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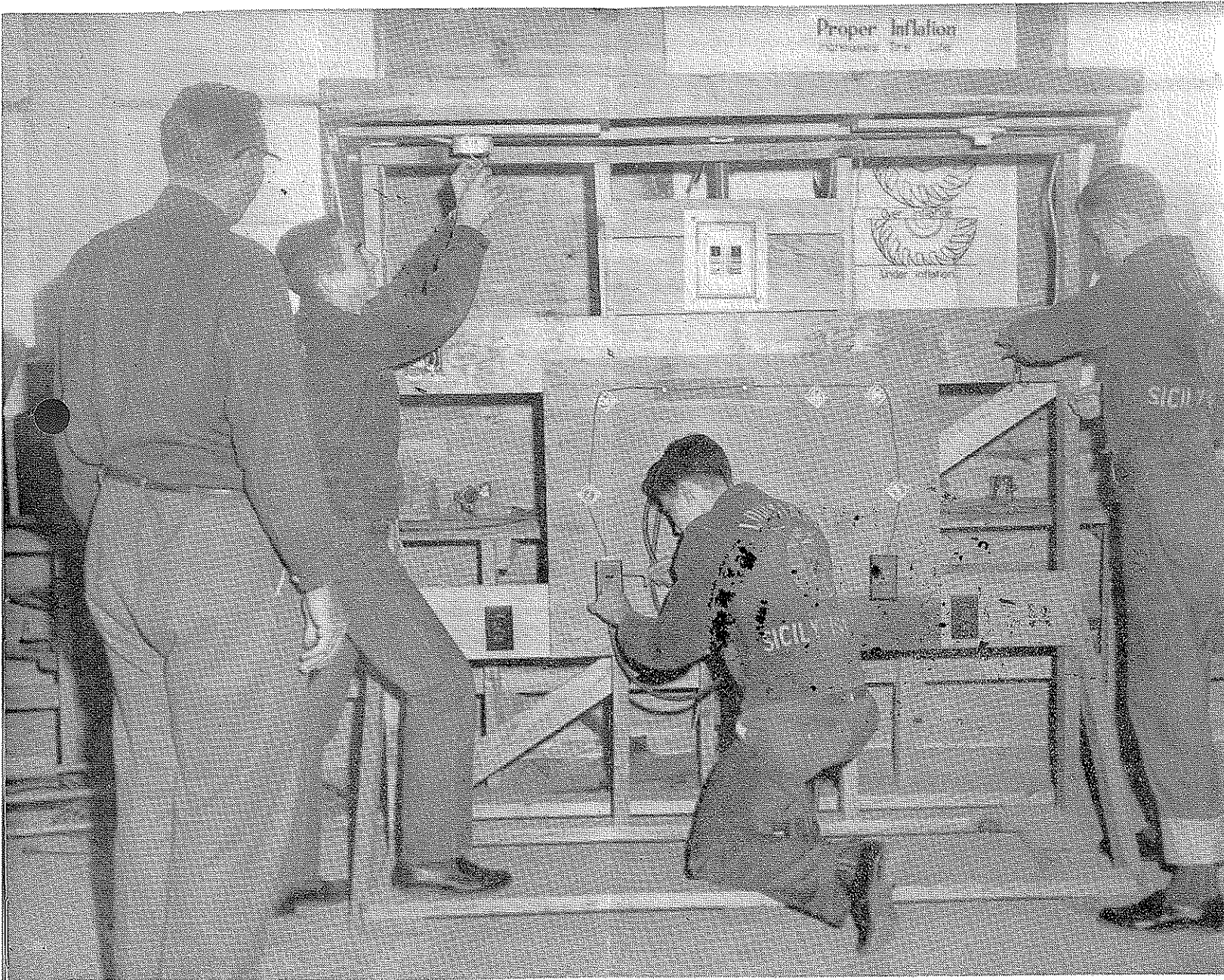
AGRICULTURAL EDUCATION

Magazine

VOLUME 31

SEPTEMBER 1958

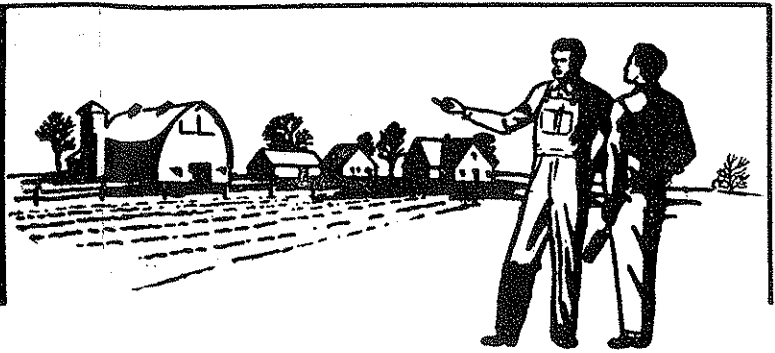
NUMBER 3



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Featuring— Developing Broad Farming Programs

The Agricultural Education Magazine



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

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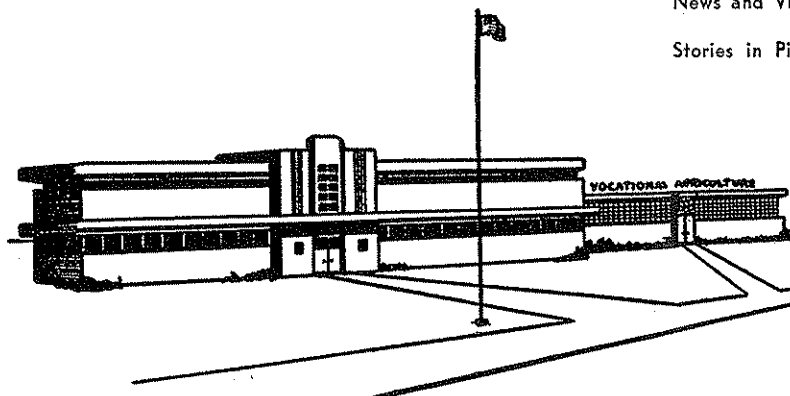
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Subscription price, \$2.00 per year, payable at the office of the Interstate Printers and Publishers, 19-27 N. Jackson St., Danville, Illinois. Foreign subscriptions, \$2.25. Single copies, 20 cents. In submitting subscriptions, designate by appropriate symbols new subscribers, renewals and changes in address. Contributions should be sent to the Special Editors or to the Editor. No advertising is accepted. Entered as second-class matter under Act of Congress March 3, 1879, at the post office in Danville, Illinois.

Motivation Toward Broad Supervised Farming Programs

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

Pedagogically speaking, "he who tries to teach without motivating is hammering on cold iron." Yet a matter so frequently neglected in vocational agriculture is a consideration for motivation in the area of work representing the keystone of vocational agriculture, namely, supervised farming.

No educational process can be devised which will adequately substitute for supervised farming programs as a basic foundation for instruction in vocational agriculture. That professional agricultural educators agree as to the values of farming programs is no coincidence. But to bring about a genuine desire as a basis for most effective student participation needs additional emphasis. Such a desire must be based on understanding, since few people will oppose a worthwhile cause which they thoroughly understand.

For a teenager to learn to drive a car, little or no special motivation is required. Seemingly, to the teenager, at least, such an accomplishment is commonplace and much satisfaction is derived. But the outcomes of developing a worthwhile supervised farming program are less immediate and less glorious. Our all-day students can and should be given encouragement, inspiration and vision to promote high quality participation in supervised farming.

If it is true that a person's job (farming in our case) is the river down which his whole life must flow, then before any real worthwhile teaching can take place it is necessary that worthwhile farming programs receive top drawer attention as the initial phase of instruction. Much has been achieved in local departments of vocational agriculture to stimulate the development of efficient, well-balanced, sound programs of supervised farming. The FFA Foundation awards for this purpose have provided a great stimulus, as have the degrees in the FFA, the effectiveness of which should by no means be minimized.

The wise and effective instructor does not rely solely upon motivational plans and programs already fabricated and handed down. He formulates his objectives in terms of changes needed, plans his strategy, views the outcomes, and is never content with things as they are. At this time when vocational education is again under attack, teachers need to exert more painstaking effort in the direction of motivating students toward more realistic goals in keeping with current changes

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From the Editor's Desk . . .

Theory and Practice - - -

There is probably no more popular "whipping post" in education than the one indicated by teachers when they say, "It may be fine theory but it just won't work in practice."

That attempts to apply teaching theory sometimes fail is not to be denied. The fault often lies, however, not with the basic theory but rather with the failure of the theoretician and the teacher to make proper allowances for the differences between the ideal setting for which the theory was developed and the actual teaching situation. The following illustrations of how this failure to adjust has affected thinking regarding farming programs merit consideration:

1. *It is not possible to base the instructional program on farming programs.*

The major contention here seems to be that the theory is fine but that farming programs can never be broad enough to involve the entire range of experiences necessary to prepare a boy for farming. That farming programs can be as broad as a farm business has been demonstrated time and again by boys who have either taken over the home farm—in full or in partnership—while still in school or who have rented land to farm as a means of expanding farming programs. Still other boys have broadened their farming programs by making extensive use of the improvement and supplementary practice parts of a complete farming program. Placement for farm experience is yet another means of obtaining a broad base of farming experiences.

The above illustrations indicate a strong basis for an instructional program. That some individuals have weak farming programs is an indication of a need for finding ways to improve the farming program rather than an indication of a need to limit the instructional program.

2. *It is not possible for a freshman boy to make sound plans for a four-year farming program.*

Why shouldn't a freshman boy make four-year farming program plans? How else will he develop an understanding of the concept of continuing growth and expansion of his program? How can the ability to plan farming programs be developed if he is not given an opportunity to plan his own program? We are supposed to challenge our students with new tasks, not delay any attempt to perform a task until we are sure no mistakes will be made. To await the development of the ability rather than to cause its development is to deny the reason for the existence of schools.

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The Supervised Farming Program

Why Have a Farming Program?

WM. PAUL GRAY, Nat. Exec. Sec. of FFA, U. S. Office Education

When enrolled in vocational agriculture a student probably first asks himself, "Why should I have to carry a program of farming activities as part of my course in vocational agriculture?" These activities make up the Supervised Farming Program, which is an integral and very essential part of a course in vocational agriculture. It is the student's opportunity to farm under the supervision of a man specifically trained to teach a boy how to correctly farm his production projects to make a profit. He will teach how to plan and perform improvement projects that will improve the efficiency of the boy's farm. Pupils will be taught how to perform supplementary practices that will increase skill, ability, and "know how," which will help the student of vocational agriculture to become a better farmer. Every farm boy is interested in shop work, and consequently he will be taught much in "agriculture mechanics." All of these activities require planning by the student, his parents and the instructor cooperatively so the farming problems will be solved on the boy's level. The supervised farming program should be planned and carried out with one definite goal in mind—that of becoming satisfactorily established in farming.

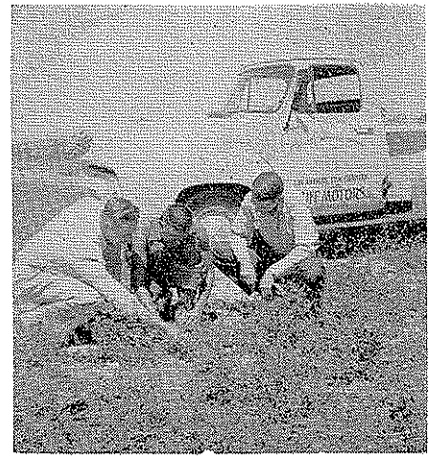
A student learns through experience and the greater the opportunities to provide these experiences, the better the student can solve his own life problems in a real life situation on the farm. It will also develop in him many desirable skills, abilities and important information which will help him become a better farmer. Consequently, if a student is to become satisfactorily established in farming, he needs to have a well-balanced program to offer these experiences. A student who carries only a single "project" each year in vocational agriculture will be greatly handicapped in becoming established in farming. Present-day students in classes of vocational agriculture are including production enterprises, improvement projects, supplementary farm practices and agriculture mechanics projects in their supervised farming program. They are expanding and improving them each year in scope, number and quality; thus they

have a well-balanced farming program that will help them become established in farming. With this in mind it is best that the supervised farming program be planned and put into operation as soon as possible in the training period. The student should begin his planning just as soon as he is enrolled.

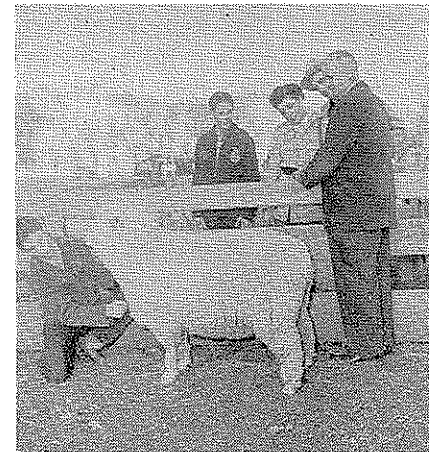
Value of Supervised Farming

Many values come to the student who develops a well-chosen supervised farming program. Several of them are mentioned below:

1. It provides an excellent means and avenue to become satisfactorily established in farming. This should be the goal of every farm boy studying vocational agriculture.
2. It definitely lessens the possibility of making costly errors and failures later in life when his responsibilities are greater and such an error might prove disastrous to farming success.
3. It provides an opportunity to learn how to earn, save, spend and invest money wisely.
4. It provides exploratory experience that will assist in deciding what type of farming to enter.
5. After deciding upon the type of farming to enter, it provides an opportunity to accumulate livestock, equipment, and land and to gradually, yet efficiently and satisfactorily, grow into farming.
6. Through the student's many activities associated with this important phase of training, he is challenged with real-life situations in which judgment, abilities, skills, habits and attitudes are developed.
7. It provides unusual opportunities to develop pride of ownership, self-confidence, initiative and responsibility which will be invaluable later in life.
8. It leads to a better understanding and cooperation between the boy, his parents, and the vocational agriculture teacher.
9. Study in supervised farming practice problems provides a very desirable motivating device that will result in the student taking a greater interest in his farming program, FFA, school and community life.



The need for the teacher of vocational agriculture to be interested in his students is paramount. Likewise, the cooperation and support of the parents is essential to enable the teacher to do a thorough job of teaching "on the farm" and help the student become successfully established in farming.



Supervised Farming Improves the Community

The home and community receive a great deal of value from a supervised farming program. Certain phases of it make the following possible:

1. It contributes to the efficiency of the home farm and other farms in the community through improvement and supplementary farm practices—practices that are directly responsible for improvement of agriculture in the community.
2. It introduces standard approved practices on farms in the locality through good supervised or directed practice by a good instructor and an active FFA.
3. It provides a valuable contact linking the school, home, and community through the vocational agriculture teacher's visits to the home farms of his students.
4. It provides for more practical results in school work. Boys naturally like to work with their hands, see things happen, grow or improve. This

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Claude McGhee

Effective Teaching Depends On . . .

Well-Planned Farming Programs

CLAUDE MCGHEE, Vo-Ag Instructor, Kingwood, W. Va.

A good teacher of vocational agriculture is constantly on the alert to find items which will promote his program in his community and stimulate interest among his students. Many teachers overlook the importance of a well-planned supervised farming program, which can do more for advancing the application of the teacher's classroom instruction than any other phase of his teaching.

The teacher knows the enterprise program that he wishes to establish. This, of course, is based upon the surveys which he is constantly conducting within his school area. But, before he starts on the program itself he must first have the boy, preferably the farm boy.

Know the Boy

It is very important that he know something about this boy. Many times the teacher who loves students will win the complete confidence of a boy before he ever has him in the classroom. A nice friendly talk with the boy and his parents will usually establish with the boy his first impression of the teacher, and, may I add, his first impression of the school. This visit should take place after his graduation from elementary school and before he enters high school.

Not only does the student form a lasting impression at this time but also the teacher forms his impression. By talking over the program with the boy and his family and by looking over the home farm situation, the teacher will have set up some goals for the boy. The writer uses the first visit as a basis for helping the boy to develop his supervised farming program. When one is walking over some of the home farm with the boy and his Dad, one can see a lot in a very short time. He can see the prospects of advancement for the boy. He can even determine at this early stage the boys who should and who will work toward the State Farmer Degree in the FFA.

First Year Is Very Important

The writer believes that the first month that a boy spends in class will determine to a great degree the work he will do for the teacher and himself during the later months and years. A thorough explanation of the total Vo-Ag and FFA programs at this time will aid him in setting his goals and developing his farming program during the months to follow. We might call this a period of exploration, or the investigation of the field of agriculture with the idea of reaching some concrete conclusions which will assist the freshman boy in selecting enterprises and developing a farming program that will be well adapted to his home farm and give him the satisfaction of knowing that he is progressing in the right direction.

You will encounter those individuals who like to do enough to "just get by," and you will also encounter those boys who like to, shall we say, over-do the job. I mention the latter boy because he is apt to take on more than he can handle satisfactorily. If he has too much he may not be able to give the project his best. Any worth-while project deserves the very best. This applies, I believe, with equal force to the teacher as well as the student. It is very essential that the teacher see that the student carries out the recommended practices on the farm that he has studied in the classroom. I am afraid that some of us do not base our classroom teaching upon the enterprise programs of the students.

The writer has found that if a boy does a good job with his first enterprise his job of growth and expansion is an easy one. The boy and his parents have recognized early the worth of the program to them and their son.

Nothing could be more inspiring than to hear a fine upstanding youngster when he shows you something say, "This is mine." Ownership of enterprises is the keynote to success with any supervised farming program.

A boy will work harder and use better practices if he owns his enterprises. Complete ownership is best, but if the capabilities of the farm do not warrant this then a partial ownership with the parents with a written agreement will do wonders for a boy and, many times, his parents. Ownership may be a little hard to attain at first but it comes about by the guidance and insistence of the teacher who is fully dedicated to his task.

The Boy Needs the Help of Many People

The boy must not be left alone to develop his farming program. A good program can be developed only through the complete cooperation of the boy, his parents, and his teacher. Balance in an enterprise program is very important. A student should have a balance between his livestock and his feed crops. He should have a cash crop, when possible, to help with his finances. His supplementary jobs, conservation and improvement jobs should be based, in so far as possible, upon the major enterprises of the home farm.

Every enterprise program deserves to have the best farming practices applied to it; practices that have been established by our experiment stations. We as teachers must insist that they be incorporated into the student's farming program. He and his Dad must catch a vision of what should be done to succeed in a rapidly changing agriculture. In doing this the teacher need not feel that he is working alone in developing good practices for this boy. There are many people, both farmers and businessmen, within all school areas who are eager to help this young man to advance in the right direction with his farming program.

Plan for Advanced Degrees

I mentioned the advancement in degrees in the FFA as a means of encouragement in developing farming programs. The student should learn about the State Farmer Degree during the first two weeks of his high school career so that his farming program can be planned with this in mind. I have heard some teachers say that they had boys who were eligible for this advanced degree but the boy didn't apply for it. I firmly believe that this should be a part of the boy's regular work. If he has proven his capabilities and is eligible,

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Good Farming Programs Needed for Boys - - -

Learning to Farm

LOUIS M. SASMAN, Supervisor, Wisconsin



Louis M. Sasman

How does a person learn to farm? How does one learn to do anything? I think it is quite apparent to most people that the only way to learn how to do anything is to do it. Consequently, if a person is going to learn how to farm he must practice farming.

Vocational agriculture is a program combining study and experience for "those who have entered upon or are preparing to enter upon the occupation of the farm." The federal law which established vocational agriculture in the United States included a provision that each person enrolled must carry on a program of supervised practice.

However, throughout the years there has been very little agreement as to what is a good program of supervised practice. In order to decide what is a good program, it seems to me we have to keep in mind the purpose. Since the purpose of vocational agriculture is to prepare for farming, it is self evident that the study and practice should combine to give the best possible experience in farming. In other words, the purpose of the supervised practice program is to provide experience in farming. Then the question arises: What is the best way to get such experience?

Projects Do Not Provide Adequate Experience

For years boys enrolled in vocational agriculture have "carried projects" not always so much with the thought of getting the best possible experience in farming but to meet the requirements for supervised practice. In many cases, those projects have been set up so they wouldn't interfere with established programs on the farm. A boy on a dairy farm might develop a beef project or a boy might raise sheep, swine or poultry where none had been raised before. In other cases, a boy has introduced pure bred livestock or hybrid crops to show how much better

he could do than his father was doing. One other phase of practice that has been common in Wisconsin is the keeping and use of dairy herd records. Several thousand vocational agricultural students each year keep production records on their home herds. This, and in some cases the analyses of records kept in regular DHIA work, is probably one of the most valuable phases of the supervised farming programs of vocational agriculture in this state.

Probably nearly everyone in America would agree that it is desirable for a person to own something. Thousands of boys enrolled in vocational agriculture have had their interest in farming stimulated because they have been given a calf, a pig, or some land for crops. I can remember as a boy having an acre of barley and the fact that I remember it indicates that it made a lasting impression. I think such projects are probably more valuable to the boy or girl in the grades who is in 4-H Club Work than to the high school boy enrolled in vocational agriculture. Furthermore, while the ownership of a calf, or a succession of calves over several years, may stimulate interest in agriculture, it doesn't really give a person very much experience in farming. In other words, it's not much of a supervised farming program.

Furthermore, in many cases, there's not just one boy in a family but two, three, four, or more. I think it is basically true that not only the family farm but the farm family is essential to the welfare of American life. In most cases, on the farm, all the members of the family contribute to the welfare of the family. The mother may have the poultry or the garden but if she does, the proceeds go towards the provision of better living for the family. The milk check may come to the father but it certainly is soon distributed to various members of the family. Under those conditions, the whole family shares in the income of the family. If improved practices are adopted and the income improved, the whole family profits.

Family Situation Must Be Considered

If there's only one boy in a fam-

ily it is fairly easy, if a parent desires to do so, for him to give that boy some land or livestock and help him, in the course of a few years, to develop a farming program of his own of sizable proportions. But in the majority of families, these days at any rate, there's more than one son and if the parents turn over the ownership of several enterprises to the sons, they may find in the course of a few years that their own ownership is limited. So the amount of ownership has to be decided on a family basis. What's best for one family may not suit another at all. And ownership of projects isn't essential to a good farming program. Remember that the purpose is to learn how to farm.

Furthermore, farming is a family proposition. Unity of the family is important anywhere but it's especially important on the farm because it's generally a family farm and all members of the family have some responsibility in regard to the operation of it. That's one of the reasons I don't think it's a good idea for a boy to set up a program to show how much better he can do than his dad. I think if the boy gets some ideas that he wants to try out—and they aren't too far out of line—his dad and he should cooperate in trying out the ideas. Of course, I realize fully that to a dad a boy is a boy and it takes a very long time for a boy to grow up in the eyes of his dad. And, of course, we all know too that boys are boys and there are times when there are other things they are more interested in than milking the cows, cultivating the corn, or getting in the hay. So it takes a little patience on both sides.

Long Time Plans Needed

It's the job of the vocational agricultural instructor in cooperation with his students and their parents to work out a long-time program of training so that by the time a boy has finished high school and possibly put in a couple more years, he will be pretty well qualified to farm. The only way such a program can be carried out, I think, is for the instructor, the boy and his parents to take the time to decide what information and abilities that boy needs and how best to acquire them. That will be his farming program and his study program. He will need to learn how to operate the various machines—not

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Learning to Farm - - -

(Continued from page 54)

just the cultivator and the drag, but the drill, the planter and the combine. He'll need to know not only how to cut the grain, but when and how much of it he needs to grow and what the rotation plan is for the whole farm; what fertilizer to use; how much for the different fields and the different crops. He has to know everything his dad knows — and a little bit more.

The boy has to have some money of his own. No self-respecting person likes to go to somebody else and ask for a nickel, a dime, or a dollar. We Americans, especially, are so constituted that we like to feel that we earn what we get paid for and that we get paid what we earn. So, I think, the members of the family need to be tied together in some kind of partnership. It's just as easy—or nearly so—to work out some kind of a scheme so that a boy earns his spending money and his clothes as it is to have him come and ask for the money that he needs. Furthermore, if he's earned it he's more apt to appreciate it than if it's given to him. As he gets a little older, he can be in a partnership—even if it's only 5% or 10% on the poultry, the pigs, the cows, or the farm—depending upon the circumstances.

He should learn to keep records of the business and the records should really mean something. That is, they should be a record on a large enough scope so that they will show where weaknesses and strengths are in the program.

This is the kind of a farming program a student of vocational agriculture should carry. It will take planning at the beginning and constant checking as he goes along, but it does involve learning to do and doing to learn and it can result in excellent training for farming. □

Motivation Toward - - -

(Continued from page 51)

in the agricultural picture.

History abounds with instances of how one individual has inspired another. Most of us in agricultural education can take a backward look at someone who kindled the spark which gave impetus to our decision to serve agriculture. Prerequisite to every inspired farm boy is an inspired teacher who conceives of his role in developing farming programs as not one of in-

spection and censure, but a role of cooperation, encouragement, and sympathetic understanding.

Expressed a little differently, if a teacher has a sound background of preparation together with the desired personal attributes, he will likely do a very acceptable job of getting desired results. His background of preparation is generally assumed as a matter of course; but an especially important key factor among his personal attributes is his enthusiasm. It is a sure bet that unless the teacher is enthusiastic and has a way of expressing it, his students' enthusiasm will likewise be flagged.

A high positive correlation exists between frequency of on-farm visits and the quality and size of farming programs. The enthusiastic teacher who is vitally interested in his students and in farming does not believe that one or two visits to each boy's farm, and only during the summer, are enough. What inspiration, encouragement and other worthwhile assistance can be provided in one or two visits per year? Broad, efficient farming programs develop under such circumstances, if they ever do develop, in spite of the meager supervision rendered.

Although teachers of agriculture are busy people whose common problem is how to find time for so many things to do, there is ample evidence indicating that whatever a teacher regards with importance he will find time to do and do well. A program dedicated to sound educational objectives is not enough. Motivation is a must. □

The Supervised - - -

(Continued from page 52)

reflects upon the home and school and results in making the community a much better place to live.

5. It makes it possible for the school to better serve the people of the community through improved agriculture, through supervised visits to the homes, and by having a vocational agriculture course and FFA that has as its main aim to "establish the farm boy on the farm and improve him in rural leadership, cooperation and citizenship."

Factor for Success

A strong need for cooperation between the teacher, the student and his parents is one of the first essentials for successful establishment of the student in the farming busi-

ness. The father or mother can advise and help the boy with many problems as they occur; however, it is the duty of the agriculture teacher to take the initial step to acquaint the parents with the objectives of and procedures used in the development of a supervised farming program. A working relationship between the teacher, parents and student should be made early through the teacher's visits or conferences for that purpose. Too frequently the teacher depends upon the student to explain to his parents the purposes and procedures followed in conducting the supervised farming program. This weakness is apparent when it is considered that in many cases the student is not given adequate instruction, resulting in an incomplete explanation by the student which may leave the parents with erroneous ideas about the program of supervised farming. Often many meetings are necessary between the student, teacher and parents to discuss and determine objectives, procedures, course content, methods of teaching, field trips, farm mechanics work, agreements and all planning pertaining to the supervised farming program.

An ambitious, farsighted farm boy will not be satisfied with an average supervised farming program. He will desire to have his supervised farming program show good scope and evidence of high quality work. He will keep neat, complete and accurate records, and they will indicate a steady building up and "growing into" farming business. This calls for intelligent planning, cooperation, and adequate and proper supervision. It also demands farming experience coupled with good growth in project scope and quality and the amplification and improvement of the supervised farming program from year to year. □

The Cover Picture

Farming program activities in the area of farm mechanics often begin with instruction in the farm shop. Here Sam E. Dale, Louisiana vocational agriculture instructor, teaches Sicily Island (Catahoula Parish) future farmers about farm wiring using an electric panel as a teaching aid. □

Next Month

State and National
Policies for Adult
Education

Some Questions to be Considered When - - -

Planning and Replanning the Farming Program

KENNETH ALLEN, Vo-Ag Instructor, Monroe, Wisconsin



Kenneth Allen

IN our work as teachers, we are constantly in the process of planning and replanning farming programs for and with our students. Planning and replanning the farming program demands that we consider many different questions. Some of the more important questions are discussed briefly in the following paragraphs.

Does the boy have the interest and the ability to develop a sound program? Many times I have been surprised by boys whom I felt were going to be "tough nuts to crack" when it came to interesting them in building top notch farming programs. However, they may start out with a small program the first year and the second year they set their eyes on the goal of being a State Farmer and really expand that farming operation. The key as far as I am concerned is the farm visits—if you turn the key and unlock the door which develops interest on the part of the boy, you will keep him as a farmer in your community.

What is the attitude of the parents and family to the supervised farming program in your community? Several years ago, when I first started my work in this area, I called on one of my boys. The Dad was very busy doing a little repair work on the barn. He did speak to me and even told the boy that he could show me his livestock. However, it was a cool reception. Probably every agriculture teacher who has taught for any length of time has had a similar experience. I worked a great deal with this boy teaching him farm skills such as de-horning cattle, castrating and docking lambs, etc., and today the father as well as the son are good supporters for our program of vocational agriculture. Adult and young farmer classes are very important means of showing the older groups the program being carried on by the boys of the all-day classes. One method I have

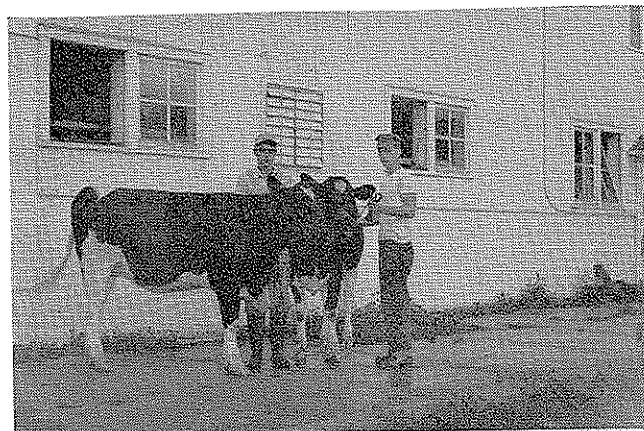
used is the showing of slides of farming programs to those in the adult and young farmer classes. Especially do the adult members who have not had future farmer work thereby gain a knowledge of the program and become a bigger help to their sons.

Does the home farm offer the opportunity to develop a farming program? Many times we hear people say that their farm is not suited to developing a farming program for their boy. I accept this just for what it is, a real poor excuse. Several of my State Farmers have been boys from such farms.

Is the farm family too large for much individual ownership by the boys? Ownership can be a real problem for boys who come from large families where several want to carry an active farming program. In such instances, I believe we should stress managerial experience or perhaps suggest an expansion of the farming operation by the renting of some extra land. I will not give as much credit for management as for ownership, however, the expansion of the farming operation will usually provide greater opportunity for ownership.

Is there a possibility of introducing new enterprises into the farming operation to give increased opportunity and experience in farming? The best teaching experience that we can possibly give in farming is some experience with new enterprises. For example, in this area with some very hilly land we have been introducing more sheep. This has been accomplished through the Sears Foundation Farm Flock Program, and has been very successful. Of course, one must make sure that new enterprises are suited to the area.

How can we maintain a strong program? In order to do this, we must keep replanning the supervised farming program. Expansion of the farming operations, farm economics, a new farm, and graduation from high school



Cooperation between father and son in building a better dairy herd will keep this young man on the farm.

are factors that make replanning necessary in modern day agriculture. As farming operations change, a replanning of the crops and the livestock enterprises must be made. Prices of agricultural products and price change on the markets may cause us to increase or decrease certain enterprises. Renting or buying a new farm may cause changes in machinery and livestock needed to make an efficient farming operation. However, graduation of the boy from high school probably necessitates the most replanning of the home farming program. First of all, is there a place in the home farm operation for this young man or will he upon graduation have to take the livestock, machinery, and feedstuffs that he may own and start for himself? If there is not a place for him at home, he may have to work as a hired man for a short time. I do not favor his starting as a hired man because it might mean the end of ownership of enterprises which he has developed while in high school. A member of our chapter who graduated from high school this past June, and who received the State Farmer Degree in '56, had a fine opportunity to set himself up in farming. During his Senior year, this young man took over the management of a 212-acre farm and at the present time has a 20/80 arrangement with his Dad. At the same time, he has ownership of beef, swine, sheep, poultry and crop enterprises. I personally prefer this type of replanning because it is smooth and does not interrupt the farming program in any degree. This boy has a sound foothold in the home farming operation and will probably remain on the farm. Yes, planning and replanning the farming program is a continuing and a necessary procedure if our Future Farmers are to farm. □

Student Development Through On-Farm Instruction

Pre-enrollment visit valuable

GERALD YERXA, Vo-Ag Instructor, Madison, Maine



Gerald Yerxa

Most vocational agriculture teachers think of on-farm instruction as being important. Actually, the importance of on-farm instruction cannot be over emphasized. Such instruction forms a major part of our programs from beginning to end.

The boy's choice of a project is of paramount importance to me as well as to the boy himself. I feel that if he is guided in making the right choice, it is many times the difference between success and failure as a Future Farmer. For this reason, I feel that visiting a prospective student previous to his entry into high school is all-important. During this visit, I like to acquaint the boy and his parents with the objectives of vocational agriculture and FFA. It is my opinion that the boy should be made well aware of the farming enterprises which have been most successful in the community in previous years and, at this time, I like to impress the boy and his parents with the importance of a project. They should realize that it should be owned and operated by the boy. The boy should understand fully the work required of him to produce a project which is well-rounded and successful. I try to make the boy aware of the great importance of a neat, up-to-date record book and the importance attached to it by others in selecting boys for the various degrees and awards. I make it a point to show the boy and his parents how the FFA and vocational agriculture work hand in hand for his benefit. The boys seem to be impressed and stimulated by the various degrees, contests, and activities of the FFA;

therefore, they are stressed in my first visit. I like to leave my phone number and address with the family during the first visit so that they may call or write if they wish any assistance that I might give.

Of course, much more work must be done to get the boy on the right road, and I feel this can best be done during the subsequent visits and the first few weeks of the Freshman year.

Boys Need Help Throughout the Year

I feel that, in most cases, on-farm instruction should be carried out the year around, especially with projects having livestock enterprises. I find it harder to make *regular* visits during the winter months because of the many other activities, but I do try to keep in touch with the projects through a question now and then in the classroom. Usually the question is answered with some detail and you realize whether a visit is necessary in the near future. My boys are all aware that I am available to them for counsel or a farm visit seven days a week. I find the boys do not abuse this schedule, as I have been called out on Sunday only a few times and in each case it was necessary.

During the summer I like to visit the boys as many times as possible, generally four or five times—and more

in individual cases.

Make Helpful Suggestions

In making a regular visit to a boy, I like to look over his record book, each of his enterprises, and his improvement practices. While looking over the project, I try to make suggestions that will help to improve the situation in each case. The boy usually has a few problems with which I can help him. I make it a practice to assure the boy, in most cases, that he is doing well and with a little more effort here and there he might receive some recognition on the chapter, district, state, or national level.

Discuss Future Plans

I talk with the boy and his parents about his future plans because I feel that without setting important goals, he will be much slower to move ahead. Sometimes a suggestion starts the boy thinking, and before you know it, the boy has written the idea into his plans and many times will successfully complete it.

With my last visit of the year I like to talk with the boy about the success or failure of his project and the reasons that it turned out as it did. A student is proud of a good job and likes to be encouraged to more and better work. The boy who has failed can be helped by evaluation because, in most cases, he can readily see his mistakes. This boy should be encouraged to start over and to avoid the same mistakes; he should be warned that mistakes are normal, but with careful study, planning, good records, and hard work many of them can be eliminated. In the case of the boy who failed, it might be well for the teacher to *evaluate himself* as to the reasons the boy failed; and many times the blame is nearer home than he thinks. □

Well Planned . . .

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then the application should be a part of his regular class work.

Good Records Needed

Today we consider the successful farmer a good businessman. He keeps a complete record of his entire operation. The Vo-Ag students should be taught, at the beginning, the value of records. Records, however, are of no value unless we make the proper use of them. A few periods spent in

analyzing the records with the students will have lasting results on record keeping and the use of superior practices on the boy's farming program.

Now that he has planned his program, carried it through to satisfactory completion under the direction of the teacher and is reasonably well satisfied with the results, he needs to be guided one step further. If he is to grow and advance in this business of farming he needs to realize the importance of volume. A part of the income from his program

should be re-invested in farming or put in a savings account. Thrift is another keynote of success in the farming business. The teacher needs to teach thrift and the student in turn needs to practice it.

In conclusion, we might say that close cooperation between the student, his parents and his teacher, a study of the farm capabilities, good records and ownership of enterprises lead to a well-balanced and well-planned supervised farming program for any boy enrolled in vocational agriculture. □

What Do Studies Show?

What Studies Show About Farming Programs

MILO J. PETERSON and D. W. MARTENS, Teacher Education, University of Minnesota

Down the years teachers, supervisors, and teacher trainers have been concerned with the individual farming programs of vo-ag students. True, most of the concern has been with the supervised farming programs of high school class members. Nevertheless, recognition of the immediate environment of the student as a prime source of teaching materials continues to be the hallmark of vocational agriculture.

The summary which follows is limited to supplements six through ten of the *Summaries of Studies in Agricultural Education*. An effort has been made to report the findings in a straightforward manner with a minimum of editorializing and/or evaluation of technique and design. More than sixty workers have contributed to this summary through their field studies, surveys, writings and research.

Principle and Practice in Establishing Farming Programs

Bjoraker⁸ studied the purposes of the supervised farming program as expressed by teacher trainers and teachers of agriculture. Both agreed that the reason for a supervised farming program is its use as a teaching device.

Teachers gave a lower rating to supervised farming programs as tools to develop managerial and business ability and to motivate, stimulate, and utilize classwork than did the teacher-trainers. Teachers rated higher the development of pride, initiative, interest and the opportunity to apply theory and principle than did the teacher-trainers.

In a study by Snyder⁵¹ and Dutrow¹⁹ the following criteria were found to be the most important for high school farming programs in Pennsylvania:

(1) the goal of the individual at the time he plans his long-time farming program is establishment in farming; (2) the productive enterprises of the farming program are associated with the type of farming in which the

individual desires establishment; (3) the main productive enterprise of the boy's farming program is an enterprise which is of major importance on the farms in the area; (4) the main productive enterprise of the farming program is continued from year to year; (5) a variety of farm enterprises are included in the farming program as productive enterprises; (6) a large number of supplementary farm practices are included in the farming program; (7) a considerable number of farm mechanics activities are included in the farming program; and (8) a large number of soil conservation activities are included in the farming program.

Four recent studies have been completed in which specific practices were identified which contributed to supervised farming programs for high school students. These studies were completed by Binkley⁵, Davis¹³, King²⁹, and Rohrbacker⁴⁸. Some of the practices which appear to be most significant as revealed by one or more of the studies are: (1) visiting the students before enrollment; (2) discussing and planning programs with parents and soliciting their cooperation; (3) using class time for planning programs; (4) basing course of study on jobs dealing with local farm problems and teaching "improvement" and "supplementary" practices; (5) "better" understanding by students of supervised farming; (6) written plans and budgets for boy's farming projects; (7) using class time for keeping records; (8) long-time planning built around one or more continuous enterprises; (9) field trips to good farming programs; (10) systematic visitation to student's farm at critical periods with definite purposes and leaving written recommendations with student; (11) more realistic dealing with supervised farming program financing; (12) using the FFA to promote farming programs; and (13) improving administrator and teacher relationships.

Swecker⁵³ concerned himself with attitudes of parents toward supervised farming programs and found

them favorable. Conditions relating to parent attitudes were: (1) financial conditions; (2) sharing facilities with other members of the family; (3) age of father—older parents rely on help of their son; (4) part-time farmers depend on son to operate farm while father works elsewhere; (5) other income lessens income need from the farm; and (6) farming agreements under which the farm is being operated.

A study of supervised farming programs of negro pupils in Tennessee by Taylor⁵⁵ showed that parents failed to give pupils enough responsibility. Two additional problems reported were the small home farm businesses and the securing of written agreements. This study indicated that farming programs in Tennessee could be improved by establishing achievement goals in terms of rates of production, labor efficiency, and approved farm practices.

Gridley²³ found about one-half of the farm situations offered excellent opportunities for father and son business partnerships. His study also showed a high proportion of the sons favoring written agreements, but the fathers generally did not consider them to be necessary. Sons with four years of high school education tended to be in better farming situations than sons who had less education.

Horne²⁶, in his study, decided that the type of farming followed; the needs of the student, the farm, the family and the community; and the farming opportunities on the farm, including land, buildings, equipment and facilities were the major factors considered by teachers when assisting boys in selecting farming programs. The factors most affecting the boy's scope of successful farming programs were: (1) the future plans of the boy; (2) the size of the farm and facility available; (3) parental cooperation; and (4) the number of on-farm visits made by the instructor.

Factors and Influences

Cathey⁹ studied factors affecting farming programs in Arkansas. He determined the items that make up good farming programs are farming opportunities, leadership, and cooperative activities.

Schulze⁵⁰, Warren⁵⁷ and Owens⁴⁵ also studied the problems related to supervised farming programs. These studies showed that boys on rented farms can develop farming programs

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equal to those of boys on owned farms. They also show that students are more interested in productive enterprises than in developing farm skills. Warren's study concluded that planning supervised practice or experience in lieu of it, for students with poor farming facilities, was rated as a difficult task by both experienced and inexperienced teachers.

Outcomes

Miller⁴¹ studied the influence of high school vocational agriculture on swine production practices followed by graduates. The vocational agriculture graduates had higher mean scores for eighteen of the twenty-three swine practices. He found significant differences in: (1) keeping written breeding dates; (2) using market weights to arrive at daily gains; (3) separating weaning and vaccinating by at least ten days; (4) vaccinating pigs for cholera; (5) raising pigs on clean legume pasture; and (6) breeding meat type hogs.

A study by Duck¹⁷ of the efficiency of livestock production by students showed considerable variation among owners within a school. On the whole, production efficiency of livestock by the average student of vocational agriculture was somewhat higher than that of the average farmer; but the least efficient one-third of the livestock owned by students was not as efficient as that of the average farmer. His data suggests: (1) that there is opportunity in most schools for improving livestock production efficiency of the lower one-third of the students; (2) that management practices can be improved, and (3) both management and quality of stock can be improved.

Several studies, Wilson⁵⁹, Cook¹⁰, Fridline²⁰, Mencher³⁹, Meilike³⁸, and Martin³⁶, dealing with efficiency of approved practices, livestock rings and farm income have implications for successful development of farming programs. In general, students using the greatest number of approved practices also showed the highest efficiency and labor income. Livestock rings are an important teaching medium and are of value to the pupil, the department, and the community. The studies also concluded that more emphasis should be placed on hay and pasture programs.

Duis¹⁸ and Bertram³ studied techniques for evaluating supervised farm-

ing programs. Financial success, approved practices and accurate records were considered as adequate measures of scope and success in a given program. Duis indicated that the most progress toward establishment in farming is made in the fourth year of agriculture.

Johnson²⁷ and Sharpe⁴⁹ studied procedures by which vocational agriculture teachers relate their instruction to the supervised farming program. Johnson concluded that the course of study can and should be built on a selective basis to represent a composite of the farming programs of the students.

Data from Sharpe's study showed the greatest relationship between instruction and the supervised farming program was in the area of farm and home improvement and farm mechanics activities.

Wilson⁶⁰ evaluated the practices used in demonstration plots. His study indicated a relationship between demonstration plots on the farm and the acceptance of new practices by the farmer. Farmers generally favored the use of demonstration plots, with 60% indicating definite plans to change certain practices as a result of demonstrations on the farm.

Biggerstaff's⁴ survey of corn production practices sustained the observation that farmers who follow recommended practices of growing corn obtain the highest yields. Likewise, low yields are associated with low economic status.

Ahalt² and McCurdy³² studied production standards and goals to be used in developing supervised farming programs. They suggest a table summarizing the production standards for the various enterprises. Teachers of agriculture and boys (or men) studying vocational agriculture can use these standards in developing production goals for their farming programs.

Stanly⁵² also studied production goals for farm enterprises. This study indicated that the use of production goals in connection with the student's farming program will increase the teaching effectiveness of the program. He feels that instruction in vocational agriculture will be more effective if goals are established in terms of student accomplishment.

Livestock chains may be a method of stimulating and improving weak supervised farming programs according to a study by Robinson⁴⁷. It is

his contention that a good livestock chain benefits the boy, the FFA chapter and the community.

Agan¹ studied the relationship which exists between cooperative activities and supervised farming programs. He reported that students enrolled in departments with cooperative programs earned more money, had more continuing enterprises, averaged 1.61 percent more animal units in each farming program and had 25% more acres in crops than students enrolled in departments with no cooperative programs.

Farming Programs and Life Occupations

A study by White⁵⁸ revealed that boys who have taken vocational agriculture in high school and are now farming show a high regard for the program. It also showed a close relationship between the supervised farming enterprises carried in the high school program and the boy's life occupation.

Martin³⁵ found that one-third of all former pupils, who were employed, were engaged in farming occupations and an additional six percent were in occupations related to farming. A definite relationship exists between the size of the pupil's home farm and the type of farming program developed. This study indicates the desirability of keeping a record of all pupils enrolled to be used in the guidance and planning of future supervised farming programs.

Gadda²¹ made a comparison study of State Farmers and non-State Farmers on academic achievement and post high school achievement. He reported that State Farmers had spent more time in farming, were "better" established, their home improvements were greater and they were more effective leaders in the community than were non-State Farmers.

Martin^{36,37} studied the placement form of directed experience. The findings showed an increase in the percentage of students reporting conditions of employment to teachers and fathers before accepting a job and an increase in the number of pupil-parent-teacher conferences. The study emphasizes the need to strengthen employer-employee school relationship and to utilize placement experience as a genuine learning opportunity involving class instruction in planning and evaluating. The success or improvement of the placement

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form of directed experiences seems to center around student-teacher discussions of employment opportunities.

Gerdeman²², Bond⁷, and Love³⁰ studied farming facilities in relation to farming programs. One of the studies revealed that one-half of the students enrolled as freshmen completed four years of vocational agriculture and about one-half of the fathers of students were classified as full-time farmers. These studies indicate that boys on part-time or small farms could develop adequate supervised farming programs.

Dobkins¹⁶, Diley¹⁵, Mertz⁴⁰, McDonald³³, and Morrison⁴⁴ report studies on the characteristics, size and scope of the farming programs in Ohio, Kansas, California and Oklahoma. These studies showed farming programs growing in size and scope with a higher percentage of livestock in relation to crops. Some gain in acreage volume of crops was reported, but teachers felt that more emphasis was needed in this area.

A study by Johnston²⁸ to discover why boys do not complete their supervised farming programs revealed the lack of student interest to be the most significant factor. Other reasons given were selective service and transient laborer parents.

The factors which contributed most to establishment of young men in farming as reported in a study by Wilson⁶² were: (1) the father's occupation as a farmer; (2) vocational agriculture training; (3) satisfaction with farming as a way of life; (4) the influence of the agriculture teacher; and (5) having had a large farming program while in high school.

A study by Dale¹² indicates that it is difficult for a student to become established in farming in an area where the farm income is low. Dale feels that the application of scientific methods in farming would increase the farm income and improve the opportunity for students to become established in farming.

Swindle⁵⁴, in a study of establishing a supervised farming program in an industrial community, reported limited facilities made it difficult to establish town boys in a farming program. Poultry enterprises were the most common program for town boys. The study suggested the possibility of using school land on which town boys could develop their supervised farming programs.

Relation of Farm Visits to Farming Programs

Thomason⁵⁶ studied the farming programs of seventy Northwestern Oklahoma agriculture departments and found fifty percent more "projects" per student and more than twice the total labor income in departments with the most farm visits.

A similar study by Raine⁴⁶ of home visits to ninth grade boys at Staples, Minnesota, showed similar results. He also reported that *seven* visits as compared to three visits: (1) had a significant bearing on the attitude and persistence of ninth graders to attend school and continue studying vocational agriculture; (2) increased the scope of the supervised farming program; and (3) increased the labor income of students.

Longer farm visits resulted in a greater increase in the performance of improved practices and in the initiation of more new practices, particularly managerial skills, according to Monson⁴³.

Hildreth²⁵ found a positive relationship between the average number of supervisory visits and average labor income and average number of farming programs completed.

Lyles³¹ studied supervision as conducted by parents and teachers of vocational agriculture in Louisiana. The study indicated the majority of the students received assistance from parents in developing and carrying on supervised farming programs. Teachers of vocational agriculture gave profitable help to students. The more help given, the more profitable the program. The question remains whether teachers tend to give more help to the more advantageous situations.

Improving the Records

A study by Heimback²⁴ indicated the following characteristics to be most useful in preparing a manual to be used with farming record books for high school boys in Pennsylvania: (1) written in a language which a high school student can understand; (2) adapted for student and teacher use; (3) comprehensive in content—to include essential information for record keeping; (4) designed and developed as a separate manual; (5) include information not readily available to students and teachers of agriculture from other sources; and (6) patterned to develop within a student the desire to keep neat and accurate records of his farming activities.

A Cumming¹¹ survey showed teachers favoring a manual to explain the supervised farming record book.

Denny's¹⁴ study of how to obtain accurate farm records revealed the following practices most widely used by selected teachers of agriculture: (1) early contact with students and parents to discuss farming programs; (2) guidance in selecting enterprises, activities, setting goals and making detailed plans for doing each job included in the enterprise; (3) teaching record keeping just prior to making entries in record book; (4) encouraging students to record data accurately; (5) making summaries and analyses of each enterprise immediately following the completion of the project; (6) using the information in future expansion and improvement of the supervised farming program; and (7) showing enthusiasm for keeping records and developing favorable reactions toward keeping and using records on the part of the student.

In a study of methods used in financing productive enterprises, Miller⁴² reports: (1) students having the more sizable enterprises have received the most credit and (2) the parent's monetary contributions decreased as the student's training and experience increased and the productive enterprises became balanced. The study also showed that students enrolled in Agriculture III and IV use credit extended by bankers and businessmen to a greater extent than other sources.

Brunner⁸, Fox and Harper assembled facts, information, and analyses for establishing budgets for farming programs.

Summary

The studies reported here encompass a wide range of farming. An even wider range of design and analysis of data is apparent in the studies. Field studies, surveys, observations, and carefully designed and controlled research have all been utilized to explore farming programs in vocational agriculture. This is evidence of the continuing concern for this basic teaching-learning device on the part of teachers and teacher-trainers alike. More, much more, research is needed to bring practice and theory of farming programs into line with the rapid and vast changes in agriculture. On the basis of past expressions of faith in farming programs as the "sine quo non" of vocational agriculture, the outlook for more research is hopeful.

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Continued improvement in agricultural education requires answers through research to questions of qualitative and quantitative aspects of on-farm instruction (farm visits); types of "farming program" experiences needed by those entering farming and/or related agricultural occupations; the application of the latest findings in psychology of learning, measurement and evaluation to methodology in agricultural education; the function of farming programs in terms of modern objectives for high school, young farmer, and adult education in agriculture; and a multitude of other questions.

As a rule of thumb, it may be assumed that any specific piece of research in answering one question will raise five others crying out for study. This is true with a vengeance in the study of farming programs. Those who will follow the studies and researches reported here will be equally grateful for the questions raised as for those answered. □

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What Basis for Program Adjustments?

Trends in Farming and the Meaning of Vocational Education Both Need to be Taken into Account - - -

W. A. SMITH, Teacher Education, Cornell University



W. A. Smith

what we have written and said, more or less publicly, during the past two or three years. In the midst of opposition to continued support of our program on the part of some people who are in position to decide upon appropriations for vocational education, both nationally and in local communities, it may well be that our own conflicting testimony as teachers, teacher educators and supervisors supports their convictions. Have we been convicting ourselves?

Each of you who read this is very much aware of the contrasts in the agricultural scene today when compared with thirty, twenty, ten, or even five years ago. We and the public to whom we must look for support of our program know and are quite vocal about changes in agricultural vocations—fewer farms and farmers, larger farms and increased production, greatly increased kinds of services to farmers and the number of persons required to perform those services, etc. But have we, to whom these changes are such a vital factor in program planning and execution, been thoroughly accurate and honest to those we serve and to ourselves in our appraisal of these trends?

Vocational Education is Different

Much has been said and printed to date in this magazine and others, even in the press in many local communities, regarding the future of vocational agriculture and proposed changes in the program. I do not question the sincerity of persons who have spoken out as they did but I

do challenge in many instances their apparent concepts of the meaning and practice of the term *vocational* when applied to education. In other words, there seems to be needed desperately today a sound philosophy of *vocational education*.

Too often we fall into the error of reasoning, so frequently expressed, that it is only the learner who counts and therefore whatever is learned by him under the guise of vocational agriculture justifies the means. The danger in this is the failure to recognize that the learner is the responsibility of a total school program of which vocational education is only one part, important as it may be. If this is not true, then there is no more reason for special attention to vocational education in the form of financial subsidy, special requirements of employment of teachers, special facilities, etc., than to the rest of the educational program of secondary school level. Original legislation in behalf of vocational education recognized and provided for differences between vocational education and other education. If these differences no longer exist we have little basis for continuance of the special provisions under which we operate. Personally, I'll be the last to admit that these differences are any less needed today than formerly.

A Composite of Trends

What do present-day trends mean for us? My plea here is that we take all trends into account and not merely a part of the picture. No one can dispute that we have and will continue to have fewer farms and farmers. There is evidence also that the modern-day family farm as an operating unit has changed and is changing in the manner of its operation and management. This was one of the knotty problems occupy-



The boy in this picture is from a village home but enrolled in vocational agriculture in the Genoa, N. Y. Vo-Ag department to prepare for farming. His program of farm experience is being obtained on a good farm in the community through the cooperation of the farmer. This boy is not likely to become a farmer for lack of opportunity to do so. But he is acquiring basic understandings and essential competencies for later use in rendering service to farmers in any one of several related agricultural vocations.

ing the attention of a recent national conference held in the Middle West. But it is equally true that one of the significant factors in these trends has been a necessary increase in the number of occupations created and the number of persons employed in them to *serve* the farmer. A present-day efficient farmer would have been unable to increase his acreage, capital investment in buildings and equipment and in livestock except as he was able to turn to and be willing and able to *buy* services which farmers in the past provided for themselves. Efficiency of operation and increased production per unit of operation has demanded that the farmer devote his efforts and time to those problems and activities which he alone could do best and pay others for the services which he was less able to perform both economically and from the standpoint of his own competence.

What does this mean for vocational agriculture? First, of course, is the obvious fact that we will continue to have the farmer who is the operator-manager of his business. Farming as a vocation is not "going out of business." Furthermore, such farmers have and will continue to have in increasing amount a need for preparation through educational programs, so designed.

Improve Present Programs

This raises some pertinent questions when making appraisal of present-day vocational agriculture. How alert have we been in our instruction in vocational agriculture in keeping up to date in guiding boys who can and will become farmers, then using the

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What Are the Needs of Young Farmers?

There are many which must be recognized

BRUCE A. GAYLORD, Supervisor, Vermont.

The broad aspect of needs is defined in a rhetorical sense by Webster as: a condition requiring supply or relief. The word "need" covers so much waterfront that we might raise the question as to whether or not we are all referring to the same connotations of the word. For instance, where does the term "needs" fit into the picture in our young farmer programs?

Unless the teacher of vocational agriculture is effective in assisting a young farmer in planning his route toward establishment in farming, which is his overall goal, the teacher's activities in the school patronage area will resemble those of a fire truck dashing helter skelter from one farm to another extinguishing emergency needs.

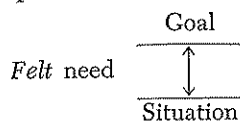
These so-called "needs" may be manifested in the form of a combine standing idle in a field of ripe grain because of a worn out wheel bearing and a scored axle caused by lack of lubrication; in the form of a high-count milk bacteria slip hanging in the young farmer's milk house caused by garget milk; in the form of a law suit over automobile damage when uninsured heifers wandered into the highway at night; or in the form of a bitter argument between the young farmer and his dad concerning the division of the farm income because no positive business agreement had ever been arranged between them. These emergency blazes have already

been identified all too emphatically by the young farmer before the agriculture teacher arrives on the scene.

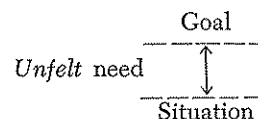
Aren't many of these emergencies the results of inadequate or poor planning in the initial phases of planning farming programs and failure to identify the young farmer's true needs?

To make a distinction between types of needs, it is helpful to classify them into two groups—"felt" needs, and "unfelt" needs. As individuals we all have needs or problems of which we are conscious, or feel, and we are also haunted by needs of which we are entirely oblivious which in reality are mill-stones around the neck of our progress. Young farmers are victims of felt and unfelt needs, as we all are.

Whenever a need is expressed, it is reasonably safe to assume that it is a felt need. And a felt need always implies a goal. To draw a crude analogy which would help to express this phenomenon, we might resort to this graphic illustration of a felt need:



To illustrate an unfelt need, we could use the same symbolism in this manner:

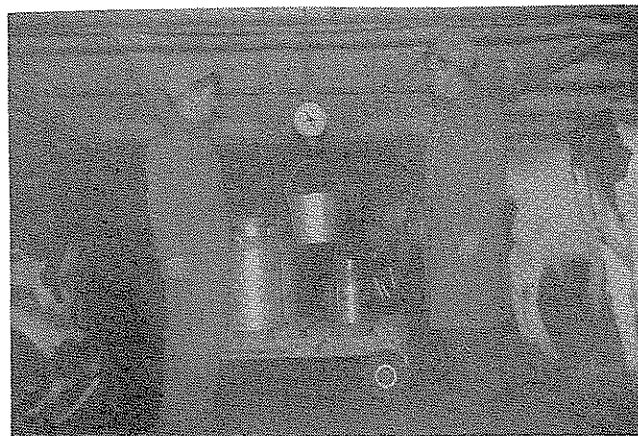


The broken lines could represent a goal on the upper plateau that at best is extremely cloudy or non-existent, and on the lower plateau a situation concerning the young farmer's farm, home or community situation which is also vague and nebulous to him. Again the gap between the present situation and the goal represents the unfelt need.

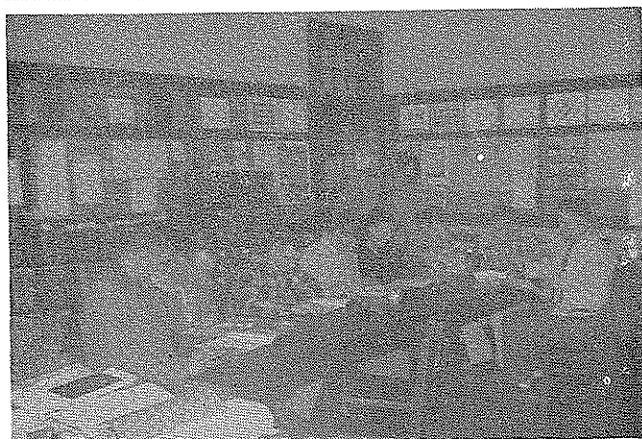
As the illustration implies, unfelt needs may exist in either the situation, or the goal, or a combination of both. The goals of any individual have a tendency to remain static until he is stimulated in some way toward greater comfort or relief. The underlying danger existing in the meantime is that the individual is oblivious to unfelt needs until they become painful—in short, emergencies.

The real difficulty begins when we are confronted with the job of converting unfelt needs to felt needs with the young farmer. No attempt can or

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Identifying farm problems and discussing them with the enrollee is one of the essentials in organizing the instructional program with young farmers.



Group instruction being carried through to the development of an individual plan by each young farmer enrollee.



On-farm instruction is being carried out by the instructor at the left, through a demonstration.

What Are the . . .

(Continued from page 63)

will be made to solve a problem until it has been identified by the individual concerned.

Both of these types of needs exist with a young farmer regardless of whether he is a farm owner-operator, a farm tenant or renter, or at home with or without an allowance. A Vo-Ag teacher faces the job of helping the young farmer who lacks opportunity to gain a better farming status, as well as helping a young farmer in a favorable farming situation to identify *his* needs.

And the identity of true needs can only be as valid as the information which the young farmer and the teacher of vocational agriculture have in regard to the situation as it now exists, and the goals expressed by the young farmer.

This leads directly to the question of, "What tools are effective in obtaining as valid information as possible in getting at the problem of determining a young farmer's true needs?"

The Farm As a Business

Farm management specialists in some states have devised instruments which can assist an agriculture teacher in unveiling many aspects of a farm business. One of these instruments is the "New York Farm Business Chart."

The step which would follow this procedure involves comparing the present production and labor efficiency levels with optimum levels. This step reveals to the agriculture teacher the goals, or lack of goals, which the young farmer has. Young farmers sometimes express unattainable goals which need to be brought into more realistic perspective in the form of intermediate goals. Attainable goals provide added incentive to any of us,

but unattainable goals are meaningless and may lead to discouragement.

Next, it is necessary for the agriculture teacher to become acquainted with the farm practices now being used by the young farmer in his major farm enterprises and problems. This is one instrument which is helpful for this purpose. When these practices have been discussed, the teacher is able to see the farm business unit in its over-all perspective—and in many instances this objective analysis of the farm is a new experience for the young farmer as well. Farm practices further help to identify needs which are contributing to general farm business weaknesses in the areas of labor efficiency, level of milk production, yields of corn silage, mortality of chicks, or low apple production. In every instance a farm practice has either a direct or indirect bearing on the success or failure of the crop or livestock enterprise in the farm business.

To this point we have collected information which indicates first, farm business strengths and weaknesses; secondly, an indication of some of the young farmer's production goals; thirdly, the farm practices which he is now using. The agriculture teacher is also given an opportunity to discuss practices which may be applicable to the young farmer's farm business but are not used now—another possible means of learning the young farmer's goals.

So far, this is perhaps a one-sided interview. We should and must be interested in the immediate future jobs, plans and practices which this young farmer intends to adopt. For unless we express an interest in what these immediate plans are, we have let him down at the beginning. This is, perhaps, our most effective ap-

proach to getting our foot in the door to help the young farmer in identifying additional felt and unfelt needs.

As we mentioned earlier, the task of converting unfelt needs to felt needs is sometimes very difficult. There is no infallible formula which produces the desired results in coping with this inherent problem, but progress can be made by assimilating and associating the unfelt need as closely as possible with a felt need related to it. And, until the agriculture teacher has gained the young farmer's confidence and rapport has been established between the two individuals, the fog of obscurity will prevent this conversion from taking place. These instruments indicated earlier can be of assistance in dealing with this problem.

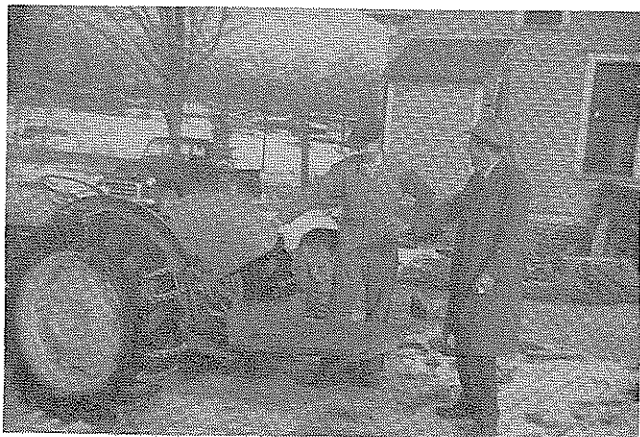
The Farm As a Home

Now let's raise this question—if a salesman was successful in breaking through your wife's sales resistance while you were at work, and you arrived home to discover yourself to be the unconsulted possessor of a new automatic clothes washer and drier, what would your reaction be? The good wife has already endorsed the sales contract for \$500! Or project yourself into the slippers of an unconsulted young farmer's wife, or partner, whose glance out the kitchen window is transfixed into a horrified stare at the sight of a new shiny red hay baler squatting majestically in the morning sunlight on the farm truck.

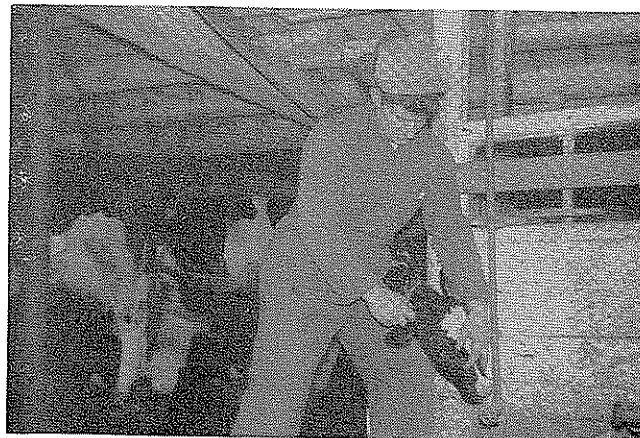
These questions refer us to the opposite side of the coin, for it is difficult to divorce problems and needs of the farm home from those of the farm business. Each makes a notable contribution to the other.

The home situation and goals, as

(Continued on page 65)



Frequent and seasonal on-farm instruction visits are necessary in conducting an effective young farmer program.



A young farmer checks the effectiveness of an electric dehorning operation demonstrated earlier by the Ag teacher.

What Are the . . .

(Continued from page 64)

well as the needs which exist between these two plateaus of our illustration, are in many instances indicative of an area of responsibilities in which the young farmer's wife assumes a role of leadership. However, it is obvious that the couple must compromise on needs and goals at all times. For instance, which should receive precedence—redecorating of the living room in the home, or the purchase of an additional milker unit for the farm business? The agriculture teacher is in a position to assist the young farmer and his wife in aligning the farm business goals with those of the farm home for the mutual benefit of the entire unit.

Other areas of needs concerning the entire farm unit may be embodied in the young farmer's farm and home insurance program including life, health, comprehensive, fire, wind, flood, theft, and other types. Here again it is impossible to over-emphasize the importance of tact and rapport between the agriculture teacher and the farm family. The economic situation and goals of the farm partner, the young farmer, and his wife are helpful, but perhaps not as essential as we are sometimes led to believe, particularly at the offset of determining needs.

Needs concerning the entire farm unit can be observed over a long period of time as the teacher becomes more intimately acquainted with the entire farm and home situation and the goals of the individual operating it.

To summarize at this point, we might visualize needs of the farm business and home situation as being encompassed in the inner ripple of the water on the mill pond. The enlarging ripples radiating from this might be representative of situations and goals concerning the young farmer in the neighborhood, then to the community, still further to the township, county, state and region, and finally to the country and the world.

THE MILL POND OF YOUNG FARMER PROBLEMS

Specific examples of needs recognized in these areas by a young farmer, might be expressed in terms of schools, taxes, roads, price supports, and on through a galaxy of problems to the morality of atomic

warfare. True enough, it may be questionable whether these needs can be construed as being purely vocational, but they can be identified as topics for use in the non-instructional phases of the program—the program of work of the Young Farmer Association. Again, these needs are identified over a long term period, certainly not on initial visits!

To digress a moment, let's return to the young farmer and the agriculture teacher immediately after they have walked over the fields, woodlot, pastures, and observed the condition of livestock, machinery, and buildings. They have discussed the points brought out by the farm business chart, they have discussed the practices which are being used at present on the farm, and the young farmer has related to the agriculture teacher some of the plans and practices which he intends to put into practice in the near future.

As they sit on a saw-horse in the tool shed, the agriculture teacher may pull out a clean sheet of paper and snap it onto his clip board. He then asks the young farmer this question, "What specific problems do you see as being the most important to you in your farm business that demand your immediate attention?" The points suggested by the young farmer will be, in all probability, felt needs. The agriculture teacher jots these down for future reference.

After the teacher has visited all of the young farmers and followed a similar procedure, he is then ready to retire to the bench to determine the next play for the entire team. One means of accomplishing this is to sit down and compile the felt needs contributed by each of the young farmers on a master frequency check-list.

This step enables the teacher to determine those needs which have the greatest frequency or are most common to the entire group of men sur-

veyed. Needs appearing most frequently can be treated more efficiently through group instruction, and those needs identified in but few instances can be more efficiently dealt with through individual on-farm instruction. However, individual follow-up on the farm is, of course, necessary in either case.

At the organizational meeting of the group, the agriculture teacher may suggest two or three specific problems which have been identified by a majority of the group. Using the problem-solving method, each problem will require two or three meetings in reaching satisfactory solutions.

Of course, problem solving implies these basic steps: (1) Analyzing the respective situations in which the problem is found to exist in each member's farm situation; (2) Identifying possible alternative solutions to the specific problem, and (3) Formulating a plan of attack after selecting one of these alternatives.

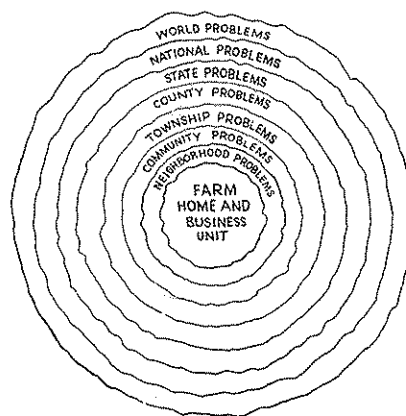
It is evident that the group instructional program will not be made up of "one night stands" on general problems, but rather, specific problems will be treated with continuity from one meeting to the next, with proper planning.

As we mentioned earlier, unfelt needs can be more easily converted to felt needs through using specific common problems as a basis for group meetings, particularly when the problem-solving method ties each problem back to the home farm situation of each young farmer.

We have started with the farm situation, identified some of the young farmer's felt needs with him, and recognized some of his unfelt needs. We have also taken the initial step in planning the group instructional program. For it is the composite of all the instructional needs of the young farmers in the program which comprise the instructional program.

The techniques of identifying instructional needs could be visualized if we liken a young farmer's farm home and business to a large, frozen mill pond, and the water wheel likened to the instructional phase of the young farmer program.

Techniques which thaw the ice (identify true instructional needs) furnish the water power to move the water wheel (young farmer program) and help the young farmer to more rapidly achieve his ultimate goal—establishment in farming. □



Family Farming

An Effective Addition to the Farming Program - - -

GLEN BOLING, Vo-Ag Instructor, Wooster, Ohio



Glen Boling

RECOMMENDATIONS for a supervised farming program in farm management with farm accounts as the only record were made to Ohio teachers of vocational agriculture in 1951.

The principal requirements for such a farming program were: that accounts be kept on the entire farm business and cover a full 12-months period, that the boy should have a bona fide lease and written agreement, that the farm business be operated as a unit, that the plan be limited to junior and senior students who have had two years of cost accounting, and that boys following this plan of record keeping shall make a statement of practices followed, rations used, etc.

It was the author's belief after the release of these recommendations that the development of a family farming agreement was a natural step in aiding boys to become established in farming. Requests for assistance in setting up farming agreements by young farmers and the lack of agreements shown in a survey of young farmers in the Wooster community further emphasized the need for the early development of family farming agreements. A 1948 Pennsylvania study by P. I. Wrigley¹ revealed that less than five percent of the farmers had working arrangements with adult sons in the operation of their farm businesses.

Why Agreements Are Needed

It is only logical that as a son's labor and other contributions become more valuable with his increasing maturity that project agreements be replaced by an agreement giving him an interest in the entire farm business. J. B. Cunningham and H. C. M. Case of the University of Illinois give the following reasons why such an agreement is most satisfactory: "Interest

in the business as a whole will (a) give the son the opportunity to assume broader responsibilities and attain more financial experience both of which he should have before he is out of his teens;

(b) greatly simplify the problems of dividing items of income and expense; and (c) give the son a more uniform income from year to year than a single enterprise will give. Then too, a young farmer who continues to concentrate on one crop or one class of livestock is not likely to study all phases of business as closely as he would if he had financial interest in them."²

Farm accounts have been recognized as a valuable improvement project in the farming programs of high school students. Many teachers report difficulty in getting students to elect farm accounts. With family farming agreements, farm accounts will be necessary in making a satisfactory division of returns and create more interest in keeping accurate records.

Ohio teachers of vocational agriculture and their students have made limited use of family farming agreements. Only eight percent of the teachers and less than three percent of the junior and senior students reported their use in the preliminary project report for the year 1954-55.

To determine the value of family farming agreements, the difficulties encountered and the results obtained, the author surveyed 28 teachers and 128 students. He also interviewed 15 families who had used family farming agreements during the period 1951-54 inclusive.

Characteristics of Agreements

The characteristics of family farming agreements and farms follow: Forty-five percent of the fathers were full owners, 44 percent were part owners and 13 percent were tenants.



Father-Son farming arrangements become especially important when large investments of capital and labor are involved as in this West Milton, Ohio, turkey enterprise.

The farms were 109 acres larger than the average for Ohio. The most common agreement was a share in the entire farm business. In 1956, forty-six percent of the students were farming full-time, 16 percent part-time and 38 percent were not farming. This compares well with the results of a study made by Dr. Bender, Ohio State University, in 1956 which showed that of 633 vocational agriculture students graduating in 1951, 30 percent were farming full-time, 8 percent were farming part-time, and 58 percent were not farming. Teachers were the initiators or co-initiators of 76 percent of the agreements. Forty-six percent of the students had received the State Farmer Degree and one had received (and 12 percent were planning to apply for) the American Farmer Degree.

Factors Important to Success of Agreements

Factors rated "of great importance" in the successful planning and operation of agreements were: cooperation among members of the farm family, farm finances handled on a business basis, desire of son to farm, parent and son planning of management problems, and son had an opportunity to increase his equity in the farm business. Increased interest in record keeping rated "of great importance" in the value of agreements to teachers of vocational agriculture. Rated "of great importance" in the value of agreements to sons were: provides an opportunity to assume broader responsibilities in the management of the farm, increases the number of experiences in farm management, and simplifies record keeping. Parent and son relationships were

¹"Father and Son Business Agreements." Pennsylvania State College, School of Agriculture, Bulletin 492, January, 1948.

²"Father-Son Farm Business Agreements." University of Illinois, College of Agriculture, Circular 589, 1951.

What Basis - - -

(Continued from page 62)

time available at the secondary school level to identify with them and provide for them the best possible instruction for the complexities of modern-day farming? Another question, perhaps more important, is the extent to which each department of vocational agriculture has provided continuing preparation for farming through Young Farmer and Adult Farmer programs. It is readily apparent that preparation to succeed in today's farming cannot be completed during a learner's high school experience. True, we have many examples of highly successful farmers who had little or no formal preparation for their vocation. But farming today and in the future is too great a risk to tolerate learning obtained only through the trial and error procedure upon which most farmers of the past have depended.

Incidentally, in this day and age, preparation for farming must not neglect including the applications of science and mathematics. This should be our answer to the current hysteria regarding the importance of these two areas of a total education in the secondary school. If "Sputniks" were required to wake us up to a need which has existed for a good many years, then we should give credit to them to that extent. Our only apology, if one is needed, may be that we, along with others, have been too lax.

Continuing the reference above to Young Farmer and Adult Farmer instruction, have you ever considered to what extent much of the present criticism and indecision about the future of vocational agriculture might have been avoided had we developed such programs in every vocational department? Provision for them has existed from the very beginning of vocational agriculture. There is considerable evidence to support the belief that where such service is and has been provided we find less questioning of the merits of vocational agriculture. It is quite possible that because we passed up an opportunity which, from the beginning of federally supported vocational education, was given to us, another agency recently was granted additional federal support to work with many of the same persons in local communities whom we should have been serving.

Preparation to Serve Farmers and Farming

Thus far I have been referring only

to those persons to be served who are going to engage in or already are engaged directly in farming as a vocation full-time or at least part-time. But you are quite justified in reminding me that this number is decreasing. How can we maintain departments of vocational agriculture if and when this number becomes so few that expense of doing so becomes prohibitive? Before admitting this fact in every instance, the factual data of potential enrollment should be ascertained. Some communities have found that the facts did not bear out the impressions upon which conclusions were being drawn. Also there are other reasons for decreasing enrollments in vocational agriculture classes than population statistics. But we must admit a general trend toward fewer persons in farming.

Then, let's examine another of the present-day trends in agriculture affecting vocations. Reference was made earlier to the trend toward increase in the occupations or vocations (there is a difference) which have grown in number and in the number of persons engaging in them. To date, the most prevalent reaction to this situation seems to be that we must change vocational agriculture in some manner. But very little progress seems to have been made in identifying what the changes should be.

In the first place, there is little or no agreement on what these "related" or "allied" occupations are. Obviously, in such a predicament we cannot possibly identify what the preparation for them should be. So we find ourselves in the dilemma of being unable to specify any education for them which, with any certainty, can be called *vocational*. If any one thing characterizes vocational education, it is that we must have the vocation in mind and the specific preparation required for it. One other prime requisite of vocational education is method of instruction. More will be said about this later.

Little, If Any, Change Needed

The stand is taken here that little if any change needs to be made in our goal and content in vocational agriculture, namely, *preparation for farming*. Note that I did not say *establishment in farming*. Neither did the Smith-Hughes Act or subsequent acts use such terminology. Then what is the need for clarification in our concepts? To me, the answer is found in my earlier reference to the modern-

day farmer's dependence upon services, particularly those services of a more or less direct nature. The question is, who is going to provide these services? It is my assumption that the farmer wants or will want to be served by persons who themselves have had some preparation for farming, who can recognize the farmer's problems and the factors he must take into account in solving them, and render the service on such basis. I maintain further that the farmer served in this manner will continue to look to the same source of service in the future. To the extent that this happens, it can be said that efficient performance and success in a vocation is attained by the individual who provides such service. Consequently, whatever can be identified in the preparation of this service-man to increase his proficiency in his vocation, beyond such education as is necessary and desirable for any person, can rightfully be called vocational education. The contribution that the vocational agriculture program at the secondary school level can make in this situation is *preparation for farming*. What we have failed to recognize in too many cases is the increasing number of directions in which such preparation serves as real and true vocational education. We know we can provide preparation for farming at the secondary school level. We have been doing it for 40 years. But we haven't brought to the attention of school boards, school administrators, guidance directors, parents of pupils and prospective pupils, the pupils themselves, farmers in our communities, and the potential employers of persons in farm-service occupations that through preparation for farming we are providing necessary vocational preparation for this growing list of opportunities for employment in agriculture.

Vocational Method is A Factor

My final argument for retaining our emphasis on preparation for farming in vocational agriculture at the secondary level has to do with *method of instruction*. Learning through doing has been a concept basic to vocational education for ages. It is as true today as ever. In how many communities which have legitimate reason for supporting a department of vocational agriculture in their schools can the opportunity be found for providing the necessary experiencing in the specialized understandings and skills in

(Continued on page 68)

Learning by Doing - - -

FFA Forestry Project Proves Profitable

Wesley F. Kent, Vo-Ag Instructor,
New Augusta, Mississippi

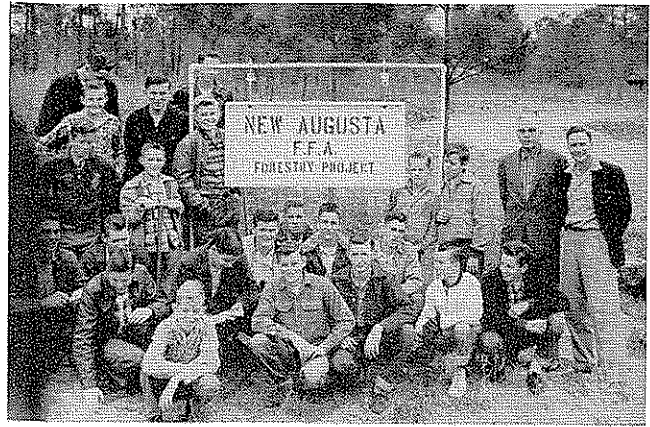
FFA projects can be important teaching aids, by giving members experience in carrying out projects, as well as sources of profit to the chapter. This has been demonstrated at New Augusta, Mississippi, with a forestry project.

In February 1955, acting upon the recommendation of Mr. Wesley F. Kent, Chapter Advisor, and Mr. H. C. Odom, Superintendent of the New Augusta School, the members of the Board of Trustees of the New Augusta School purchased 20 acres of land. This land was well covered with short leaf pines with the exception of a small area that was the site of a sawmill. The size of the timber on the plot ranged from small saplings to saw-log size.

Under the supervision of the chap-

ter advisor, the FFA members girdled all undesirable hardwood trees and cleared the tract of all crooked and diseased pines. Using a bulldozer, the vats and gullies around the sawmill site were filled in and the plot smoothed over. In the spring of 1957, slash pine seedlings were planted in this area. The members of the chapter were not only learning to practice good timber management, but they realized \$15 for the treasury from the sale of pulpwood from undesirable trees.

The officials of the school, as well as the FFA members and the Board of Trustees of the New Augusta School, feel that the purchase of this



New Albany, Mississippi, FFA Chapter demonstrates the effectiveness of cooperation.

plot of land for the project was a wise investment. The property is now worth twice as much as the purchase price and it will continue to add money to the chapter treasury through the years. In addition, and perhaps more important than the monetary benefit, the project has served as a valuable teaching aid to adult farmers as well as the participating students. The boys have gained some valuable experience, and many of the adult farmers have been able to see what can be accomplished through proper management of farm woodlands. □

What Basis - - -

(Continued from page 67)

the occupations which we somewhat glibly refer to as related or allied to farming and agriculture? There undoubtedly are exceptions but the number is not great. And yet, learning through doing must be provided. There are many employers of young men in these "related" occupations who will tell you that they much prefer to provide this specialized preparation themselves and will do it quicker, more efficiently and at less cost than can the school. Preparation for farming is the basic preparation upon which such specialized preparation would be provided.

Clarify Our Objective

Other questions appear in this connection. For example, what should be the preparation of the teacher if vocational agriculture expands beyond preparation for farming? Where is such teacher preparation to be obtained and by whom provided? Who is to supervise such a diverse program of vocational education in agriculture? No doubt these questions can be answered satisfactorily in time if we can prove that there is need for doing so. In the meantime hadn't we better gear our sights and our

efforts to "sticking by our guns," expressed in a slight revision of the objectives of vocational agriculture as stated in Vocational Division Monograph #21, Revised 1955, U. S. Office of Education, the revision to read as follows: "The major objective* of vocational education in agriculture is to develop effective ability to: (1) make a beginning and advance in farming; (2) produce farm commodities efficiently; (3) market farm products advantageously; (4) conserve soil and other natural resources; (5) manage a farm business effectively; (6) maintain a favorable farm and home environment; (7) select, maintain and operate farm equipment and facilities; and (8) participate in rural leadership activities, *as preparation for farming and for those related service occupations which require such competence to succeed in them.*" We thereby include a considerably larger number of opportunities for youth in vocational agriculture and at the same time, the preparation we offer remains

*The singular is used here rather than the plural as used in the Monograph. Educational objectives are expressed legitimately only in terms of changes to be made in persons. The change in this instance is *development of effective ability*. The remainder of the statement is merely descriptive of the directions in which ability is to be developed and for what purpose. One other change is the addition of item 7. Other changes are italicized.

vocational and within the realm of possibility of accomplishment through both content and method. □

Family Farming - - -

(Continued from page 66)

made better in 75 of the 113 cases and farm income was increased in 68 cases.

Determining a fair share was the most prevalent difficulty encountered in planning agreements. Personal problems were the ones most frequently encountered in operating agreements. Two examples of personal problems are failure of a son to assume his responsibilities and son lacking ambition. Factors preventing the development of family farming agreements were: lack of initiative in the son, older brothers at home, low farm income, reluctance to recognize the maturity of the son, selective service obligations, and son's indecision on wanting to farm.

The author recommends the increased use of family farming agreements as a means of helping boys become established in farming and in securing the skills and abilities needed for successful farm management experience. □

College Short Courses Aid Teachers Of Young and Adult Farmers

FRED C. SNYDER, Acting Director of Short Courses,
Pennsylvania State University.



Fred C. Snyder

SHORT courses in agriculture provided by the Land-Grant college or university are receiving more and more enrollees from members of young and adult farmer groups advised by teachers of vocational agriculture, as well as from the teachers themselves. This increase can be attributed to a number of factors.

Values of Short Courses

Teachers increasingly recognize that Land-Grant agricultural college short courses are the mediums by which the vast facilities of our agricultural colleges and universities are made available to everyone for non-degree training purposes.

Undoubtedly the value of short courses as a contributory educational experience is becoming more evident. The idea that a young farmer was "lost" because he attended a university short course of 5 to 30 days in length is no longer prevalent. Teachers of vocational agriculture realize that the facilities and the faculty of a College of Agriculture can provide new and different experiences, develop insights and broadened views, and develop skills and knowledge either in farming or a related occupation.

The psychological effect of "attending a course at the University" should not be overlooked by teachers of vocational agriculture. The majority of the courses are open to "persons 16 years of age or older" regardless of their status of high school graduation. The leaving of home for from two days to four weeks (depending upon the course), the close contacts with persons with similar objectives but different backgrounds and values, the new environment, and the varied experiences all combine to provide for "non-technical growth" of the individual.

The individual who attends the

short courses is not the only one who benefits. The teacher of vocational agriculture can utilize the graduate as a resource person within his own group. Thus the class gains and, at the same time, the individual practices leadership in a functional situation.

Teachers of vocational agriculture also utilize short courses as in-service training devices even though no college credit is given for successful completion of the course. They can be used as refresher courses or as a technique of gaining knowledge in a new field. The latter is particularly important when a teacher changes positions and finds himself in an area which is distinguished for a specific isolated enterprise. An example of this is the mushroom industry in Pennsylvania which is concentrated mainly in the southeastern portion of the state. Another advantage to the teacher is that it permits some professional improvement without taking his full vacation period. The "Improving the Home Grounds" short course, for example, has a total of 33 hours of classes in a five day period as compared to a 1½ credit course of 20 hours spread over three weeks.

Types of Courses Offered

A brief listing of the various types of short courses will be valuable in determining how the teacher of vocational agriculture can aid his out-of-school students. The lists of short courses included herein are offered by the College of Agriculture, The Pennsylvania State University; other colleges have basically similar offerings with variations due to the needs and demands within that particular state.

Production courses such as Dairy Farming, Grassland Farming, Sheep Production, Beef Cattle Herdsmen, Poultry Production, Beekeeping, Domestic Rabbit Industry, and Mushroom Industry short courses are designed to assist those who are farming or about to enter into farming to become more proficient in their chosen occupations. It should be recognized that the instruction in the

short courses is only slightly individual; the value to the short course graduate is increased when the teacher of agriculture assists the boy in evaluating his experiences and in the cooperative planning for application on the home farm.

The short courses which train for specific related occupations are varied in nature. Some of these graduates work directly with farmers. Examples are the Dairy Herd Improvement Supervisor Training, Poultry Technicians (Pullorum testing), Bulk Milk Tank Weighers and Samplers, Farm Income Tax and Social Security, Rural Electrification, Artificial Breeding Technician Training, and Small Sawmill Operators short courses. This type of course is especially appropriate for the individual who wants to enter farming as soon as he increases his net worth, since the related occupations will provide opportunity for meeting and working with established farmers and gaining new knowledge from their experiences. However, many may use this training to prepare themselves for the occupation they will follow until retirement.

Another series of short courses prepare for related occupations which deal with processing of farm products. Examples are the Soft Ice Cream, Testing Milk and Cream, Ice Cream for Plant Men, Market Milk, Dairy Bacteriology, and Lumber Grading and Inspection short courses. A farm background is not especially necessary for the student in these courses although the job is more meaningful to those with such experience. The boy who lives on small acreage or in a rural-urban environment with little opportunity for establishment in farming might be guided into these courses if he has the interest and the ability.

The Improving the Home Grounds and the Rural Electrification short courses assist in making the farm home and farmstead a more efficient and enjoyable place to live. This type of course can be recommended for all rural people; in fact the first of these is attended by many urbanites.

When the teacher of vocational agriculture thinks of short courses as another tool for assisting his students, he should think of them in relation to an individual. Thus, it should be, "Will this short course on Small Sawmill Operators help Owen solve his problems?" rather than, "Should my young farmers attend this course?"

(Continued on page 71)

Public Relations Program through Service

Citizens Benefit from Coordinated Program - - -

JAMES F. GALLANT, Educational Manager, Essex County Agricultural School, Mass.

Serving over 500,000 residents in 34 cities and towns within an area of approximately 500 square miles, the Essex County Agricultural School is headquarters for agricultural and homemaking education, information and services.

Over a period of 44 years, this school has developed into an organization with all department programs and activities geared and coordinated to give desired service to the general public—rural and urban. In addition to the usual instructional facilities and equipment, the school has a well-balanced 150-acre farm on which basic skills are taught. The school has an excellent reputation and is recognized by the public as the place to go for information and help—it has a "Tradition of Service."

Switchboard as Nerve Center

Visualize the nerve center of this educational service organization—a three-circuit telephone switchboard connecting 32 department units and offices. Through this center important phases of practically all the many programs and activities conducted by the school are processed.

A busy operator handles incoming and outgoing calls for eight Extension Agents, a Home Practical Arts Department for adults, a Homemaking School for girls and a Vo-Ag Department for boys. Two other direct telephone lines connect with United States Department of Agriculture offices in the school administration building, County Forester, Agricultural Stabilization and Conservation and the Soil Conservation Service.

Sample Day on the Telephone

Take a typical day in March, which is the last month for classes in the Vo-Ag department. The following telephone calls are representative in this department alone:

A local farm equipment dealer requests the use of the school auditorium for a one-night banquet and show for 250 people. The school serves as headquarters for all commodity groups in the area, and its facilities are in constant use.

A prominent agricultural leader from a neighboring state phones to

discuss the topic he will present at the annual Farm and Home Day. Average attendance is 2000, and our FFA Chapter of 243 boys takes an active part in this event.

The head of our Poultry Department discusses a Fair Department problem with the superintendent of the Topsfield Fair. This six-day fair held in September is attended by 80,000-100,000 people annually. The Vo-Ag Staff of 22 instructors and the Essex Chapter, FFA are important cogs in many of the programs, events and exhibits at this very fine fair.

A Grange officer calls to line up a speaker for a coming meeting and, during the conversation, reminds us that they are counting on two men for judging their summer horticultural show. There are 30 local Granges in our county service area.

Arrangements are made by telephone for a group of 25 grammar school pupils to spend a day at the school on an educational tour. Over 1800 school children from over 150 schools participate in these educational tours. An instructor acts as guide and gives one or more lessons in each department visited.

A city public health official calls our dairy department to make arrangements for tests he wishes to have made in our laboratory. Most city and town health departments, milk dealers and dairymen use our facilities, and over 4000 samples were processed last year using from one to twenty different tests for quality control. This service brings many opportunities for students to observe and study standard practices. Each year an average of twenty men take a formal evening course in Dairy Laboratory Practices. This course has been conducted for 28 years, and the Dairy Industry within a radius of 35 miles is served by this department.

One of our instructors is called by a citizen in his home town and, as a result, offers to pick up a soil sample and bring it to the school for analysis and recommendations. Each year over 1700 samples are tested in our Soils Laboratory, and recommendations are made for lawns, gardens and crop production areas. This sort of service

encourages more people to enroll in our evening courses than we can accommodate.

Telephone conversations with several school officials occur relative to the Guidance Program. In this program, 250 or more 8th graders from over 100 schools participate for from one to twelve weeks each school year from mid-April through June. Approximately 100 of these youngsters are placed for farm experience each year.

Several farmers telephone to discuss employment needs, and appointments are set up for interviews with students. Two hundred or more students are placed annually on Essex County farms and in horticultural and related establishments.

Business pertaining to a Parents' Night program and an FFA banquet is settled by telephone. Each program is attended by 150 or more parents and friends.

A problem connected with an April meeting of the Vo-Ag Advisory Board is discussed with the board president by telephone. Board members, 21 of them, are leaders in their communities and, of course, specialists in their commodity fields.

Back to the switchboard again and the pleasant operator who gives quick and polite service to people throughout the entire area—making it possible for them to have their needs fulfilled agreeably and with complete satisfaction.

Full-Time Publicity Agent

To keep the public informed, our full-time Publicity Agent releases spot news and features to 25 newspapers and five radio stations. All programs, events and developments are well presented in these media and the highlights in our monthly publication, the eight page Essex Farmer and Homemaker with a circulation of 2000.

This short review of some of the many daily telephone calls might well be titled "Public Relations in Operation." □

More than 350,000 farmers lost their farms through distress transfers of one kind or another in 1933, estimates a new study of the Twentieth Century Fund. In the years 1930-1935, it is probable that more than one sixth of all farms in the United States were lost to their owners through various types of forced sales growing out of depression conditions.

News and Views of the Profession

A National Record?

Thirty-nine years of teaching vocational agriculture and all in the same school! This is the record of Mr. A. Gorrell, a Missouri teacher of vocational agriculture.



A. Gorrell

Mr. Gorrell started teaching vocational agriculture at Mexico, Missouri, in 1919 and will retire on June 30, 1958, after 39 years of continuous service in vocational agriculture at Mexico.

Mr. Gorrell was honored at the annual banquet of the Missouri Vocational Agriculture Teachers Association on June 4, 1958. He had the longest tenure in the group of twenty-one teachers honored. Each was presented a gold wrist watch by the Sears Roebuck Foundation. These twenty-one Missouri men all had over 30 years of teaching experience in vocational agriculture with a combined total of 703 years.

C. V. Roderick,
Teacher Education, Columbia, Mo.

Theory and - - -

(Continued from page 51)

The above illustrations indicate two of the more obvious areas of disagreement regarding farming program theory and practice. Obviously, not all boys will have the kinds of broad farming programs we would like to see. Each farming program must be tailored to fit the individual situation. Obviously, too, not all freshmen will do a good job of planning a four-year farming program. The ability to plan should improve, however, with each annual attempt to replan the program.

The failure of all boys to meet certain theoretical standards is not a valid basis for rejecting farming program theory. The theory is needed as a guide to help the teacher provide the best possible program for each student. □

College Short - - -

(Continued from page 69)

Like all tools, the proper use increases the benefits received. Let's use short courses to help the individual. □

Hemp Appointed to Illinois Staff

Dr. Paul E. Hemp has assumed his duties as Assistant Professor of Agricultural Education at the University of Illinois. He has recently been a member of the staff of Purdue University. He has also taught at the University of Vermont.



Dr. Paul E. Hemp for six years at Wenona, Illinois. He holds Bachelor's, Master's, and Doctor's degrees from the University of Illinois. He was an Air Force navigator for three years during World War II.

His responsibilities in teacher education have involved teaching preservice courses, work with teachers in service, and research. At the University of Illinois in 1958-59, he will be principally concerned with the course for first-year teachers and the supervision of student teaching.

Dr. Hemp grew up in Illinois and taught vocational agriculture for six

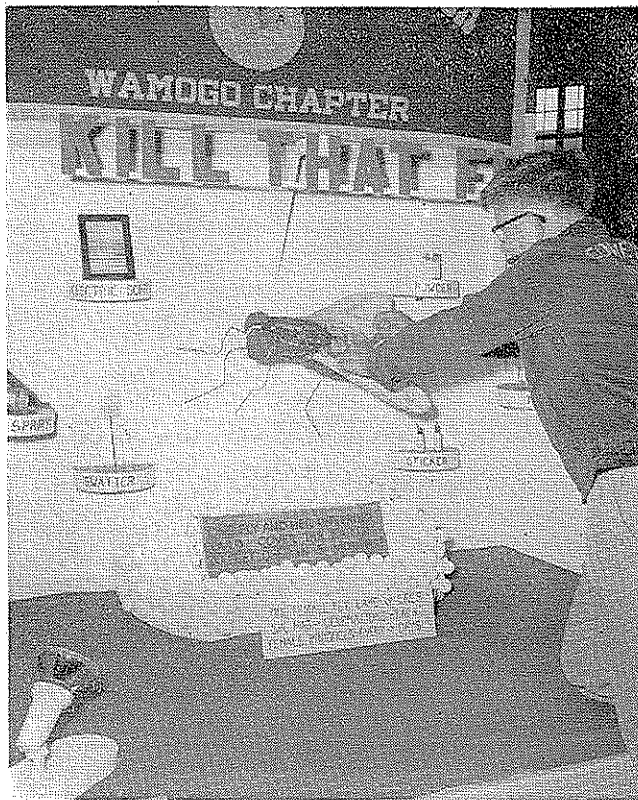
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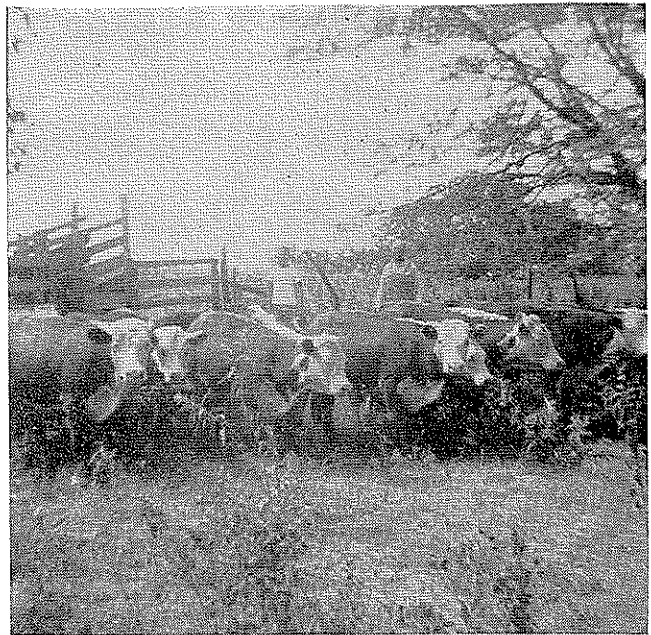
What Do Studies - - -

(Continued from page 61)

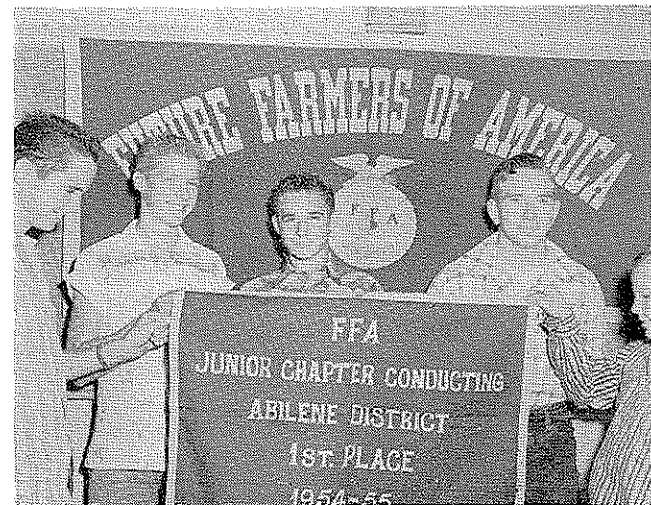
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41. Miller, Jimmy W., "Influence of High School Vocational Agriculture on Swine Productive Practices Followed by Graduates." Thesis, M.S., 1954, Iowa State College.
 42. Miller, Don Wallace, "A Study of Methods Used in Financing the All-Day Students Productive Enterprise Programs of Vocational Agriculture Departments in Bryan, Choctaw and McCurtain Counties." Thesis, M.S., 1952, Oklahoma A and M.
 43. Monson, Marvin R., "A Study of the Effect of Length and Frequency of On-Farm Visits on the Performance of Improved Farming Practices by Vocational Agriculture Students of Newman Grove High School." Thesis, M.S., 1955, University of Nebraska.
 44. Morrison, Ray W., "A Comparative Study of the Size and Scope of Kansas Vocational Agriculture Students' Farming Projects for the Years 1952 through 1953." Thesis, M.S., 1954, Kansas State College.
 45. Owens, William Joseph, "An Analysis of the Supervised Farming Programs of Students Enrolled in Vocational Agriculture in Greene County, North Carolina." Thesis, M. of Ag. Ed., 1954, North Carolina State College.
 46. Raine, J. V., "The Effect of the Number of Home Visits on Ninth-Grade Boys Studying Vocational Agriculture at Staples, Minnesota." Thesis, M.S., 1952, University of Minnesota.
 47. Robinson, Ward Rhyne, "A Study of the Extent and Effectiveness of Livestock Chains Used by Vocational Agriculture Teachers in North Carolina to Develop and Improve Supervised Farming Programs." Thesis, M. of Ag. Ed., 1952, North Carolina State College.
 48. Rohrbacker, Fred C., "Accepted Practices in Establishing Supervised Farming Programs in Departments of Vocational Agriculture." Thesis, M.Ed., 1951, Colorado A. and M.
 49. Sharpe, Miles Hervey, "Procedures by Which Teachers of Vocational Agriculture in Pennsylvania Relate Their Instruction in Farm Mechanics to Student's Supervised Farming Programs." Thesis, Ph.D., 1953, Pennsylvania State College.
 50. Schulze, Fred Jr., "A Study of Supervised Farming Programs in Vocational Agriculture Schools in Area X in Texas 1947." Thesis, M.S., 1950, Texas A and M.
 51. Snyder, Fred Calvin, "The Development and Validation of Criteria of Farming Programs of In-School Students in Vocational Agriculture in Pennsylvania Which Contribute to Establishment in Farming." Thesis, Ph.D., 1955, Pennsylvania State College.
 52. Stanly, Thomas Jackson, "Suggested Production Goals for Farm Enterprises in Louisiana." Thesis, Ph.D., 1956, Louisiana State University.
 53. Swecker, Bayard Lee, "Attitudes of Parents in the Harmon High School Community Toward Supervised Farming Programs in Vocational Agriculture." Thesis, M.S., 1956, West Virginia University.
 54. Swindle, William C., "Establishing a Supervised Farming Program in an Industrialized Community Such as Duncanville, Texas." Problem, M.Ed., Texas A and M.
 55. Taylor, Henry Louis, "A Study of the Supervised Farming Programs of Negro Pupils Studying Vocational Agriculture in High Schools in Tennessee." Thesis, Ph.D., 1951, Cornell University.
 56. Thomason, Benton F., "A Study of the Supervised Farm Training Programs of Seventy Departments of Vocational Agriculture in Northwestern Oklahoma." Thesis, M.S., 1955, Oklahoma A and M.
 57. Warren, Clarence Lee, "Problems Related to the Supervised Farming Programs of In-School Students of Vocational Agriculture in North Carolina." Thesis, M. of Ag. Ed., 1952, North Carolina State College.
 58. White, Deryl, "A Study of the Relationship Between Certain Boys' Supervised Farming Programs and Their Present Farming or Ranching Occupations in La Salle County, Texas." Thesis, M.Ed., 1953, Texas A and M.
 59. Wilson, Frontis Lee, "The Relative Importance of Certain Efficiency Factors and Suggested Production Goals for Students of Vocational Agriculture." Thesis, M. of Ag. Ed., 1953, North Carolina State College.
 60. Wilson, Kenneth Neal, "An Evaluation of Cropping Practices Used in Demonstration Plots." Thesis, Ph.D., 1955, Ohio State University.
 61. Wilson, Richard H., "The Use of Demonstration Plots in Vocational Agriculture in Ohio." Thesis, Ph.D., 1955, Ohio State University.
 62. Wilson, Russell C., "Factors Contributing to Establishment in Farming of Former Students, and Their Agriculture Education Need After They Are Established in Farming." Paper, M.Ed., 1956, Pennsylvania State College. □



"Kill that Fly" is the title of the FFA educational exhibit place by the Wamogo Chapter, Future Farmers of America, of Litchfield, Connecticut, at the 1957 Eastern States Exposition in Springfield, Massachusetts. This exhibit won second in competition with 15 other exhibits from 8 states. A member of the chapter is shown adjusting the animated fly.



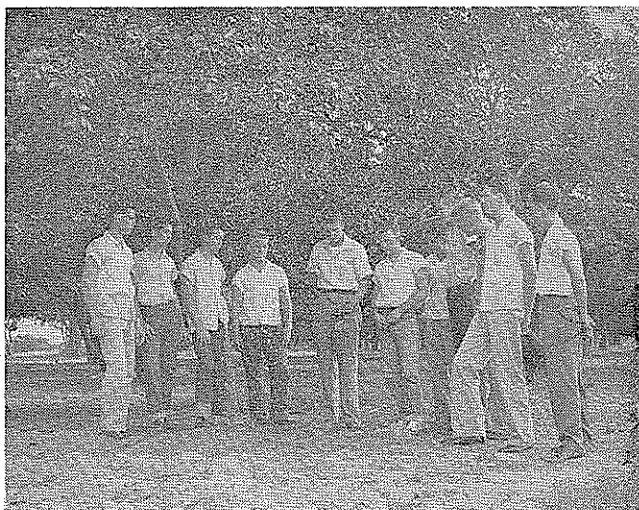
Ronald Sutter and his father, Marvin Sutter, who has helped Ronald get his farming program started. (Photo by E. N. Hinkle, Barneston, Nebraska)



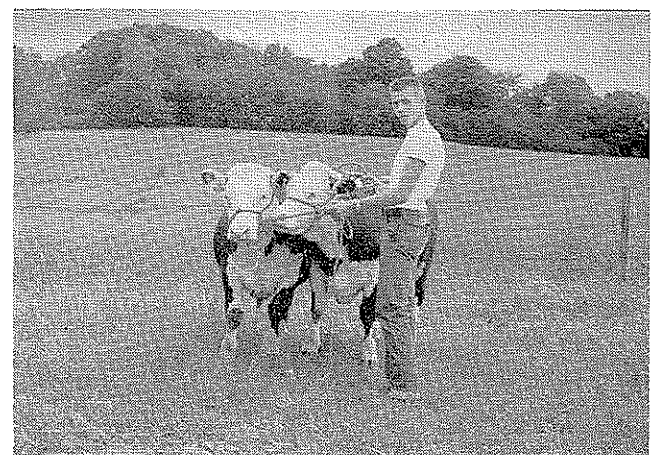
Participation in Chapter contests provide an opportunity for demonstrating skills in handling parliamentary problems. Members of the Cross Plains, Texas FFA Chapter proudly exhibiting their 1st place banner are (L. to R.) Sammy Renfro, Henry Ring, Bobby Galson, Brent Underwood, and Bugs Foster



Stories In Pictures



Mr. Robert A. Gunson is instructing his Auburndale, Florida, students in citrus diseases using the Chapter's five acre bearing grove as a teaching aid. L. to R.—B. McCoy, W. Stewart, H. Williams, J. Connell, R. Gunson, R. Allred, T. Allen, E. Russ, J. Leopard, J. T. Lee, and F. C. ...



Lee Allbaugh has shown steers, pigs and a Holstein project bull in fairs and shows the past four years, but the two-white-faced steers that he has this year are the ones he likes the best of any he has had. Lee was also miler on the high school track team. (Richland County, W. Va.)