

*The*

# AGRICULTURAL EDUCATION

*Magazine*

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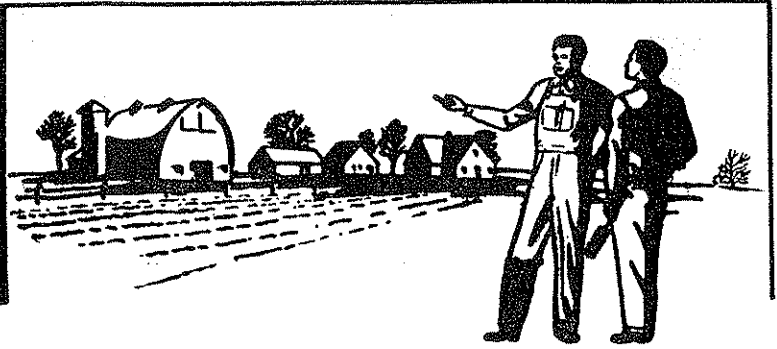
NUMBER 6



Figure legend, page 127

*Featuring—* School-Community  
Cooperation

# 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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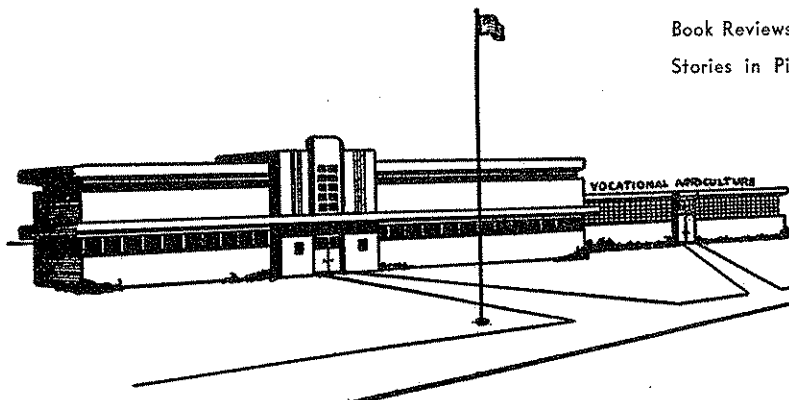
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# Editorials

## School-Community Cooperation

WALTER L. HESS, Teacher Education,  
Pennsylvania State University.

In this highly specialized and greatly mechanized age, school and community cooperation are absolutely essential. The school is the educational center of the community, and as such it must work with all groups and organizations within the community. Undoubtedly one of the best ways to accomplish this is through citizens committees or advisory councils. There should be a citizens committee for each department with one central committee for the entire school system. Since we are primarily interested in agriculture, we will try to confine our remarks to that area.

The teacher of agriculture must never forget that the Department of Vocational Agriculture is an integral part of the entire school system, and that he, as one of the teachers of the school system, has as much responsibility for the guidance, instruction, and educational success of the community school as any other teacher in the system. As a matter of fact he has more responsibility because the very nature of his work necessitates his knowing many of the students in an intimate way. He must work closely with the students and their families for a long period of time. He is not a six hour teacher of just another subject of little interest to the community but a dynamic teacher of an important subject. Vocational Agriculture is a subject which holds intense interest to a large part of the community and is of more than passive interest to all others in the community.

The teacher of agriculture must believe that a good kind of life is possible on the farm, and that his work contributes directly to that life. This rewarding life carries over in an indirect way to all of those engaged in the production of materials and equipment for the farm, and also those engaged in processing and distributing farm commodities.

The cooperation we must have in our community school is comparable to a two-way highway, and not a one-way street. The teacher of Vocational Agriculture must work with the administration, the guidance personnel and the teachers in both related and unrelated fields. By working with the guidance personnel and others in the school system, the agriculture teacher can share his experience with scientific agriculture, his knowledge of rural folk and their problems, and his great understanding of the background

(Continued on page 125)

## From the Editor's Desk . . .

### In Memoriam . . . . .

*The Magazine* carries, from time to time, brief statements about members of the profession who have passed away. The loss of these men is felt most acutely by those who worked closely with them day after day, and so I mention here the loss of a close friend and colleague, John N. Weiss. The echo of his footsteps will long be heard in Gregory Hall. He lives on in the form of the many contributions he made to agricultural education both nationally and in Illinois.

\* \* \*

### Cooperation — Public Relations . . . . .

It is interesting to read the many articles relating to school-community cooperation and find how often the authors have pointed out that such cooperation is an excellent form of public relations activity. So often it turns out that what we do to provide a good program of agricultural education for our communities also contributes to better public understanding of our programs. It is almost inevitable that those persons with whom we cooperate will learn more about us through such cooperation.

\* \* \*

### A Two-Way Street . . . . .

Many of the school-community cooperative activities seem to be of the kind where the school receives by being able to make use of community resources. This appears to be a one-sided bargain, but let us always keep in mind that anything which contributes to the development of better future citizens contributes in a like amount to a better community in the future. We can do our part by helping the citizens of our communities learn to participate effectively in the formulation of educational policy for the public schools of these communities. This will include a continuing study of each community so that our programs of agricultural education will always be based on a true knowledge of need.

\* \* \*

### Christmas Greetings . . . . .

*The Magazine* staff extends to each of its readers best wishes for a Christmas Season full of blessings and good cheer. To all of you, a very—

MERRY CHRISTMAS!

Adapting programs to changes in farming requires - - -

## Community Inventory and Understanding

GEORGE P. DEYOE, Teacher Education, University of Illinois.



George P. Deyoe

We are in an era of accelerated changes in farming which have important implications for the kind of programs we develop in vocational agriculture. These changes are occurring so fast that we are witnessing what some people have called a "technological explosion." Some of the changes occurring on a wide scale and which have important implications for our local programs are the following:

1. Increased mechanization and use of power, with a resulting increase in production per worker and per man-hour in farming.
2. Increased size of farms and decreased number of farms.
3. Increased amounts of capital per farm and per man engaged in farming and changed methods of providing some of this capital.
4. Decreased numbers and percentage of the total population engaged in the productive phases of farming.
5. Increased production per acre and per farm animal.
6. Changes in family-type farms in attempts to keep pace with technological changes and capital requirements.
7. Increased percentages of farmers and members of their families who engage in off-farm work.
8. Decreased percentage of the national income and share of the consumer dollar received by farmers for agricultural products, and increased cost of production of farm products.

### Needs of Farmers

Some of the important educational needs of farmers in the present era include:

1. How to produce efficiently.
2. How to manage a farm business effectively by fitting together the various factors which contribute to success.
3. How to provide capital and manage finances.

4. How to use farm mechanization efficiently.
5. How to produce farm products of the quality demanded by consumers and how to market these products efficiently.
6. How to make effective use of governmental and private agencies and services available to farmers.
7. How to participate effectively in community and citizenship responsibilities.
8. How to improve farm homes and family life.

### Studying an Individual Community

As a basis for planning an effective program for a department of vocational agriculture, the persons responsible for this program must orient themselves to the needs, trends, resources, and other conditions of farming and farm living in the community which is served by that department. These "facts of life" differ considerably and often greatly from community to community. This information should help to reveal such features as the following:

1. Types and patterns of farming, tenure of farm operators, and methods of becoming established in farming.
2. Important enterprises on the farms of the community.
3. Levels of efficiency attained in these enterprises.
4. Factors associated with successful farming in the community.
5. General conditions related to farming and farm living in the community, such as soil resources, markets for agricultural products, levels of living, social mores and values held by people, levels of education, and off-farm work.
6. Trends in farming and farm living and factors affecting these changes.

Use should be made of information available from several sources which is helpful in determining some of the features indicated. In addition, spe-

cial data should be collected which supplement that secured from other sources.

The following are some of the sources and methods of collecting data:

1. *Farm census data for the county.* The various publications from the U. S. Bureau of Census for the 1954 Census of Agriculture provide a wealth of information useful in planning a program in vocational agriculture. The volume for a state which reports data by counties and state economic areas includes statistics for the number of farms, their acreage, value, and land use; farms by tenure of operators; facilities and equipment; use of commercial fertilizer; farm labor; farm expenditures; livestock and livestock products; crops harvested and production; classification by type of farm and by economic class; value of various products sold. Most of this information is reported by five-year intervals for 1954 and earlier periods, thus making it possible to determine the direction and extent of various changes which are taking place in a county, economic area, and state.
2. *Reports from State Departments of Agriculture.* These vary from state to state, but data are frequently available on crop and livestock enterprises which are often more recent than from the U. S. Census.
3. *Plans and recommendations of various agencies,* such as county planning groups, Extension Service, Soil Conservation Service, local planning groups, and others.
4. *Farm record summaries and analyses* for records kept by groups of farmers in cooperation with the College of Agriculture (and other agencies). These aid in determining factors associated with financial success in farming

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**Community Inventory - - -**

(Continued from page 124)

- in a region of a state, production levels of various enterprises, and other facts of importance.
5. *Production records and financial records kept by persons enrolled for instruction in a local department of vocational agriculture.* These include records kept and analyzed by students in high school classes and by some members of classes of young farmers, farmer veterans, and adult farmers.
  6. *Soil survey maps and reports and aerial photos* for portions of a community and for individual farms.
  7. *Observations by the teacher and other persons familiar with the community.* These provide information on such items as special farming conditions and resources, needs and problems of farming and farm living, and values held by people.
  8. *Special surveys made locally* by the department of vocational agriculture, often with the assistance of the advisory council and various persons in the community. These should be planned to supplement data available from other sources.
  9. *Special data for the farm of each person enrolled* as a student, including facilities, resources and opportunities, and needed changes.

**Citizens' Committee Can Help**

A local advisory council, or citizens' committee, can assist in many ways in making an inventory of a community and gaining an understanding of it. Some of the ways in which such a group may help are:

1. Determining kinds of information needed.
2. Helping to collect and compile information.
3. Analyzing and interpreting the information.
4. Determining the major implications of the data for the total school situation and for the department of vocational agriculture, with special emphasis on the major educational needs, the major objectives for an effective program for vocational agriculture, the groups to be served, the important features which should be emphasized in the farming programs and instruction for vari-

ous groups, and the formulation of recommendations for consideration by the school administrator and board of education.

It should be emphasized that an educational program in vocational agriculture should provide instruction which brings about desirable changes in people. The information collected about farming and farm people in a community should aid in identifying important abilities to be developed and other changes in people toward which an effective program should be oriented. Furthermore, basic data about a community and for particular farms aid in determining the nature of farming activities which are appropriate for persons enrolled and other ways and means for accomplishing the desired objectives.

**Some Suggested References**

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- Deyoe, George P., *Methods and Materials for Teaching Vocational Agriculture to High School Students*. Bulletin published by the Office of Field Services, College of Education, University of Illinois, Urbana, Illinois, 1954. (Price \$1.00 for single copy)
- Hammond, Carsie, *Teaching Agriculture*, McGraw-Hill Book Co., Inc., New York, 1950. (Chapter IV) □

**School-Community - - -**

(Continued from page 123)

and life of the students in his classes. Other teachers, particularly the ones in related fields, can contribute much to the comprehensive program of the teacher of vocational agriculture and to the total program of the students in his classes. By working together and sharing information, knowledge, and experience, much is done to bring about integration of school and community and to increase the educational efficiency of the community school.

The fact that today farms are larger and more mechanized, and consequently need fewer men to operate them, does not lessen the importance of agriculture. Actually agriculture is more important now than ever before and should receive more prominence in our community schools. The teacher of agriculture has a great *responsibility* to teach skills and "know how" with more and more emphasis on farm mechanics and farm machinery. The

areas of farm management, farm finance, and marketing need greater attention.

Then, too, the agriculture teacher has an *opportunity* to develop qualities of dependability, punctuality, loyalty, courage, courtesy, cooperation and other similar qualities in the students with whom he comes in contact. These qualities are highly important for success in most any field of endeavor. The teacher then has a definite *co-responsibility* on the one hand and a *co-opportunity* on the other.

Those, who of necessity will find places in related occupations, will need guidance and counselling. They will need to be guided and helped to become successfully anchored in the next step or position. Cooperation with other vocational departments and the guidance counselors in the school system is essential.

A good citizens committee approved by the administration and the local board of education will be of valuable assistance in setting up a program that will insure the maximum service from the agriculture department to the community. This committee will not necessarily act in an advisory capacity, although it will assist the teacher in establishing the right kind of program. It will make for greater cooperation of all groups and organizations in the community to the end that a more efficient program will evolve.

It is a known fact that in general farms are larger and more mechanized today than ever before. Fewer men are required to operate these farms, and each man produces more food and fiber than previously. The assets back of each farm worker have greatly increased. Now, two men are employed in off the farm occupations as compared to one man on the farm. Consequently we must give more thought to the character and scope of the instruction of vocational agriculture in our schools. Because of the many changes that have come about in agriculture on the farm and with the ever increasing number of related occupations or agribusiness, the teacher of agriculture must cooperate fully with the different agricultural groups and agencies within the community. He must be a *cooperator*.

The teacher of agriculture will work with *all kinds* of farmers: Members of the Grange, Farm Bureau, Cooperatives and other farm organizations; land owners, tenant farmers, the rich

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## What do studies show?

# Public Relations in Vocational Agriculture

R. W. MONTGOMERY, Teacher Education, Alabama Polytechnic Institute

To be successful in getting its just share of public money, vocational agriculture must demonstrate that its efforts are fruitful. The general public must know and value the services we are rendering. The need for improving our public relations is too obvious to argue. Like Mark Twain and the weather, we all admit the importance of good public relations, but few of us do much about it. This is indicated by the fact that only eleven studies were listed in the five supplements to *Summaries of Studies in Agriculture Education* covered by this review. However, some progress has been made since the 1952 edition of "What Do Studies Show?" did not even carry a topic on public relations.

### The Job of Public Relations

Obvious from a review of the studies is the fact that we are not clear in our concepts of what public relations involves. However, the following concepts seem to have wide acceptance.

1. The school must accept responsibility for establishing and maintaining two-way communication with the public regarding purposes, places and programs of the school. It must interpret the school's purposes and needs.
2. From the point of view of the sociologist, public relations has to do with building morale, *esprit de corps*, or just simply creating and maintaining a good healthy feeling between school and community. The feeling that something good is being accomplished is essential.
3. Public relations must create a desirable image of the school, of the teacher, and of his program. The faculty and the individual teacher must decide what this image is to be and how it is to be created. Of course, living the desired role is a prerequisite to creating the public image.
4. Public relations must be a continuous effort, employing numerous techniques. Program planning, rather than spasmodic effort, is essential.
5. The teacher is the key to the whole job of public relations. He must have a just pride in his accomplishments. His enthusiasm will be contagious. His interest in boys will be reflected in the attitude of the parents.

In brief, public relations must be an honest and continuous effort of two-way communication between the school and the community. It must be a planned program including many kinds of activities.

### How Well Are We Doing?

Our success in public relations has been somewhat "spotty," to say the least. In the words of one school official, "The good teachers do a thorough job of selling their program; the poor teachers ride through on their coattails." All would agree that a better job is a common objective.

Although our research is very limited, it does give us some indication of how successful we have been.

Davis (1A) found that the older farmers of his community hesitated to admit that the chamber of commerce had helped them in sponsoring better rural and urban relationships. Better communication between farmers and businessmen was needed for the prosperity of both.

Miller (1B) found a need for improving program relationships of 4-H club work and vocational agriculture. Recommendations were made for the (1) development of better understanding between organization leaders, (2) evaluation of programs, (3) analysis of awards, (4) development of more non-production projects in 4-H club work, (5) organization of county councils, and (6) optional, productive projects as a requirement for admission to 4-H club work.

McConn (1C) found that all of the teachers interviewed had conducted

some activities contributing to public relations, but that none had a complete or well-rounded program. The teachers felt that they were inadequately trained. They recommended more training at the college level in news writing, contacting people, public speaking, public relations, radio writing and speaking, technical writing, printing, photography and program planning.

Burton (1D) found the frequency of promotional activities of sixty-nine teachers was in the following order: (1) parent-son banquets or suppliers, (2) radio programs, (3) social collective exhibits, (4) window displays, (5) collective exhibits to state fairs, (6) welcome signs, (7) bands and quartets, (8) television programs, and (9) mothers' clubs.

Mechling (1G) used a jury to evaluate the public relations activities of 23 teachers and found that 6 rated good, 15 average and 2 poor. None were rated very good or very poor.

Gerhardt (2J) found that young and adult farmers, school administrators, county advisors, and teachers of agriculture in communities with organized young and adult farmer instruction as a part of the school program were more agreeable to the modern concepts of objectives, needs, and teacher duties than those in communities without organized programs.

Fuess (1F) found that teachers of vocational agriculture felt a strong need for better ways of communicating with groups of parents and cooperating farmers about the vocational agriculture program. However, less than 40 percent had held any kind of meeting with parents. Two-thirds of the teachers recommended group meetings for the purpose either of orientation and guidance or of explaining the program.

Wood (1E) observed some trends suggesting that the extent of public relations activities increased with teacher experience and tenure, and as student enrolment increased. The size of the town or nearest city seemed to make little difference.

Eades (1I) found teachers and students ready to assume responsibility for reporting FFA activities. The percentage reporting various activities were: (1) local newspaper, 100; (2) school paper, 100; (3) parent-son banquet, 100; (4) civic club program, 80; (5) radio programs, 76; (6) chap-

Editor's Note: This is one of a series of articles sponsored by the A.V.A. Agr. Ed. Research Committee to review research findings and point up possible applications to our programs.

## Public Relations in - - -

(Continued from page 126)

ter news letter, 58; and (7) television, 50.

Miller (1K) found his program of vocational agriculture serving about 60 percent of the farms in the school area.

Montgomery (2) ranked 87 professional problems indicated by 252 teachers of vocational agriculture. Preparing news articles ranked first with 66 percent of the teachers checking. Percentage of problems within the first 20 items were: (1) writing feature articles, 49; (2) making suitable pictures for publication, 48; (3) developing appropriate planning bodies, such as councils or advisory committee, 48; and (4) assisting students in preparing news, 40.

### Improving Our Public Relations

Most of the studies reviewed dealt with the status of the public relations program in vocational agriculture. Although most of the studies suggested needed improvements, only a few included experimentation or evaluation of action programs designed for improving the weakness found. However, the Agricultural Education Department of the Ohio State University has done a good job of following through on research by making available an instrument for evaluating the public relations program (3). The writer recommends that any teacher interested in improving his public relations might make a good start by using this instrument.

The criteria have been divided into six parts: (1) ways and means of publicity, (2) phases of the program to be publicized, (3) persons to be informed, (4) extensiveness of the public relations activities, (5) correlation with other public relation programs, and (6) time when public relation activities are in effect. The characteristics of a good public relations program were stated as nine propositions as follows: (1) all available media in the school and community—such as newspapers, radio, etc.—should be used to the fullest extent; (2) direct contact with the program of vocational agriculture as a medium of public relations should be employed whenever possible; (3) the public relations activities in vocational agriculture should inform the public of the objectives, problems, activities, and achievements of the total program of vocational agriculture; (4) repre-

sentative groups in the school and community should be informed of the program in vocational agriculture; (5) the public relations program should be economical in use of the teacher's time; (6) the immediate needs of the program in vocational agriculture should be given special emphasis through intensified public relations activities; (7) the public relations activities in vocational agriculture should be a part of, and make a contribution to, the total public relations program of the school; (8) the local public relations activities should contribute to, and be correlated with, the public relations programs on a county, state, and national level; and (9) the public relations activities should be continuous and in operation throughout the year.

Voyles (2H) found that editors wanted agricultural and FFA news and were eager to cooperate with teachers in improving their public relations. It was suggested that local teachers of vocational agriculture should (1) become acquainted with the local editor, (2) the type of news desired, (3) the form in which it is desired, and (4) the deadline for submitting news.

Publicity may back-fire with disastrous results if not properly done. Like the boy who wrote his girl friend every night until she married the postman, some teachers over-do certain aspects of their program while neglecting more important activities (2D). "Have something to sell or don't try to sell it" was the advice given by one editor to a group of teachers.

In conclusion, the writer found that much has been written about public relations in vocational agriculture since 1952, but that very little of it was based on scientific investigation. The research reported bore heavily on needs and on status studies. Much more is needed on "How to do it" and reports on experimental programs where the proposals are tried out and the results reported. The procedures discussed in the usual magazine article and textbook need to be evaluated under field conditions. However, it is encouraging to find more attention being given to research in the area of public relations in vocational agriculture.

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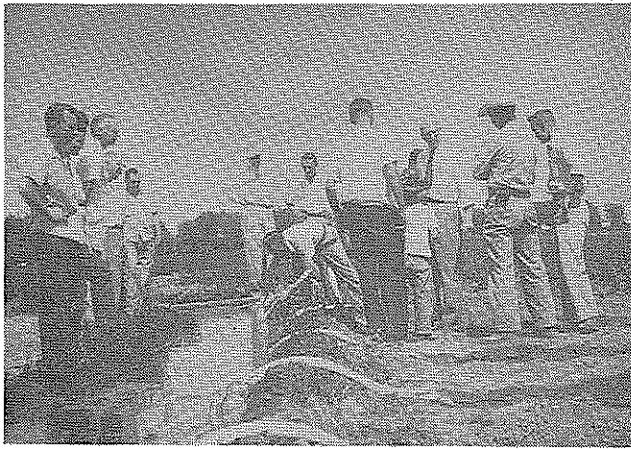
### The Cover Picture

At this time of year, many students of vocational agriculture need to select breeding stock for foundation animals or for replacements and expansion in their farming programs. These boys in a sectional contest in Illinois are testing their ability to place gilts on the basis of production and type. Information on litter weights, litter size, and rate of gain are provided for each gilt. New developments in swine selection make it necessary to consider these and other factors, and our contests should be designed to test these abilities.

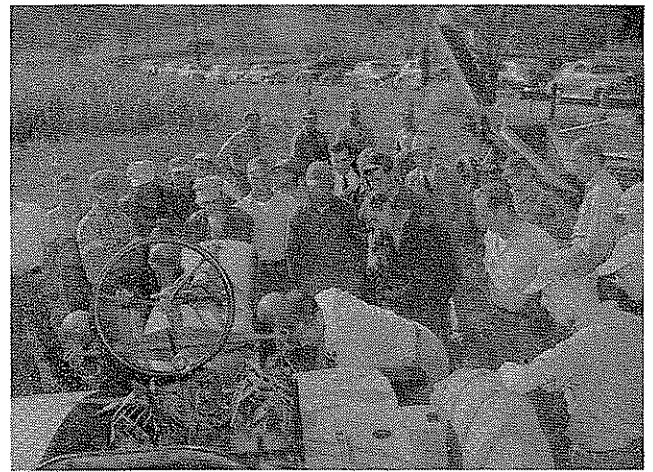
Photo by  
George P. Deyoe  
Division of Agricultural  
Education  
University of Illinois

December 15 — All certifications for 1957 FFA Foundation State Awards due in National Office.





A Colorado A & M summer session class of teachers on a field trip to the farm of a member of the Young Farmers Association at Windsor, Colorado. Craig Morton, the agriculture instructor, was especially proud of his young farmer group. The teachers took with them from the visit a number of new farming practices as well as an idea of how a YFA is organized.



Young Farmer classes are at times held in the form of field trips to members' farms. This was a farm machinery operation and adjustment meeting concerned with the tractor and corn picker. Citizens and educators respond with desirable attitudes toward their community adult education program.

## Attitudes of Citizen and Educator Groups toward young adult farmer education

H. BRINTON GERHART, Area Supervisor, Pennsylvania, and  
GLENN Z. STEVENS, Teacher Education, Pennsylvania State University.



H. Brinton Gerhart



Glenn Z. Stevens

In order to determine the attitudes of selected groups of citizens and educators toward the occurrence and development of young adult farmer education as an integral part of the total program of vocational agriculture in school systems in Pennsylvania, there seemed to be four major questions the study should answer:

1. What should our schools accomplish?
2. What are young adult farmer education needs?
3. How should the total program be organized and administered?
4. What are the duties of the teachers of agriculture?

To compare the attitudes of citizens and educators in communities where young adult farmer instruction has had considerable development and in areas where little or no development has occurred, data were obtained from five selected groups:

- a. Business and professional people

- b. Young adult farmers
- c. School administrators
- d. Teachers of agriculture
- e. Area supervisors of vocational agriculture

The teachers of agriculture in 17 schools classified as having organized young adult farmer instruction programs and the teachers in 19 schools without organized young farmer classes were grouped further as to whether they were in supervisory areas with considerable or with very little development in this important phase of vocational agriculture.

Ten pre-tested attitude statements were chosen for each of the four major questions of the study.<sup>1</sup> Degrees of favorableness for responses were assigned on a five-point scale from 4 to 0. The midpoint on the scale, listed as "Undecided," was assigned the score of 2. An unweighted mean score was calculated for each

<sup>1</sup>Copy available upon request.

person in each of the four question areas.

From the data in Table 1, it may be concluded that citizens and educators agree that:

1. The objectives of our public schools should be that of bringing about the realization of more educational opportunities for people of all ages.
2. Young adult farmers have continued need for information and instruction to cope with the advancing complexity of modern agricultural problems.
3. The organization and administration of young adult farmer programs is the responsibility of the public school system. It requires mutual cooperation of administrators, supervisors and teachers.
4. A complete program of vocational agriculture must include organized instruction for young adult farmers. Physical facilities and personnel should be provided to make a complete program possible.

Further data analysis provided information that:

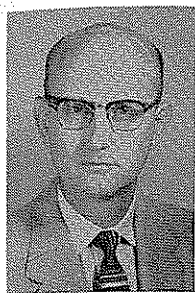
1. Citizens in communities without organized young adult farmer educa-

(Continued on page 131)

Table 1. Mean Attitude Scores of Five Groups of People Toward Four Areas of Young Adult Farmer Instruction Programs

Groups	Mean Scores for the Four Areas of the Study					
	Number Persons	Objec-tives	Student Needs	Adminis-tration	Teacher Duties	Total
Business and professional people..	70	3.09	2.96	2.59	2.70	2.83
Young adult farmers.....	81	3.02	3.06	2.51	2.62	2.80
School administrators .....	36	3.05	2.88	2.58	2.72	2.81
Area supervisors of voc. agr.....	26	3.31	3.26	2.96	2.98	3.13
Teachers of voc. agr.....	36	3.41	3.26	2.98	3.03	3.17





V. R. Cardozier

## Industry Cooperates with Vocational Agriculture In Adult Education

V. R. CARDOZIER, Teacher Education, University of Tennessee.

Good programs of adult education in vocational agriculture take many different forms. Some evolve naturally, some are the result of hard organizational work by the teacher, and others for a variety of reasons. But how they are developed or organized is less important than the educational function itself.

If you could pick an ideal way for an adult program to begin, you would have difficulty finding one more ideal than that developed in Gideon, Missouri, early this year. It isn't a unique story, but it has many good points on community cooperation in adult education that may have meaning for others.

### How an Adult Program Got Started

It all started on a Saturday afternoon late last winter with a group of cotton farmers standing on the street in Gideon waiting for their wives to finish shopping. They were discussing the problem of staying up-to-date on the latest technical information related to cotton production. They put the problem to Dan Hopkins, a local businessman having interests in cotton ginning, farm equipment, and farm management. He took it to James E. Douglas, teacher of vocational agriculture at Gideon High School.

Hopkins and Douglas discussed the problem and decided that a series of meetings would be the best solution. They talked it over with several cotton farmers and settled on a series of five weekly meetings on as many different aspects of cotton production. They contacted the National Cotton Council and secured reference material and other technical information and sets of colored slides on cotton insects, diseases, harvesting, weed control and cotton fertilization.

Hopkins took most of the responsibility for publicizing the series of meetings. He visited newspapers in Gideon and four other surrounding towns and asked their cooperation in publicizing the series of meetings. Advance stories appeared in news-

papers describing the programs, the topic for each of the weekly meetings, speakers to appear, technical consultants and the like. All the newspapers gave full cooperation. The week before the series began, the Gideon paper announced it with a front page, headline story.

Radio stations in nearby Malden, Kennett and Carruthersville cooperated by giving free spot announcements throughout the five-week period urging farmers to attend. Posters were made and placed in banks, stores, and other places around town.

Early in the planning, cotton gin operators were made partners in the project. They helped spread the news throughout their service areas, personally encouraged cotton growers to attend, and then took part in the programs.

This combination of publicity took the news about the meetings into almost every farm home in the Missouri "bootheel," the cotton producing area of Missouri. It resulted in excellent attendance at all five meetings—104 attended one meeting.

### Conduct of the Meetings

Each meeting consisted of a discussion built around slides dealing with the subject under consideration. Following a break for refreshments, farmers put questions to a panel of technical people. Technical consultants were secured from the University of Missouri, the local branch experiment station, from industry, from trade associations, and the Missouri extension service. Discussion periods proved very popular; farmers took advantage of them to answer many questions they had. A different cotton ginner served as master of ceremonies at each meeting.

Due to a demand by farmers, a similar series was held immediately thereafter on soybeans, and plans were laid for another series on cotton the following year.

### Reactions to the Programs

In speaking to farmers and business

leaders at the end of the session, B. Ray Henry, superintendent of Gideon Schools said, "It was a most worthwhile effort in adult education. This is one of the things we are trying to expand. You can count on our fullest cooperation in any future plans for programs of a similar nature."

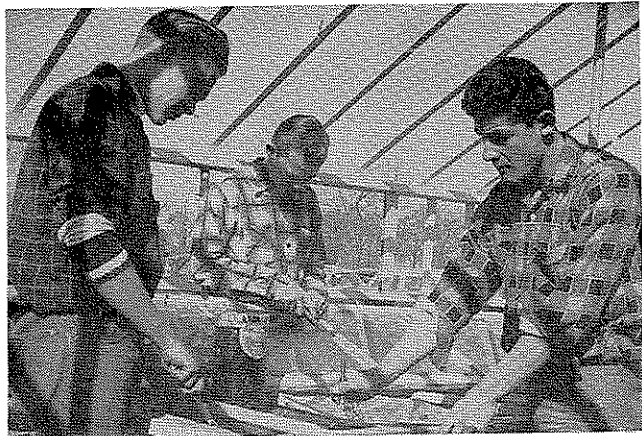
Douglas says that from the standpoint of farmer interest and participation, it was one of the finest programs of adult education he has ever had.

Industry's view of the project was perhaps best summed up by W. Kemper Bruton, Executive Vice-President of the Arkansas-Missouri Ginners Association. "This experiment might well serve as an example for similar undertakings by local cotton industries and vo-ag teachers elsewhere. It was a community project, not just the teacher of vocational agriculture nor a single gin company. These two took the lead but got everyone in the community concerned in the project. It's pretty hard to fail when you marshal that kind of cooperation. But it has to start with someone and what better combination for such a project could you find than the local vo-ag teacher and a local cotton industry leader?"

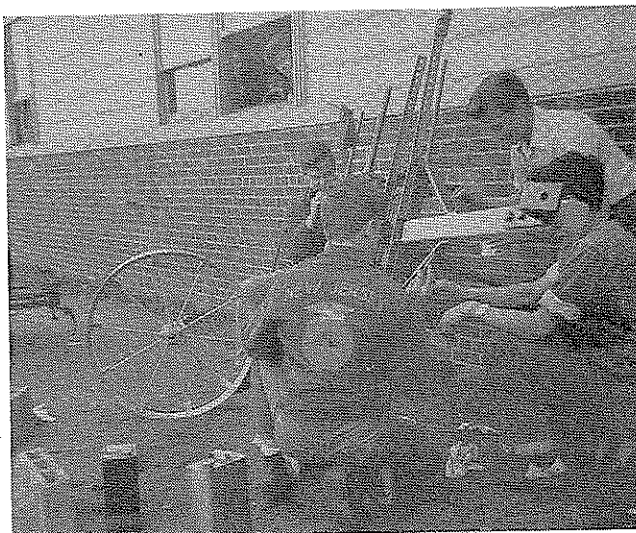
Yes—what better combination could you find for building successful adult education meetings than the local vo-ag teacher and agricultural business and organization leaders? The program at Gideon has been duplicated many times elsewhere, but it represents an approach to adult farmer education which is not used as often as it should be. If teachers can get the kind of cooperation and assistance that Douglas got from business and industry leaders, and particularly from those having special interest in the topics being studied, programs will likely succeed.

When business people in the community who have an interest in agriculture become active participants and partners in the adult education program in vocational agriculture, there are great possibilities for real success in the kind of community education program we feel is good.

Another aspect of this is time saving. In order to spread their time as widely as possible, teachers should get as much help as possible from others in the community. As we know, involving many people in such under-



Bergen County Chapter FFA boys get experience glazing windows of the agriculture department greenhouse.



Repairing farm machinery is another service of the Bergen County Chapter FFA.

Strengthening the FFA through . . .

## Community Service Activities

JOHN C. CUMMINGS, Vo-Ag Instructor,  
Hackensack, New Jersey.



John C. Cummings

Rutgers University.

A Vocational Agriculture program can only be truly effective when it has an effective FFA Chapter. It was decided right from the beginning that our department could not grow in this metropolitan area without the opportunities that the FFA could offer.

FOUR years ago the Bergen County Chapter of Future Farmers of America started its first program of work at its installation ceremony, which was under the guidance of the Collegiate FFA Chapter,

The first program of work included community service activities geared to the agricultural area that is feeling the pressure of industrial might.

As farms became fewer, more housing developments grew. More private homes created more problems for the County Agricultural Agent, Mr. Elwin Nylander. Home owners needed help with problems of soil management, rodent control, and home landscaping. They also needed a reliable source of interested landscape maintenance help.

### Soil Testing Program Initiated

In cooperation with the *Bergen Evening Record*, the county newspaper, a county-wide soil testing program was initiated. During a three-week period

each spring, home owners were advised to submit representative soil samples for chemical testing to determine fertilizer needs. The test included pH, Nitrogen, Phosphorus and Potassium analysis. Soil management and fertilizer needs were recommended based on the plant and soil type on the home owners' properties.

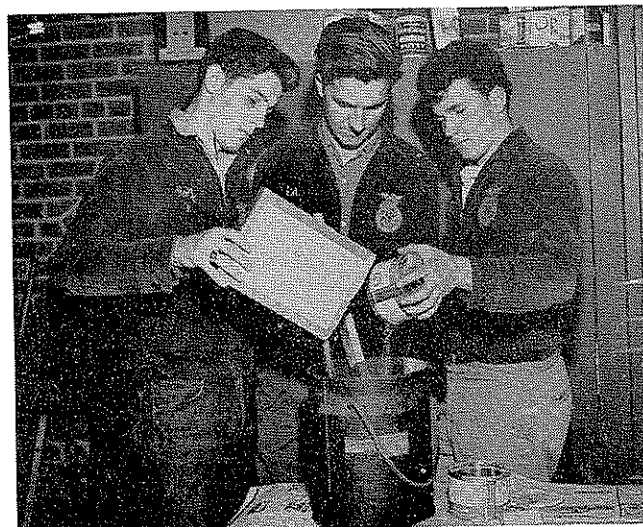
The *Bergen Evening Record* provided a complete publicity service to our chapter, picked up samples of soil and mailed the test results to the home owners. The students tested each sample of soil submitted. The first year, 4,400 samples of soil were tested. The second year, 3,500 samples of soil.

The volume of work made it necessary to cut the number of samples to about 500 per year. The County Agricultural Agent absorbs the rest in cooperation with the State College of Agriculture.

(Continued on page 131)



Bergen County Chapter FFA members testing soil for community residents.



Three Bergen County Chapter FFA members mixing ratbait for rat and mouse project.

### Community Service - - -

(Continued from page 130)

#### Rat Control Program Undertaken

Rodents have always been a problem in some parts of our county. Many of the peat bog areas provide a natural habitat for rats. When these areas are reclaimed for construction, the rodents are forced into other areas which include the private homes and small farm lands.

With this in mind, the Bergen County Chapter started an active Rat Control Project. We enlisted the aid and cooperation of the Boards of Health of communities near our school. Many of the Boards were enthusiastically interested and supported our educational campaign. Field trips were made to the areas most seriously infested with rats. Students advised

residents on sanitary control measures and they also set traps to eliminate the rats. The project is an educational program designed to maintain a preventive measure against rats rather than constantly setting traps to rid the area of rodents.

Emergency measures are taken when any Board of Health enlists the Chapter's help. Traps are set, clean-up measures are advised and the Board of Health given a report. The property owner is also advised of measures to take which include the aid of a commercial exterminator at regular intervals. This technique of operation helps the exterminator rather than taking away some of his work.

The Rat and Mouse project is a continuous one even during the summer months. However, reports from the

various Boards of Health indicate continuous success in this project. Approximately 20,000 traps have been set over the county in the past thirty months.

#### Landscaping Service Provided

Another activity which the Chapter conducts is the community landscaping service. Lawns, shrubs, flowers and trees are planted for groups that require help. Several Church lawns have been made, historical society grounds of the county have been renovated. Landscape drawings have been made as part of the classroom work and fitted to the needs of some community properties so as to make a "live" assignment out of class work. The Chapter also maintains the twenty-three acres of the school property.

(Continued from page 135)

### Attitudes of - - -

(Continued from page 128)

tion have attitudes regarding objectives, needs, administration, and teacher duties similar to those of citizens in communities with young farmer instruction.

2. Young adult farmers who have experienced this broader concept of education have more favorable attitudes as to objectives, needs, administration, and teacher duties than those who have not had organized instruction.

3. Administrators in school systems with organized young adult farmer instruction are more in agreement with the modern concepts on objectives, needs and teacher duties than administrators in schools without organized programs. They equally agree on problems of organization and administration.

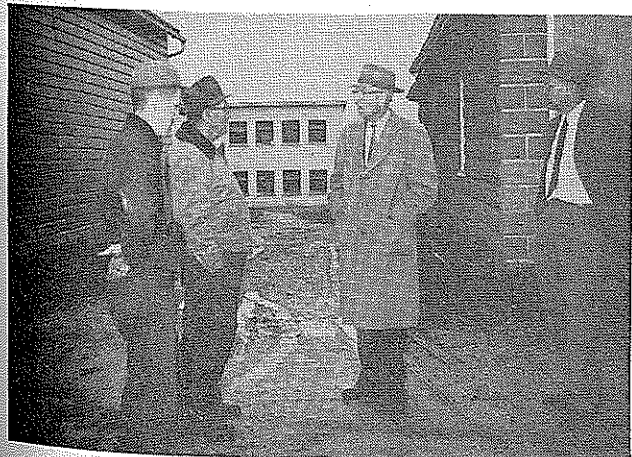
4. Area supervisors who have had very little development in young adult farmer instruction in their counties have similar attitudes toward objectives of the public schools, but are less in agreement with respect to needs, administration, and teacher duties than are the area supervisors who have a large number of schools with young farmer education programs.

5. Teachers of agriculture with organized young adult farmer instruction as a part of their total programs are much more in agreement with modern concepts on objectives, needs, administration, and teacher duties than teachers who have not included this phase in their programs.

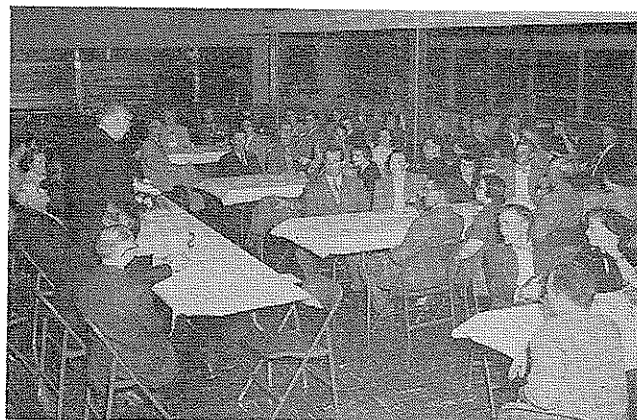
6. Teachers of agriculture having young adult farmer education in their programs in supervisory areas with very little development have even more favorable attitudes than teachers

with programs in supervisory areas where development has been encouraged. Teachers without programs in supervisory areas where development has been encouraged have higher attitude scores than teachers without programs in supervisory areas having little or no development.

The study supports the generalization, arrived at in teacher workshops, courses, reports, and articles, and worded this way in the new *Vocational Division Bulletin No. 262, p. 10*: "The teacher of vocational agriculture should take the initiative in establishing a program for young farmers. He must believe in it, want to conduct it, and be convinced of the needs and opportunities." Citizens and administrators are attitudinally ready to aid in the development of functional adult education programs for young farmers in rural communities. □



An on-farm conference of the district supervisor and the teacher of agriculture with an out-of-school young farmer and his father can do much to advance the personal development of those involved and to increase their service in community leadership.



Dr. Russell B. Dickerson, Associate Dean of the College of Agriculture, Pennsylvania State University, addressing a Young Farmers Association Anniversary Banquet held in the high school cafeteria. Administrators, school directors, and other citizens attend as guests. Understanding and favorable attitudes are developed.



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(Continued from page 130)

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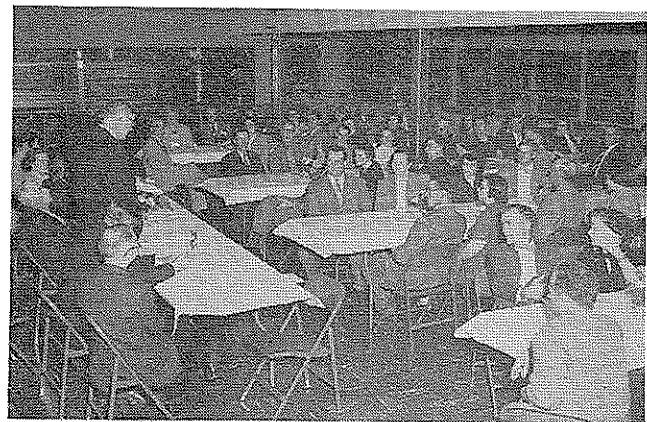
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Some ideas which will help with the - - -

# Development of School and Community Cooperation

ELLIOTT H. JOHNSON, Vo-Ag Instructor,  
Phelps, New York.



Elliott H. Johnson

**YOU**, as a teacher of agriculture, have an obligation beyond teaching your in school and out-of-school classes.

Much of the training a teacher receives in college is for the particular job of teaching Vocational Agriculture. What about the other responsibilities he is expected to assume? What about his community activities? The beginning teacher must face this problem as well as the experienced teacher who may be starting in a new community.

## Accept Your Share of School Duties

Let us say that the teacher has his in-school classes, young farmer and adult farmer groups in operation. Is the job of teaching fulfilled? Should he also have an interest in the total school program? Certainly he should. The teacher of agriculture should accept his responsibilities in study hall, noon duty, chaperoning, and ticket selling at athletic events as do other teachers. It is not only a part of his duties but it is a good way to improve public relations with teachers and administrators, and an easy way to get to know pupils who are not in agriculture.

## Cooperate with Other Teachers and the Administration

I fear that many academic teachers are not fully aware of what is going on in the Agriculture department. Invite them to visit your department. Offer to supply materials for their classes and even to exchange classes and/or classrooms. Plan field trips so as not to interfere with regular classes. If pupils must be taken out of regular classes, keep such trips to a minimum and schedule them when an examination period is not imminent. Show an interest in other departments in the school; yours isn't the only one. Be sure to take an active part in local

teacher associations. It will improve your relations with other teachers.

Cooperation with the Administration is another important part of teaching agriculture. Follow proper channels in making requests. Keep them informed of your activities and get permission, when necessary, for special events and trips. Invite them to your various FFA functions and to all Advisory Board meetings. Be loyal—they deserve your full support.

## Custodian and Bus Driver Important

Do not forget the custodians and bus drivers. They may well be as important to you as the teaching staff. Take pride in your classroom and shop. You and your boys can do much in keeping them neat and orderly. The custodians will be more responsive in their cleanup and maintenance duties if you do your part. Many teachers drive the bus for field trips and tours. Others may use regular drivers. In any event, keep the bus clean and free of papers and dirt. Insist that your pupils treat the equipment and upholstery as carefully as they do the classroom and shop. This type of cooperation will result in an improved relationship between you, your boys and the bus driver and maintenance man.

## Family and Job Come First

How far into Community activities should a teacher be expected to go? I know of a teacher of agriculture who joined the following organizations within a year after he started teaching. He joined a church and taught Sunday school; joined and was active in the Rod and Gun Club, the Firemen's Association, the Grange, the Lions Club, a Men's Card club; organized a 4-H Club and was active in P.T.A. These all in addition to his regular school duties. Needless to say, he was not asked to stay after the second year. He was not doing the job in school. Your family and the job come first. You cannot afford, however, to not join in some Community activities.

I would suggest that you join, or attend regularly, the Church of your choice. This will be expected of you and is a fine way for you and your family to get acquainted in the community. Joining the PTA is another must, if you have one in your community. Here you meet, not only the parents of your boys, but parents of other pupils. They are the ones for whom you are working so get their ideas and counsel with them.

I would suggest also joining a Service club of some kind. Here you will meet the leading business and professional men in the community. Get to know them, their problems and let them know yours. They may well be a fine source in providing scholarships and awards in your FFA program. In any event, offer your services in providing programs for them. They will appreciate the offer.

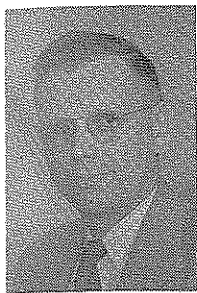
How many more organizations should you join? Just use a little discretion. There are only seven nights a week and you have a family and a job. You can certainly offer programs and aid in arranging contests and scholarships for all interested community groups. Don't join them all.

## Improve Community Relationships

The parents and other citizens in the community are important. You will have a good opportunity to visit with parents when you make on the farm visits. Don't stop there. Invite them in to visit your department either during an open house or at other times. Have a Parent-Son Banquet as a part of your FFA program. You will find that their interest will increase tremendously.

A School or Community Fair is fine from the parent-pupil point of view. It really serves a four point purpose. It gives pupils an opportunity to show vegetables, crops, fruit, shop projects and livestock in competition. It gives the parents a chance to view their boys' accomplishments. It gives the people in the community and other teachers an idea of what the department of agriculture is doing. It gives local businessmen an opportunity to cooperate in providing exhibits and prize money.

Another excellent method of improving community relations, as well as having a cooperative venture, is to have a Crop Demonstration plot. Such a plot requires only one half to one



H. W. Gadda

Find ways to improve your program  
by studying - - -

## Attitudes of Parents Toward Vocational Agriculture

H. W. GADDA, Teacher Education,  
South Dakota State College.

How do people feel about your program in vocational agriculture? Should their attitudes make a difference? Attitudes are based on opinions or reactions people have concerning vocational agriculture. Sampling of those attitudes does not make up a systematic evaluation, since opinions are not always based on facts, but such a sampling of reactions can be an important part of the public relations activities of the agriculture instructor.

A thorough cross-section sampling of attitudes of all groups of people in the community will, in many cases, be desirable. However, a study of the attitudes of parents of all-day students can be highly revealing, particularly from the standpoint of parent-school relationships concerning the all-day program.

Such a study<sup>1</sup> was made recently in South Dakota. Parents of the 1954-55 vocational agriculture seniors in fifteen random-selected high schools in the state were surveyed, yielding 75 responses. Information concerning attitudes was gathered in regard to each of the following categories:

1. Community Relations
2. Future Farmers of America
3. Supervised Farming
4. Classroom and Shop Instruction

### Community Relations

Results indicated that parents are interested in vocational agriculture, in their teachers, and in the educational activities of their sons. They believe the teachers are doing an acceptable job of educating the farmers of tomorrow and that their sons are deriving a great deal of benefit from vocational agriculture.

There are, however, some areas in which, according to the parents, more could be done. Thirty-three per cent of the parents said they are not ac-

quainted with the teaching techniques employed by the instructor, and an additional seventeen per cent were not sure. Fifty-three per cent said the instructor conferred with them concerning matters pertaining to vocational agriculture, and only 51 per cent attended group meetings of parents called by the instructor. That there is considerable need for more teacher-parent contact is shown by the foregoing facts and figures. Greater effort in the direction of adult work in vocational agriculture in the state also would help fill this need.

### Future Farmers of America

Most parents said they understand and appreciate the Future Farmer program, and all of them indicated their desire to have their sons participate actively. Forty-one per cent had attended a Future Farmer meeting of one kind or another, and 85 per cent favored their sons' participation in supervised summer FFA trips. Fifty-six per cent indicated that they had had no opportunity to attend an FFA meeting, which again emphasizes the need for more concerted effort in establishing and maintaining parent contacts.

### Supervised Farming

Parents reacted favorably to efforts and activities in supervised farming, particularly in regard to the practicality of the program and the degree of interest in it. They ardently agreed that their sons should have worthwhile programs of supervised farming, and that they should attempt to increase scope and quality.

On the other hand, 41 per cent desired that the instructor spend more time during farm visits assisting students with problems concerning supervised farming programs. A most striking attitude revealed was that 63 per cent felt it possible for their sons to participate in father-son partnerships in their supervised farming undertakings. To instructors, here lies a tremendous potentiality largely untapped

—to teach farming in the most logical and effective manner, rather than by the isolated project method.

### Classroom and Shop Instruction

Parents indicated greater satisfaction with the classroom and shop instruction than with any of the other areas included in the study. They felt that sound practices and new ideas are brought home from class and the school farm shop instruction, and that they are highly beneficial to the farming business. Seventy-eight per cent shared this feeling and said they encouraged their sons to make full use of the school's facilities. Seventy-seven per cent felt the shopwork is adequately supervised.

A high regard for judging contest activities was shown by the fact that 95 per cent felt their sons benefited greatly from participation in such work. They indicated that they encouraged their sons to participate in judging competition.

Obviously, a score of 100 per cent favorable reaction to the program is quite unattainable, but relationships, although favorable, still need improvement. On-the-farm conferences including the instructor, student, and parents should take place more frequently. Not only should the problems and aspects of the supervised farming program be discussed, but also the boy's abilities, interests, likes and dislikes, goals and hopes, and attitudes. The instructor ought to keep in mind parents' needs for familiarity with vocational agriculture as a source of aspirations for the boy.

Group meetings of parents should be on the instructor's calendar in order to provide efficient means of acquainting parents with the program and methods employed. Such meetings also provide a means for two-way communication, since parents have an opportunity to make suggestions. Few parents will oppose a good cause which they thoroughly understand.

Involving parents in every way possible in the activities of the program is effective in terms of outcomes. Such activities might include parent-son banquets, father-son partnerships, tours and trips, picture taking, picnics, family nights, advisory council activities, and chapter meetings. Helping parents and sons to understand each other is a responsibility of the instructor which is basic to most effective achievement. □

<sup>1</sup> Ernest W. Wingen, "A Survey of the Attitudes of Parents Toward Vocational Agriculture in South Dakota," (Research Problem, M.S., South Dakota State College, Brookings, 1957). 28 pp.

# Cooperation in the Total School Program

## Are we doing all we can?

CHARLES S. WIGGINS, Tunkhannock Joint Schools, Tunkhannock, Pa.



Charles Wiggins

WHILE it is very likely that nearly all teachers of vocational agriculture believe that they are cooperating 100% in the total school program, it might be well for each of us to examine in a critical manner our contributions toward the educational objectives of our school system before we decide that we are doing all that is possible. It has been stated that doing our job is not cooperating since this is the minimum expected of us; cooperation starts when the minimum expected is accomplished and we go on to do still more.

### Vo-Ag a Full Time Job

It is a common practice in high schools for the principal to assign certain duties to teachers in addition to teaching vocational agriculture. Examples of such duties may be taking charge of a homeroom, hall proctoring, lunch hour supervision, study halls, etc. These are all jobs that someone

in the school must do in order for the school to function smoothly. Agriculture teachers who have time to do these things will find that they are assigned to do them. However, I feel that teaching vocational agriculture is a full time job if it is done well, and little time is left for anything else. If your principal knows that you are working full time in agriculture he will be less apt to assign other duties to you. Oftentimes a teacher who is tied down by routine school matters either is happy with this arrangement or has not fully informed his administrator what constitutes a total vocational agriculture program.

### Keep Administrator Informed

Since many activities in vocational agriculture are not of a routine classroom nature, one part of cooperation consists of keeping your administrator informed concerning them. Written or oral reports of planned and accomplished activities are greatly appreciated and help to keep the administrators informed. Returning students promptly after a field trip so that they are not tardy for the next class is essential to good cooperative school relationships. It is sometimes difficult

for devoted agriculture teachers to remember that English, History, and Mathematics are also important in the total educational process of the school.

### Help All Students

The library of the agriculture department usually contains materials found no place else in the school. For this reason, the agriculture teacher should cooperate with other teachers by making his library available for all students whether they study agriculture or not. A few minutes spent in helping an academic student to find the answer to an agricultural problem by using the library is time well spent.

### Cooperate in Use of Shop

The farm mechanics shop often poses problems in cooperation. How much time should your students spend in repairing or building school property? Certain fundamental shop skills can be learned equally well by repairing a desk as by repairing a milking stool, and for this reason, as long as learning is taking place, school repair jobs are desirable. The teacher must learn to draw a line between learning and routine so that time is well spent.

In summary, it might be stated that cooperation in the total school program consists of doing your share in helping to achieve the educational objectives of your school system, keeping your administrator informed of departmental activities, and conducting yourself at all times in accordance with the highest standards of professional ethics. □

## News Writing Workshop For Alabama Teachers

J. A. WHITE, Vo-Ag Instructor, Opelika, Alabama.

No one would deny that school-community relationships depend upon a cooperative, two-way process in which each is responsible for informing the other and learning of the other. In this process, one of the more important media through which communication between school and community is kept open is the news article.

In an effort to learn more about news writing, twenty-one teachers of vocational agriculture in Alabama completed a three day workshop at the Alabama Polytechnic Institute during the past summer. Also attending the workshop were Mr. B. P. Dilworth,

Assistant Supervisor, and Mr. E. L. McGraw, Subject Matter Specialist in Agricultural Education. The group was fortunate to have Dr. Paul Irvine and Mr. Fowler Dugger, both from the Education Interpretation Service, Alabama Polytechnic Institute, as instructors. These men have had many experiences in working with similar workshops and projects throughout the United States. They have led groups in interpretative writing and the use of simplicity in construction and wording.

This workshop was the first of this type that had been made available to

teachers of vocational agriculture in Alabama. The members of the workshop were selected to attend and were responsible for making a report of their reactions to the instruction. If a favorable report was given, the course would then be made available to other teachers of vocational agriculture in Alabama. The group gave the workshop its unanimous approval.

Some of the things studied were as follows:

- (1) How to write simply with ordinary words and simple sentences.
- (2) How to determine to whom news articles are to be directed.
- (3) How to include personal words and sentences in writing.
- (4) How to write for interest and appeal.
- (5) How to write for reading ease.

(Continued on page 135)

Stimulate interest in vocational agriculture by - - -

## Taking Part in Community Activities

OMAR MENOHER, Vo-Ag Instructor,  
Union City, Pennsylvania.



Omar Menoher

WHO should take the initiative in developing cooperation between the Future Farmers of America and the community? Probably most readers will say, "Who cares, as long as there is cooperation?" It is doubtful, however, if much cooperation would exist if the FFA did not take the first steps. The community obviously will work with the whole school, but to select one department such as vocational agriculture for special emphasis is very unlikely.

There are many ways of stimulating

community interest in vocational agriculture. Exhibits may be built for local fairs. Resource persons or establishments may be used in the instructional program. The FFA may take part in Grange activities. These and many others are being used continuously in our schools. Perhaps other objectives are in mind, but all are forms of community cooperation.

One of the more successful methods used in our school can be illustrated by quoting newspaper headlines. The following were taken from our chapter scrapbook: "VO-AG CLASSES FIX PALMER POND - ALL SET FOR SKATING"; "UNION CITY FFA HELPS AGAIN"; and "THEY LEARN BY DOING-LOCAL FFA BOYS TO LANDSCAPE OUR HOS-

PITAL GROUNDS." A few pages further along in the book we see some headlines such as: "HOME BANK BUYS TWO PUREBRED HEIFERS FOR FFA" and "HOME NATIONAL BANK PRIZES GO TO LOCAL FFA PROJECT CONTEST WINNERS." It can readily be seen that our chapter took an active part in community affairs before other organizations and institutions volunteered evidence of interest in our program.

There are many ways of initiating an active part in community affairs. In some areas, perhaps the teacher of vocational agriculture will need to volunteer. He should be sure the facilities and knowledge are available for doing a good job. He should also be sure the students of agriculture who participate in any project or program are well instructed and under control at all times. For many citizens of the community, this may be the only contact they will have with your department of vocational agriculture. □

### Community Service - - -

(Continued from page 131)

#### Help for Needy Families Solicited

Each member of the Bergen County Chapter has developed a philosophy of helpfulness. We are more concerned with what we can do to help people in the community than we are with projects that create too much show and exhibitionism.

Each year just before Thanksgiving, the Chapter collects food items through the help of the entire student body under the endorsement of Mr. Harry C. Stephan, Principal of the Bergen County Vocational and Technical High School.

Last year, 24 bushel baskets of food, each containing enough food for five days for a family of four, and over \$70.00 in cash (for fresh meat and vegetables) were turned over to the local Salvation Army headquarters for distribution to needy families.

The cash was secured mainly through the evening school division under the energetic support of Mr. James Wilson, evening school superintendent.

Such community projects strengthen the FFA because of the wonderful moral impact of helping others through the services we can offer. It takes a load of work and a big heart, and each member of the chapter has both available.

We will continue to serve the community wherever and whenever we can. □

### Development of - - -

(Continued from page 132)

acre of land on a well traveled road in the central part of the school area. It might be any crop commonly found in the area. It should show a comparison of approved versus obsolete cultural practices still being used in the area. It is a fine opportunity for the pupils to do some planning and then to put the plans into practice. It should encourage pupils, their Dads and area farmers to make use of recommended practices. It makes for better community relations. Seedsmen and fertilizer dealers are more than willing to cooperate in providing seed, fertilizer and even award money. In my department, we have enlarged the venture so that we can use the money from the crop for various FFA activities.

Do not overlook the excellent resources you have in your community. Local businessmen and various agricultural groups will welcome a chance to help you. They can be used as resource people for in-class and field trip use. They can provide you with information on job opportunities in related fields. They can also be of help in providing occupational infor-

mation to use in your pre-vocational classes.

These are only a part of the opportunities waiting for you. Do your best job in teaching, but don't forget the rest of your school, community and the parents. □

### News Writing - - -

(Continued from page 134)

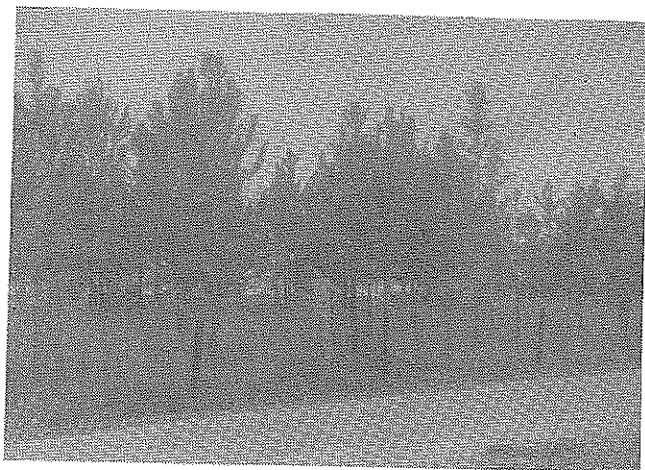
Contrary to the ideas of many professional people, Dr. Irvine brought out many times that "to use simple words and sentences in news articles is no reflection on you as a professional worker."

Certainly one of the results of this workshop will be more and better news articles from those who attended.

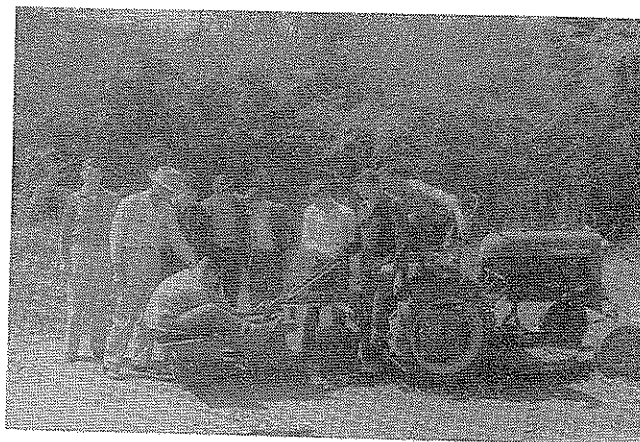
January 1, 1958 — Final date for submission of proposals for use of FFA Foundation funds in 1958 under the program of "State Awards for Improving Agriculture and Leadership."

In the length of its inland waterways, some 220,000 miles, the USSR ranks first in the world, notes a new survey of the Twentieth Century Fund. The navigable length exceeds 62,000 miles. Next comes the United States with a total navigable length of 28,590 miles, then Brazil with 21,900 miles.





Some of the first seedlings planted with the mechanical seedling planter in 1951 being checked by trainee teacher, Edward Jones.



Mr. H. O. Brinson, Vo-Ag teacher, William Haden, trainee teacher, and a class of vocational agriculture boys receiving instruction on pine seedling planting with the mechanical seedling planter.

## Cooperation Gets the Job Done At Purvis, Mississippi

**Agricultural Education trainees find the county-wide forestry program effective - - -**

EDWARD JONES and WILLIAM HADEN, Apprentice Teachers, Purvis, Mississippi.

During the fall of 1950, a mechanical seedling planter was constructed in the farm shop of the Purvis, Mississippi, Vocational Agriculture Department by Mr. H. O. Brinson, Chapter Advisor, and members of the Purvis FFA Chapter. This seedling planter was constructed for the use of farmers of the Purvis School District.

### Planter a Cooperative Project

The president of the local bank agreed to finance the construction of the seedling planter and to pay for all maintenance and repair costs of the machine. The initial cost for materials for the planter was \$190. Mr. Brinson and the FFA members furnished the labor. The Illinois Central Railroad furnished the blueprint for the project.

This planter was constructed for educational purposes only. Since 84% of this County is actually in woodland and only 16% is in pasture and fields, it was found that there was a need for good forestry practices in the County. The main purpose of the planter was to try to make the people more conscious of the importance of good forestry practices and to glorify the planting of pine trees.

The planter was put into operation in the spring of 1951; and since that time there have been approximately one million, two hundred eighty thousand pine seedlings planted with this planter.

The planter is loaned to the farmers who have seedlings to plant. They get to use the machine in the order they ask for the use of it. Each farmer who uses it is responsible for transporting it to and from his farm, and he is also responsible for furnishing a tractor to pull the planter and labor to operate it. Mr. Brinson or a representative of the Soil Conservation Service demonstrates the use of the machine to the farmer, after which the planting is left up to the farmer. Mr. Brinson works in cooperation with the Soil Conservation Service in supervising the planting of the trees.

This County is in the Longleaf Pine Area of Mississippi, and the majority of the pine trees growing here are longleaf pines. The seedling planter has been used to plant some longleaf pine seedlings, but has been used primarily to plant loblolly and slash pine seedlings. Since the planter was put into operation, the farmers have averaged about 70% survival of loblolly and slash seedlings planted, and about 60% survival of longleaf pine seedlings.

The mechanical seedling planter saves much time and labor. For instance, one man with a dibble can plant approximately 1,000 seedlings in one day by hand, whereas two men and a tractor with a seedling planter can plant from 10,000 to

12,000 seedlings per day. But the dibble is still used some because the machine cannot plant in close places, such as fence corners. The dibble is used to plant the seedlings in places where the machine won't go.

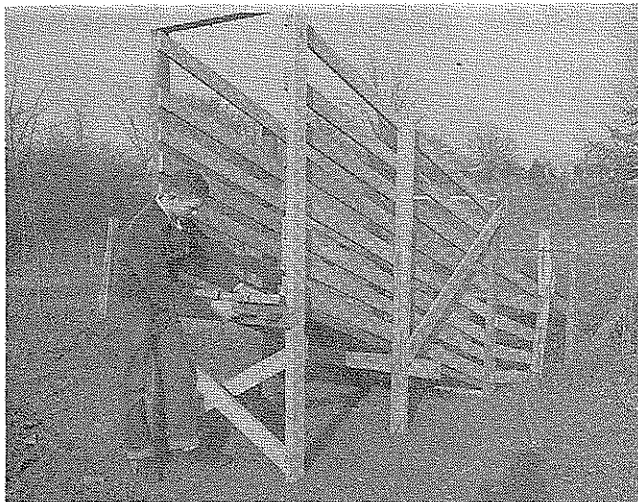
### Start Forest Fire Control Program

Another very good program that has been worked on extensively in the past few years is a program for forest fire control in the County. Most of the people let their cattle and hogs run loose in the woods and then burn the woods off so they can get early grazing for the cattle. The agricultural leaders have worked hard for a program of forest fire control, and during the past year they were able to put it into effect. This program will help in keeping fires off the farmers' land and thus give the pine seedlings a chance to grow.

### Seek Stock Laws for County

The people are now working on a program to get stock laws for the County. If the stock laws are enacted, it will keep the cattle and hogs from damaging the pine seedlings. The farmers now realize the economic value of their pine trees and want to do everything possible to keep them growing.

Through the efforts of the agricultural leaders of the Purvis School District and the County, there are more approved practices related to forestry and soil conservation being followed. Such programs as seedling planting, forest fire control, and proposed stock laws now being worked on have shown the farmers and other residents of the school district and County that the agricultural leaders are working for the benefit and welfare of the farmers and for the economic good of the area. □



A good loading chute is an improvement that most farms need. The McKell department has many on the farms in the community.



Tractor serviced, cleaned, and repainted in the farm mechanics shop is a definite asset in building confidence and respect of people in the community for the program of vocational agriculture.

## School and Community Activities a Part of An Effective Program

**When properly used, they make  
a definite contribution - - -**

CHANDOS CALHOUN, Vo-Ag Instructor, South Shore, Ky.

A brief historical statement of my early activities at McKell High School shows the importance of a coordinated school and community program. The writer accepted the position of agriculture teacher at McKell in July 1942. There were thirty boys enrolled in vocational agriculture. The classes met in one of the classrooms of the main building. The library was lacking in reference materials and was out of date. There was no farm mechanics program. Farming programs averaged approximately one project per boy.

Only fourteen of the 56 acres of the school farm was being used. This was rented for cash for five dollars per acre. Much of the remaining acreage was in bushes and trees because of the irregular topography caused by the meandering Tygart Creek.

### Farm Mechanics Program Key to Many Changes

Following World War II, two hard-fiber surplus buildings were converted into a combination classroom and farm mechanics shop. With help from the "Farmer Training Program for Veterans" the shop was equipped with adequate power and hand tools. Many

things needed on the farms were made in the shop. Mineral, hay, and grain feeders began to appear throughout the area served by the McKell High School. Freshly painted white oak gates replaced the "mountain gap" throughout the community. Tractors were brought in for overhauling and left with a new coat of paint. The farm mechanics program proved to be one of the best contacts in developing community interest in the program.

Increased interest in our farm mechanics program provided an opportunity to bring other desired changes on the farms. The new gates, loading chutes, feeders, and the newly painted tractors were the keys which unlocked the doors of opportunity for community service. We approached the very heart of our farming programs by introducing adapted varieties of seed and purebred livestock. It was easy to introduce Duroc gilts where no purebred hogs had been before. It was easy to replace the low-producing milk cows with purebred Wisconsin Holstein and Guernsey heifers.

### School Farm Important Asset

Our school farm of 56 acres has played a unique and specific role in

bringing about better farming in the community. We started with the 14 acres of cropland planted to U. S. 13 corn. From the \$800.00 earned from corn the first year, we launched a program of reclaiming and developing the 56 acres belonging to the school. The school board matched funds with the FFA Chapter for the purchase of a tractor and equipment. With money received from the sale of crops, we hired a bulldozer to clear the land until we had 35 acres suitable for crops. The remaining land was developed for playgrounds, baseball, and football fields. One acre was planted to loblolly and white pine for a reforestation project. The reforestation project serves as a demonstration plot in the community.

Demonstration plots are utilized in producing corn and soybeans. These plots serve to acquaint farmers with new hybrid seed, new weed killers, and different methods of cultivation.

The tractor owned by the department is used to teach the younger boys how to drive and service a tractor. The buddy system is used in teaching boys to drive and care for a tractor. In this system, we use one boy who can drive and service a tractor with a boy who is learning. The equipment is used to keep the school grounds mowed and clean—a part of the training program. In emergencies, the tractor and equipment is leased to farmers and others at commercial rates to clip pastures, plow gardens, and to mow hay.

The seeding of lawns, parks, and

(Continued on page 139)

# Teacher Load...

There are many variations and solutions.

ROBERT J. LOUGHRY, Vo-Ag Instructor, Hickory, Penna.



Robert J. Loughry

WE are all familiar with the old proverb about the straw that broke the camel's back. Many vocational agriculture teachers are fearful that they have arrived at that proverbial straw.

There is no danger in recognizing the existence of such straws in our profession, but there is real danger in the attitude many teachers are taking toward them.

Can we honestly identify that point in a professional career where we can definitely say that any single job is one too many? We must also ask if such overloading actually exists or if it is present only in the mind of the teacher. We must be constantly analytic of the jobs making up our loads, but at the same time there is danger in persuading ourselves that we are doing a thing when in actuality we are not.

Is every teacher of vocational agriculture able to do a successful job with exactly the same load? To expect every teacher of vocational agriculture to do the same amount of work, or to work at the same efficiency level would, in essence, be denying the truth of *individual differences*. Let's face it—every teacher is different! No two teachers will ever do their work the same and it would be asinine to suggest that they should.

## Size of Enrollment

Should we have a *set* pupil-teacher ratio in vocational agriculture? Is it possible to measure teacher load or teacher efficiency by the number of pupils the teacher has in his classes every day? We should seriously question those who would measure load or efficiency of teachers by the number of pupils in their classes. It is conceivable that a teacher with twenty pupils may be doing as much work as another teacher with fifty or sixty pupils.

Nor can we measure teacher load by hours of work as industry does. Ours is a profession. We work mainly with people, not things, and are, thus,

subject to the many social ramifications involving time that are peculiar to human development. Some teachers have developed almost unbelievable skill in doing their work efficiently, while others may take considerably longer to do the same jobs.

## Variety of Duties

Following are the identifiable areas of teacher load:

1. All-day classroom instruction.
2. Preparation for classroom instruction.
3. Study hall assignment.
4. Future Farmers of America.
5. Extra-curricular activities.
6. Proctoring.
7. In-school counseling.
8. Adult and/or young farmer evening classes.
9. Home visitation and/or instruction of all-day pupils.
10. On-farm instruction of adult and/or young farmer pupils.
11. Farm organization meetings.
12. Preparation and distribution of public relations materials.
13. Professional group meetings.
14. "House Cleaning."
15. Professional improvement.

We cannot deny that these areas do exist. To ignore any of them is merely hiding our heads in sand; and if we are to admit that we are a part of the teaching profession, we cannot declare immunity from any of these areas. Just being a vocational agriculture teacher does not make one privileged to shove his share of school responsibilities upon his academic colleagues.

## What Can Be Done?

What, then, can we do with our camel and the extra straw? First, let's look at the straw. Can we cast it aside? Can we just ignore it? Should we leave it for someone else to pick up and add to his load? After we've answered all of these questions with unbiased honesty, it becomes obvious that the extra straw must be loaded on our poor old camel, break his back or not.

Let's examine our old camel. Per-

haps we can do several things with him. He could be fed a little more and made stronger. We might sell him and buy a larger camel, capable of carrying a larger load. We might even buy another camel and split the load between the two. Then, too, there's always the possibility of selling the camel and hauling our load by truck. Now, how does this apply to the teacher of vocational agriculture and his load?

1. The teacher of vocational agriculture can undergo professional growth to enable him to handle his own situation.
2. The teacher of vocational agriculture might have to be replaced with another man capable of doing the job.
3. If there is enough work, a second teacher can be added to relieve the situation.
4. The teacher of vocational agriculture and the vocational program in agriculture in the community might be eliminated.

These are only possible solutions and should in no way be interpreted as recommendations.

## Have and Use a Program of Work

Teacher load is primarily an administrative problem. If the vocational agriculture teacher wishes to get a satisfactory and lasting solution to his problems in this area, he will have to be certain that his administrator has a thorough knowledge of what constitutes his load. Without such knowledge how can any administrator be expected to pass intelligent judgment on the load of his vocational agriculture teacher?

The teacher of vocational agriculture would do well to make periodic reports to his administrator. If the teacher of vocational agriculture reports his work in some very brief, easily understood form, the administrator will welcome the knowledge and respect the teacher for not taking up too much of his time. Furthermore, he will know the teacher load and have no excuse for not taking the necessary corrective steps.

The problem of teacher load in vocational agriculture should be considered a community problem, and should be solved, in part, by the community. If education is to be democratic, the people involved must have their say in its administration, and if the people in a community are organized into a council they will certainly

A new teacher's concept of the - - -

# Role of the School and Community In Education

RICHARD A. BAKER, Vo-Ag Instructor, Corner High School, Warrior, Alabama.



Richard A. Baker

**D**URING the past year I have come to realize more than ever before the great responsibility that falls upon the school and community in the role of educating its youth. Our first responsibility is to educate for more effective democratic living in a culture of social, economic and political struggle. The basic problem concerning the school in this struggle is that of modifying human behavior, thus justifying a school program for developing the people of the community.

### The Teacher and the Program

To work in the school today, we as teachers of vocational agriculture must remember why we educate. We must be cognizant of the principles that are fundamental to effective learning. We must know where the student is and what his potentialities are, and must realize that we can only add a certain amount of modification within

a given time. We must begin with the student where he is and then help him reach out into wider areas. Books and audio-visual materials are necessary, but there must be some "first-hand" problem solving experiences to provide for human responses and welfare.

To plan for these and other effective learning experiences, we must understand individual behavior and take into account the cultural pressures which mould it in our respective communities. We must work closely with the many educational resources of the community.

### The Community Role

The community is a setting and process for life sharing. We as teachers of vocational agriculture must know its physical setting, its people and its social organization. By studying and understanding these elements as they operate in our communities, benefits will be gained by all concerned.

We must understand that community resources and social processes work differently in each community and that students will learn from exploring in the neighborhood. Students

will move out into the larger community and through it into the more complex relationships in the world beyond.

### The Combined Effort

In our school plans the community cannot take the place of reading and telling just as books alone could not give an adequate picture of how a community lives — socially, economically and politically. Therefore, we must continuously re-examine our instructional objectives and make use of the community:

- (1) When it provides a better learning experience than could be provided in the school,
- (2) When the time available is adequate to permit advance planning and follow-up of the experiences desired,
- (3) When the group is small enough to permit effective learning by all students, and
- (4) When it would be less effective to bring the community to the classroom through documentary materials, audio-visual aids, and resource people.

In conclusion, we should use the local community as an intellectual starting point and as a social service area and, with the combined effort of the school, strive to reach our final goal of providing for improved human welfare so that our students may become competent, well-rounded and prepared to meet changes as they come in our civilization. □

## School and Community Activities a Part - - -

(Continued from page 137)



Members of the McKell department are preparing the land for setting a reforestation project of loblolly and white pine. This plot serves as a demonstration project in the community.

playgrounds is one of the better public relations activities conducted by our FFA Chapter.

### Annual and Long-Time Goals Help

Through the use of annual and long-time goals, our department has used school and community activities to develop better farming in the McKell

community. In short, we feel that farmers, school people, and the public at large must know what we are doing and must trust our judgment if the department is to render the greatest service. Good school and community activities have been very important in developing our program of vocational agriculture. □

## Teacher Load - - -

(Continued from page 138)

identify the teacher's load and make constructive recommendations to the local administration for a solution to the problem. Fundamentally, it is the community which will suffer the most from having an overloaded teacher of vocational agriculture.

### Variations in Teachers and Environments

If we recognize that human limitations vary, we may then agree that the vocational agriculture teacher in his own, local community will have peculiar physical and social obstacles which will make his maximum load different from that of any other teacher.

It is conceivable also that the environment for teaching will in some measure influence teacher load, and,

(Continued on page 140)



# Community Resources Used in Teaching

An example of school-community cooperation - - -

GEORGE D. KITTREDGE, Vo-Ag Instructor, New Boston, New Hampshire.



George D. Kittredge

IN a high school of limited size, in a small New Hampshire town like ours, teaching aids and facilities for a complete educational program are quite often not available. The tax burden on the relatively small number of property owners does not allow finances to purchase many of the extras that aid in completing the school program. Therefore, in order to obtain some of these educational benefits not readily available, efforts and attentions are focused on cooperative ventures that allow group use of individual resources and ideas.

## What Is Cooperation?

Cooperation may be defined as: "The voluntary association of a number of persons to carry on some form of business," or "the act of working together for the same end." This definition is exemplified by the various organizations of our community. The Parent-Teacher Association; the Board of Selectmen; the School Board; the Playground Association; the Volunteer Fire Department; the Grange; the Town Forestry Committee; and other groups are composed of the same individuals in most instances. We are fortunate that these people, who are leaders in our community, are interested in the future—interested through the medium of a well-rounded educational program. These groups, individually and in collaboration with each other, have made available many important aids towards the development of the youth of our town through the school program.

To obtain a maximum benefit from community offered facilities, there must be guidance and administration within the school program itself. Headmasters and principals, along with teachers under their supervision, must also be cooperative. Again we are fortunate as many of the community group offerings materialize after conferences with, or requests from, the teaching level, and each new program

so developed has been incorporated into the local educational program.

## Local Organizations Offer Services

The local Grange, sponsoring a small annual Agricultural Fair, invited the school to participate through the Future Homemakers of America and the Future Farmers of America. The invitation was accepted and for the past several years under this joint sponsorship, which this year includes 4-H activities, this Fair has been most successful and is a leading School-Community venture. Planning, setting-up, and supervising the actual Fair presentation is most educational; and the numerous exhibits, displays, and booths of participating townspeople have demanded the highest degree of cooperation possible.

The Volunteer Fire Department, believing that proper and practical training of the high school boys would improve both the Department and the School Safety programs, has formed a Junior Fire Group. Fire Department meetings and practices are used for training as well as presentations through school activities.

## Local Farms and Livestock Used

Poultry and dairy farmers of our community have invited the Vocational Agriculture classes to visit their farms to examine and judge classes of their birds and animals. As a result of this, the school judging teams have consistently placed at, or near, the top in state-wide competition. On-the-farm examination of farm building construction, land management, and crops being raised has greatly aided the Vo-Ag program, and only through the cooperation of our community farmers can such practical information be available. In return, the students and their instructor assist in organizing group meetings relative to farming problems and endeavor to make new information and advancements in farming available to the community.

## Town Gives Forest Land

Town owned forest land, laying idle, was not returning any dividends to the community. The Selectmen, with the Forestry Committee, suggested the possibility that perhaps the

local Future Farmer of America Chapter could obtain some value from its use. Plans were worked out by the boys and Town Officials so that at present forty acres of Town Forest have been deeded to the FFA Chapter for such length of time as proper forestry practices are to be carried on. In addition to this usage, the area is available to the entire school and Vocational Agriculture program, and advantage is being taken of this opportunity. School programs in nature study, tree and shrub identification, soil studies, and erosion and water control, are being initiated along with the forestry practices of planning, mapping, planting, pruning, thinning, cutting, marketing, financing, and maintaining of project records. Conservation of our forests is carried on with an eye to the future, as is our educational program. With cooperation, both go hand-in-hand.

The results from the far-sightedness, interest, and cooperation of our townspeople, combined with the leadership and direction of our school authorities and teachers, demonstrate what can be accomplished in our town with School-Community Cooperation. □

## Industry Cooperates - - -

(Continued from page 129)

takings helps considerably to increase interest and attendance.

In this particular case, a member of a local agricultural industry approached the teacher with a problem. There is no reason, however, why a teacher of vocational agriculture cannot approach farm leaders in local agricultural industries or farm organizations (or perhaps others) and invite their participation in similar community undertakings. □

## Teacher Load - - -

(Continued from page 139)

at the same time, increase or decrease efficiency. No two teacher environments will ever be identical.

The social dynamics of the community, too, will influence to some degree the vocational agriculture teacher's load. The citizens of every community differ in their ideas about what the vocational agriculture teacher should do.

It becomes increasingly obvious that the load of the teacher of vocational agriculture is a problem that must be solved on the local level. To attempt to do this at the state level would only be superfluous. □

## News and Views of the Profession

### Sidney B. Simmons



S. B. Simmons

SIDNEY B. SIMMONS, age 63, Assistant State Supervisor of Vocational Agricultural Education in Negro schools for 33 years, died here at L. Richardson Memorial Hospital, Tuesday morning, July 30. Death followed an illness of a little

more than two months. He had suffered a heart attack last May 8, in Elizabeth City, North Carolina; an illness from which he never fully recovered.

A graduate of A. and T. College, Greensboro, North Carolina, in the class of 1914, Simmons had maintained offices on the campus for the position which he held since 1924. Prior to that time he had taught at the Downington Industrial School, Downington, Pa.; the Topeka Industrial School, Topeka, Kansas; and served as teacher-trainer for Vocational Agriculture at Tuskegee Institute in Alabama from 1918-1924.

A native of Mecklenburg County, North Carolina, he had attended Fayetteville State Teachers College, Fayetteville, North Carolina, received degrees in Agriculture from both A. and T. College, Greensboro, North Carolina and the University of Illinois and had done further study at the University of California, Kansas State College and Colorado State College.

Simmons, in point of years of service, had the longest record of any Negro in the nation's Vocational Agriculture program. When he assumed the position here in North Carolina, there were just 23 high schools with departments of vocational agriculture and 24 agricultural teachers under his supervision.

He was one of the founders of the New Farmers of America, a national farm youth organization sponsored under the Vocational Agriculture program. The organization has a total membership today of more than 46,000 farm boys. He served as its national treasurer until 1955. Simmons is credited with tremendous contributions to its growth and development in North Carolina. He organized the North Carolina Association of New Farmers of America.

Under his direction, the Vocational Agriculture training program has been extended to more than 8,700 all day students and more than 4,000 young and adult farmers in North Carolina.

He guided the group in raising funds

to build a camp that is worth more than \$80,000.00. The camp is located as Hammocks Beach, near Swansboro, North Carolina.

In other fields of endeavor, the deceased had been cited by both Presidents Franklin D. Roosevelt and Harry S. Truman for his service in connection with Selective Service during World War II. He also served as a member of the State Appeal Board for Selective Service.

He was honored by his co-workers in 1949 for 25 years of service to the State and again in 1954 by the same group on the occasion of his thirtieth anniversary.

He served as a member of the board of the Oxford Colored Orphanage, Oxford; chairman of the Trustee Board of the local St. Matthews Methodist Church and member of scores of committees and civic groups in the State.

The deceased is survived by his wife, Mrs. Naomi Hill Simmons, whom he married in August, 1935; mother, Mrs. Julia A. Simmons, Fayetteville; two daughters, F. Bette Simmons, Baltimore, Md., and Sidella Simmons, Washington, D. C.; four sisters, Mrs. Alberta Sims and Mrs. Hattie S. Kelly, both of Tuskegee, Ala.; Mrs. Anne L. Dixon, Chicago and Ester V. Simmons, Fayetteville and a brother, Victor Simmons, Chicago.

Funeral services for the deceased were conducted from St. Matthews Methodist Church in Greensboro on Friday at 4:00 p.m. From 12:30 p.m. until 2:30 p.m. the body laid in state in Harrison Auditorium, and for one hour in the church prior to the service.

Rev. J. E. Brower, pastor of the church, officiated with assistance of Rev. Cleo M. McCoy, Director of Religious Activities, A. and T. College and Rev. G. M. Phelps, pastor of Union Memorial Methodist Church, all of Greensboro, North Carolina.

Teachers and supervisors of the State Vocational Agriculture program attended the services en masse. Interment followed at the local Piedmont Memorial Park. □

### Gadda Replaces Sundet



H. W. Gadda

H. W. GADDA replaced Dr. Stanley Sundet as Teacher-Trainer at South Dakota State College September 1, 1956, after teaching vocational agriculture in Madison, Wessington Springs, and Wilmot, South Dakota High Schools

for sixteen years. He took his under-

### John N. Weiss



John N. Weiss

JOHN N. WEISS, Associate Professor of Agricultural Education, passed away on September 11, 1957, at the age of 60, following a completely unexpected heart attack on September 10.

Professor Weiss served in vocational agriculture in Illinois for 36 years; 18 of these years were spent as teacher of vocational agriculture at Dixon and 18 in the Division of Agricultural Education, College of Education, University of Illinois.

Mrs. Lucille Weiss, and three children (Mrs. Priscilla Barron of Dallas, Texas, Dr. Jack Weiss of Rockford, Illinois, and Mrs. Jean Schaller, Phoenix, Arizona) survive him.

He was a graduate of the Township High School at Geneseo, Illinois. His mother still lives at Geneseo.

He was a second lieutenant of infantry in World War I. He was graduated from the University of Illinois in 1921. At the University he was a track and football star.

He served in 1928-29 as President of the Illinois Association of Vocational Agriculture Teachers and in 1955-56 as President of the "I" Men's Association of the University of Illinois.

He pioneered in adult education in agriculture through the public schools, in off-campus student teaching, in swine herd improvement programs, and the development of freezer-lockers. He was the founder and, until his death, chairman of the National Student Teachers' Conference on Agricultural Education, held annually at Kansas City in connection with the National FFA Convention.

His interest in individual students took precedence over every other interest. He devoted large blocks of time to conferences with them.

Professor Weiss was a key member of the staff in Agricultural Education of the University of Illinois, loyal to his colleagues and concerned about everything affecting his Division. □

graduate work at Wisconsin State College at River Falls, and received his Master's degree from South Dakota State College. Dr. Sundet, after ten years of teacher training work, has been appointed Head of the Department of Education at South Dakota State. □

### News and Views

(Continued on page 143)

## Professional and Teaching Aids

From Vo-Ag Service, U. of Ill., Urbana  
None of the units in series I (1-146)  
remain. Twenty-five units in the current  
series (series II) are now available.

- \*1001—Caring for the Sheep Flock During Breeding and Gestation  
1-4 copies 20¢ each postpaid—5 or more copies 5¢ each f.o.b. Urbana.
- \*1002—Artificial Insemination  
1-4 copies 20¢ each postpaid—5 or more copies 6¢ each f.o.b. Urbana
- \*1003—Selecting and Purchasing Sheep  
1-4 copies 20¢ each postpaid—5 or more copies 6¢ each f.o.b. Urbana
- \*1004—Diseases of Sheep  
1-4 copies 20¢ each postpaid—5 or more copies 8¢ each. f.o.b. Urbana
- \*1005—Internal Parasites of Sheep  
1-4 copies 20¢ each postpaid—5 or more copies 5½¢ each f.o.b. Urbana
- \*1006—External Parasites of Sheep  
1-4 copies 20¢ each postpaid—5 or more copies 5½¢ each f.o.b. Urbana
- \*1007—Capon and Caponizing  
1-4 copies 20¢ each postpaid—5 or more copies 5½¢ each f.o.b. Urbana
- 2001—Farm Planning for Long-Time Profits  
1-4 copies 10¢ each postpaid—5 or more copies 4½¢ each f.o.b. Urbana
- 3001—Oxy-Acetylene Welding  
1-4 copies 30¢ each postpaid—10 or more copies 17½¢ each f.o.b. Urbana
- \*4001—Collecting and Preparing Soil Samples for Testing  
1-4 copies 10¢ each postpaid—5 or more copies 3¢ each f.o.b. Urbana
- \*4002—Testing Soils for Acidity  
1-4 copies 10¢ each postpaid—5 or more copies 3¢ each f.o.b. Urbana
- \*4003—Testing Soils for Phosphorus  
1-4 copies 10¢ each postpaid—5 or more copies 3¢ each f.o.b. Urbana
- \*4004—Testing Soils for Potassium  
1-4 copies 10¢ each postpaid—5 or more copies 4½¢ each f.o.b. Urbana
- \*4005—Nature of Soil Acidity and Major Plant Nutrients  
1-4 copies 10¢ each postpaid—5 or more copies 3¢ each f.o.b. Urbana
- \*4006—Using Limestone to Correct Soil Acidity  
1-4 copies 10¢ each postpaid—5 or more copies 3¢ each f.o.b. Urbana
- \*4007—Using Phosphorus Fertilizers  
1-4 copies 10¢ each postpaid—5 or more copies 3¢ each f.o.b. Urbana
- \*4008—Using Potassium Fertilizers  
1-4 copies 10¢ each postpaid—5 or more copies 2½¢ each f.o.b. Urbana
- \*4009—Using Nitrogen Fertilizers  
1-4 copies 10¢ each postpaid—5 or more copies 4½¢ each f.o.b. Urbana
- \*4010—Probable Responses from Use of Fertilizers  
1-4 copies 10¢ each postpaid—5 or more copies 4½¢ each f.o.b. Urbana

- \*4011—Hunger Signs—A Guide to Soil Improvement  
1-4 copies 20¢ each postpaid—5 or more copies 13¢ each f.o.b. Urbana
- 4012—Maintaining Organic Matter in the Soil  
1-4 copies 10¢ each postpaid—5 or more copies 4½¢ each f.o.b. Urbana
- 4013—Animal Manures on the Farm  
1-4 copies 20¢ each postpaid—5 or more copies 5¢ each f.o.b. Urbana
- 4014—Improving Permanent Pastures  
1-4 copies 20¢ each postpaid—5 or more copies 6¢ each f.o.b. Urbana
- 4015—Growing Red Clover  
1-4 copies 20¢ each postpaid—5 or more copies 8½¢ each f.o.b. Urbana
- 4016—Growing Ladino Clover  
1-4 copies 10¢ each postpaid—5 or more copies 4½¢ each f.o.b. Urbana
- 1008—Testing Milk for Butterfat  
1-4 copies 20¢ each postpaid—5 or more copies 5¢ each f.o.b. Urbana
- 2002—Making an Inventory of Farm Resources  
1-4 copies 25¢ each postpaid—5 or more copies 11½¢ each f.o.b. Urbana
- 3002—Farm Metal Work  
1-4 copies 30¢ each postpaid—5 or more copies 13½¢ each f.o.b. Urbana
- 3003—Wiring the Farmstead for Electricity  
1-4 copies 40¢ each postpaid—5 or more copies 25¢ each f.o.b. Urbana
- 4017—Growing Sweet Clover  
1-4 copies 20¢ each postpaid—5 or more copies 8¢ each f.o.b. Urbana

\* Covers are available for the units starred (\*), at a cost of 2c each f.o.b. Urbana, regardless of the quantity ordered.

Payment, including postage where prices are f.o.b. Urbana, should accompany all orders totaling less than \$5 unless the school or individual has an open account with us because of being an Agricultural Releases subscriber or because of having placed an advance order for units for 1956-57. Stamps will be accepted for amounts of \$1 or less.

*This Is Program Planning.* Ohio—Issued by Department of Agricultural Education, Ohio State University. \$1.00 per copy. 1956. 86 pages.

A report of a workshop on program planning in vocational agriculture held at Ohio State University. The report describes the process of program planning and projection, and explains why it is necessary to the local community. The publication gives suggestions on an over-all design for program planning including such factors as evaluating local programs, appraising local needs and resources, developing long-time programs, selecting and organizing advisory committees, making use of advisory committees, and budgeting professional time. Dr. A. W. Tenney and Dr. Ralph J. Woodin served as co-chairmen of the workshop.

*Corn Growing Suggestions.* Department of Agricultural Education Staff, Department of Agricultural Education, The Pennsylvania State University, University Park, Pa. 1956. 15 cents each. 19 pages.

A well-illustrated unit on efficient corn production. It is developed around the "Problem Solving" approach as a means of making learning meaningful.

*Facts and Information for Estimating Budgets for Productive Enterprise Projects in Vocational Agriculture.* F. Fox and N. K. Hoover, Department of Agricultural Education, The Pennsylvania State University, University Park, Pa. 1954. 25 cents per copy. 40 pages.

*Lessons in Farm Electrification, Miscellaneous Publication, No. 2.* E. F. Olver, R. N. Jones, D. R. McClay, F. Anthony, College of Agriculture, The Pennsylvania State University, University Park, Pa. 1954. 50 cents per copy with a minimum order of \$1.00 (2 copies) 40 pages.

This publication was prepared for teachers of agriculture by members of the Agricultural Education and Agricultural Engineering Staffs. It contains eight lessons involving the principles and the application of electricity.

*Use of the Executive Committee in Building the Program of Work.* G. Z. Stevens, Department of Agricultural Education, The Pennsylvania State University, University Park, Pa. 1952. One copy free to each supervisory and teacher training office. 6 pages.

This mimeograph is prepared as a dialogue in which the officers and several members of an FFA Chapter are the principal participants. The proper procedure is demonstrated by role playing.

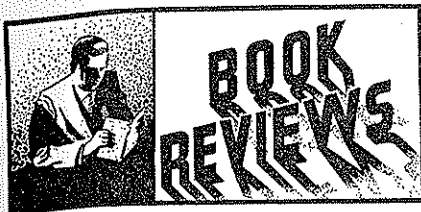
*A Manual on Farming Program for Vocational Agriculture,* pp. 80, published by The State Department of Vocational Education, Phoenix, Arizona. Price, \$1.25.

An adequate supply of this manual is again available. □

## School-Community - - -

(Continued from page 125)

and the poor; those well educated and those not educated. He will work cooperatively with all agricultural groups. He will carefully coordinate his work with the United States Department of Agriculture, the Agricultural Colleges and their extension services. A teacher who cannot fit into a program which involves all groups is not in line with the day in which we are living. □



**MANUAL OF INSTRUCTION FOR ARC WELDING** prepared in cooperation with William A. Sellon, and the Vocational Agriculture Service, University of Illinois, p. 41, illustrated, published by The James F. Lincoln Arc Welding Foundation, Cleveland 17, Ohio. Price 50¢.

This book is revision of an earlier one by the same name. This revision has been changed greatly and enlarged. It is a brief text for the beginning arc welding student with instructions and related background information to introduce the student to the art and science of arc welding.

The revised edition is excellently illustrated.

—G.B.J.

**TOMATO GROWING FOR THE AMATEUR** by Louis N. Flawn, p. 95, illustrated, published by W. and G. Foyle Ltd., 119-125 Charing Cross Road, London, W.C. 2 and published in the U.S.A. by Dover Publications, Inc., 920 Broadway, New York 10, N. Y. Price \$ .75.

The book contains 14 chapters which deal with the problems and practices of growing tomatoes. To those who are interested in growing tomatoes in the home garden or commercially, a comparison of British practices with those generally accepted in the United States would likely prove informative and interesting.

—G.B.J.

**VOCATIONAL AND PRACTICAL ARTS EDUCATION** by Roy W. Roberts, pp. 637, illustrated, published by Harper and Brothers, 49 East 33rd Street, New York 16, New York. Price \$6.00.

This book is designed for educators and laymen who have interest in or responsibility for programs of vocational and practical arts education. It provides information and principles regarding the several areas of vocational and practical arts education. Chiefly, the book deals with a study of the origins, development, principles, relationships and practices of vocational and practical arts education in the public secondary schools of the nation.

Questions for study and discussion and related references are included at the end of chapters.

Dr. Roberts is Professor and Head of the Department of Vocational Teacher Education, University of Arkansas.

—G.B.J.

**VEGETABLE GROWING** by Fred W. Loads, pp. 96, illustrated, published by W. and G. Foyle Ltd., 119-125 Charing Cross Road, London, W.C. 2 and published in the U. S. A. by Dover Publications, Inc., 920 Broadway, New York 10, New York. Price \$ .75.

The book contains six chapters which deal with the problems and practices of vegetable growing in Great Britain.

To those who are interested in vegetable growing, a comparison of British practices with those generally accepted in the United States would likely prove informative and interesting.

—G.B.J.

### News and Views

(Continued from page 141)

#### Ralph Canada Leaves on Foreign Mission



Ralph Canada

ON LEAVE of absence for one year, Ralph Canada will serve as an agricultural education consultant on a team of vocational educators. The team of educators will study vocational education needs of Italy, Greece, and Turkey. Headquarters will be in Rome, Athens, and Istanbul. Other vocational experts on the team represent the fields of Trades and Industries, Homecrafts, and Home Industries.

The assignment given Canada is a diplomatic mission to attempt to gain support of the three governmental agencies of labor, agriculture and education in each country in order to unify and support a strong national program of vocational education. Cooperation among these agencies will make possible a training program for skilled workers in various production areas of the economics of the three countries. Furthermore, Dr. Canada will organize a training program for farm mechanics which will support a farm mechanization program on the Island of Sardinia.

Travel arrangements to Europe included passage on the steamship Queen Elizabeth, a luxury liner of the British merchant fleet. Provision was made for Mrs. Canada and son Brian to accompany Dr. Canada on this mission. Brian will attend an American school in Rome where the Canada's will make their home for the year.

On the return trip, the Canadas anticipate a tour of England and western Europe where they will visit several persons who have been to the United States and studied under the direction of Dr. Canada. □

#### Tiner on Texas A & M Staff



E. L. Tiner

Mr. E. L. Tiner joined the Department of Agricultural Education at Texas A & M College July 15. He replaces Henry Ross who is on leave-of-absence in East Pakistan.

During the past 8 years Tiner has been with the

Texas Education Agency as area supervisor of vocational agriculture. The area that he last supervised was comprised of 21 counties around Houston.

In connection with his work as area supervisor, Tiner is serving also as a member of the Board of Directors of the Houston Farm and Ranch Club and is a member of numerous committees in the Houston Chamber of Commerce and Houston Fat Stock Show. Too, he has served as a member of an accreditation team from the Texas Education Agency. This team evaluated school systems to determine their accreditation status.

Prior to his work as area supervisor, Tiner taught vocational agriculture at Albany, Breckenridge, Walnut Springs, and Alpine.

He served 5 years with the 7th Infantry Division during World War II.

Tiner received his B.S. Degree in 1939 and his M.S. Degree in 1948 from Texas A & M. Too, he has done post Masters Degree work at Texas A & M and the University of Houston.

#### Stewart Joins Colorado Staff



Dr. W. F. Stewart

COLORADO STATE University was fortunate to secure the services of Dr. W. F. Stewart, emeritus professor from Ohio State University. Dr. Stewart will serve for at least one year on the agricultural education staff. This will include the Summer Session.

Dr. Stewart will teach classes in methods of teaching and FFA. He will advise students in academics and personal problems as the need arises.

Colorado teachers, supervisors, and teacher-trainers are happy to have Dr. Stewart on the University staff, for his wide experience in agricultural education will be eagerly sought after during this year assignment. We hope he enjoys his professional relationships and finds the Colorado climate and scenery a pleasant experience. □



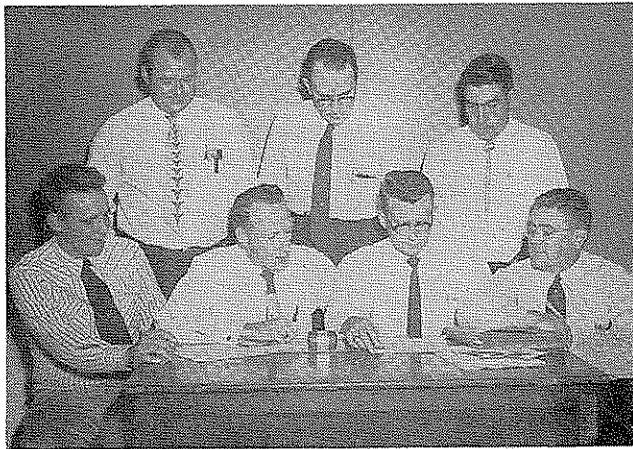


The Teaching Aids Committee of the Ohio Vocational Agriculture Teachers' Association examine cuts of a new bulletin about to be run by the Ohio Agricultural Experiment Station. Joint meetings of the committee and the station staff are regularly held and have resulted in more use of experiment station bulletins by teachers. (Photo by Ralph J. Woodin)

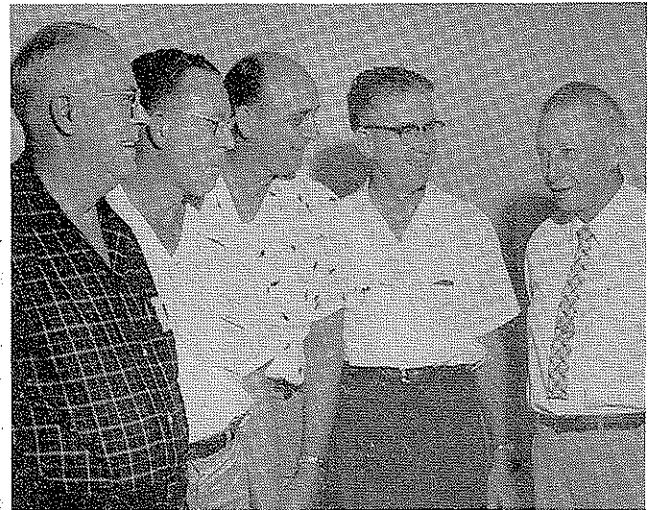


Julian M. Carter (left) retiring president of the Association of Teachers of Agriculture of New York receives twenty-year service medal from past president, Edward Mott, during ceremony conducted at the banquet during the 47th Annual Conference on June 26th. Ten other teachers received the honor, others pictured being from left to right: Joseph Dermody, Carter and Mott, Frederick Morris and Frank Farquhar. Honored but not pictured were Robert Euker, Wayne Crandall, Ernest Underwood, George Couture, Elliott Johnson, Association president, W. Kenneth Dayton and Bion Kent. (Photo by Harold L. Noakes)

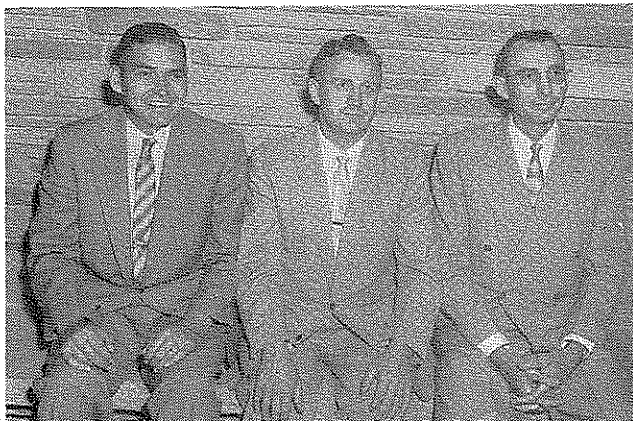
## Stories In Pictures



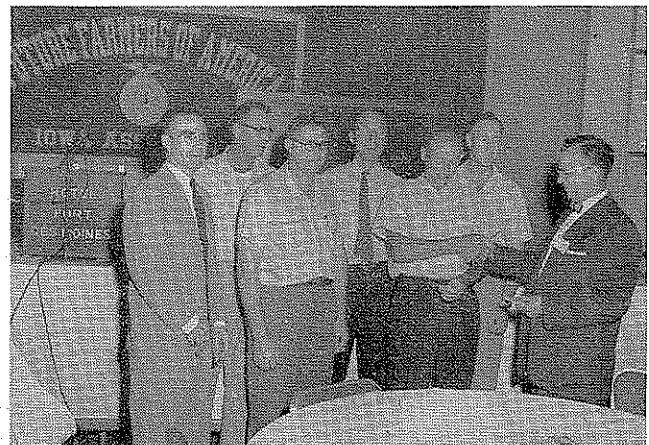
New Mexico Vocational Agriculture Teachers' Association officers for 1957-58: seated, left to right—Herbert Coulter, V. Pres.; Jim Hamilton, Treas.; Paul Richards, Pres.; Otto Dillon, Sec.; standing, left to right—Carl Schmitt, Exec. Sec.; Dale Sawyer, Hist.; and James Leger, Past Pres.



Six teachers of vocational agriculture were honored for 20 and 30 years service by the Florida Vocational Agriculture Teachers' Association at the annual state convention in Daytona Beach, Florida, July 8-12. They are left to right: J. G. Smith, 30 years, Area Supervisor, Gainesville, Florida; J. C. Lane, 20 years, Lake Wales; Herbert Henley, 20 years, Orlando; Tom Barineau, 30 years, Tallahassee, Area Supervisor; and State Supervisor, Harry E. Wood, 30 years, Tallahassee. Not pictured: George Dansby, retired, 30 years service, Alachua.



Colorado Vo-Ag Teachers' Association officers: left—V. Pres. Dale Hanna, Fort Morgan; center—Pres. G. Starbuck, Rocky Ford; right—Sec. and Treas. John Towles, Gunnison.



James Wall, NVATA President is shown presenting "30 Minute Club Cards" at the Iowa Convention held in Des Moines. Left to right: back row—R. E. Hauptman, Mount Ayr; John Scott, Sumner; Bill Stewart, Postville; Jim Hamilton, Audubon; front row—John Bishop, Winterset; Norman Vandehaar, Atlantic; James Wall, Waverly, Nebraska.