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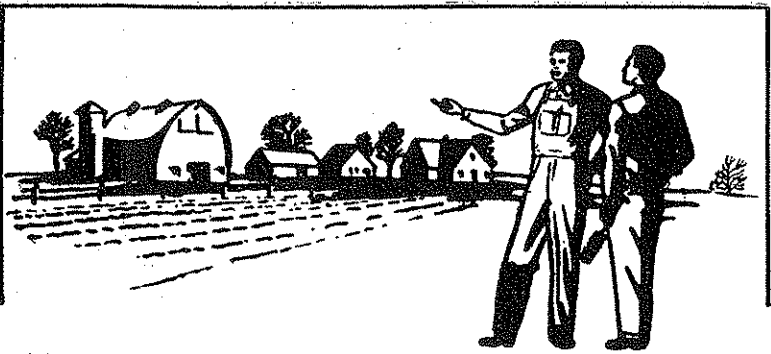
NUMBER 9



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Featuring— **Planning and Developing
Farming Programs**

The Agricultural Education Magazine



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

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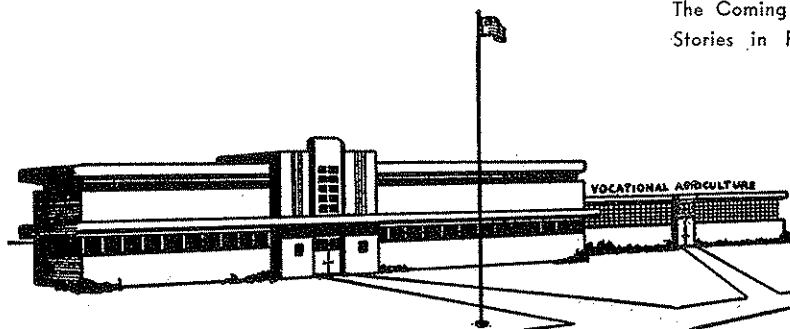
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Farming Programs — A Critique

MILO J. PETERSON, Teacher Education, Minnesota.

Writing an editorial about supervised farming programs in this publication is equivalent to writing about womanhood in the Atlantic Journal or honesty in government in the New York Times or mother love in the Woman's Home Companion. We are against sin and we are for farming programs. The readers of the column might reasonably be expected to have given years of thought and effort to the development and improvement of farming programs. Certainly readers of this journal are aware of the significance of supervised farming programs as tools of teaching. What, then, should be said here that may stimulate further effort and still greater dedication to improved education for farm people through farming programs?

In the beginning of vocational agriculture the basic legislation required at least six months of directed practice in farming. This was almost immediately corrupted into the fragmented "project" which has been the major stumbling block to building effective learning experiences into farming programs. It seems reasonable to suppose that the requirement of a minimum of six months of directed practice in farming meant just that. With ingenuity worthy of better things the administrators of vocational agriculture at the high school level permitted academic classroom instruction and the one-calf project to substitute for real directed experience in farming. Nothing could be calculated to hinder the development of farming programs more effectively. The simple project, while ideal for 4-H Club work, lacks breadth, depth, and comprehensiveness. The most serious weakness, or at least a very serious weakness, is that the one-calf project or its equivalent is unrealistic in that it inefficiently partitions a farm enterprise, worships pseudo-ownership of the boy's calf in Dad's herd, limits the development of junior partnerships at the enterprise level, and tends to isolate the farming program from classroom instruction. The "project" is something carried out on the farm and only incidentally related to the total instructional program. The "project" concept of farming programs leads to vocational agriculture as an extension of 4-H work with some classroom study and perhaps some shop work thrown into the bargain. This also leads to over-emphasis on production of farm products during the first years of Vo-Ag when more emphasis might constructively be given to mastery of basic skills and techniques necessary to farm production and equally "respectable" as elements of a farming program.

Just as the requirement for directed practice in farming was "adjusted" in the name of convenience and expediency, so also has the total program of vocational agriculture been skewed drastically in the direction of instruction for those not engaged in farming. Adult farmers, who stand to benefit immediately from vocational agriculture, have received scant attention. Here are ready-made farming programs that present opportunity for something more than the one-calf project approach. Adult education provides

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Record Keeping — Chore or Opportunity

JOHN A. SNELL, Supervisor, Maine.

No one would seriously question the desirability—or the necessity—for students of vocational agriculture to keep some kind of records of their farming programs. If for no other reason, the teacher must require some records as evidence of compliance with the supervised farming provision of the Smith-Hughes Act, though we would hope that this is not his only concern, nor even the primary one.

We can easily find disagreement, however, when we begin to discuss the specific purposes which such records should serve and the exact types of records which should be kept—witness the great variety of record books and forms required in the various states.

Many students look upon record keeping as a tedious and uninteresting chore to get through as easily and painlessly as possible. On the basis of their experience, some teachers consider it exceedingly difficult, if not impossible, to secure good records from some students.

Might it not help to "take another look" at this business of record keeping. *Purpose* represents an all-important factor in any human activity. Let us, therefore, look into the purposes of record-keeping from the viewpoints of both the students and the teacher. We could probably compile a rather impressive list of purposes which such records should serve, but it seems to the writer that there are two primary or over-riding ones which we need to consider.

1. To enable the student to know the results of his work and the degrees of success achieved. This is probably of first importance to the student.
2. As a means of teaching good practices and some very important concepts. This should be of first importance to the teacher.

From the standpoint of motivation, the *sine qua non* of good instruction, we must assist the student in developing and clarifying objectives which are meaningful for him and we must "exploit" these to the fullest. Most students are naturally interested in their own financial success with any of their own undertakings. There is also a natural desire to excel at something. If students are aided in setting appropriate goals—which are attainable but also challenging—they are almost certain to be interested in "keeping score." Perhaps we might be accused of trying to make a *game* of record-keeping, of "sugar-coating." If so, the writer would happily plead guilty, and justifiably, since the same incentives—desire to know the degree of success and desire to excel—most certainly function in adult life.

From a purely educational point of view, record-keeping presents a golden opportunity to teach not only sound practices but also some concepts which are very important to success in farming, or in other undertakings for that matter. We must consider not only what the student may do with his records,

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Character development through farming programs

The importance of the farming program in developing desirable personality traits.

JAMES W. HANSEL, Vo-Ag Instructor, McCallsburg, Iowa.



James W. Hansel

PERSONALITY has been defined as the sum total of an individual's characteristics. A multitude of traits can be included in this list to make up the personality of the leaders of tomorrow. As teachers of vocational agriculture, we must do our best to see that the traits ac-

quired by our students through our program are the kind that will make them leaders of whom we can be proud. Certainly we can do this if we stop just a moment and be sure we have set high standards of achievement in our farming programs. When this is done, we can help the students to do their best to reach these standards and thus do our part toward developing in them the desirable personality traits of good future citizens.

The vocational agriculture teacher must be quick to capitalize on all possibilities for personality development and put them to use for the student. By planning ahead we can guide the student toward the day when he will have acquired sound judgment and a keen business sense. We must emphasize the value of fair play and remind him that he needs to cooperate with others to succeed in life.

Vocational agriculture instructors often overlook the effect that a good farming program may have on the personality of the student. Some instructors have felt that this facet of our teaching was merely an incidental part and we were looking for evidences of more concrete results. Perhaps we should examine this phase of our work more carefully and see how we can augment the development of personality traits through farming programs.

Traits to Be Developed

Through a good supervised farming program we can guide the student's personality development in many ways. A well-planned program will promote attitudes of dependability and reliability by giving the boy a definite responsibility. He will have a definite job to do and must assume the responsibility that the job demands. By working with a project of his own he can gain the feeling of pride in doing a job that is challenging and worthwhile. In watching his program grow, the student will feel a sense of accomplishment and satisfaction which is satisfying and wholesome. When he has something of his own to work for, he tends to plan for

the future and work toward a planned goal.

Farming programs often lead to improved relationships with the parents and increase their confidence in the abilities of the boy to assume the many responsibilities of farming. These factors in turn contribute to the creation of enthusiasm in the student for the farm and all its attributes. An enthusiastic attitude toward the farm and life in general is an important key to the success and future of the boys' entire life work.

Records as a Device

What can we accomplish along the personality lines when we insist on rigid standards for the record book? Record books are excellent teaching devices which tie the classroom to the farming program and also give us standards for personality development. Through good records the traits of accuracy and neatness can be acquired. Honesty is certainly a mark of a good citizen and we can begin teaching this by insisting on exact figures in the record books. Through careful planning the boy will gain foresight and by conscientious budgeting he can learn thrift. The teacher can help to develop the ability to analyze objectively and to profit by mistakes by going over the student's record analysis with him and assisting him in making plans for the future. The

record book can also serve as a measure of progress toward goals and objectives that the student has set up. By checking himself he develops pride in his accomplishments toward this ultimate goal. If he gets discouraged over his lack of progress, you must help him to have a positive attitude toward life and the pattern of living. Show him how to look on the bright side of things and realize that it takes a religious faith at times to weigh life properly.

Contributions of the FFA

To have a complete farming program, the student should be encouraged to participate in the FFA. This organization will supply the needed motivation for student goals you may not be able to establish otherwise. He will learn the principles of democracy and gain a sense of community spirit through association with other students in the FFA. A chance for leadership and responsibility toward an organization can be brought out by participation in the activities of the Future Farmers of America.

A good farming program should give the boy a sense of accomplishment and a pride in his own ability to do things. By getting the student in the program best suited to his individual situation, we can guide the boy into developing a genuine love for the farm and its environment. The student must have a long-time program and see himself progressing toward his goal if he is to actually enjoy the challenge of farm life. If the student has been properly guided in developing a good farming program, he will exercise initiative in being of service to his community and in bettering the lives of his neighbors. He will naturally become a leader if he works for the things he believes in and treats other people with honesty and courtesy. □

The rewards out-weigh the losses*

A teacher finds his job to be worthwhile.

JIM HORNER, Vo-Ag Instructor, Fairfield, Iowa.

EDITOR Ledger:*

It is just short of 1 a.m. Sunday. I haven't been partying, nor have I been watching TV. The fact is I just returned 6 boys to their homes from the State FFA Dairy Judging Contest at the National Dairy Cattle Congress in Waterloo. On the way home, while the boys all slept I coughed occasionally as a result of sleeping in a drafty dorm the previous night. The radio was blasting to keep me awake.

My thoughts had been about as follows: "Boy, this is a rough trip! One Full Day! 300 miles plus round trip. Our contest results were nothing to brag about. Is it worth it? I'll be getting up at 5:30 in the morning to accompany a bus load of youngsters to our International Church Convention in Des

Moines to return at 1:30 a.m. Monday. Then to school at 8."

"Gee, I'd like to have seen the home game last night, wonder how it came out? What a wonderful day this would have been to go squirrel hunting. The season has been open 3 week ends and each has been taken up with such activities as this. I've "sunk" in only one hour of hunting one day last week after school, results—no game."

THEN CAME THE 11 O'CLOCK NEWSCAST with the first item describing the dairy judging contest and the announcement of the winners. Immediately following this was an item regarding a 15-year old jail breaker. He had been jailed on car theft charge.

At this point my thoughts changed, I realized that I was really glad I had the opportunity to contribute to the desirable educational and personal development and enjoyment of these stu-

*A reprint of an editorial printed in the Fairfield, Iowa, Ledger, Monday, October 8, 1956. (Editor)

Who makes the decisions?

A study of the supervised farming program of students in vocational agriculture.*

WORTH W. GURKIN, SELZ C. MAYO and J. K. COGGIN,**
North Carolina State College.



Worth W. Gurkin

ONE often hears the statement that "the supervised farming program is the very heart of vocational agriculture for all-day students." If SFP is the heart, then the freedom of opportunity to make the decisions in connection with the enterprises is certainly the soul

of vocational agriculture. A farming program (rather than a series of isolated projects) and the decision making process are two of the significant characteristics which distinguish Vo-Ag from several other farm youth activities.

The Vo-Ag boy, his family and the teacher enter into a teaching-learning process, the end product of which is an agreement that the boy will make the decisions concerning his farming program. If this agreement is carried out, the boy grows in his ability to make decisions. If, on the other hand, he does not make or share as an equal in making the decisions, then someone has failed to understand the agreement or one of the parties has failed to assume his rightful responsibilities in the teaching-learning situation. Under these conditions the boy ossifies and actually he is

*The original study was made by Mr. Gurkin as a part of his student-teaching which was completed during the Spring of 1956. The study was made under the general direction of Professors Mayo and Coggin and the resident supervising teacher. This summary was prepared by Professor Mayo while the photos were made by Professor Coggin.

**Mr. Coggin is Professor of Agricultural Education and Dr. Mayo is Professor of Rural Sociology.

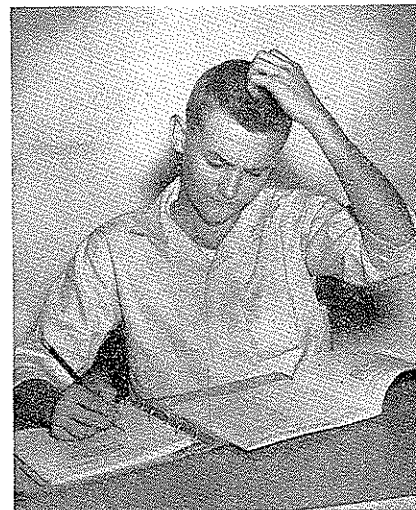
being robbed of important maturing experiences.

The Study

While doing student-teaching during the spring semester of 1956, Mr. Gurkin became interested in studying this problem: "Who makes the decisions in the supervised farming program of students enrolled in vocational agriculture?" The need for such a study grew out of the feeling on the part of the teacher that many of the boys, after working with them for several weeks, were not particularly interested in their programs as shown in their record books. Then, too, some of the boys appeared to be ignorant of many of the essential facts about their specific enterprises. In short, some of the projects seemed to be "paper" projects and the boy showed little interest in them and had very little knowledge about them. This was the rationale for this study of decision making.

The supervising teacher as well as staff members from the College encouraged the student-teacher to attempt such a study. After having decided to undertake the study, a very simple questionnaire was prepared. This instrument was designed in two parts. The first was a general section in which the broad question was asked: "Who makes the decisions in your supervised farming program?" And, the second was a specific section relating to the knowledge that each student had about his supervised farming program.

This questionnaire was then administered to all the boys enrolled in Vo-Ag who attended school on that particular day. Data were obtained from 64 students. Even though these data are



Decision making is hard work. The Vo-Ag student can make the decisions, but very often he is robbed of this important opportunity. This boy is in the process of arriving at a decision concerning his supervised farming program.

limited to 64 boys in one school, it is the opinion of the authors that the results obtained are symptomatic, if not representative, of many other school situations.

Results of the Study

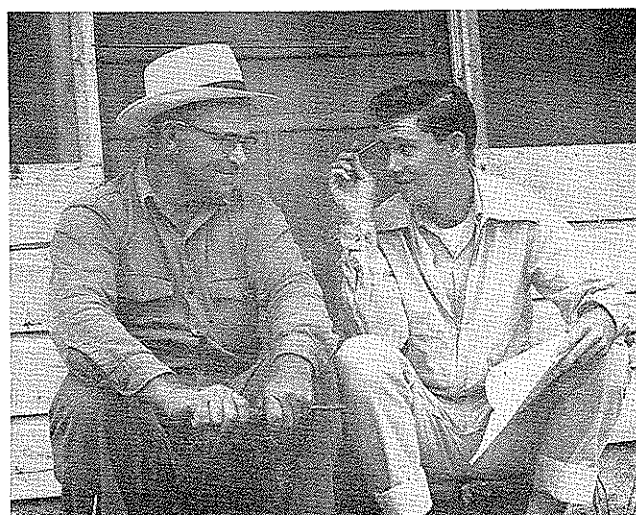
The questions were designed on the order of what has been called the funnel technique. This procedure involves beginning with a rather general question and proceeding to the more specific, each succeeding question logically requiring more specific knowledge about the matter under study. In keeping with this design, the first question asked of each student was a general one concerning decision making in his program. This was followed by a list of alternatives so that the student could simply check his responses.

The following shows the alternatives on the left and on the right is shown the number of students who responded

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Sometimes the boy gets lost in the shuffle—the project oftentimes becomes more important than the boy. Here it would appear that the father and the teacher (center) are forgetting the boy. If he is to grow, the Vo-Ag boy must make the decisions.



Father-son relationships are important in the farming programs of Vo-Ag. Fathers should offer encouragement and advice but eventually the boy must make the decision. Here the father appears well pleased with the ability of his son to make sound decisions.

Who makes - - -

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to each category. (There were 64 students included in the study.)

<i>"Who makes the decisions in your SFPP"</i>	
	Number
1. Yourself	53
2. Your father	44
3. Your mother	5
4. Your Ag. teacher.....	5
5. Your brother.....	3
6. Your seed and feed dealer....	2
7. Your county agent.....	1
8. Other	1

One of the most significant points revealed in these data is the fact that 11 of the 64 boys did not check the "Yourself" category. Apparently one in six of the boys considered that they had no part in decision making. This is only part of the true picture, however, as indicated below.

Further analysis of the responses showed the following groupings of decision makers.

<i>Decision Maker</i>	Number
1. Yourself only	16
2. Father only	9
3. Yourself and father.....	30
4. Three or more persons.....	9

It appears quite significant that only one fourth of the boys felt that they had full responsibility for making decisions concerning their supervised farming program. Nearly half the boys checked both "yourself" and "your father" categories. On the surface this would appear to be a very healthy situation. A knowledge of the general rural culture of which this school-community is a part, leads one to raise questions about drawing such a conclusion from these responses. Such questions are raised because, in very many rural families, boys of high school age and especially the younger ones are not considered as equals in making decisions on the farm. In many of these rural families, the boys are still considered as children. Parents, especially the father, consider it as their responsibility to make the decisions. This attitude is especially important and strong in relation to "money" matters. This fact is pointed out in the data presented in subsequent discussion.

Ability to Make Decisions

Following the general question, each student was asked to indicate what he considered as the most important enterprise in his farming program. On the basis of this, each student responded to a series of specific questions relating to row crops (42 students) or to livestock (22 students). Attention is now directed to these specific questions.

The 42 boys having row crops as their most important enterprise responded to a series of five specific questions. The following responses were obtained:

Question of Knowledge

	Number	
	Knew the Answer	Did Not Know
1. What variety of seed did you plant this year?	33	9
2. How many pounds of fertilizer did you apply to each acre?.....	32	10
3. What analysis fertilizer did you apply to your project?.....	26	16
4. How much did the seed cost that you used to plant your project?	16	26
5. How much did the fertilizer cost per ton that you used under your project?	6	36

It is the opinion of the authors that if the boy did not know the answer to these questions, very likely he had little or no part in the decision making process. It is quite significant that, as the questions became more specific with reference to the financial aspect of the enterprise, the students knew less and less about their farming program.

A final question used as a clincher was employed in this section concerning row crops. The final question was "Who selected the seed and fertilizer that you used for your project?" (It should be pointed out that a corn enterprise made up a large part of the row crop projects and that in most cases the seed and fertilizer decisions had already been made for 1956 at the time of the study.) It is highly significant that only eleven students stated that they made these decisions. Seed and fertilizer selections were made by the fathers of 28 boys and the decisions were made by someone else in the case of three boys.

A series of questions were responded to by the 22 boys whose major enterprise was concerned with livestock. In view of space limitations, these responses will not be presented in as great detail as those for row crops. Suffice it to say that the data show that students having livestock as their major enterprise knew a great deal more about their projects than did the boys with row crops.

A careful examination of the data and an understanding of the culture of the community reveal two explanations of this difference. Some of the questions did not call for as specific knowledge as was the case for the questions relating to row crops. Even here, however, 9 of the 22 boys did not know where the protein and mineral supplement was purchased. Also, nine of the boys stated that the decisions concerning the marketing of their animals were made by their parents.

Importance of the Decision

Very likely the real explanation for the greater knowledge exhibited by the boys with livestock is to be found in an examination of the culture of the community. (Most of the livestock projects were concerned with the production of swine.) And, the explanation is a very simple one. Swine production is not a

major commercial enterprise on most of the farms in this community. Hogs do play a major role in the subsistence program of a great many of these rural families. Now, as in the past, feeding and watering the hogs are chores assumed by the boys in the family at a very early age. Feeding the family's future meat supply as well as those animals in which he has a "project" interest gives the boy a knowledge of swine which the boy with row crops may not have acquired.

Conclusions and Implications

These data, quite limited in scope, point clearly to the fact that many boys in Vo-Ag have only "paper" programs as measured by the decision-making process. What do these results mean? And, what implications do they have for teachers of vocational agriculture? Several implications are pointed out below while others may readily come to mind. Those listed here are designed to be suggestive.

1. A strong orientation program is an important necessity. The boy and members of his family, of course the teacher too, must thoroughly understand the basic relation of the supervised farming program to the total program. This may involve a whole series of counselling sessions with the boy and other family members. Some sessions should come prior to enrollment and others should follow as soon thereafter as possible. Orientation, however, is not enough. Follow-through is necessary for each year that the boy remains in Vo-Ag.

2. These data are sufficiently conclusive to point up the fact that each teacher needs to assay his own situation in a systematic manner—in short, the teacher needs to do a little research in this area of his total Vo-Ag program. It might not be out of order at this point to raise a few pertinent questions. How many of your Vo-Ag boys are making their own decisions? Do they make more decisions, both major and minor, as they grow into their Vo-Ag program? Do other family members understand how important it is to create a learning situation, the essential nature of which is to allow the boy to make his own decisions?

3. These materials may point up the difficulty that many teachers have of teaching record keeping in their Vo-Ag program. "Oh, why do I have to keep these old records? My Dad says that if he had to keep records, he would go broke." This or a very similar expression is heard quite often by teachers of vocational agriculture. Many boys obviously do not care to keep records concerning enterprises over which they have little or no control and concerning which they have made no decisions.

4. It would appear to be bordering on teaching falsities to require boys to "list projects" and "keep records" on a program over which they have little or no control in terms of decision making. A strong argument might be made that in spite of this fault the boy learns something about agriculture. Even as-

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suming that this is true, it seems that to rob the boy of the decision-making function just about negates the fundamental objectives of vocational agriculture.

5. Do you have a solution to this problem? It is quite apparent from the data presented and from other sources, that many Vo-Ag teachers are faced with a similar situation. The authors of this report would be happy to receive comments and suggestions from teachers from all over the country. We would be especially appreciative of suggestions from teachers who have faced up to this problem and who have, at least in their own opinion, an effective program of decision-making among their own Vo-Ag students. □

Farming Programs - - -

(Continued from page 195)

the best opportunity for real vocational agricultural education. And yet it is the high school-FFA part of vocational agriculture that has, through the years, had more than the lion's share of time, money and attention. Captive audiences, composed of high school boys, have occupied the teacher's time. Practically all of the resources available to vocational agriculture have been given over to the high school-FFA program. Thus it follows that farming programs have been considered in terms of high school students who have not yet entered upon a farming occupation. What of those who are presently farming and who can benefit from improvement in their farming programs right now? The exclusive application of the farming program idea to high school-FFA instruction has had a crippling effect on the proper development of young farmer and adult education. As a result, many, if not most, of the young and adult farmer programs now in operation are non-functional, academic and frustrating to the really good Vo-Ag men who are "under the gun" in the community schools of America. Here indeed one finds the "No Man's Land" of vocational agriculture.

One need only analyze the wordage expended on farming programs in the Summaries of Studies and in this journal during the last ten years to conclude that farming programs are something that are very necessary to high school-FFA teaching, but hardly applicable to young farmer and adult education. Although this thesis will be rejected by the thoughtful reader, the fact remains that the development of a functional farming program approach to teaching young and adult farmers has been assigned a seat out in the left field bleachers.

Discussions by generalists in education invariably are rooted in the "needs of the child." The needs of adults are seldom, if ever, mentioned. Has this phenomenon carried over into vocational agriculture with a vengeance? Is this the influence that causes some of us to conceive of our task as working only with captive groups of high school boys who are not farming and probably will not farm? There is a very immediate

danger that the real vocational agricultural education will be delegated by default to non-school agencies. Apparently substantial numbers of us are so busy with the one-calf project that we haven't time for the larger needs and greater opportunities for vocational education among adult farmers. Yet it requires no crystal ball to predict that the full realization of the learning-teaching potential of the farming program concept will be found in the arena of adult education.

A major challenge confronting agricultural education in the public schools is the modernization and projection into adult education of the methods used successfully at the high school level. In this projection there will be some casualties of professional jargon. Imagine counselling Farmer Jones, or in Minnesota, Farmer Larson, on his "supplementary farm practices" or helping him plan his "supervised" farming program! These are nice terms that have meaning to teacher trainers, supervisors, and some teachers. But because of their orientation they are not very functional in a teaching operation. It is further suggested here that the assessment of outcomes of our teaching in terms of changes in the farming programs, especially of adult farmers, is done "by guess and by gosh." We are flying by the seat of our pants unless accurate and complete farm accounts become the basis of teaching built around farming programs. The "project" books and "supervised farm records" of the high school-FFA classes must be blended with and grow naturally into the farm management accounting system provided for farmers by the agricultural experiment stations of the various states. This will give substance to the hope that instruction is built around the farming programs of the students and that data are at hand to identify what these farming programs are.

The unique opportunity of vocational agriculture to remain at the growing tip of educational method lies precisely in the further development, experimentation, improvement and use of farming programs as a vital teaching tool. □

Record Keeping - - -

(Continued from page 195)

but even more important, what the process of record-keeping may do to the student. Does it increase his interest in and appreciation of good records? Does he have a better understanding of the purposes which records can serve? As a result of his experience, will he be inclined to keep records on his own initiative? If not, we need to analyze our present procedure critically.

We should first consider exactly what we hope to accomplish. We should then select records of a type which will most surely accomplish those objectives. Record-keeping should be looked upon as an opportunity to reach those objectives, and instructional procedures should be planned accordingly. The types of records kept should not only provide the needed information but should have

transfer or carry-over value to genuine farm records and accounts.

Among the concepts and understandings which the student should acquire as a result of his record-keeping are the following:

1. Good business management requires records. Farming must be conducted today as a business. Therefore, certain records are essential to successful farming.
2. Only records which are useful should be kept. If records have no value they are a waste of time.
3. Good records are not difficult to keep. They should not be more complicated than necessary.
4. To be useful, records must tell the truth. This means that they must be complete and accurate.

If record-keeping is to accomplish these things, the following points warrant consideration.

1. Records kept should be selected to give the desired information.
2. The records should be as simple as possible.
3. They should resemble as closely as possible the corresponding records which farmers should keep.
4. Students need orientation regarding the need and value of records.
5. Students must be encouraged and aided in the establishment of appropriate individual goals.
6. Adequate instruction must be provided in the keeping of records, both before the records are actually started and especially while they are being kept.
7. The records must be made use of as much as possible to demonstrate their usefulness and value.

The teacher's job is to guide and direct learning experiences which will result in desired outcomes. If record-keeping is looked upon as a valuable learning experience and treated accordingly, neither the students nor the teacher will consider it merely a chore but a valuable opportunity. □

The Cover Picture

Esko Eskola and Sulo Ojakangas, teachers of agriculture at Hibbing, Minnesota, discuss farm records with Walter Berg (center). Walter completed four years of vocational agriculture, enrolled in young farmer classes, is in the adult program and a member of the departmental Advisory Board. He operates a 130 acre dairy farm producing Grade A milk from 15 cows. Minnesota has pioneered in the farm management approach to adult education. Farmers keep accurate records which provide a basis for much of the teaching, including on-farm instruction as shown in the cover picture. With 13,875 adult and young farmers enrolled in classes, the program exceeds the 12,933 registered all-day students. Twenty-eight of the 261 schools with vocational agriculture departments are multiple teacher with 2 to 5 teachers.

We must get performance

Planning and its effect upon learning and practicing in farming programs.

R. W. CANADA, Teacher Education, Colorado A & M College.



R. W. Canada

IN vocational agriculture we are committed by law to the principle of supervised practice. But back of this there is a higher law of learning which in common language may be stated as, "We learn *what we practice*," and *what we practice* is as fully important as *practice*. Consequently, if the instructor is to do an effective and intelligent job of on-farm instruction and supervision, both he and the student need to know and understand clearly what practices have proven to be most efficient and what practices should be followed out for the various production enterprises, soil and water management, etc. This can best be done through enterprise analysis, identification of approved practices and jobs and then setting down in writing the specific practices, procedures and management practices which should be employed for maximum success of the various enterprises in the farming program. Experience and observation has led the author to the conviction that there is a very close correlation between proficiency of on-farm instruction and supervision, and the student's progress in efficient production and the extent to which specific practices had been studied and worked out by the instructor and the student alike for all enterprises in which the student is involved.

Need for Student Understanding

Careful questioning of many students on farms in several states concerning their production practices and the resulting answers given have usually revealed the extent of teaching, study, and planning that has been done by the instructor and the learning level of students. The more specifically and clearly the practices can be stated by the student, the greater his interest and understanding, and the more certain his progress toward achieving specific goals.

By contrast, the student whose practices were vaguely and indefinitely stated and not purposefully followed seemed to be getting but little more from his instruction in his farming program than he would from ordinary farm work carried on in a hired man capacity.

Need for Instructor Understanding

The instructor in such cases also seemed to be merely an opportunist during his visit to the farm. Having no definite understanding of the approved practices to be followed, he had no systematic method of checking and giving timely on-farm instruction and super-

vision to the student in his farming program. Neither can he carry the remainder of the farm family along with him in his teaching and receive their help. An examination of many written plans of enterprise jobs, and approved practices revealed that too frequently either general or related information, or else only general conclusions and recommendations, were found in notebooks or in sections of record books for what should be specifically stated practices. Such practices, if well conceived and adapted to the student's situation, would lead the student to more efficient production and higher goals and give definite direction to the student and instructor alike.

An Example

An example of the thoroughness and sureness with which written job plans should be conceived and written down for each enterprise carried is presented below. The reader will note that the jobs in the production cycle of the sheep enterprise are rather complete. However, as an illustration, the manner in which written plans for each job would be thoroughly developed is presented for only one job. The specific management and operational procedures should be based upon the latest up-to-date practices as established from authoritative sources. These sources should be carefully documented for future reference as needed.

Enterprise Analysis for the Sheep Enterprise

1. Determining whether to raise sheep.
2. Selecting breeding ewes.
3. Selecting rams.
4. Buying the ewes and ram.
5. Feeding and managing the ewes before breeding.
6. Providing housing and equipment.
7. Breeding the ewes.
8. Feeding the bred ewes. (An example of the developed plan of this job follows.)

A Sample of Planning

- I. In feeding the bred ewes, I plan to feed in such a manner as to insure good health to the ewes and strong, vigorous lambs at birth. The feeding practices and rations I will use are:
 - a. Ewes will run on green pasture when not covered with snow.
 - b. One 20-minute feed of alfalfa hay fed daily in the morning.
 - c. When ewes are in dry lot, feed two pounds silage and two pounds of alfalfa hay per day per head.
 - d. Six weeks before lambing, feed $\frac{1}{2}$ pound of oats daily per head, depending upon condition of ewes.
 - e. Feed the trinity mineral mix free-choice. Mineral composed of limestone, 40 lbs., bonemeal, 40 lbs., salt, 20 lbs.

- f. Salt will be fed free-choice.
- g. When the farm supply of alfalfa is fed up, I will feed silage, 2 lbs., prairie hay, 2 lbs., and $\frac{1}{4}$ lb. of soybean meal per head per day. Balance of ration to remain the same.
- h. A constant supply of clean water before ewes at all times.
- II. Approved practices to follow:
 - a. Feed sufficient protein to insure vigorous lamb and healthy ewe.
 - b. Feed mineral and salt free-choice.
 - c. Provide clean water supply at all times.
 - d. Properly supplement low protein roughages.
 - e. Feed concentrates to help prevent lambing paralysis.

References: Ensminger—Sheep Husbandry; Morrison—Feeds and Feeding; Juergenson — Approved Practices in Sheep Production.

Other Jobs

9. Care and management of the pregnant ewes.
10. Controlling disease and parasites.
11. Care of ewes and lambs before and after lambing.
12. Castrating lambs.
13. Docking lambs.
14. Creep-feeding lambs.
15. Weaning lambs.
16. Selecting ewe lambs.
17. Marketing lambs.
18. Shearing ewes and rams.
19. Culling breeding flock and marketing culls.
20. Investing proceeds of the enterprise.

Plans Must Be Used

If all vocational agriculture teachers would take time to thoroughly develop in writing each job as illustrated under No. 8 above, a higher efficiency of performance for the student and teacher would result. A copy of the plan should be available at the school and at the farm of the student so he and the parents can follow it through as needed. It is the teacher's responsibility during on-farm instruction and supervision visits to thoroughly acquaint the parents with the plan developed by the student and teacher in order that they may understand and assist in carrying it out.

Unless students are thoroughly taught and use the most up-to-date and efficient practices known, there is little justification for the time spent in vocational agriculture. □

The Rewards - - -

(Continued from page 196)

dents and regretted that it had been impossible to have the other students along. These at least were not learning to steal cars. Although I had not lectured to them about the principles of living a good life, morals, pleasant associations with their fellowmen, manners, and selecting and buying food, I'm convinced that they learned much about these, as well as about dairy judging and production. To me, this experience represents an example of the intangible and intrinsic things that happen to a teacher and keep him teaching.

Sincerely yours,
Jim Horner

"Jon is going to farm"

A teacher assumes the role of a parent in explaining his pattern of developing farming programs, with emphasis on financial equity for students.

JAMES HUXTABLE, Vo-Ag Instructor, West Winfield, N. Y.

EIGHT years ago Jonny, my son, was a little guy ten years old. He was full of boyish enthusiasm and wanted to be by my side during the many activities of a farmer's day. Today, as a senior in high school, he has six milking cows and four head of young stock. He sends his own milk to the milk co-op, receives his own check, and pays his own bills. Furthermore, he participates in and shares in the responsibilities for making many of the management decisions on our farm. He seems to be full of ideas on how things should be done. Jon and I like to talk farming. Some of his proposals, after a period of trial, became standard practice. Some are not practical, at least for the time being.

Occasionally his mother and I ask each other these questions. Is Jonny where we want him? How did he get there? Will he be happy? Is his community going to look up to him as a useful and respected leader? These are pretty tough questions and may take some soul searching before the answer is found. Of course, if Jon is happy and is a respected member of his community, we will be satisfied.

Let's examine his present status. In addition to his afore-mentioned farming achievement, he is a normal eighteen-year-old boy, 1957 model, give or take a little here and there. He likes girls, cars, sports, good times, hunting, and, oh yes, farming. His mother deserves much of the credit for his personality. She is the one most important person in creating the final product. I want just a little credit for molding his character and firing him with some ambition. I like to feel that I contributed to his desire to farm and to his present equity in farming. But there is more to it. His school and particularly his Vo-Ag teacher play important parts in this boy's life.

How the Start Was Made

Jonny got a calf on his twelfth birthday. He was in the seventh grade. As most farm boys of that age, he liked to watch and work with growing things. The cow barn was full of wonders for him. This pleased Pop no end. He took to that calf right away. Did well with it, too. So we had to get him enrolled in 4-H. You see his mother was the local 4-H leader. She saw to it that our three older daughters had the advantage of 4-H training and wanted Jon to do likewise.

One afternoon, Jim, the Vo-Ag teacher, dropped in for a visit. It seems that Jon was now a member of his Jr. High Vo-Ag class. We had a real friendly chat about Jonny and his future. Jim explained the Vo-Ag program to mother and me. I was particularly interested in Jim's proposed idea of a farming program for Jonny. This was based on the assumption that Jonny would still be interested in farming as a ninth grader and that he would be taking Vo-Ag. I was not convinced of this. Neither was mother. Jim's confidence in his program and in the future of farming may have been the major influence in the decision made later.

Two Features in the Program

I recall that this proposed farming program had two principal directions of participation. One was to be the building up of equity in the major farm enterprise—dairy. The second was to provide for a definite part in the work and management of the total farm business. I began to wonder where Pop fitted into this picture. Many questions were left hanging after this first visit from the Ag Teacher. There just wasn't enough time before milking to settle them all. However, Jim did take a look at Jonny's calf and gave Jon some well-earned

praise. They talked about showing the animal at the Community Fair which is sponsored by the FFA. Jonny thought that would be great. I could see that he was thinking of that grand champion calf award which the bank gives each year at the fair. Jim had given Jonny his first shot in the arm; the boy was on the way to greater achievement.

A Parent Meeting Helped

About midway through Jon's 8th year all of the parents of 8th grade farm boys were invited to a meeting with the Vo-Ag teacher. We were anxious to go. The time for a decision on Jonny's high school curriculum was approaching. The meeting was pleasant and valuable experience. Coffee and cake broke the formality. Friendly discussion with other parents having similar problems emphasized the many points of view. The Guidance Counselor was on hand to explain high school and college courses and requirements.

Most of the evening was devoted to the Vo-Ag program with Jim leading the discussion. He explained that a boy coming into Ag was doing so to train for farming.

I had not realized until then, that the course content depended upon the responsibilities and experiences the individual boys could get at home. But Jim explained that the boy's planning for carrying out his responsibilities for certain management and operative jobs on the home farm was one of the two very important parts of his individual farming program. Mother and I learned that it would be up to us to work out with Jonny and Jim just what should be included to adequately train him for farming. Quite an order. Oh, well, it would be extended over 4 years.

Planning for Equity

Jim had some definite ideas concerning equity in farming as a part of the farming program for Vo-Ag students. These, he shared with us at this parent's meeting. He felt, and convinced us, that it represented the most practical road to establishment in farming. Ours is strictly a dairy area. His philosophy was: start early with the best purebred dairy

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Andy Piscione, a Vo-Ag student in the West Winfield, N. Y. department is selecting a calf from one of the top herds of the community with help from his Vo-Ag instructor. Andy won the privilege of selecting the calf in a competition sponsored by the Herkimer-Onesida County Banker's Association.



Jim Huxtable, Vo-Ag instructor at West Winfield, N. Y., arranges with the parents for their son, Andy Piscione, to have responsibility for assisting in the selection, care and feeding of calves in the home herd. Andy's own calf will be included and will furnish his financial reward.

Jon is . . .

(Continued from page 201)

animal the boy can afford. The seventh or eighth grade is not a bit too soon. It was easy for us to see how, with good care and adequate planning, the boy could achieve a sizable dairy by his senior year in school. The thought that Jonny might even crowd me right off the farm entered my mind. Other parents were a little skeptical, too. We were assured that adequate parent-son agreements could be set up to maintain the proper balance for each home situation.

We found out, too, that there were many awards available to boys through the FFA. These would be a further incentive for the members to do a good job in their class work and on the farm. Jim said that he had been over these with the eighth grade boys. These available awards were all printed in booklet form so that we each had a copy. Mother and I used it later on as a guide when talking to Jonny. We wanted to make sure he applied for some of them.

Jonny Enrolls in Vo-Ag

At the beginning of the ninth year, Jonny enrolled in Vo-Ag. The FFA Fair was upon us. He was after that Grand Champion award, a purebred calf, from the local bank. There were some fifty dairy animals being shown. The competition was keen for boys and parents too, I guess. Well, Bill Jones won the calf, but I was proud of Jonny. He still wanted a purebred calf. His Vo-Ag instructor had sold him on the idea. The best is none too good, I agreed, but we can't afford it. We couldn't get out of it that easy. The banker, Jim, and Jonny had come to an agreement whereby Jonny could borrow money on his own

signature for the purchase of a good calf. Jim was to supervise the selection and Jonny was to pay for it out of his allowance. I couldn't say "no" to such a program. Jonny had the calf within a month and it was a dandy. Now his grade animal was about to freshen. He said that he wanted to sell the grade, borrow some more money to go with the sale price and buy a purebred heifer that was ready to freshen. We agreed. She had a heifer calf. Now he had three head. "Take it easy for a while now," Mother told him. "Get these paid for. You are only a ninth grader."

Well, he tried for the Rotary Calf Award but another ninth grade boy won that. You see this gets to be a fever in an FFA Chapter.

Interest in the Farm Develops

Time passed, Jonny did a good job. He took a lot of interest in the farm. When he had two milking animals, he started sending his own milk and paying his own bills. Had a checking account of his own, too. He finally won the Herkimer-Oneida Banker's calf award for his farming achievements in his Junior year. He now had four cows and three heifers. This was in the fall of his eleventh year. The original bank loan had been paid. He had secured a second one to purchase another milker. Regular milk checks were paying for this one plus some spending money. Oh yes, and he had more in the savings account than Pop. His work on the farm paid for the feed and other expenses. This was all figured out in an agreement. Jim helped him write the agreement. I read it and said "ok."

Now a senior with six milkers and four head of young stock, Jonny plans on going to the State University to enroll in the College of Agriculture. I

said he was going to farm. Well, he is, I think, when he graduates from college. We have agreed to help and feed his stock while he is at college. His milk check will go directly to him.

Mother and I think that this is a painless way to put a boy through school. He couldn't have gone otherwise. At least, not from income off the farm. Jonny says that the cows will gross more than he needs. "You can keep some for taking care of them." Everyone, Jonny, Jim, Mother and I are all happy about the whole situation.

Jon really is my son but today he is only *three* years old. But the above dream for him is based upon a pattern I have seen work in our Vo-Ag department at West Winfield. It emphasizes the importance of establishing an equity in farming in the process of planning farming programs. That equity spells progress and stability for our farm youth of today. □



Dad and son Jon, who furnished inspiration for the accompanying story of a pattern for developing farming programs.

Does Vo-Ag prepare for college?

Enrollments in Vo-Ag and in Colleges of Agriculture are affected by the answer.

E. V. WALTON, Teacher Education, A & M College of Texas.



E. V. Walton

VOCATIONAL education in America is on trial by the colleges. The indictment reads, "Curriculum not satisfactory for college preparatory purpose," and unfortunately it seems that the juries are inclined to find vocational education guilty without listening to the testimony or considering the evidence. The growing emphasis on mathematics and science for college entrance purposes is a result of a nationwide swing of the educational pendulum toward wholesale production of "junior Einsteins." We find men who normally pride themselves on scientific thinking

arbitrarily jumping to the conclusion that vocational education credits are far inferior to the disciplines involved in math and science as preparation for college.

Research in vocational education does not support this conclusion. The great body of evidence in the United States concerning the quality of college performance on the part of vocational credit students as compared to non-vocational credit students is repetitious with such phrases as "no significant differences," "superior in agriculture," "equal in other fields," "vocational agriculture curriculum is as satisfactory as other curricula for college preparation," "no significant differences," "former students of vocational agriculture excelled by one third of a mark."

No Penalty Evident

Research findings prepared by the Research Committee of the Agricultural

Education Section of the American Vocational Association and the United States Department of Health, Education and Welfare consistently support the premise that vocational education training does not penalize and on the other hand may constitute superior preparation for college.

Old established programs like vocational agriculture must be particularly alert in any era of education pendulum swinging to defend themselves. American educators have rather blindly accepted the premise that our colleges are to pour out a steady output of research minded technicians from the educational funnel spout. Somewhere along the line it has been overlooked that for every research person, the nation needs a dozen trained people for other fields of endeavor.

May Affect Agricultural Enrollment

If the present trend of thought is maintained and strengthened in our colleges, the results are unhappily foreseeable. Good high school students who want a college education will be forced to omit vocational education courses. Agricultural enrollment in colleges, already a matter of serious national con-

(Continued on page 215)

Supervise farming programs!

Supervision may be a major factor in determining success of farming programs.

HARVEY A. SMITH, Vo-Ag Instructor, Schaefferstown, Pa.



Harvey A. Smith

EVER wonder "Why Supervised Farming Programs?" Why is it necessary for a teacher of agriculture to visit boys at their home farms when we can give them instruction in school? What may be some of the values derived from these super-

vision visits to the student, parent, and the teacher? Supervision, according to Webster is, "The direction and critical evaluation of instruction." This brief definition would seem to answer the first two questions which I have raised in my opening statement. Some of the values derived from these supervision visits may be to give the student, parent, and teacher a chance of knowing each other better thus opening another avenue to discuss problems and possible solutions with the student and the parent on a more informal basis.

Important Factors

Perhaps at this point it would be desirable to list a few of the factors and characteristics which are basic to effective supervision.

1. The teacher must believe in his program. An old adage states that, "One can do just about what he thinks he can do." The success or failure of any supervised farming program depends to a large degree on the efforts and beliefs of the teacher of Vocational Agriculture. It is the duty of the Teacher of Vocational Agriculture to assist the student in planning, selecting, and carrying to satisfactory completion, a well-balanced, comprehensive farming program. It is the duty of the teacher of Vocational Agriculture to show the initiative and enthusiasm to the student. This will add the spark of initiative and enhance the student to try and do a better job.

2. The teacher of agriculture, in order to assist, guide, and supervise students with their respective farming programs, must know and understand sound agricultural practices. These practices must incorporate practical and scientific applications of agriculture in his community.

3. The teacher of agriculture needs to be a good counselor in guidance if a satisfactory program of supervised farming is to be developed. The reason for this is that a student may not know what he really wants to do in later life. It is the teacher of agriculture who meets with the student and his parents and together they can give the student much guidance as to whether to elect the course in Vocational Agriculture and carry out a satisfactory farming pro-

gram, or perhaps to take some other course which will fit in with his avocations and vocations of later life.

4. Home-farm visits are an essential part of a successful supervised farming program. The teacher of agriculture cannot supervise a farming program from the classroom any more than a farmer can feed his chickens or milk his cows from the overstuffed chair in his living room. The success of a farming program may depend on the number of farming visits a teacher makes to the individual student's farm.

Essential Characteristics

Finally, some characteristics a good farming program would include are:

- (a) It is sufficient in scope to be a real challenge to the student.
- (b) It provides for a large number of needed abilities essential to success in farming.
- (c) It contains production projects of sufficient size to return a satisfactory profit to the student.
- (d) It incorporates those improvement projects, supplementary farm practices, and approved practices that are applicable to the student's home farm.
- (e) It will provide for expansion each year.
- (f) It will be satisfactory to student and parent.
- (g) It will lead to establishment in farming. □

Use exhibits

A few precautions will get results.

BURTON W. GREGG, Vo-Ag Instructor, Brattleboro, Vermont.

FFA exhibits have gained a prominent feature in many Chapter and State Programs of Work. The quality, composition and general effect of the exhibits at the 1956 National FFA Convention were outstanding. Practically every known device of lighting, motion and color appeal was utilized.

The purpose of this article is to point out a few of the basic features in the making of such effective exhibits.

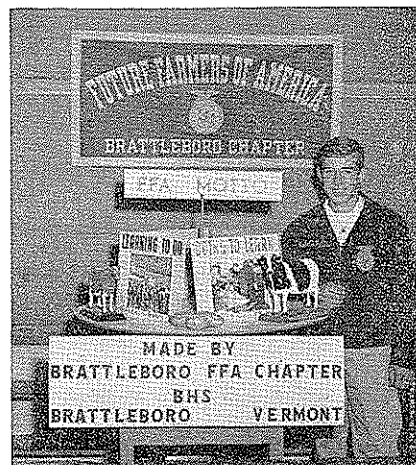
1. *Planning the Exhibit.* It is probably a correct assumption that the results will probably be in proportion to the planning. If the activity is to be at all meaningful to the members, a plan should be drawn well in advance.

2. *Quality of the Exhibit.* Quite importantly the workmanship of the exhibit should be of the highest quality. In other words the signs, coloring effects and other features must be carefully and accurately presented. The exhibit should reflect the result and execution of proper planning and organization.

3. *Use of Signs.* The exhibit must attract and tell a story. Signs should be so designed as to catch the eye and tell briefly what the exhibit is about or to identify a part of it.

4. *Arrangement.* Exhibits that are simple, neat and uniform are the result of thoughtful arrangement. A person will probably stop to observe for only one or two minutes. Compactness and conciseness is therefore a must. All parts must be so arranged as to catch and hold personal interest.

5. *Use of Motion.* While a picture is known to be more meaningful to the viewer than words alone, so likewise motion will help make a more lasting impression. Animation and movement aids in captivating the interest of the viewer and gives a more lifelike aspect to any type of exhibit.



This exhibit attracted attention and presented the story desired.

6. *Use of Lighting.* Lights of various types and sizes may be used on most exhibits. It should be remembered that the basic reason for lighting is to direct the viewer's eye to what you want his eye to see. Naturally the precaution is not to use too many lights.

The picture accompanying this article depicts the FFA Motto in terms of the Brattleboro Chapters' activities. The planning, work and setting up was done by the Chapter Officers. It incorporated most of the basic requirements mentioned in this article and proved to be a popular attraction at local fairs. □

Theme for April

**Enrolling Students
in Vocational
Agriculture**

Students organize own course of study

Their farming programs may prove to be one basis for selecting units of study.

OLIVER W. WARNER, Vo-Ag Instructor, Zionsville, Ind.



Oliver W. Warner

AS you meet with your classes are you at a partial loss as to teaching procedure? Are you getting class attention and learning? How should you instruct young farmers whom you have known for a number of years? These are questions which could have been in your mind as you met with your senior class the first day of school. It's easy to get "fired" up the first few days, re-establish rapport with the class, and then dampen the spirits of the class by stating, "Today, we shall start with the history of hybrid corn because I think it is important."

As we continue in the field of teaching year after year, we should give more and more consideration to group participation and guided learning under our supervision. The desire to learn must be, essentially, an attitude of the student. The class must establish its own goals and devise means to attain them.

My teaching method in the past had been to guide the class into lesson units I considered important. I had not taken into consideration what the class desired or what their interests might be. As a result, I was losing the interest of individual students and as the school days progressed toward late spring, too many students were bored by my standards. Grades were low and interest was even lower. After analyzing my teaching procedure, I decided to try another approach.

Getting Started

1. Devote the first day or two of school to the general field of instruction for the year and what the teacher expects of the student in organizing job units.
2. Facilitate each student's major interest or interests being identified through class discussion.
3. Encourage each student to look for information covering his particular interests. For instance, the student who is particularly interested in beef looks in general publications, textbooks, magazines, etc., concerning beef.
4. Help each student prepare a list of job units in which he is especially interested.
5. By the end of the first week, each student should be ready to present his list of job units to the class.
6. Place the general field of instruction on the blackboard with its subheadings. For example, livestock would be the general field to be covered with the subheadings of hogs, beef, and sheep.

7. Elect a class secretary to record the job units.

8. Record the list of job units under each subheading as they are presented by the class. The job unit is usually expressed in the form of a question, and in the case of two closely related subjects, they may be combined as one.

9. After all the job units are listed on the blackboard, prepare a mimeograph copy and give one to each student.

10. Work with the class to re-word, delete, combine, and decide upon all the job units they wish to have for the year. This is the key spot and the teacher must carefully guide the class in this very important step. Tact must be exercised by the teacher to call attention to important job units omitted by the class; however, do not argue with the class to get a particular unit included. If it is apparent that the class will not accept a particular unit, omit it for the time being and later try to either cover the essential points by working it in with another job unit or re-introduce the job unit when the apparent need for it occurs.

Developing the Job Unit

1. Give each student a job unit under a subheading in which he is especially interested. (If possible, a job unit which he suggested.)
2. Provide him with paper and a manila folder for each job unit.
3. Explain the job unit to the class so that they understand exactly what is wanted. This reviews for the class all sources of information available.
4. Have the class elect a class co-ordinator and assistant. It should be their responsibility to file the manila folders, give students new job units, order films and film strips, help to organize other audio-visual aids, and perform other duties the teacher thinks necessary. These two students should be selected according to their dependability and efficiency. The duties of the officers should be carefully explained by the teacher to the class before this selection is made. Also, whether the students will have the extra time available to perform such duties should be taken into consideration.
5. Have each student take his job unit and look up and record sources of pertinent information about it including: (a) names of textbooks and page numbers; (b) names of magazines, issue, the titles of articles, and page numbers; (c) names of bulletins, booklets, and leaflets; (d) charts and other available aids; (e) films and film strips; and (f) demonstrations, field trips, speaker, etc.
6. Instruct the student to place all information in the manila folder, give it to the class co-ordinator, and secure another manila folder and another job unit.

7. The teacher must supervise his class closely and help those students who need it. This is where teacher-student rapport can be firmly established.

Scheduling the Job Units

It is impossible to foresee all the activities, variations, and interferences which might occur during the school year. It is next to impossible to formulate a detailed course of study to cover the whole school year or even one semester. The unfortunate situation often exists that one is not able to get films and other aids if plans are not made well in advance. But the effectiveness of teaching may well be lost if the progress of the class is geared to a film schedule; therefore, it must be kept in mind to schedule the units in a flexible fashion. The following procedure works very well in scheduling the job units:

1. Set up proposed job units by months. (Try to keep seasonable as many job units as possible.)

2. Schedule in detail only six weeks or less at a time.

3. Allow at least one period out of every four for variation, added interests, new job units, supervised farming activity, FFA work, etc.

Teaching the Job Unit

1. Arrange for the student who has prepared the job unit to present it to the class.

2. Be sure the student is notified at least one job unit in advance so he will be able to: (a) add any necessary additional information; (b) arrange a field trip; (c) select audio-visual aids; and (d) prepare bulletin board materials, etc. All arrangements are made under the supervision of the teacher with the assistance of the class co-ordinator.

3. Have the student place the job unit name on the blackboard together with all sources of information he has found.

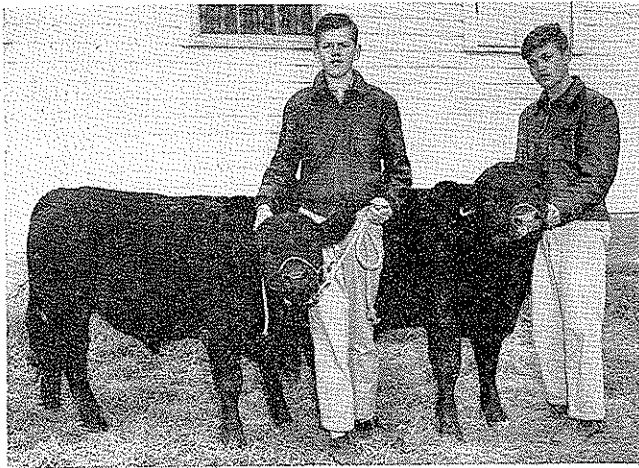
4. Ask him to explain briefly to the class the need for the unit and present or call attention to the bulletin board or other audio-visual aids.

5. Under supervision of the teacher the job unit should then be developed, discussed, summarized and evaluated by the class.

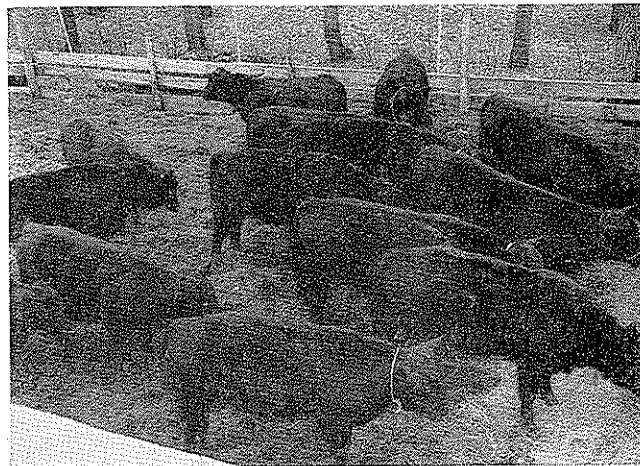
Summary

A total of four to six weeks will be required to set the class into motion under this plan. However, the time is not lost since the student learns best by taking an active part in the learning process. If he feels that he has contributed toward the group goals, he is more inclined to want to meet them. Not only does the student develop a feeling of belonging, but a perspective is developed which is essential to all successful teaching. The following are some of the advantages that accrue:

1. Class-teacher rapport is developed.
2. Students feel a part of the class.
3. The student is more likely to recognize his needs and interests.
4. The student develops a sense of responsibility, initiative, leadership, appreciation and information-finding abilities, and understanding of the use of audio-visual aids through such group experience. □



Two of our boys and their steers.



Our herd of Angus steers at the feeding lot.

A Vo-Ag department found a way to provide opportunity for farming programs.

Equalizing opportunity

DON ERICKSON, Vo-Ag Instructor, Rugby, North Dakota.

DO workers in the field of Vocational Agriculture have a moral responsibility to provide for their students some semblance of equality in opportunity to make a beginning and advance in farming? It is generally agreed that instruction in vocational agriculture must be placed on the doing level. Further, it has been shown by several studies for Master's degrees that eventual involvement in farming is closely related to opportunity to farm while attending high school. It would seem, then, that in order to meet the basic objectives for vocational agriculture, such opportunity to farm must be provided to all interested students.

Perhaps most instructors have had experiences with classes in which a few boys carried large, well balanced farming programs while some other members of the class conducted only a bare minimum of enterprises. While teaching such a class it is soon apparent that a proper interest approach becomes difficult. Boys who have no land available for crops must study crop production as an academic subject. Class members

who have no opportunity to raise livestock must look upon the study of ration balancing, etc., as purely theoretical. It seems likely that most workers in our field would agree that the ideal class situation would find all of its members engaged in raising both crops and livestock. How much of an obligation does the instructor have in bringing about this ideal situation?

FFA Chapter Foundation Formed

The vocational agriculture department at Rugby has been in operation since 1932. About 1944 the present instructor began to appreciate the need for better balanced farming programs if the true objectives for the program were to be met. With the officers and members of the Adult Evening Class leading the way, a Chapter FFA Foundation was established. It is believed that this was the first local FFA Foundation in America. Through the efforts of the Foundation and kind cooperation of the Rugby Park Board, a lease was obtained for the farm land within the boundaries of the City Airport. A total of 140 acres

of tillable land was included in the lease. Then, through the fine cooperation of the local Case Implement Dealer it became possible to purchase a line of tillage equipment. As a result of these activities, the FFA Chapter set up a program whereby any boy who lacked the needed facilities for a crops enterprise could rent land and machinery from the



A Cultivating Bee at the Chapter Farm.

Chapter and carry out a part of his farming program on the Chapter farm. This program has been functioning for seven years and has proved very satisfactory to all concerned. There still remained the problem of starting boys in the livestock business.

Community Resources Used

During the past summer, Lester Blessum, father of one of the Chapter officers, accompanied the boys and their adviser to the annual Officers Retreat. Lester is a grain farmer and his son had never raised any livestock in his farming program. He first proposed an idea that later became our answer to the livestock problem. As the idea took form, the members of the Park Board and Supt. J. I. Pennington were contacted. Through the help of these fine people, the Chapter was able to secure one of the barns at the City Fairgrounds. Through the cooperation of the two banks in Rugby, each boy, who was interested in feeding out one or more beef steers, was able to secure a loan to buy the steer and the necessary feed. The boys did a lot of work making box stalls, running in a water line and in doing general repairs. On the 9th of November, fifteen boys purchased a total of 17 high quality Angus steers. Since that time another member has purchased two more, so at present we have 19 steers on feed, owned by 16 of our Chapter members. Each boy plans and feeds his own ration. Most of the steers are now going to receive 10 mg. of Stilbesterol daily. Present plans are to feed about 210 days. Weights are taken every 30 days in order to give us a check on how the different rations are panning out. All of the work of feeding, watering and managing is being done by the members themselves. Needless to say, the boys are enthusiastic and the steers receive good care.

Just about the time it was very badly needed, the Gronvold Motor Company donated a Chevrolet pick-up to the Rugby School District for use by the FFA Chapter and the Vocational Agriculture department. The pick-up was immediately pressed into service to haul bales of hay and straw in addition to other feed. To make the arrangement even more satisfactory, the local repre-

(Continued on page 214)

Re-investing in the farming program

Continuous planning is necessary.

HARRY I. KNOX, Vo-Ag Instructor, Bellwood, Pennsylvania.

"EDUCATION IS NOT GIVEN FOR THE PURPOSE OF EARNING A LIVING; BUT RATHER FOR KNOWING WHAT TO DO WITH A LIVING ONCE IT IS EARNED"

... A. Lincoln



Harry I. Knox

THE above quotation may at first seem to be ill-advised. Upon closer examination, however, it contains indeed more truth than fiction. We teachers of agriculture can be guilty of becoming so engrossed in seeing the comple-

tion of some individual part of the farming program of a pupil that we overlook the integration of that one operation into the over-all pattern which leads to the establishment in farming. Let me illustrate this point.

Some years ago a boy who came into my freshman class declared that his purpose was the building of a program based on livestock and grain farming. In view of his facilities and finances it

was logical to begin with one gilt. The long-time program would embrace progression through the enterprises of brood sows, market hogs, the addition of beef animals, and the growing of grain crops requisite to these holdings. With this plan in mind, a good gilt was acquired. The boy, however, was a bit inclined to be careless and inattentive to day-by-day management. It required the cooperation of his parents and me, with frequent urgings by both of us, to bring about the development of a good brood sow, a well-planned breeding program, and the eventual readiness for market of a creditable litter of pigs. Pigs were sky-high in price then, and I was deeply pleased on the day that the boy showed me the cash which his brood sow project had made. I assured myself that I had done quite a good job; the boy had learned swine husbandry; never again would he need to be shown the virtue of faithful attention to details; we now had a supply of ready cash to make our move into the wider farming program. It was one of those days of "good feeling" which teachers of agriculture enjoy.

An Unexpected Outcome

Imagine my consternation when, a very few days later, I saw a jalopy

bearing down on me with blaring horn. Within was a hilarious boy cheerfully shouting to me, the teacher of agriculture, who had a part in making all this possible. I guess I took all the joy out of his purchase when I fired such questions at him as, "Just what have you done? How much of your money did you spend? Now what are you going to use for money?" These questions, plus a few choice epithets, left both of us in an unwholesome, stony silence. The jalopy, plus license fee, left him with a working capital of exactly seven dollars and fifty cents.

The more I reflected upon that situation, the more guilty I felt. I might have known he would do something like that. Why had I not anticipated such an act? Why had I not counselled him about re-investing his capital? True, I had taught him how to manage swine profitably, but I had failed miserably in establishing proper values. As in the opening quotation, I had taught him to earn a living, but not what to do with it once it was earned.

Anticipate the Next Step

We must, therefore, give more thought to the "next step." I should have spurred his interest in acquiring better stock, in selecting a heifer as the foundation of his beef herd, in acquiring the seed and fertilizer for his grain farming program. Perhaps it would have been good policy to go so far as to have him take an option to buy other livestock. There is hardly a pat answer that will fit in all cases, but the obligation still remains—"to plan the second step well in advance of the completion of the first." □

Financing the farming program

A problem confronting every teacher.

GEORGE O. OTT, Vo-Ag Instructor, Bangor, Pa.



George O. Ott

A student's supervised farming program is a business undertaking planned for profit which should ultimately lead toward establishment in farming. It is a business venture and must be planned on a sound financial basis. Many students develop false

values about costs of production because the parents provide him with livestock, feed, crops, or use of equipment and machinery without any expense. Vocational Agriculture boys should be made to realize that each project is a business venture and it should be carried on in a business-like manner with the pupil paying the expenses and receiving all the profits or losses from the project.

Some of the Problems

A pupil, with the help of his teacher, should carefully prepare a budget show-

ing the estimated expenses and receipts of his proposed project. This budget should be checked by the boy's parents. The student, parent, and teacher should carefully study the cost of the program so there is no misunderstanding. If the program cannot be financed, cooperation should be solicited in obtaining financial help from other sources. Care should be taken to see that any money borrowed will be for a worthy investment and that the pupil will have a good opportunity to realize a profit from his efforts. This first farming project should bring him a profit lest the pupil become discouraged in his future plans. This first experience in making a loan will help set a pattern in his future plans when he becomes established on the farm.

Sources of Funds

Loans may be secured from numerous sources such as:

- (1) Parents.
- (2) Relatives and friends.
- (3) Local banks.
- (4) Revolving funds from the local FFA Chapter.
- (5) Securing animals from the local

Chapter on a "chain basis."

- (6) Securing guaranteed loans through a member of the Future Farmers of America Foundation.
- (7) Loans from local service clubs.
- (8) Working on farms for hire.
- (9) Pooling of resources of several pupils who are interested in a group project.
- (10) Chapter projects.
- (11) Borrowing from Production Credit Associations.

Most of these methods of obtaining funds have been used by the writer and in no instance has any pupil ever defaulted in his obligations.

Financially Sound Agreements

It is most important that money borrowed should be made upon a sound repayment plan arranged between the interested parties. A written agreement is necessary. The help of a solicitor for a nominal fee can be had so that the agreement will become a legal paper in the sight of the law.

A father and son agreement has been used in our Vo-Ag department for several years between pupils and parents from numerous farms in the community. These father and son agreements seem to be working quite successfully. Probably by the use of this agreement these Future Farmers will be helped in climbing the ladder to future ownership of their own farms or the home farms. □

"Ye did it unto me"

A basis for evaluating all of your professional activities.

ARTHUR FLOYD, Teacher Education, Tuskegee Institute, Alabama.



Arthur Floyd

A story is told of a master who gave an assignment to one of his servants to build a house. He told the servant to spare no effort, money, time or material. He insisted on the servant building a good house and made available all necessary funds and assistance the servant requested. Unfortunately, the servant was endowed with a double portion of injustice, unfairness, dishonesty, and greed. He purchased cheap, inferior material, he hired unskilled, careless, cheap workmen. He not only used undersize and inferior hardware for the framing and bracing, but an insufficient amount of nails, screws, and hinges with which to hold the house together under the stress and strain of winds and storms. He schemed as much as he could in order to realize as much profit as possible from the assignment. When he finished the assignment and delivered the keys to his master, to his surprise and everlasting sorrow and sadness, the master said, "This is your house. This is where you and your family will dwell forever."

Builders of Human Beings

As teachers of vocational agriculture, what are we building? Are there implications in the building of houses for the building of men—human beings? If honesty, industry, absence of greed, justice, and fairness, as well as skill and know-how are important in the character kit of house builders, how much more important and necessary are these attributes in the building and re-conditioning of human beings? The dishonest house builder was sad not only because he was self-conscious of the evil deed he had committed, but was actually afraid that physical harm would beset him and his family resulting from the tottering and tumbling of the structure which he had built. Many of us, as teachers of vocational agriculture, are fairly skillful and have the know-how and do-with to put the job over. This being true, what else is lacking in most of us? The house builder had the know-how and do-with, but he built a questionable structure. He did not address himself diligently to the task at hand. He was not dedicated to the assignment at hand. If the teacher of vocational agriculture uses out-dated teaching materials, questionable methods; if he does not keep abreast and informed on the latest facts and recommendations resulting from research and experimentations; if he fails to realize joy and pride out of a job well done as he watches

his pupils develop and grow and is satisfied and not disturbed by the mediocrity in the performance of his pupils, he is doubtlessly constructing a human building that may not only cave in and destroy itself, but carry others along to destruction.

Are there boys or young farmers or adults who need and desire help and varied assistance from the teaching of agriculture, but hesitate to request such assistance because of the negative attitude that the teacher displays? Will or does the teacher of vocational agriculture announce in attitude, if not in words, that his work day duties and obligations are over when the last bell rings at 3:30 p.m.?

In a summer conference at Tuskegee Institute sometime ago, Dr. R. W. Montgomery, head of the Agricultural Teacher Training Department at the Alabama Polytechnic Institute, made this important observation in the form of an interrogation: "How many of your boys are never-do-wells because you failed to inspire them? How many of your boys are common loafers because you did not give them a chance in the offerings made possible through the FFA or NFA? How many of your boys are in prison because you showed no interest in them or their welfare?"

Develop the Whole Person

A supervised farming program accomplishes but little when a boy learns only certain skills and makes some money from the effort. In addition to these achievements, he must learn to know himself, his capabilities, his relationship to others and the important lesson of working in harmony with his family and others in ever widening circles in the varied contacts he must make. What is his relation to the banker, the fertilizer dealer, the feed store salesman, the merchants who furnish him and buy his wares. What arrangement is made between him and his parent or parents in arriving at his net profit in the operation of the farming program? What is the agriculture teacher's place in the whole scheme of arrangements, and what preparation does he give the pupil and parents in making the most satisfactory adjustment?

What are the important characteristics that the builder of these farm boys into the farmers of tomorrow should possess? Technical preparation? Yes, of course. A practical knowledge of farming in the area where he will serve? Yes, of course. A desire to do an honest day's work? Yes, of course. Satisfactory knowledge of methods and techniques? Yes, of course. Professional outlook? Yes, of course. Yet, when a teacher-builder is the possessor of the above enumerated attributes and still fails in the realization of the farmer—the man he is at-

tempting to build—what further course may he pursue in arriving at the result of his failure? It may be important for him to examine the kind of material he is using in the building of this farmer—this man.

Has the teacher carried himself in such a way in his many and varied contacts with the pupil, that the pupil wants to be like him? Has the pupil been made to feel that the teacher would go the last mile in his behalf? Has the teacher analyzed the pupil to the extent that he knows the pupil's weak points and his strong points; his hopes and ambitions; his outlook on life; his interest in the surrounding environment; his fears; his attitude toward farm and rural life; his ability to understand the obligations and requirements as well as the opportunities in realizable goals and objectives? Has the teacher given the pupil an opportunity to participate in the many and varied non-class offerings and extra school activities and made use of the record of his pupil in these performances in further guiding and counseling him? Has the teacher inspired such confidence in his pupil that the pupil will feel free to confide in him regardless of the problem involved? Has the home and farm situation been assessed? What about the attitude of the parent or parents toward the pupil and his problems, hopes and ambitions? How does the pupil fare with the principal and other classroom teachers? Are there personal, social, religious, economic, or other kind of problems the solution of which may bring about greater and more satisfactory growth of the pupil?

A Great Challenge

The teacher of vocational agriculture—the builder of men—makes himself more vulnerable to his own destruction and the destruction of others than the dishonest servant who built the shoddy house if he puts into the building of his pupil inferior material and poor workmanship by his failure to keep abreast with the results and recommendations brought forth by research and experimentation, and his failure to inspire his pupils to their greatest and best efforts. But to the wide awake teacher, the consecrated, dedicated teacher, the pupil, in the not too distant future may well exclaim, as did the king, as recorded in St. Matthew 25:40, "Inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto me." And the teacher, realizing his great handiwork in the extension of his usefulness in the building of a man, may well cry out in the words of a great soul: "You may scatter my ashes to the four winds, you may never mention my name, but still, I will live on in you, my son—my son." □

Special Issue in June

The June issue of the Magazine will be a portrayal in pictures of the program of Vocational Agriculture. For additional information, see page 215. Opportunity to order additional copies will be provided.

Include 'farm machinery' instruction

Planning for an effective farm machinery unit in vocational agriculture.

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

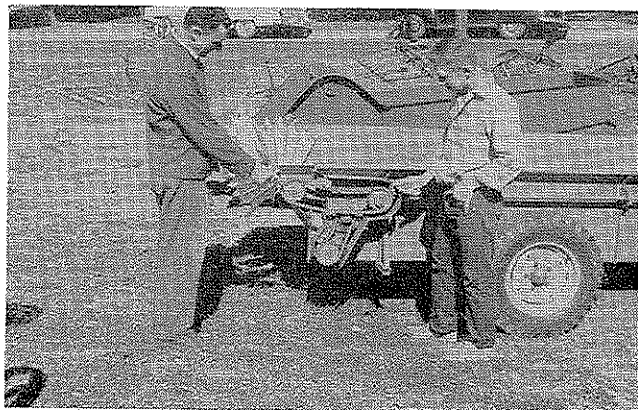


George W. Sledge

AS a teacher of vocational agriculture, you are cognizant of the current and anticipated changes in farm mechanization which have implications for curriculums and learning experiences for each student in this area. Similarly, you certainly are aware that agriculture is no longer a relic of the "horse and buggy" days. For example, tractors in the United States increased from 1.5 million in 1940 to 4.6 million in 1954, representing an almost 200 per cent increase. Farm trucks increased from approximately 1 million to 2.7 million; milking machines from 175 thousand to 730 thousand, or more than a 300 per cent increase; combines from 190 thousand to 950 thousand; and mechanical corn pickers from 110 thousand to 640 thousand.¹ Comparative advances have been made in various areas of agriculture.

What do these changes mean in terms of instructional responsibilities to present and prospective farmers in the area of farm power and machinery? Certainly these changes mean: (1) that vocational instruction in farm machinery must be "geared" to problems associated with the present and prospective farmer in this area, (2) that teachers must *plan continuously* for anticipated needs in this area, (3) that teachers must continue to inform themselves through various professional improvement means so that technically correct and sound instruction

¹U. S. Department of Agriculture, *Agricultural Outlook Charts, 1955*, Agricultural Research Service, Washington, D. C., October, 1954, p. 25.



A farm boy and his agricultural instructor discuss the over-hauled and newly painted manure spreader. Good maintenance of equipment means longer operating life for machinery and economy for the farmer.

might be provided, (4) that basic farm machinery instruction must be integrated into educational programs for farm people, (5) that present and prospective farmers be taught an appreciation for proper care, adjustment and maintenance of their investments, and (6) that teachers should provide good learning experiences for every student through a "learning by doing" program.

Why Plan for a Farm Machinery Unit?

There are a number of basic reasons why a farm machinery unit should be included in vocational agriculture instruction. One very valid reason is depicted in a statement recently made by an experienced instructor, when he said, "What these boys are learning and doing here can't be measured in dollars and cents." He was referring to the fact that *each of his students was changing and improving himself as he learned and experienced changes and improvement in machinery and equipment from his home farm. This implied personal development of individuals—learning by doing, seeing results, developing pride in workmanship, being motivated by seeing and sensing personal accomplishment—has an unmeasurable educational value.*

From a practical viewpoint, there is no basic reason for neglecting instruction in repair, maintenance and adjustment of farm machinery normally performed personally by farmers. This is true for some very understandable reasons: (1) *Economy is involved* in the farmer performing certain operations himself, (2) *Utility is involved* since the farmer is concerned with achieving maximum



Leo Keegan, Richland Center Agricultural teacher, observes progress being made by one of his Agriculture III students in repairing a disc. Note the old disc on the right in contrast to the reconditioned section in the foreground.

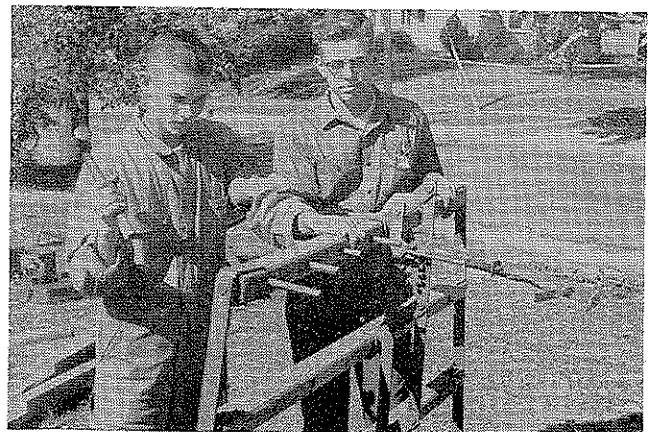
operational efficiency, reduction in breakdowns, loss of time and over-all farming efficiency, (3) *Convenience is involved* since having the ability to "do-it-yourself" makes the farmer less dependent on others at strategic periods of farm operations. These are only some of the factors emphasizing the importance of this instructional phase of vocational agriculture.

Assuming that teachers recognize the importance of good sound instruction regarding farm machinery, how might a teacher get a high degree of student participation—thus student learning—in this unit? What are some ways of getting worth-while machinery projects into the local vocational agriculture department?

A Program in Action

To illustrate that a high level of student participation and learning can be achieved, the author would like to relate some recent observations made in the Richland Center, Wisconsin, Department of Vocational Agriculture. It was discovered that 34 students were enrolled in Agriculture III (this is a multiple-teacher department). Leo Keegan, who is one of the two instructors and who has taught for 17 years in the department, was supervising the students in their farm machinery unit. Thirty-three of the thirty-four students were busily and interestingly engaged in repairing,

(Continued on page 209)



Vocational agriculture students learn and experience cooperation in working together on farm machinery jobs where they can be mutually helpful to one another.

adjusting, replacing worn and broken parts, and painting various pieces of farm machinery from their home farms. This machinery included:

Item	Number
Harrows	14
Dies	5
Tractors	3
Spring Teeths	3
Manure Spreaders	3
Mowers	2
Lime Spreaders	1
Wagon	1
Side Delivery Rake	1
Total	33

This type of program reflected effective planning and preparation for the farm machinery unit. These students, learning the use of various shop tools and equipment in completely repairing and finishing their farm machinery, were thoroughly enjoying their experiences.

A logical question, following this highly successful program, is how a teacher might get high level participation and learning experiences by getting worth-while projects on which to work. The following ideas are some expressed by this teacher and other persons who have taught successfully in the area of farm machinery.

Getting Worth-while Projects

It is recognized that instruction will purposely occur with groups and with individuals in the area of farm machinery. There are times at which an instructor will necessarily and desirably be providing demonstrational teaching to a group.

Here are a few recognized ways for providing machinery for group teaching:

1. Local farmers cooperate in supplying machinery.
2. Local machinery dealers might cooperate if they are contacted and the program explained thoroughly.
3. Individual students volunteer to bring equipment and machinery to the location where instruction is to be given.
4. Arrange to take the group to a specific farm(s) for teaching and demonstrations.
5. Use school or departmentally owned equipment and machinery for teaching purposes.

6. Purchase used machines and equipment at farm auctions, etc., to use for group teaching to illustrate principles of proper maintenance and care, methods of repairing, adjusting and finishing machinery. Such reconditioned machinery might be sold as a Chapter or departmental project to finance other such purchases or be used for exhibitional purposes to promote this phase of the program.

Effective teaching in farm machinery is not fully accomplished until students have been involved in "learning by doing." This necessitates their having machinery and equipment with which "to do something." How then can a teacher of vocational agriculture get machinery and equipment into the local department so that students will learn first-hand how to repair, maintain and care for it?

There are several ways and means to accomplish this. No one approach is necessarily entirely effective, but here are some additional ways which, it is hoped, might contribute to greater overall effectiveness:

1. Plan for the farm machinery unit well in advance of the time to be devoted to it.
2. Build a reputation that you are a planner — that necessary teaching supplies, materials and machinery are on hand when instruction and work experiences in the unit begin.
3. Help each student study and analyze his machines and teach how to identify needed repairs, etc., of machinery and equipment necessary in: (a) His supervised farming program, (b) His home farm business, (c) Farms in community (in case of placement students).
4. Have class survey a representative farm in the community, identifying needs for repairs, maintenance and care of farm machinery and equipment. Follow this by encouraging similar individual surveys by class members on their own farms. Help might be given in the latter case by diplomatically identifying needs during a functional farm visit.
5. Visit each student as frequently as possible, calling special attention to the individual's opportunity to learn to repair, adjust and maintain machinery (be sure to inform students

of the time they will definitely have this opportunity).

6. Never forget parents, especially the father; let him help plan learning experiences with his son and with you. Some parents must "see to believe" that their sons can perform at a high level—this means that you must help see that this is a reality.
7. Reward the student who seriously plans, selects and completes a good farm machinery project. This might be done through personal praise, evaluational marks, recognition at open houses, parent nights, banquets, etc.
8. Plan open houses and exhibits—invite parents, school administrators, key persons, advisory members to observe program and progress of activities.
 - (a) Give students "active responsibility" in planning such events with you.
 - (b) Exhibit good projects completed.
 - (c) Provide information tags for each machine, giving such information as: (1) Parts replaced, adjusted; other work completed. (2) Estimated value increase as result of learning experiences of the student. (3) Costs of repairs, parts, painting, etc. (4) Student completing projects. (5) Workmanship evidenced.
9. Encourage students to select functional projects—ones which provide learning experiences and also meet an immediate need for the individuals, being sure to allow student choice in selection of machinery and equipment.
10. Show machinery undergoing study and repair to other students to create an interest in the area (this is especially true for beginning students in vocational agriculture).
11. Publicize learning experiences and activities through such media as:
 - (a) Newspapers, newsletters, local magazines, etc.; include pictures of action scenes, extent of program, persons involved and other highlights.
 - (b) Radio, television; might interview outstanding students about their learning experiences or dis-

(Continued on page 210)



A student uses his skill in repairing and maintaining his home farm equipment. Teaching welding in this case has a direct application in the mind of the student.



A variety of machines and equipment reflect high level participation on part of students of vocational agriculture. Adequate work area is essential to a comprehensive program.

Records — a key to Vo-Ag programs

Their training value must not be underestimated.

KEN KIBURZ, Vo-Ag Instructor, Rolfe, Iowa.

IF the Vo-Ag student of today is to be the farmer of tomorrow he must be efficient. Efficiency and good records are practically synonymous. Habits that we are forming today are the ways that we will be doing things for years to come.

These are the three assumptions that lead us to put the Vo-Ag record book in the No. 1 spot in our teaching curriculum. If we fail in all else we should instill the pride and necessity of neat, accurate, and complete farm records. We have been told that we must inspire the boys to want to do these things and have them be voluntary. Admittedly, this is the best policy if we can make it work. We can make it work if we have the time and patience. Through a period of years we can build the desire for better records as the department continues to grow stronger. I have asked myself this question, "Can we afford not to take time necessary to develop such a plan and thereby deprive the boys who are going through our department now of such a valuable tool as record keeping?" This question has been turned over in my mind many times and my answer has been an emphatic "no." Therefore, we have taken many shortcuts on the road toward better records. If you are interested in what tools are used in getting better records continue reading, otherwise turn the page.

Start with the Parents

First of all, the importance of the record books is explained to the parents at a group meeting in the fall prior to

the starting of school. At this meeting you give them "both barrels" on why it is necessary to keep farm records. Then we go over the official record book that the students keep page by page. If you get the parents to see the importance of farm records and why each page is important in the record book half the battle is won.

When the student enrolls in the fall we talk over the importance of farm records and begin to learn the importance of them. Each student understands that if he is to pass Vo-Ag he must have an up-to-date record book each and every six weeks. The record book is part of the project grade, which is 30% of the Vo-Ag grade. If the record book is not completely up-to-date by the deadline he is given one week more to get it done. If it is not complete by the second deadline he fails for that period. If it is up by this second deadline his grade point is lowered one point for the six weeks. Each fall a freshman or two learns the hard way but they soon catch on that you mean business and if you will be consistent in administering the law you have laid down very little trouble on record books is encountered thereafter.

Keep Records Up-to-Date

Each Monday morning we take a few minutes to put in any entries that have happened during the past week in our record books. In this way no student ever has a chance to complain that he didn't have time to keep his record book

up-to-date. As the boy learns the habit of neat, accurate, and complete record keeping you will be surprised how much pride he begins to take in his record book. Pretty soon he begins to get the idea that he has always kept accurate records and that it is just a part of every day life.

Stimulus Needed

Boys need to have contests to entice them to do better work. Record keeping is no exception. Each year the local bank gives a bond to the boy that has made the greatest profit per dollar invested in his farming program and a bond to the boy with the best record book. We have found this has done much to improve our Vo-Ag records. Each year it becomes more and more difficult to determine a winner so we have adopted a scorecard to determine the best record book. Here it is:

1. Neatness and accuracy....	13.33
2. Home farm survey.....	3.33
3. Business agreement	10.00
4. Goals	1.66
5. Planning farming program	8.33
6. Improvement projects and supplementary practices	10.00
7. Financial summary	1.66
8. Diary	11.70
9. FFA activities	1.66
10. Project record	25.00
11. Completeness	13.33
Total possible score.....	100.00

My feeling is that we must not deprive the boys who are now in school of the advantage of learning why and how to keep accurate records. We must take all shortcuts that we know to insure that they will be efficient farmers of tomorrow. □

Include Farm - - -

(Continued from page 209)

- play on television some "before and after" scenes, etc.
 - (c) Posters, bulletin boards—display of pictures and notations that accurately depict the program in action.
 - (d) Slidefilm, 2 x 2 slides, etc.—use in classes to motivate students and with adults to show what their sons can do.
 - (e) Group meetings such as P.T.A., out-of-school classes, agricultural organizations and agencies—keeping all interested persons informed and interested in the program and how they might help assure its success.
12. Have a well-defined and well-planned schedule of work ahead of teaching in the farm machinery unit.
 13. Keep up-to-date; teach the practical and theoretical by properly integrating the two for better student understanding and appreciation of the processes involved. (Good teaching demonstrations by the teacher provide confidence for students as they are aware of competent supervision.)
 14. Use positive teaching of good prac-

tices; expect and get good workmanship; help students evaluate their progress and achievement; provide sufficient time for students to solve their problems.

15. Emphasize that well maintained machinery is *safe machinery* and more efficient machinery. Encourage all students to repair and maintain all machinery on their farms, not just one which is brought into the school shop. (This should be part of the results of a successful unit.)
16. Make sure that each machine or piece of equipment going out of the shop is finished properly and is in good mechanical working order. This helps assure continued support and cooperation throughout the community. As an additional publicity element, the name of the department, with some standard notation, might be stenciled onto the finished machinery.
17. Provide or arrange for adequate teaching and work space in the school shop. Teachers generally have found that a surfaced patio is desirable where machinery repair and maintenance is being studied. Adequate storage for machinery parts for each student is a prime necessity.

18. Use good judgment in planning, teaching and following up the farm machinery unit.

Total Teaching

Even though much attention has been given here to planning for effective farm machinery teaching-learning, it should be recognized that the "total teaching" in a complete program should be equally of concern to a teacher of vocational agriculture. *Good planning should precede all teaching.* If it does, teachers of vocational agriculture will find that "learning is more definitely assured and that teaching is certainly more satisfying." □

The ten leading states in contributors of articles to the *Magazine* in 1956 were, in order of number of contributions, Ohio, Pennsylvania, California, Alabama, Michigan, New York, Illinois, Connecticut, Nebraska and Mississippi. The nine States furnishing the most contributions by teachers were: Ohio, Pennsylvania, Nebraska, California, Massachusetts, New Jersey, New York, Connecticut and Maryland, the range in number being from 15 to 4. All but four states and territories were represented during the year by at least one article.

The fable of Winkim, Blinkum, and the Fairy Godmother

The moral of this story may offer an answer to your problem of time.

RALPH J. WOODIN, Teacher Education, The Ohio State University.



Ralph J. Woodin

ONCE upon a time in a distant land long, long ago, two brothers, Winkim and Blinkum, decided to become Vo-Ag teachers. Their father, realizing that they were entering a difficult and challenging occupation and being unable to talk them into staying

on the farm with him, after much thought, found a way to help them. He persuaded a good fairy, who for years had lived in the hay mow of the old barn on the south forty, to become their fairy godmother. The good fairy agreed to help the boys whenever their difficulties became insurmountable.

During the time the boys were in college majoring in Agricultural Education, only twice was the fairy godmother moved to provide assistance to Winkim and Blinkum. When low grades put the brothers in danger of dismissal, the fairy godmother merely said a word to the College Petitions Committee. Again when the brothers, during their student teaching, dated a pair of charming high school seniors for the FFA banquet, she added a few drops of amber liquid to the cooperating teacher's tomato cocktail and he promptly forgot that he had student teachers, or even students for that matter.

After graduation Winkim and Blinkum took jobs as teachers of vocational agriculture in nearby schools and their fairy godmother, assuming that they would live happily ever after, heaved a deep, deep sigh of relief and went back to her old hangout in the old barn on the south forty to renew acquaintances with two old bats and an interesting barn owl.

Only three years had elapsed, however, until the fairy godmother realized that Winkim and Blinkum again needed her help. Calling the two brothers together she asked them to explain their troubles to her.

Winkim and Blinkum poured out their troubles to their fairy godmother. "There just isn't time enough on this job to live," they said. "We have been out every night for the last 17 weeks."

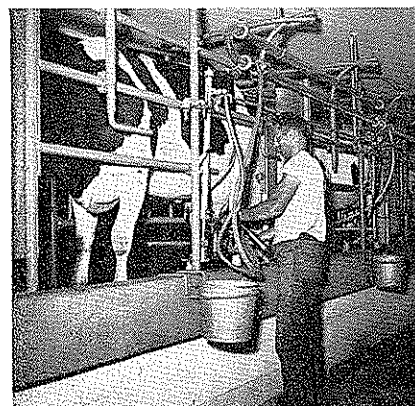
"When our baby was born, I couldn't even schedule a visit to the hospital to see her for 10 days," said Winkim.

Blinkum then added, "There's the district supervisor calling meetings once a week, urging us to make more farm visits, and the teacher trainers at the same time hounding us to take off-campus courses for a Master's degree."

After listening carefully to the two brothers for an hour and thirty-two minutes, the fairy godmother stopped them. "I think I have a solution," she said. At that she produced her magic wand and with it ascribed eight small circles, at the same time uttering the magic words, "Smith-Hughes,— George-Barden,— Ohio Foundation Program." "Now," said the fairy godmother, "you each have two free periods or ninety minutes per day. You are to go back to your schools and use them as you wish for one year. We will then meet together again and see whether this minor miracle has made you happier in your work."

Just a year later the three met again. "Tell me, how did you use your hour and a half per day and what did you accomplish," said the fairy godmother.

"It didn't help a bit," said Winkim, "I have less time than I had before. I let the boys come down to work in the



It's just as important for teachers of vocational agriculture as for farmers to adopt labor-saving methods.

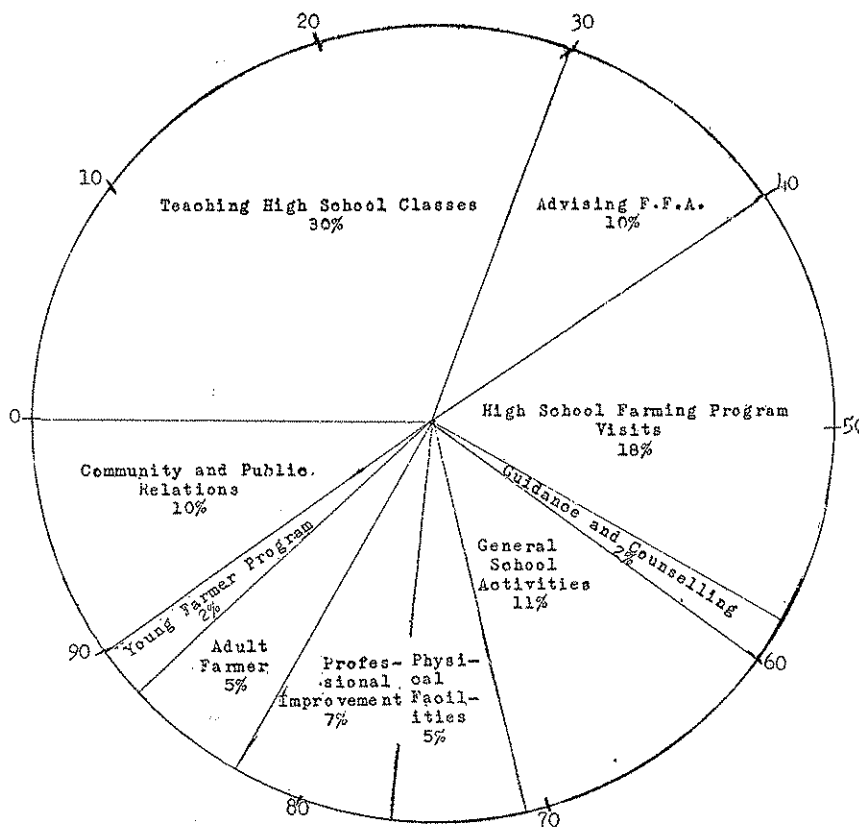
shop, and, of course, I had to be there. Then we raised another hundred dollars for the FFA treasury by selling subscriptions to five different magazines which took about a period a day for me to keep records. Then we had two FFA basketball teams and used our free periods for practice. Of course, we entered all 12 of the judging contests this year. I started training them in February, using those two periods every day. I'm busier than ever," concluded Winkim.

The fairy godmother sadly turned to Blinkum. "Those two periods really

(Continued on page 212)

AN ANNUAL TIME BUDGET FOR CENTER CITY DEPARTMENT OF VOCATIONAL AGRICULTURE FOR 1953 TO 1954

I. Percentage distribution of total time for the year:*



One of the devices which Ohio vocational agriculture teachers use as a guide for budgeting their professional time.

* Based on a study of use of professional time by teachers of vocational agriculture as studied in eight states. Special problem study by Chester L. Zimmerman, Department of Agricultural Education, The Ohio State University, 1953.

The public must understand

Have a program, then see that the community knows about it.

JERALD K. QUIMBY, Vo-Ag Instructor, Rochester, New Hampshire.



Jerald K. Quimby

THE most exhilarating experience of my life has come from teaching Vocational Agriculture since graduating from the University of New Hampshire in 1955. I assumed my teaching duties in my present location, a small eastern city with a high school enrollment of nearly 1,000 students, two years ago. Agriculture has been taught in Rochester since 1949. After making a community survey, with its many personal contacts, it was found that a large majority of the people did not even know that the course was offered at the high school, to say nothing of what it was doing for farm boys and the community. It was also clear that school administrators were not sure that an agricultural program should hold a prominent position in the high school curriculum.

In light of these conclusions it seemed urgent that a Public Relations program should be initiated to win and strengthen support for developing close cooperation between Vocational Agriculture and the community. A logical place to start was in the FFA Chapter. A Public Relations Committee was formed in the FFA with responsibility for informing school administrators and the public of the purposes, functions, achievements and needs of the Vocational Agriculture Department. This committee helped keep the boys publicity conscious and there several minds were working toward a single goal rather than a number.

A Program Is Necessary

I need not mention to seasoned teachers that before a public relations program can effectively be administered, the FFA must have an extensive program of work. The agricultural program was explained, illustrated, and dramatized in the light of what the boys were actually accomplishing. To have a comprehensive program of work carried out to the maximum abilities of the boys and teacher is not only of prime importance but the most difficult part of a Public Relations program.

The following list of activities is not applicable to every Vo-Ag Department; we only mention them because our Public Relations were strengthened by relating these activities as often, in as many different ways, and to as many different people as our energy would permit:

1. Participated in a Sears Foundation Program which provided individual members with 1,000 virus-free strawberry plants, 50 high-bush blueberries, 250 raspberries, and one registered calf.

2. Received 1,000 baby chicks from the University of New Hampshire experiment station for starting some freshmen Supervised Farming Programs.
3. Chapter won State Parliamentary Procedure Contest.
4. Had second place prize speaker in the state.
5. Individual members won first place in Dairy, Farm Mechanics, and Electrification Foundation Awards.
6. Received the Superior Chapter Award.
7. Gave out 3,000 pine trees to individual members.
8. Planted 20,000 pine trees on burned over area as a community service project.
9. Set up vegetable display at local fair and won regional FFA Judging Contest at the fair.
10. Gave a parent and son banquet.
11. Chapter assumed leadership in the County Farm Safety Drive.
12. Hauled wood for a needy family.
13. One member was selected to represent N. H. State Association at a conservation conference held at Sioux City.
14. Chapter sold seeds as a money making project.
15. FFA raised one acre of sweet corn and one half acre of vegetables.
16. Tours were conducted to Supervised Farming Programs so that others could see tangible results of our work.
17. Five boys represented the Chapter at the 29th National FFA Convention.
18. A community picnic area was established.

Publicize the Program

The preceding list of activities was publicized throughout the year in various ways. Whether we reported in the local paper or put on radio programs there was always enthusiasm among the boys to explain their activities in view of the aims and purposes of the FFA and Vocational Agriculture. It may be premature to evaluate the outcome of last year's Public Relations program, but it is safe to say that other high school students, youth groups, fellow teachers, guidance personnel, administrators, parents, farm organizations and other community members are informed on the subject of Vocational Agriculture.

We have been pleased with the many friends made in such a short period. However, good will cannot be created overnight. Good Public Relations are the result of continuous effort in planning an extensive program of work and thinking of ingenious ways to relate FFA activities in a desirable way to the public. □

Unless there is democracy in the small community, there will be little in the nation.

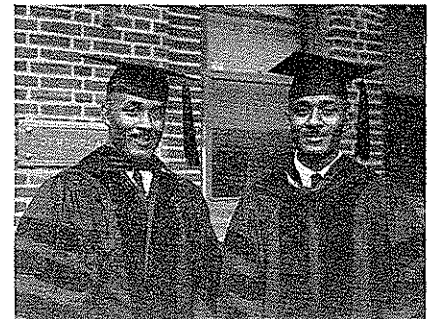
The Fable of . . .

(Continued from page 212)

helped me," said Blinkum. He explained that the first thing he had done was to make a time budget for himself based on his last year's work and those activities which his advisory committee thought most needed to promote a good program of agricultural education in his community. "That committee thought that I was already trying to do too much. They suggested a number of things I might eliminate. They did say, however, the boys who had graduated in the last few years and who were trying to get a start in farming were the group most in need of my help," said Blinkum. He continued, "I followed their suggestions and cut down on some of the things I'd been doing. Now I've got a Young Farmer Program, an Adult Farmer Program, and my high school students are getting a better education at the same time; and the wonderful part of it is, I'm not as busy now as I was before. Just last week, in the middle of December, I had two nights at home with my family."

"That's more like it," said the fairy godmother, "but from now on, we are going to have to get along without magic. That barn owl made off with my magic wand, so the next best substitute is old-fashioned horse sense. Blinkum, I notice that your board of education increased your salary \$800 last year and that they are looking for a second teacher to help you out. Looks to me like the best bet for Winkum will be to come to your school to become your second teacher and to learn how to use his time so that he too can become happy in his work."

"And now," said the fairy godmother, "I want to inform you both that my contract as fairy godmother to you both has expired. When a man learns to use his own time wisely, he no longer needs the help of magic. Come and see me some time in the old barn on the south forty." □



A pair of identical twins received their Ph.D. Degrees in Agricultural Education at Ohio State University this summer. They are Raymond H. Bridges and Lonnie H. Bridges of Annemarie, Alabama. Both men had pursued similar careers in agricultural education. Both received their Bachelor's and Master's Degrees from Tuskegee Institute. Both spent three years in the Armed Forces in the Italian theatre. Both taught vocational agriculture in Alabama and both completed their doctorates in agricultural education at Ohio State University.

A file drawer for the FFA

GAIL R. WRIGHT, Vo-Ag Instructor, Laramie, Wyo.



Gail R. Wright

HAVE you tired of searching for some paper you saw yesterday and need today? The answer for us was to set up a filing system for all FFA materials, and have a place for each officer to keep his papers. The chairman of each part of the program of work

folders in first (left), second (middle), and third (right) positions. These folders should be of medium weight, have triple or reinforced tops and 3 or 4 scorings in the bottom so that they may be creased to make a flat bottom. Gummed labels, fold over type, 4 inches in length were used; yellow for the left-hand row, green for the center row, and pink for the right-hand row. (See drawing above)

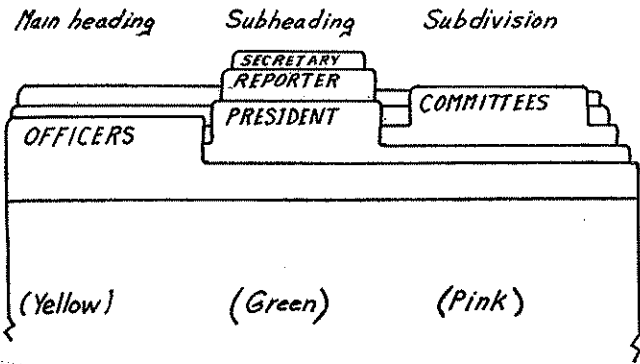
has a place to file his reports and information is available for working out new reports.

In order to add to a filing system it seemed best to use "3rd cut" letter size

"Officers" is the first main division and it is subdivided into president, reporter, secretary and so on. If too much material is collected under "President" it is very

simple to subdivide the president's file into committees, completed reports, etc. In this way the file may grow and still be in alphabetical order from front to rear in each of the three rows.

Before listing the various headings in the FFA file it might be well to explain that since the officer folders were used most often they were put in the front of the drawer; also many of the headings listed here will need to be dropped and others put in their place to make the file fit other departments. □



(Yellow Labels)	(Green Labels)	(Pink Labels)	(Yellow Labels)	(Green Labels)	(Pink Labels)
Officers	Advisor Parliamentarian President	Committees	Leadership	American Farmers Convention— National Convention—State District FFA Master Chapter National Chapter Contest	Stickers—FFA Supply Service— FFA
	Reporter Secretary	Envelopes FFA Correspondence Orders of the Day Stationery		Radio Scripts Speech—Chapter Speech—District Speech—National Speech—State State Farmers State Farmers— Past	
Community Service	Sentinel Treasurer	Expenditures Receipts	Recreation	Baseball Basketball Camping Trip Informal Initiation Picnic Song Sheets	
Cooperative Activities	Vice President	Contracts Grade Flock Registered Flock Wool Pool	Scholarship	Alpha Zeta Scholarship Carl Raymond Gray Scholarship Chicken of Tomorrow Contest Dean Hill Scholarship Elks Scholarship Flying Farmers Foundation Awards	
	Safety Survey Tree Planting				Chapter National and Regional State
Conduct of Meetings	Feed Cooperative Pig Chain Seed Cooperative State Sheep Flock				
	Code of Ethics Constitution Initiation Joint Meetings Program of Work Officer Training Material				
Earnings & Savings	Budget Calendar, FFA Foundation—State Insurance Inventory—FFA Lunch—State Contest Jackets—FFA Pencils—Sales			Lincoln Welding Contest Point System— Chapter Sears Scholarship	

(Continued on page 214)

FFA FILE DRAWER (Continued)

(Yellow Labels)	(Green Labels)	(Pink Labels)
General	Band—Chapter Band—State Banquet Contest Results	Chapter District National State
	Fair—County Fair—State History of Chapter Homecoming Float Homecoming Queen Honorary Chapter Farmers Membership List— Past Open House Paper Clippings Pictures Publicity Week—FFA	



Chapter gets new Pickup from Gronvolds.

◀ Changes In The Magazine Staff ▶

New Editor and Business Manager

In the annual meeting of the Editing-Managing Board of the Agricultural Education Magazine held in St. Louis, December 3, at the time of the A.V.A. convention, a new Editor and new Business Manager were named. The Business Manager began his duties on January 1. The new Editor will assume his duties with the start of Volume 30 in July.

Krebs Appointed Editor



Alfred H. Krebs

having served as the Special Editor for Book Reviews since March, 1954.

Krebs was reared on a farm in New York State and was graduated from the State College of Agriculture at Cornell University in 1941. He taught vocational agriculture in New York for three years prior to entering the armed forces. Following a period of employment as a training officer with the Veteran's Administration, he returned to Cornell to enter graduate study. He received the M.S. degree in 1948 and the Ph.D. degree in 1950. In September, 1950, he joined the staff in Agricultural Education at the University of Illinois where he now holds the rank of Associate Professor.

Krebs has been a frequent contributor

to the *Magazine* in addition to his book reviews which appear regularly in the Book Review section of the *Magazine*. He is the author of *For More Effective Teaching*, a publication written especially for teachers of vocational agriculture.

In assuming the duties of Editor, beginning with the July issue and Volume 30, Krebs replaces W. A. Smith of Cornell University who will complete a period of five years as Editor with publication of the June issue.

TenPas Is New Business Manager



Dr. Henry A. TenPas

of the University of Wisconsin where he obtained the B.S. degree in 1940. A native of Wisconsin, born and reared on a dairy farm, his first teaching experience was gained as Vo-Ag instructor in the Waldo, Wisconsin, high school. Between 1941-46 he was in the armed services from which he went to Oregon as a Vo-Ag instructor and supervising teacher in the Amity High School.

TenPas earned his M.S. Degree at Oregon State College in 1949 and Ed.D. Degree at the State College of Washington in 1954. He joined the Agricultural Education staff at Oregon State College in 1948 and succeeded to the headship of the department upon the retirement of the late Professor H. H. Gibson.

Equalizing Opportunity

(Continued from page 205)

representative of the Farmers Mutual Insurance Company presented the Chapter with a year's paid up insurance policy on the truck. It may be of interest to note that all of the steers on feed are insured with Farmers Mutual at the rate of \$3.00 per \$100.00, thus eliminating much of the risk for the boys.

Economically Sound Experiences

Now we find that any boy enrolled in Vocational Agriculture at Rugby has an opportunity to conduct a farming program. There is no charity involved. He is expected to do his own work, make his own decisions and to repay any money that has been borrowed by him. We don't feel that any boy can expect something for nothing. The department does not owe him a farming program. Perhaps, however, all departments *do* owe their boys an *opportunity* to have a farming program.

Of course, the present program didn't just happen. It took cooperation from a lot of people, notably the school Superintendent, the Rugby Park Board and its president, the local Case and General Motors Dealer, the local Farmers Mutual Insurance Company representative, the Board of County Commissioners and many others. The dads of the boys, particularly Mr. Lester Blessum, Mr. Peter Hornstein and Mr. Arthur Miller have acted as an advisory committee on the feeding program. Last but not least, the members of the FFA Foundation Board have made equality of opportunity more than a theory here at Rugby. □

Dr. TenPas has served as a Special Editor for the *Magazine* since July, 1955, representing the Pacific Region. His own contributions to the pages of the *Magazine* have been of a high professional order.

The appointment of a new Business Manager became necessary when Henry Ross of Texas submitted his resignation due to his appointment to a foreign assignment. Prof. Ross had served as Business Manager since July, 1955.

Themes for Vol. 30 of the Magazine*

- July—*Conducting On-Farm Instruction*—relationships to in-school instruction; scheduling; time spent; frequency of farm visits; techniques and procedures; records; reporting; etc.
- August—*Citizen Participation and Public Relations*—organizing and using citizen advisory groups; cooperation in the total school program; exhibits; demonstrations; tours; radio; television; parent meetings; etc.
- September—*Teaching Aids*—printed materials; resource people; teaching aid specialists; new developments in agriculture; charts; graphs; films; recorders; special equipment; television; etc.
- October—*Planning and Replanning Farming Programs*—records and accounts—kinds and use; relation of contests to farming programs; selection of programs; parent participation in planning; evaluation; use of cooperating farmers for pupils with limited opportunities; how farming programs lead to establishment; relation to instructional program.
- November—*Young Farmer and Adult Farmer Programs*—all phases of the programs such as organization, planning for instruction, teaching procedures, on-farm instruction, evaluation, use of committees and advisory groups, and the effect of new developments in agriculture.
- December—*School-Community Cooperation*—cooperation in the total school program; taking part in community activities; using community resources; serving non-vocational groups; professional relationships; problems of beginning teachers; etc.
- January—*Improving Instruction in Farm Mechanics*—relation to the total program; facilities; content; teaching procedures; safety in the shop; organizing the farm mechanics program; new developments in agriculture; etc.
- February—*Supervision and Administration of the Vocational Agriculture Program*—providing a complete program for a community; records and reports; multiple teacher departments; teacher time-use budgets; administration and supervision at the state level—from the standpoint of both teacher and administrator; budgets; problems of local administration; etc.
- March—*Improving the FFA Program*—all aspects of FFA programs of work as a part of the total program of vocational education in agriculture at the local, state, and national levels; responsibility for providing leadership for the FFA; the success of the FFA in preparing boys for citizenship.
- April—*Guidance in the Vocational Agriculture Program*—helping boys decide on enrollment in vocational agriculture; guidance resources; maintaining and using cumulative records; relationships with the school guidance program; placement; counseling; etc.
- May—*Evaluating Programs of Agricultural Education*—reports of research; techniques and procedures for evaluation; using advisory groups; student participation; planning for evaluation; use of evaluation in planning; evaluation of programs and work at all levels—local, state, and national; annual listing of research in progress.
- June—*The Summer Program*—program planning; vacation plans; relations with the school; community activities; preparation and organization of facilities for the coming year; on-farm instruction; programs of camping and recreation; preparation for fairs and contests; professional improvement.

The use of themes for the various issues of the Magazine appears to be well on the way to becoming a tradition. The above list of themes for the twelve issues of Volume 30 is intended to indicate the hope that the theme idea will continue to be used to provide the Magazine readers with ideas for articles as well as to make the Magazine more useful. You are urged to contribute from your experience toward a more complete discussion of one or more of the problems listed or implied in the various themes. Remember that articles must be submitted three months in advance of the publication date. Pictures to illustrate your ideas or accounts of experience are always welcome so long as they are clear and to the point.

Other features of the Magazine to be continued in Volume 30 to the extent possible will be the Book Review section, the page for Stories in Pictures, space for Tips that Work, News and Views of the Profession, and the section for reporting professional and instructional aids being developed and used in the various states.

*Prepared by A. H. Krebs, Editor-elect of the Magazine.

Does Vo-Ag - - -

(Continued from page 202)

cern, will decline further as high school students are "forced" out of vocational agriculture which is the propagation bed for college enrollment in agriculture.

Evidence is available to combat this trend. Vocational education should not fall asleep on its musket. Excellent ammunition developed by years of highly respectable research is obtainable but it

will not serve the purpose in an hour of crisis if it is not used. □

Pennsylvania has published a bulletin on standards of production and has done much work on this topic.

Nebraska has developed an effective plan for promoting Young and Adult Farmer classes, rapidly moving towards a complete program in each department.

The Coming June Issue

The final issue of Volume 29 of the Magazine, coming in June, will be unique in the history of *Agricultural Education Magazine*. The issue will be devoted entirely to pictures selected from the issues of the past five years to tell the story of the vocational agriculture program.

This idea of a pictorial issue was first proposed by Dr. W. Howard Martin of Connecticut who currently has been serving as Consulting Editor and who previously was the Editor during the period July, 1949 to June, 1952. The Editing-Managing Board approved the proposal in its last annual meeting at the A. V. A. meeting in St. Louis. The idea grew out of repeated evidence expressed in various ways by teachers and others that some medium was needed whereby vocational agriculture could be described with less dependence upon verbal and printed exposition. The June issue will be an answer to this need.

The issue in June will retain the usual size and format of the Magazine, thus permitting filing in the customary manner by those who maintain a complete file of all issues. It was felt that this in no way will detract from the use of the issue when placed in the hands of those people to whom the story of Vocational Agriculture needs to be told.

What are the uses to which such a pictorial representation of Vocational Agriculture can be put? The following are thought to be some: (1) as a pre-enrollment device to acquaint boys and their parents with the program; (2) to promote better understanding among parents of students already enrolled in Vo-Ag; (3) to increase the understanding of School Board members, the school administrator, guidance director and other faculty members; (4) to increase the effectiveness of participation on the part of Advisory Committee members; (5) to improve public relations in the community; (6) to promote the establishment of new Vo-Ag departments; (7) to supplement other materials in the training of teachers; (8) to stimulate teachers in improving their local programs; and (9) to attract the attention of the leadership within appropriate local community and State organizations.

Should any of these uses be valid, it may well be that teachers, supervisors and teacher trainers will want to be thinking about the number of copies of the June issue they will need. Later an opportunity will be provided for ordering copies in excess of the single copy which will reach each subscriber to the Magazine. □

It is apparent that significant changes are taking place in the concepts and terminology of vocational agriculture among teachers, teacher educators and supervisors. The editorials in this issue, the contrasts in points of view and terminology used in the various articles this month and in other recent issues are evidence that the practices and patterns of the past are not being taken for granted as the only answers to problems of current and future operation of programs of vocational education in agriculture. This is a healthy condition.



Stories In Pictures



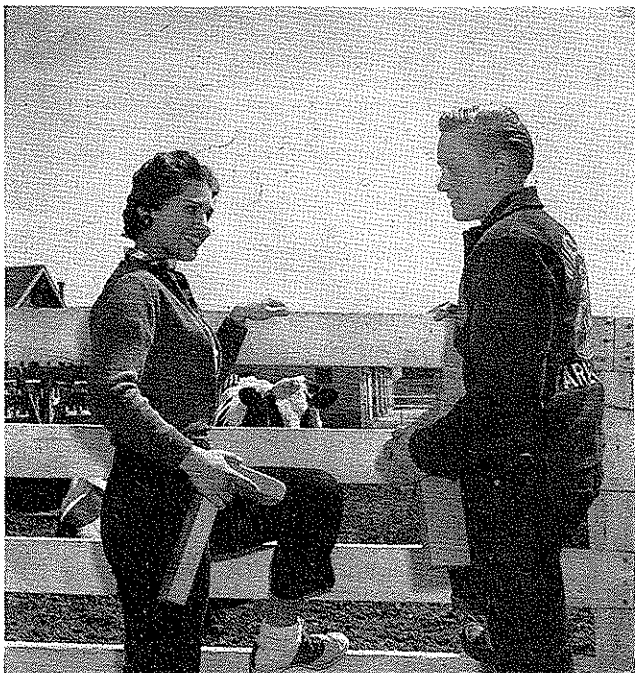
Gene Wharton and Tommy Lane, members of Lord Baltimore (Maryland) Chapter Future Farmers of America placing reflective tape on a farm pick-up truck. Members placed 44 stickers, "Make Courtesy Your Code of the Road," on farm trucks and cars. Each member was responsible for having parents sign safety code pledge card. Reflective tape and reflective delimiters were placed on farm equipment which is operated at times on the highway. (Picture furnished by Raymond L. Swadley)



A.V.A. Vice-president for Agriculture, Ed. Bass of Virginia, appeared before the NVATA group in one of its meetings during the recent A.V.A. Golden Anniversary convention in St. Louis. The NVATA sessions were well attended and much important business was transacted. Vice-president Bass paid tribute to the NVATA as one of the strongest elements of the Agricultural Section of A.V.A.



Pictured above is Wayne Behmer and his herd of 25 ewes which constituted a part of the student's farming program in 1955-56. The ewes represent part of the Chapter pool of 525 ewes obtained from Walla Walla, Washington. Ewes in picture were bred to a pure-bred Hampshire buck. Project involved 1.6 lamb drop and 1.4 lambs saved. They sold on the St. Louis market @ \$26.90 cwt. Pictured with Wayne is David Schneider, Yo-Ag instructor, Hichman High School, Columbia, Missouri. Wayne was secretary of his local Chapter in 1954-55; president, 1955-56. Holds State Farmer degree, lettered in track, member National Honorary Society, entered College of Agriculture, University of Missouri, 1956-57, with scholarship.



Ruth Marie Peterson, Austin, 1956 Minnesota "Princess Kay of the Milky Way" and first national princess of the American Dairy Association, chats with Don Michel, Faribault, Minnesota, 1956 State Star Dairy Farmer. She challenged him to a milking contest at the 1956 State FFA Convention and WON. Not only has "Princess Kay" appeared frequently in connection with FFA activities but has been a good-will ambassador in places as far removed as far-off Japan. (Picture furnished by Harry Kitts.)



A member of the Charles Town, West Virginia, Young Farmers class, with his wife, looking over their dairy herd. The new home being constructed by the family is shown in the background. Farming programs, such as this couple is developing, usually get their start in the all-day class program and continue on as ability to make decisions of farm operation and management is developed and as equity in farming is acquired. (Photo furnished by S. D. McMillan.)