*. Related courses, such as chemistry and botany, for *terminal students* and taught by agricultural teachers, were approved

by only 24 per cent of the respondents. Seventy per cent believed these courses should be adapted to agriculture but taught by regular subject-matter teachers in close cooperation with the agricultural department. Eighty per cent of the administrators subscribed to this proposition as compared to about 67.5 per cent of the agricultural staff respondents. Only 6 per cent felt that terminal students should take regular courses as offered to all students in the school with no special effort to aim the courses at agricultural student needs. This question had no operational counterpart.

What should be the *status of persons teaching farm mechanics*? Thirty-three per cent of the respondents felt that farm mechanics is most effectively taught by regular agricultural teachers who teach agricultural science part time and farm mechanics part time. There was a great divergence of opinion between the administration and agricultural staff members. Fifty-three per cent of the administrators concurred with this proposition, while only 31 per cent of the department heads and 23 per cent of the other agricultural teachers agreed with it, giving a statistical significance with a probable error of less than 1 per cent. The alternative choice proposed that it is most effectively taught by a specialist in agricultural mechanics who had no agricultural science teaching duties. Sixty-seven per cent accepted this choice, the percentages for the groups being the reciprocal of the percentages given above. The very significant differences between administrators and agricultural staff members seem to suggest that the administrators were mindful of economy, whereas the agricultural personnel might be more conscious of their own shortcomings with respect to teaching farm mechanics.

#### The Smith-Hughes Law and Its Effect Upon the Junior College Agricultural Curriculum

A number of options were afforded the respondents in respect to the Smith-Hughes Law and its controls which are enforced upon Smith-Hughes' affiliated junior colleges by State Bureaus of Agricultural Education. Opinions were strictly in reference to Smith-Hughes regulations as they affected junior college agricultural programs and in no way pertained to high school programs.

Only 5 per cent of the respondents stated that they thought the Smith-Hughes law was correct and wholly acceptable. Thirty per cent felt it was in most instances desirable but not universally acceptable. Five per cent believed that it had little which was either desirable or objectionable. Thirty-six per cent opined that it should be amended to allow the junior college to give work which carries college transfer credit. Sixteen per cent stated that the Smith-Hughes regulations should be revised to allow the attendance to transfer students (dilution) in Smith-Hughes reimbursed classes. That the law should be revised to allow junior colleges to give transfer credit for any terminal

**Agricultural Programs - - -**

(Continued from page 19)

course was subscribed to by 35 per cent of the respondents. Sixteen per cent thought that the laws should continue to require separate courses and curricula for transfer and for terminal students. Only in respect to the revision of the law to allow the junior colleges to qualify for college transfer credit work was there significant disagreement. Only 27 per cent of the department heads believed that this should be done, as contrasted with 43 per cent of the other agricultural teachers and 39 per cent of the administrators.

Taking the undesirable with the desirable, the participants were given four options by which to express their opinions as to how worth while cooperation was or would be under the provisions of the Smith-Hughes program as it applied to junior college agriculture. Sixty per cent replied that it was desirable both financially and because of state Bureau of Agriculture supervisory assistance. Nineteen per cent postulated that it was primarily of value because of the financial assistance it affords. Six per cent stated that it was primarily of value because of bureau assistance and affiliation. Finally, 15 per cent went on record as opposing it on the grounds that it was difficult and not worth the trouble because of the restrictions. Thus, 85 per cent of the junior college personnel regarded affiliation with Smith-Hughes as worth while.

Although the published opinion largely favored an increase in the number of Smith-Hughes cooperating junior colleges throughout the nation and a sizeable majority of agricultural personnel believed affiliation therewith would be advantageous for all junior colleges, inflexibility of the law, particularly its strict forbiddance of reimbursement for classes at college level or those in which one or more students are doing college-level work, prevents its use in all but four or five states. The great majority of the states consider the junior colleges a part of their collegiate system, rather than as a segment of the secondary system. Thus, all but three of the 17 Smith-Hughes' programs found by this survey were located in California, a state which considers junior colleges as secondary schools.

In 1956, California is preparing to interpret the law even more strictly, with the probability that the smaller departments which cannot offer separate classes for terminal and transfer students may lose their affiliation. Thus, as desirable as Smith-Hughes' cooperation may be, the innate characteristics of the law will tend to result in a lesser number of Smith-Hughes' departments than there is at present.

Regrets are offered that a greater number of specific examples and exceptions could not be given. However, it is the considered judgment of the C.A.T.A. National Junior College Agricultural Curriculum Survey Committee that these opinions and glances taken of the general

**Curriculum Construction - - -**

(Continued from page 11)

4. Farm mechanics group instruction may be needed for 50 per cent of the time with individual problems for 50 per cent.

5. Plan your seasonal sequence to fit the needs of each boy's farm practice program.

6. The more comprehensive instructional units, which include skills previously learned, may be left for the junior and senior year, e.g., machinery management for a farm, providing adequate water supply, planning the wiring of a farm.

7. All learning, insofar as practicable, should center around carefully chosen projects. Don't spend class time "getting ready to teach."

**Evaluation**

The more integrated the teaching program becomes, the more necessary it is to avoid disintegration by careful evaluation. Adequate records must be kept to determine if means of satisfying your objectives for the boy are being provided. Here are some helpful suggestions.

1. Use some type of record card to check off skills developed by each boy for each year of farm mechanics.

2. Keep a record of farm mechanics instructional units taught so that the program will have continuity and so that it will become a unified whole.

3. Evaluate projects with the student in terms of his learning progress, quality of work, cost, contribution to his farming program and use of time.

Have you summarized your farm mechanics program? Remember that projects which leave your farm mechanics shop bear that invisible yet tangible trademark, "John made it in his farm mechanics class." So also does the boy become an example of your ability to do an adequate job of curriculum planning. Your product should not be left to chance; it takes careful curriculum planning and judicious use of the plan to develop a grand champion. □

**A Yardstick - - -**

(Continued from page 9)

in evaluating your fair, be it local county or state.

3. People who are interested in fairs should help evaluate. Boy exhibitors, parents of exhibitors, superintendents of departments at the fair, personnel on Vocational Agricultural staffs are examples of people to use for evaluation. □

**Index to Volume 28  
will appear in the  
August Issue.**

existing situations will serve as springboards and guide lines in the development and operation of junior college agricultural programs. □

**Our is - - -**

(Continued from page 10)

instruction should provide development in leadership and citizenship activities. The activities included in this program should be carefully selected when setting up the annual program of work. A considerable amount of the supervision of this program is given during the summer months.

**The Out-of-School Groups**

The second group which the Vo-Ag teacher works with is the adult farmers. In the experience of the writer, this group affords one of the richest fields of opportunity for real service and mass education. In order to do creditable and meaningful work with this group, a definite plan for getting together for organized study of factual information and the latest approved practices in farming should be provided. The individual service plan practiced by some teachers is too narrow in educational scope and too limited in number of farmers who can be reached. Farmers who are willing to cooperate in organized classes should receive all the follow-up assistance that it is possible to give. On the other hand, a farmer who is only seeking labor-saving, free service from a trained teacher without cooperation for the good of the entire community is hardly worthy of time of the teacher at the expense, or neglect, of the farmers who are cooperating. The adult farmers' program of meetings and follow-up work should be, for maximum results, carried on through the summer months just as much so as during the regular school session.

**Don't Overlook the Homemaker**

The third group of people in the Lucedale school community interested in services tendered by the vocational agriculture department is the housewife, or the ladies. The work carried out by this group consists of designing, constructing, and repairing household items, such as tables, whatnots, lawn furniture, small cabinets, flower stands and boxes, stools, etc. Also, the ladies study landscaping, soil, gardening, lawn grasses and fertilizers. This division of study is not considered by many vocational agriculture teachers, but it is an opportunity for a real service in building better home environment. As with the other two groups of students, the major part of home supervisory work with this group is done during the time of the year when school is not in session.

Finally, let it be emphasized that with a well-worked-out program and with the proper execution of the program, such as holding meetings, making farm visits, doing supervisory work, collecting and organizing teaching material and making educational tours, there is little time left for so-called recreational activities of the Vo-Ag teacher during the summer months. □

Here is an activity with much school-community relations value

## "County Line" Chapter stresses safety

J. C. ATHERTON, Teacher Education, Arkansas



J. C. Atherton

**S**AFETY was a major goal of the County Line FFA Chapter, Arkansas, during the past year. A review of the types of activities carried on by the Chapter indicate that it would be possible for others to conduct similar programs.

Many of the results of the safety program can be measured only in terms of long-range results. However, certain activities brought about immediate improvements. For example, 136 safety surveys were conducted of the farm and home. Every farm and home had safety hazards and some of them had numerous danger spots. On the first survey visit nearly 3,600 hazards were listed. Through the cooperation of the home owners, these hazards were reduced by 66 per cent by the time of the second survey visit and indications were given that this number would be further reduced.

The fifteen major activities of the Chapter relating to safety include:

1. Organized a school safety patrol of eleven members, eight of them being FFA members.
2. Assisted in setting up driver training course in the high school. The Chapter truck was used one period per day for this instruction.
3. Put on three high school assembly programs on safety at home, on the farm, and on the highway.
4. Arranged for a representative of the Arkansas State Police Department to discuss highway safety with the entire student body.
5. Published three farm newsletters concerning farm safety.

6. Conducted an active dehorning campaign in the community which resulted in 473 animals being dehorned.
7. Constructed safety signs and placed on boundary of school district.
8. Scheduled the following safety films for showing to the FFA Chapter, the student body, and to adult classes:

*Miracle in Paradise Valley*  
*Shooting Safety*  
*Behind the Wheel*  
*Highway Mania*  
*Hook Line and Safety*  
*Aim for Safety*  
*Live and Let Live*  
*Look Who's Driving*  
*Stitch in Time*

9. Secured the services of a representative of a public utility company for safety instruction in electrical wiring and electrical equipment.
10. Put up two window displays during Farm Safety Week.
11. Presented a program before the PTA on farm and home safety.
12. Presented a safety program during assembly at three elementary schools in the district.
13. Conducted an intensive check of safety hazards on the school campus and corrected them.
14. Published a series of news articles on safety.
15. Surveyed 136 farms for safety hazards and tagged each hazard found. Later checked to see what had been done about the "danger spots."

Through the cooperation of the FFA Chapter, the school administrator, the community, and the local editor, these activities and a variety of others relating to safety were accomplished. The extent which safety was stressed is evidenced by the title of the speech delivered by the Chapter representative in the local Federation Public Speaking Contest. His topic was "Shall We Live or Die." □



An example of community relations technique\*

### Why I am studying Vo-Ag

LEROY TOOMBS, Student, Tehachapi Valley, Union High School, Calif.

**I** am taking vocational agriculture because I want to learn about farming, livestock and machinery. My farming projects are one lamb and an acre of barley.

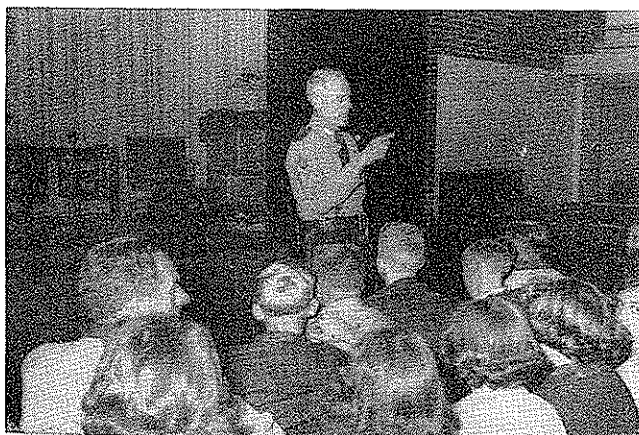
I plan to raise my lamb to market age and sell it. Also, I plan to harvest my barley and sell it.

I got my lamb when it was a week old. Its mother died so the shepherd gave it to me. I'm bottle feeding him till he gets old enough to get along without milk. Mr. Taylor, my agriculture teacher, demonstrated to my class how to dock my lamb. That means to cut off the tail. This picture shows the lamb immediately after the docking took place. He looks like he doesn't feel very well. In a couple of hours he was as frisky as ever though.

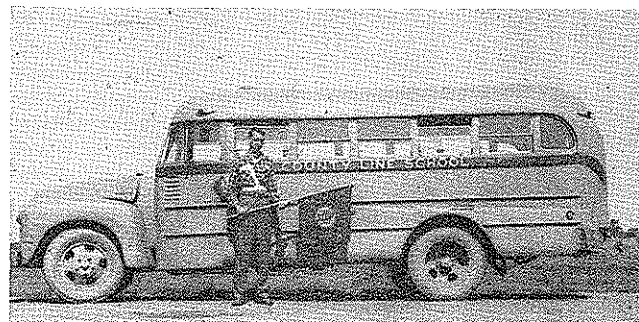
I disked the land and planted my barley crop. We used a wheel-type tractor to disk with and a track-type to plant with so I learned to drive both kinds.

I like agriculture and hope to be a farmer some day. I like the outdoor farm life and the experience I'm getting with raising livestock and farming land. □

\* This story appeared in the local paper along with the picture.



Trooper Jack Eason of the Arkansas State Police discusses Driving safety to the high school student body. The FFA Chapter arranged for Trooper Eason to be on the high school assembly program.



A member of the Chapter assists with the school bus safety patrol program. The Chapter organized the patrol. Eight members participated.

How does this relate to your concept of school and community relationships?

## General agriculture versus vocational agriculture

KENNETH B. CUTLER, Regional Supervisor, California



Kenneth B. Cutler

THE greatest percentage of those who read this professional publication are vocational agriculture teachers. We believe in the purposes and aims of teaching boys to become better farmers. We heartily subscribe to the learning-by-doing education exemplified by the supervised farming programs of our students. We know the importance of food and fiber production in our National economy. Ours is a noble task, which challenges us to be dedicated to the profession of vocational agricultural teaching.

We have come a long way since 1918 when the Smith-Hughes Law was passed. Our predecessors laid the foundation and perfected the program as we now know it. Yet we now find ourselves faced with a new challenge—to adjust the vocational agricultural program to the present day needs and conditions.

### Conditions Have Changed

In 1918, a large percentage of our population was vocationally employed in farming. There was a need to develop more and better farmers. We were part of the many services who did in their own field what we set out to do in agriculture. We were so successful that today less than twenty per cent of the population is needed in productive agriculture. Those who do farm successfully are using the new techniques, practices and improvements.

We need to re-evaluate our program to meet the present day needs. Will you agree that:

1. Agriculture is one of the basic industries of any successful nation.
2. The numbers of people who are interested in agriculture is not diminishing.
3. The opportunities for getting established in farming are becoming fewer, and the initial costs greater.
4. The need for more services to farmers is greater with the accompanying demand for greater numbers of people employed in occupations that supplement farm production.

Then, if you find that added to a combination of the above conditions, the school population in your district is on the increase, your students do not come from farms, and some are not vocationally identified with agriculture, you face the parallel situation that many

states and areas are facing. Many areas are working on a solution to the problem.

### Serving Through "General" Agriculture

In order to keep the vocational agriculture program identified with its main function, those students who do not fit into the pattern can be enrolled in general agriculture. An increasing number of agriculture departments are achieving considerable success by this method of solution to the problem. The advantages that have proved beneficial are:

1. It maintains a concentrated Vo-Ag group, who have unanimity of purpose.
2. The Vo-Ag teacher finds more time to supervise the farming programs of the Vo-Ag students.
3. It allows for fuller use of the classroom and shop facilities.
4. It tends to increase the teacher-pupil ratio up to the average for the school.
5. It offers another course in the curriculum, which is necessary with greater school enrollment and with students having a greater variety of interests.
6. It tends to train the present-day numbers required in agriculture both for farming and related occupations.

### Not a New Idea

The general agriculture program is not new. Many urban areas have had some form of general agriculture for a number of years. The kinds of general agriculture classes may be identified as:

1. *Pre-vocational.* The primary purpose is to identify the vocational interests of students through counseling and knowledge of the opportunities in agriculture.
2. *Exploratory (or orientation).* These courses are usually ten weeks in length and are carried on in conjunction with similar courses in the other interest fields. Such a one-year orientation program could include general agriculture, wood shop, metal craft, mechanical drawing, etc.
3. *Practical arts types.* These courses train the student in home beautification, gardening, selection of quality farm products, knowledge of local, state and national farm problems, conservation of natural resources, etc.

There is a place in our public schools today for both the Vo-Ag and general agriculture programs. While this is a possible solution to our problem, there is a parallel need to further develop the kind, or kind of general agriculture program that fits the local demands. □



SWINE PRODUCTION, 2nd edition, by Carroil and Krider, illustrated, pp. 496, published by McGraw-Hill, New York. Price, \$6.50.

*Swine Production* has been organized around four main headings as follows:

"Part One. Organization, a Factor in the Cost of Production.

Part Two. Establishing a Swine Enterprise as a Factor in the Cost of Production.

Part Three. Management as a Factor in the Cost of Production.

Part Four. Feed as a Factor in the Cost of Production."

The chapters included under these four parts provide information on all aspects of swine production and marketing.

This book is a second edition. The authors have included the latest developments in swine production. It is well written with excellent illustrations used throughout. Comprehensive lists of additional readings at the end of each chapter provide teachers with an almost endless source of reference materials.

This book is intended primarily for use as a college text. Teachers of vocational agriculture should find it useful as an excellent specialized reference on swine production.

W. E. Carroll is Professor Emeritus, University of Illinois. J. L. Krider is vice-president, McMillen Feed Mills, Division of Central Soya Company, Inc., Ft. Wayne, Indiana.

—A.H.K.

MY SIXTY YEARS WITH RURAL YOUTH by T. A. Erickson, pp. 162, published by The University Press. Price, \$2.75.

This book is an autobiography, but since Erickson worked so closely with the 4-H Club program, the book is also the story of the 4-H movement in Minnesota. The stories of Erickson's experiences as he grew up and served as a country school teacher and superintendent, and a rural youth leader are extremely interesting. Most people will enjoy seeing the beginnings of "new-fangled notions" through the author's eyes— notions which today are a common part of our culture. Of special interest are, of course, the many fine anecdotes drawn from a rich storehouse of experiences with rural boys and girls.

T. A. Erickson is now retired. Through his autobiography there is preserved the inspiration he has provided for the many young and old who would serve others.

—A.H.K.

(Continued on page 23)

SOILS, edited by L. J. Phipps, pp. 39, published by the Office of Field Services, College of Education, University of Illinois. Price for single copies, 65c.

This is a source materials bulletin for the use of teachers of vocational agriculture in preparing for teaching young and adult farmer courses. It contains lists of objectives, possible problem areas, typical problems of farmers, and possible activities for courses in soil management and soil conservation. A sample course schedule, some sample teaching plans, and a list of suggestions for evaluation of adult courses are also included.

This is an aid for teachers for use in planning for teaching, not a technical bulletin. Teachers should find it very helpful.

—A.H.K.

INTRODUCTION TO AGRICULTURAL ENGINEERING by H. F. McColly and J. W. Martin, illustrated, pp. 553, published by McGraw-Hill Book Co., Inc., New York. Price, \$7.50.

This publication is divided into the following eight parts: Engineering in Agriculture; Agriculture Mechanics; Farm Power; Farm Machinery; Rural Electrification; Processing Agricultural Products; Farm Structures and Conveniences; and Soil and Water Conservation Engineering. Each part of the book is further divided into a series of chapters. There are a total of 38 chapters.

This book was written for use in college courses in agricultural engineering. It is designed to acquaint students in a general way with the entire field of agricultural engineering. Illustrations are used effectively throughout the book. Lists of references are provided at the end of each chapter.

H. F. McColly is Professor of Agricultural Engineering, Michigan State University; J. W. Martin is Professor and Head of the Agricultural Engineering Department, University of Idaho.

—A.H.K.

CONSERVING SOIL by M. D. Butler, illustrated, pp. 321, published by D. Van Nostrand Company, Inc., Princeton, New Jersey. Price, \$3.96.

*Conserving Soil* is written in five parts or units. Unit One, the introduction, contains chapters on the meaning of soil conservation, why it is necessary, and land classification. Unit Two contains chapters on soil resource factors including soil formation and loss, water and water movement in relation to erosion, organic matter, and soil nutrients. Unit Three is a presentation of the soil conservation jobs that improve the land. All of the common erosion control measures for controlling both wind and water erosion are included. There is also a short chapter on stream-bank control. Unit Four is devoted to a discussion of grasses, legumes, and trees as they can be used in controlling soil erosion. Unit Five contains a description of ten different watersheds together with a discussion of the implications of this type of planning for the

individual farmer concerned with soil and water conservation.

This book is in general well written. The illustrations are numerous and well selected. Throughout the book, the author has made suggestions for activities and experiments which can be carried out in relation to the study of soil conservation. Both individual student and FFA chapter activities are suggested. The various topics are treated rather briefly, but lists of additional references are included for those who wish to read further on particular topics. Teachers of vocational agriculture should find a copy of this book a useful addition to their references on soil conservation.

M. D. Butler is a Soil Conservation Specialist at Washington State College.

—A.H.K.

MANAGING THE FARM BUSINESS by R. R. Beneke, illustrated, pp. 464, published by John Wiley and Sons, Inc., New York. Price, \$3.96.

This is a "Wiley Farm Series" publication. It contains chapters on getting established in farming, farm leases, buying a farm, using credit, planning the cropping program, planning the livestock program, soil conservation, managing the hog enterprise, managing the beef and sheep enterprises, managing the laying flock, using farm power and machinery efficiently, using budgets in farm planning, using farm labor, farmstead arrangement, adjusting to prices and markets, adjusting to risks, planning the size of the farm business, and farm records and accounts.

This book was written primarily for students in vocational agriculture in high schools, junior colleges, and agricultural institutes. The language and style are such that the senior high school student should read it with little difficulty.

The organization of the book lends itself well to teaching procedures used in vocational agriculture classes. A reference list is provided at the end of each chapter. Some illustrative management problems discussed are choosing the most profitable marketing weight for hogs, the advantages and disadvantages of different systems of housing hogs, amount of feed needed to put 100 lbs. of gain on steers at various weights, determining the most profitable output per dairy cow, and fitting milk production to seasonal price changes. Teachers of vocational agriculture should find this book a very useful addition to their reference libraries.

Raymond R. Beneke is Associate Professor, Department of Economics and Sociology, Iowa State College of Agriculture and Mechanical Arts.

—A.H.K.

VOCATIONAL EDUCATION AND PRACTICAL ARTS IN THE COMMUNITY SCHOOL by Byram and Wenrich, pp. 512, published by the Macmillan Company, New York. Price, \$5.50.

This book is presented in eight parts as follows: Part I. Vocational Education and Practical Arts in Relation to the

Community School Concept; Part II. Vocational Education and Society; Part III. The Nature and Contribution of the Practical Arts; Part IV. The Elementary School Program; Part V. Vocational Education and Practical Arts in the Secondary School Program; Part VI. Vocational Education and Practical Arts for Adults; Part VII. Improvement of Instruction; Part VIII. Organization and Administration. Each part is composed of two or more chapters, there being a total of thirty-one chapters.

The term "practical arts" is used by the authors to identify the non-vocational phases of education which deal to quite an extent with vocational subject matter. The four common practical arts are industrial arts, household arts, agricultural arts, and business arts. Teachers of vocational agriculture know the "agricultural arts" better by the name of "general agriculture" or "non-vocational agriculture."

This book presents a basic philosophy for planning for the vocational and practical arts programs in the community school setting. It deals with the objectives and principles of vocational and practical arts programs and vocational and practical arts program planning. Throughout, however, the authors stress the relationship of vocational and practical arts work to the rest of the school program and to the needs of society.

A publication of this kind has long been needed to help administrative and supervisory personnel understand the vocational and practical arts programs. Administrators, school board members, vocational supervisors, and members of school-wide citizens groups should find this book very helpful and informative.

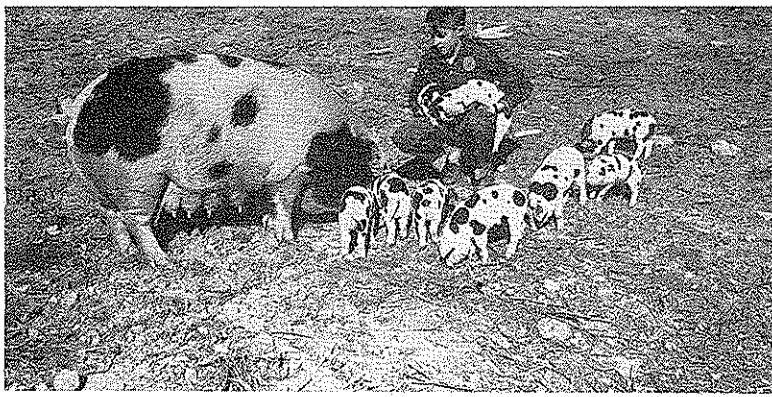
Harold M. Byram is Professor and Chairman, Agricultural Education Service, Department of Vocational Education, Michigan State University. Ralph C. Wenrich is Professor and Chairman, Department of Vocational Education and Practical Arts, University of Michigan.

—A.H.K.

## a 20th Century Fact



About 95 per cent of the cash income from farming is received by about 55 per cent of the farmers, notes a new report of the Twentieth Century Fund.



Ronald Davis, Fayetteville, Ga., is typical of thousands of Vo-Ag students who've gotten into the hog business through FFA pig chains. His Spotted Poland China sow was grand champion of the Atlanta area FFA swine show in 1953, and in 1954 yielded this litter. Desirable community relationships make such stories possible.



The Minnesota Agricultural Education Department is "training with action." The Agricultural Education Club held its first annual banquet on February 23, 1956.

This project under the direction of Dr. Harry W. Kitts, club adviser, serves two purposes—to acquaint the potential vocational agriculture instructors with the organizational problems which they will meet in their own schools, and to give the students a chance to get acquainted with the agricultural leaders of the area.

Left to right—Dr. Keith McFarland, Assistant to Director of Resident Instruction, University of Minnesota; T. H. Canfield, Associate Professor of Poultry Husbandry; Dr. A. M. Field, Professor Emeritus, Department of Agricultural Education; Dick Olson, student banquet chairman; Ray Husen, president of the "Ag Ed Club"; Ernest Knudson, chairman of awards committee; Dr. Walter W. Cook, Dean of the College of Education; Ed Fier, president of the Minnesota Vocational Agriculture Instructors Association.

# Stories In Pictures

At the right is emphasized the importance of father-son relationship in guiding and encouraging vocational agricultural students towards having a successful supervised farming program. In the picture, Vo-Ag student, Gene Beck, is being assisted by his father, Lloyd Beck, during what is an extremely important event to young Beck,—the addition and enlargement of his farming program. Gene's sow is farrowing and, as both Gene and his dad know, helping the young pigs to get a start in life goes a long way towards saving the number of pigs which will be later weaned from the sow at 8-10 weeks of age.

Gene purchased his bred gilt from Bill Braun, Vo-Ag Instructor in Tranquillity, California, and hopes to show her and some of her litter at some of the later shows and fairs during this coming year.

According to Jack Evans, Head of the Agriculture Department at Madera, "The relationship a boy has with his parents and vocational agriculture teacher, and the encouragement received from them determine how far the boy will advance in his supervised farming program and how successful he will become in the Future Farmers of America organization. Any student will receive only as much from his FFA work and farming program as he is encouraged to put forth in the program by his parents and his vocational agriculture instructors." →



Agricultural scholarship winner Ed Bryce, 15, Meridian, Idaho, shows the \$500 certificate he won in Pillsbury feeds' "Farmer of Tomorrow" contest. Offering congratulations are Idaho Gov. Robert Smylie (right) and Don Storey, Pillsbury feed dealer in Meridian. Bryce may use the \$500 scholarship at any agricultural college. The presentation was made April 4 in Boise, Idaho. Following the award, Bryce and 17 other contest runners-up were taken on a four-day agricultural tour from Boise to Salt Lake City. The farm youths were winners in a contest sponsored by Pillsbury feeds and its dealers in the Boise Valley. Another evidence of the "pay-off" of good public relations. ↓

Another example of good community relationships is illustrated in this picture of members of the Morgantown, W. Va., FFA Chapter and the warning signs for use in farm driveways. The members constructed and placed 25 such signs as a part of their highway safety program. Highway safety is one of several items in the Chapter's annual Farm Safety campaign. ↓

