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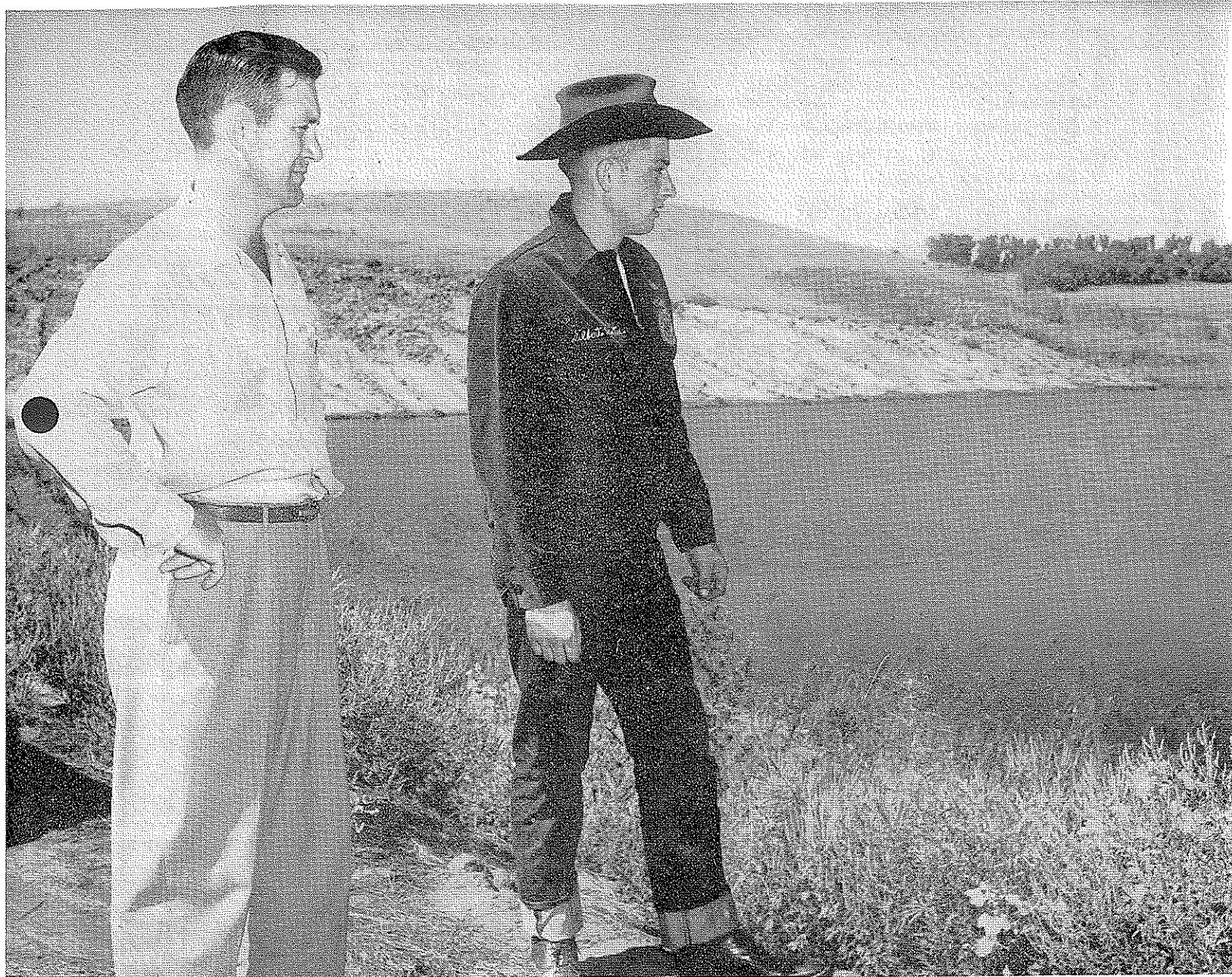
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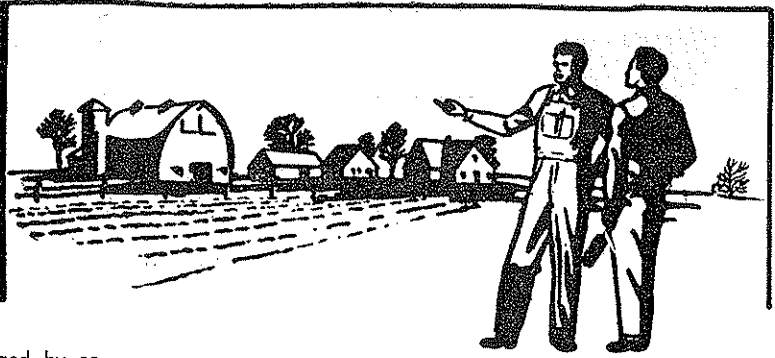
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Featuring— State and National Policies
for Adult Education

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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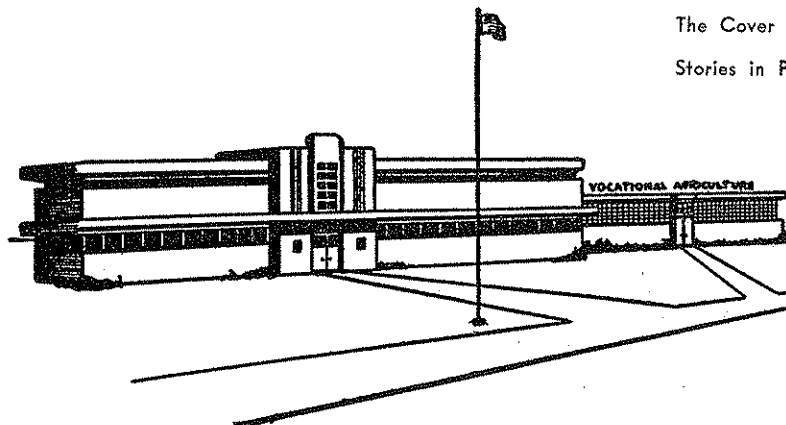
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A Voice from Outer Space - - - *From the Editor's Desk . . .*

W. H. MARTIN, Teacher Education, U. of Connecticut

The auditorium was filled with vocational agriculture educators. They were assembled on a nation-wide basis to hear a report of the first member of their group to return from the planet Saggitarius. The event had been anticipated for some time, since vocational educators had been accorded a relatively low level of priority by the inter-planetary space-travel agency. Indeed, some workers in agriculture and science education had held their national meetings and were in the process of readjusting programs in the light of critical evaluations growing out of data obtained from Saggitarius. Few of those assembled, however, held any doubts as to the possible future for vocational agriculture once their own readjustments could be effected.

"There is," the speaker said in his opening remarks, "one significant difference in agricultural education on Saggitarius when compared to our own; this difference—this difference, ah—is of vital importance to you.

"I should begin," he continued, "by telling you something of the situation on Saggitarius. You have already read reports of returned educators and agriculturalists so I shall not dwell on the similarities and differences in the general areas as related to our system in the U. S. A.

"Some years back as the revolution in agriculture was in full swing, the Saggitarian vo-ag teachers were harrassed and confused by the efforts made to maintain a strong program. Some fumbled with training for related occupations, others redoubled their efforts on behalf of the FFA and one group introduced a scientific-vocational curriculum in agriculture.

"This period of confusion," the speaker asserted, "lasted a relatively brief period on Saggitarius. Somehow, time and resources did not permit me to completely trace the full historical evolution, the Saggitarians reached agreement on a matter of policy in vo-ag which had a most salutary and enduring influence.

"Without further preamble," the authority from Saggitarius announced, "we shall now examine what were determined to be the salient points in their policy."

Notes on Saggitarian Vo-Ag Policy

- I. Policies adopted in most Xanthers—(corresponding to our local districts).
 - A. Adult (over 18) education in agriculture is to be developed, planned and programmed as is done for the all-day group.

(Continued on page 93)

Is it Policy or Action That Is Needed? - - -

Something seems to be missing in the discussions about adult farmer education policies. Workers in agricultural education point out that adult farmer programs are to provide systematic instruction based on farming problems growing out of farming programs, and that adequate provision must be made for on-farm supervision and instruction. What appears to be lacking, however, is any nation-wide willingness to tackle the problem of implementing policies once they have been formulated and accepted. There is a link missing somewhere which prevents policies from being translated into action.

It may be that we become so satisfied with securing adequate policies that we fail to recognize the problems of implementation. As teacher trainers and supervisors, we move directly from policy formation to our work with teachers of vocational agriculture without doing anything about all the people who can block programs designed to carry out policy.

For example, federal legislation is the basis for the adult education policies indicated in the opening paragraph of this article. The staff of the U. S. Office of Education has worked hard to promote adult education, but what actual steps have been taken to bring to bear the kinds of pressures which could result in policy implementation at the state and local levels?

Why are there no "working definitions" of such policy statement terms as "systematic instruction"? Why are there no guides to show how funds could best be used to stimulate adult farmer education?

Some states have taken the initiative in applying the policies mentioned, but not all states will act until some positive step is taken to make policy implementation attractive and non-implementation very uncomfortable. It is just as true that many local school districts will not carry out policies, however desirable the policies may be, unless the states take action to make implementation of the policies more attractive than non-implementation.

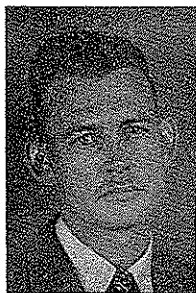
The public can and should make policy decisions. It is still a fact, however, that policy decisions are turned over to individuals for implementation. It is at this point that the trouble lies, because one individual can block the application of public policy if he is opposed to that policy. And the public is noticeably tolerant of its public officials. The public waits long

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What Makes a Young Farmer Chapter Tick?

-----as related to the writer by Sterling Beckham and Billy Conner, the advisors of the young farmer chapter in Texas receiving the 1956-57 award for outstanding chapter.

ZENO E. BAILEY, Teacher Education, East Texas State College



Zeno E. Bailey

IT WAS only a short time ago, in fact it was early in 1953, when it was decided that something should be done by the Department to help it keep in closer contact with its FFA members after they left high school. It is true that, upon graduation from high school, many were leaving the community to enter the military service as well as to seek employment elsewhere. Yet there remained in the community a good percentage of high school graduates and many were returning upon being discharged from the military service. It was decided to contact a sampling of the former FFA members then living in the community and find out what they thought of the idea of forming some kind of an organization. During our initial contact we discussed this idea with the boys and found many to be quite enthusiastic about the possibility of organizing. A meeting was called at the Sulphur Springs vocational agriculture building and those former FFA members still living in the community were invited to attend. Those who were present decided to organize and to elect officers. The newly

formed organization chose to identify itself as the "Sulphur Springs FFA Alumni Association." Little did anyone realize that within the next four years this organization would experience such phenomenal growth and development that it would be selected the "outstanding young farmer chapter of Texas for 1956-57."

It was recognized early that this organization was limited, since it was local in nature and scope and had no affiliation with a larger organization. It was felt that wider affiliation was essential if this organization was to serve the best interests and needs of the members. It was then decided by the members that an application for membership in the Texas Young Farmer Association should be filed. Following the filing of the application, a charter was received and the name of the organization was changed to the "Sulphur Springs Young Farmer Chapter." From the small membership at the time the charter was granted, the Chapter has grown to its present size of more than 30 young farmers actively participating in the program of activities.

To What Does the Chapter Attribute Its Success?

When the advisor was asked this question, his first reply was: "a group of interested young men who are will-

ing to work together and eager to get things done." He added further that there were other things which also contributed to the growth and development of this Chapter. Based upon observation and interview, it is the opinion of the writer that no one feature alone characterizes or accounts for this chapter's outstanding success. Rather, it seems to be due to a combination of the following factors:

1. Interested and enthusiastic members
2. A highly capable set of officers-- (composed of college graduates and holders of State and American Farmer degrees)
3. Outstanding leadership exercised by both advisors
4. A challenging program of work consisting of a well-balanced arrangement of activities
5. A superior program of public relations-- (there are members associated with the radio station, county newspaper, local photographer's studio who are part-time farmers)

Program of Work

A closer look at the program of work carried out during the 1956-57 school year should help the reader get a more complete picture of what makes this young farmer chapter tick. The activities engaged in by the young farmers during this period fall into three categories: educational, cooperative and community service, and leadership.

For those of you who have young farmer chapters in which the interest among the members seems to be lagging, the following program of activities is presented for consideration.

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Sulphur Springs Young Farmers observe an overcurrent protection and voltage drop demonstration being given by a farm service specialist of the Texas Power and Light Company.



A good Young Farmer Chapter also includes the farm wives.

The Responsibility of Vocational Agriculture in Providing Adult Education

H. T. PRUETT, Teacher Education, Alabama Polytechnic Institute



H. T. Pruett

THE fear, unrest and disunion that pervades our national life is a by-product of inadequate education. Even though we spend a large portion of our national income on educational institutions and instruments, we have not yet been able to keep step with the social and technical changes that occur in our society. This is because as a nation, and particularly as educators, we cling to the belief that we can educate children for adult responsibilities in some unknown future. As J. Robert Oppenheimer, the great atomic physicist, said in a recent B.B.C. lecture:

"Within a lifetime what we learned at school has been rendered inadequate by new discoveries and new inventions; the things that we learned in childhood are only very meagerly adequate to the issues that we must meet in maturity."

To compensate for this, we must educate adult farmers for the problems they face in their time and since the vocational agriculture teachers are adult educators, it is their responsibility, both personally and professionally, to direct adult education activities among the farmers with whom they associate. In approaching adult farmer education on the local level, we are apt to lose sight of the close relationship between the everyday job of the vocational agriculture teachers and the whole social context in which they function. In program planning we must learn to distinguish between the important and urgent. In the pursuit of daily details it is so easy to lose sight of the larger social scene. We attach the label "urgent" to those daily activities and assume that the really vital functions will result automatically. In attempting to meet the needs of our adult farmers by a *potpourri* of courses we might gratify their immediate whims but it is doubtful that we are meeting the urgent needs of our times. We in

vocational agriculture must be guided by a sense of direction and purpose which is too often lacking in our thinking now. It is important that we meet the needs of our people, but in the present age of crisis it is infinitely more urgent that we anticipate and prepare for the developing needs of our society. If we fail to meet these urgent needs we shall soon find ourselves without a social environment in which we can function at all.

As part of our responsibility on the local level to achieve a high state of coordination and cooperation among ourselves, Charles P. Loomis has stated:

"Cultural survival requires that the intellectual and cultural attainments of adults be furthered; actual survival in a world which may bring attack at any moment requires an adult education organization with effective and dependable channels of communication."

The pattern of organization which is generally employed in adult farmer education has assumed domination over our planning out of all proportion to its value. Actually the pattern of organization is obsolete and was developed in a different social context than that in which we find ourselves today, and it has not maintained continuous adjustment with the changing needs. We attach too much importance to the pattern of organization at the expense of the function of adult education.

The methods we employ in adult education must be in keeping with the essential characteristics of democracy. There is no place in an adult education activity for authoritarianism. In working with adult groups we have an opportunity to develop competency in the process of democratic action.

The content or subject matter is more closely bound by tradition than any other aspect of adult farmer education. We teach those things we have been taught from an endless heritage without regard to their fitness to our purpose or adaptability to the contemporary needs of adults. This is not to imply that subject matter is valueless; rather its value lies

in its appropriateness. Subject matter must be controlled by other important values, rather than being itself the controlling force. When an adult seeks knowledge for its own sake we have one approach to content, but when he seeks knowledge to answer an urgent and pertinent need, the content we provide in his educational experience must answer that need directly, not by implication or by inference.

Adult education offers the opportunity to synthesize and integrate knowledge because it is free and ever ready for expansion. It enables the adult to relate his knowledge from his disciplines to the problems he faces in his world. In designing the content of adult education we tend to destroy its integrative function by perpetuating the subject centered approach to learning. We must assure participation in educational experiences that invoke democratic action so as to instill a willingness to participate born of competence in the processes of our society.

Perhaps the most important factor in reference to responsibility is the attitude which we bring to our positions of leadership. Because of that position, we can and do slip unthinkingly into a kind of totalitarianism in our relationship with others. We become excessively authoritarian in establishing and operating our adult programs. We sometimes tend to dominate our students and we permit our personal orientation to control the kinds of educational experiences we offer and the methods we employ. We cannot always equate leadership with manipulation.

Totalitarian forces fear an intelligent and discriminating mind and would wreck vengeance upon those who seek enlightenment. We must be forearmed against the elements that would destroy us, for no form of totalitarianism—political, social, economic, educational or religious—can withstand the light of free inquiry. This, then, is the ultimate responsibility of adult education. □

Is It Policy or - - -

(Continued from page 75)

and patiently for its desires to be translated into action. It is long past the time when positive steps should have been taken to secure implementation of public policies regarding adult farmer education. □

Adult Class Promotes Production and Consumption

An Adult Farmer Class in Swine Production Pays Off - - -

PAUL WALKER, Vo-Ag Instructor, Newton, Illinois

It was just ten years ago that a half dozen World War II veterans, enrolled in the farm veterans' training program, decided to weigh pigs at 56 days. This was the beginning of ten years of constructive activity in the area of pork production which brought much satisfaction, as well as dollar profits, to the group. They are especially proud of the accomplishments described in this brief article.

Completion of their entitlements under PL346 at Newton Community High School, in southeastern Illinois, headed this group of WWII veterans into an adult evening school class. At first they called it Profitable Pork Production. Soon it affiliated with, and became a part of, the Illinois Swine Herd Improvement Association under the name of the Jasper County Swine Herd Improvement Association.

A Junior Swine Herd Improvement Association is affiliated with the adult and the state associations. Creation of a growing interest in swine herd improvement with the FFA boys in their vocational agriculture classes stimulates a desire to join the adult group when they leave high school.

This year, the 32-pound, 14-pig, Landrace litter establishing an Illinois Association Junior record was owned

by a Newton FFA member, Keith Romack. His gilt was purchased from an adult breeder, Melvin Graves.

The 909-pound, 14-pig Duroc litter that established a world's record for the breed was owned by a WW II GI Farmer Veteran, Ralph Holsapple. This record resulted from 10 years of systematic breeding, weighing, testing and practicing a good managerial program that was an outgrowth of adult class work.

Focal point for many field trips by high school classes and farmers has been the 28-pen feed and carcass testing station operated cooperatively by association members for the past three seasons.

Efficient production of pork was just one of the challenges met by this group. This winter, the members decided to make a special effort to promote and popularize tender lean pork on tables in their own community.

Mrs. Hazel Taylor, a hobby cook and wife of the mayor of the adjoining county seat, town of Effingham, agreed to help with a cooking school

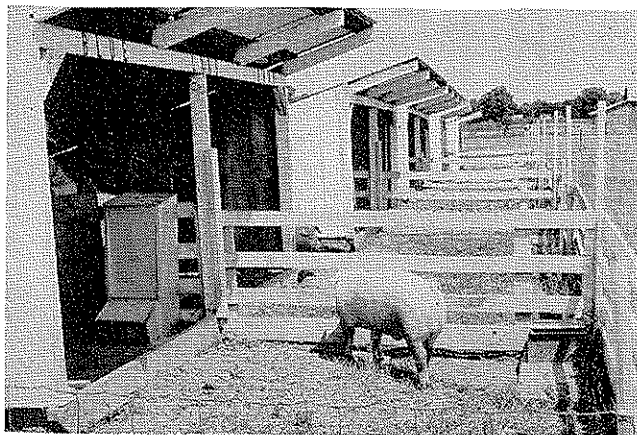
and pork product preparation demonstration. When 500 wives and their husbands crowded into the community hall in one of the centrally located rural villages, some WW II and Korean hog raising veterans commenced to think they had a wild boar by the tail.

Wives of association members and ladies of the community helped prepare the off-stage dishes. Mrs. Taylor demonstrated and explained the preparation of common tender lean pork cuts and the use of lard as shortening in cakes and cookies. The "Panoramic Tender Lean Porkfest" was a tremendous success.

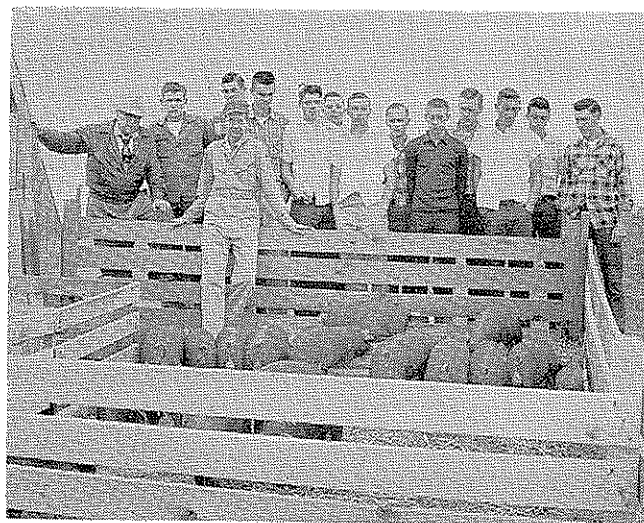
Jasper county hog breeders and feeders are convinced the surplus can be greatly reduced by promotional activity in their home community.

This adult evening school class has paid its way as shown by the achieve-

(Continued on page 83)



Arrangement of housing, pens and equipment along one row at the 38-pen feed and carcass testing station in 3rd year of operation by the Jasper County Swine Improvement Association, under rules and regulations of the Illinois State Association. (Credit NEWTON PRESS)



Seventeen Duroc pigs that weighed 909 pounds, average 53.47 lbs., established official record as all-time heaviest litter. Picture taken day following official weighing. Left to right: Paul Walker, vo-ag instructor and seniors in high school vo-ag class with Mr. Ralph Holsapple, owner, breeder and feeder of litter in pen with pigs. (Credit THE NEWTON PRESS)



Finale of PANORMAIC TENDER-LEAN PORKFEST brings Crown Roast of Pork into hands of Hazel Genné Taylor, hobby cook, flanked by officers of the Jasper County (Illinois) Swine Herd Improvement Association—(left to right) John Newlin, Vice Pres.; Paul Walker, vo-ag teacher; Harold Hartrich, processing plant; Theodore A. Kocher, Secretary; and Rex Coleman, Pres. (Photo courtesy of THE NEWTON PRESS)

Some Suggestions for . . .

Effective Agricultural Instruction

WALTER G. FISCHGRABE, Vo-Ag Instructor, Wheatland, Missouri

In planning a program of agricultural education for a community, attention must be given to three groups: adult farmers fully established as operators, either as owners or tenants; young men in farming, usually at home, or employed as workers with prospects of independent establishment; and in-school farm youth preparing to farm. All needs of all groups must be considered together if the program is not to become top heavy in one or more areas.

The purpose of vocational agriculture is to increase proficiency of *PRESENT* and prospective farmers. The controlling purpose of the Smith-Hughes Act states, "that such education be designed to meet the needs of persons over 14 years of age who have entered upon or who are preparing to enter upon the work of the farm or farm home."

It should be realized, however, that due to mechanization and changing economic conditions only a small per-

cent of in-school youth will enter farming upon graduation. A large percent will go into related agricultural fields.

An advisory council of local farmers, working in close cooperation with administrators and especially with vocational agriculture instructors, is an aid to effective and coordinated training. Such a council has been found to be an effective device to implement the principle that those affected should take part, directly or indirectly, in formulating the program.

The advisory council for the Department of Vocational Agriculture, Hickory County District R-II, has ten members. All members are appointed for one year terms, July 1 to June 30, by the board of education upon recommendation of the superintendent of schools. Members may be reappointed if they serve efficiently. Each year on Thursday evening of National Future Farmers Week, the board of education and the advisory council in cooperation with in-school students hold an annual vocational agriculture banquet at which all phases of the vocational agriculture program are represented.

The council elects its own chairman, vice chairman and secretary. Each member is selected with reference to knowledge or interest of a particular phase of agriculture. Phases represented are: agricultural economics (farm management), agricultural engineering, beef cattle husbandry, dairy cattle husbandry, field crops, horticulture, poultry husbandry, sheep husbandry, soil and water management, and swine husbandry.

The council works with vocational agriculture instructors in developing course outlines for classes for adult farmers, young farmers and in-school youths. Before any adult farmer class or young farmer class is started, a survey of the needs and desires of the farmers in the service area is made. The following survey blank is circulated among farmers in the service area.

The council acts in an advisory capacity for instructors, administrators and the board of education with complete freedom in making recommendations. However, the council and the board understand that the board is free to reject recommendations.

A successful instructor must be well qualified in character, conviction, education and experience. In addition, he should have a functioning advisory council. There are fewer chances for

DEPARTMENT OF VOCATIONAL AGRICULTURE

Hickory County District R-II
Wheatland, Missouri

Walter Fischgrabe, Instructor Jim Skidmore, Instructor

SUBJECTS FOR FARMERS MEETINGS

Will you please check (X) below those subjects that you would like to have discussed at a series of FARMERS' MEETINGS to be held this fall and winter?

- _____ 1. "WHAT'S NEW IN FERTILIZERS AND FERTILIZING?"
- _____ 2. "WHAT'S NEW IN FIELD CROPS PRODUCTION?"
- _____ 3. "WHAT'S NEW IN BRUSH, INSECT AND WEED CONTROL?"
- _____ 4. "WHAT'S NEW IN TRACTOR FUELS AND LUBRICATION?"
- _____ 5. "WHAT'S NEW IN THE ECONOMIC OUTLOOK FOR 1958?"
- _____ 6. "WHAT'S NEW IN LIVESTOCK MARKETING?"
- _____ 7. "WHAT'S NEW IN GRAIN MARKETING?"
- _____ 8. "WHAT'S NEW IN MILK PRODUCTION AND MARKETING?"
- _____ 9. "WHAT'S NEW IN LIVESTOCK AND POULTRY FEEDING?"
- _____ 10. "WHAT'S NEW IN POULTRY AND EGG PRODUCTION AND MARKETING?"
- _____ 11. "WHAT'S NEW IN LIVESTOCK BREEDING?"
- _____ 12. "WHAT'S NEW IN ANIMAL HEALTH AIDS?"
- _____ 13. "WHAT EVERY FARMER SHOULD KNOW ABOUT FARM SAFETY"
- _____ 14. "WHAT EVERY FARMER SHOULD KNOW ABOUT FARM INSURANCE"
- _____ 15. "WHAT EVERY FARMER SHOULD KNOW ABOUT FILING INCOME TAX RETURNS"
- _____ 16. "WHAT EVERY FARMER SHOULD KNOW ABOUT SOCIAL SECURITY"
- _____ 17. "BEEF CATTLE PRODUCTION"
- _____ 18. "ELECTRICITY" "SOIL AND WATER CONS." "OTHERS"
- _____ 19. _____
- _____ 20. _____

1. What night of the week would you like for the meetings to be held? _____
2. When would you like for the meetings to start this fall or winter? _____
3. At what time of day (night) should the meetings start? _____
4. Who are some of the folk that you would like to have discuss with you some of the above subjects? _____

ADVISORY COUNCIL

1. AGRICULTURING ENGINEERING representative—Tom Wright
 2. BEEF CATTLE HUSBANDRY representative—Edward Lawson
 3. DAIRY CATTLE HUSBANDRY representative—Kenneth Dietz
 4. FARM MANAGEMENT (Agriculture Economics) representative—Earl Collins
 5. FIELD CROPS representative—Frank Herbert
 6. HORTICULTURE representative—Will Dunscomb
 7. POULTRY HUSBANDRY representative—Leslie Wilson
 8. SHEEP HUSBANDRY representative—Fred Carpenter
 9. SOIL & WATER MANAGEMENT representative—John William Oesch.
 10. SWINE HUSBANDRY representative—Harry Glazebrook
- On-campus and Off-campus instruction given for ADULT FARMERS, YOUNG FARMERS (IOFT) and FUTURE FARMERS.

When planning the program - - -

Remember the Farmer's Wife

J. WESLEY HAER, Vo-Ag Instructor, Shippensburg, Pa.



J. Wesley Haer

LET'S include the farmer's wife in our thinking when planning the Young Farmers' Program of work for this winter. We must remember that the Young Farmer's wife enjoys going along with him to some of his meetings since many of our men belong to several organizations and are often out several nights a week.

I have had wives of several members of our group remark that they like their husbands to attend the evening classes but they hate to see their husbands going away so often and leaving them at home. When we stop to think about it, this is a logical reaction since most farm wives help plan the farm operation and many of them assist their husbands with the chores or perhaps drive the tractor on a nice day when there is hay to bale. Naturally, the family enjoys doing things together in the evening after the work is completed.

When our executive committee and myself plan the program of work for the winter, we schedule weekly meetings from October 1st to April 30th. One of these meetings each month is a dinner meeting at a local restaurant. At these dinner meetings we often bring in a subject matter specialist from the university or have a special program planned for the evening. We

always plan at least one night or perhaps two nights during the winter for ladies night or family night. We try to arrange for an educational program which should interest both the wives and the children.

This summer our recreation committee planned and prepared a chicken barbecue for our members and their families. This made a perfect setting for an evening of visiting and relaxing. It also gave the men an opportunity to exchange ideas and to compare the progress of their crops. The ladies were pleased since it wasn't necessary to prepare food and bring it along for the meal. The children enjoyed playing games which were supervised by several of the mothers. After dinner the men had a chance to stretch tired muscles in a few innings of softball. Put it all together and you come up with an evening of fellowship which everyone enjoyed and will remember for some time to come.

I believe that a summer picnic such as I described, or an occasional ladies or family night throughout the winter months, will help to mold a group of men into a more harmonious and homogeneous group. Any organized group of men must work together as one if they are to accomplish their goals. As we give the Young Farmers



Young Farmers and their wives enjoy a banquet together.

more opportunities to become better acquainted with each other, they will begin to understand each other's problems and the factors affecting the decisions each farmer must make. Only then will men in a group be able to work together and help each other with problems on their own farms. When men bring up a particular problem for discussion at an evening class we always seem to get a more satisfactory solution when four, five or six men discuss their views on the subject in comparison with only one person discussing the problem.

I think this all ties together with the fact that if we have an occasional informal meeting to improve the relations within the group we can get more work done and show more accomplishments at the end of the year. We must keep in mind that the main goal of our organization is to help each member be a better farmer and to enjoy a more prosperous life. Also we must remember that the formal classroom with a strict teacher-learner relationship between the teacher and the Young Farmers is not always the best way to get new ideas across to the men. □

What Makes - - -

(Continued from page 76)

No chapter should attempt to adopt this program in its entirety. It is hoped, however, that some of the activities will prove worthy of examination.

A. Educational Activities

1. Hold pasture tours
2. Attend experiment station field days
3. Visit industrial plants (fertilizer and power tool)
4. Hold tractor maintenance clinic
5. Hold welding clinic
6. Show movies and engage speakers on timely topics

B. Cooperative and Community Service

1. Hold joint banquet with the FFA
2. Present award to outstanding Future Farmer of local chapter
3. Assist in soil conservation contests for FFA and 4-H clubs
4. Assist in Northeast Texas Dairy show
5. Act as advisory committee for FFA
6. Support United Fund Drive for county
7. Hold one-night County FFA convention
8. Install road signs advertising Hopkins County

9. Assist with Christmas parade

C. Leadership Activities

1. Send delegates to State Young Farmer Convention
2. Promote chapter program of work by appearing before local community organizations with programs
3. Present a panel discussion each semester at East Texas State College in conjunction with the teacher training program in agricultural education
4. Provide publicity for Chapter-through newspaper, radio, and newsletter
5. Print Young Farmer calendar

(Continued on page 82)

An opportunity to solve a major national problem through - - -

An Adult Farmer Education Program

CELESTINO P. HABITO, Teacher Education, Central Luzon Agricultural College, Nueva Ecija, Philippines (On Study Leave). Rockefeller Foundation Scholar in Agricultural Education, University of Minnesota

The Rivera-McMillan Report in 1952 pointed out boldly that one of the major national problems of the Philippines was "the serious technological lag in agriculture and industries." This finding of the Philippine Community Survey was no shocking revelation. It was common knowledge among agriculturists, economists, agricultural educators, sociologists, and government planners long before the study was undertaken. In fact, during the last five decades, a continuous series of planning and effecting of programs of activities have been made, all aimed at advancing the development of agriculture, the country's basic industry.

There has not been wanting a creditable research program in agriculture in the Philippines. Agricultural researchers have formulated from the results of their studies certain recommended cultural techniques and practices that can bring about the desired agricultural development if they could only be adopted by Filipino farmers on a wide scale. There has been available in the country an accumulation of the fruits of agricultural research undertaken locally and elsewhere that can radically improve the status of Philippine agriculture in a reasonably short period if only these could be channeled into the farming practices on Philippine farms.

Why, then, the serious technological lag in Philippine agriculture? Apparently the gap between the findings of agricultural research and the actual farming practices is undeniably and undesirably too wide to be taken lightly by all serious-minded Filipinos. How this gap may be effectively and efficiently narrowed down or bridged deserves the attention and constructive efforts of all institutions and individuals who are interested in hastening Philippine agricultural development and progress.

Agricultural educators believe that the agricultural education program has the right answer to the problem. Theoretically, they are correct. Yet, in the Philippines there has been in operation an agricultural education program that is now in its fiftieth year. Also, there has been in existence for

several decades an agricultural extension program operated by the Department of Agriculture and Natural Resources. Extension work on the DANR used to be undertaken separately by each individual bureau. Fortunately, the new Bureau of Agricultural Extension has been created to coordinate all extension work. These two programs have made numerous contributions to the progress of Philippine agriculture despite certain limitations that have hampered their work.

Present Educational Program

Effecting a program of activities that can efficiently narrow down or bridge very much more speedily than heretofore possible the wide gap between available agricultural technology and the farming techniques and practices on Philippine farms is now urgently needed. A suggestion in this direction is hereby offered. In order to understand how this suggestion may work out, the current agricultural education program must be reviewed. There are three levels of agricultural instruction in the country, namely: elementary, secondary, and collegiate. The first level offers the pre-vocational type of instruction. On the high school level, vocational agriculture is given in the thirty-eight agricultural schools that are strategically located all over the Archipelago, while only the general type of agricultural instruction is the offering in about four hundred public high schools. College level instruction in agriculture is aimed primarily at the training of agricultural technologists and teachers of agriculture. There are now four state colleges of agriculture and three private institutions offering collegiate agricultural instruction. In the Philippines, agricultural education has been designed so far only for enrolled in-school youth. The concept of extending systematic agricultural instruction to out-of-school youth and adult farmers as an integral part of the instructional program of the community school has yet to obtain a foothold in the Philippine educational system.

It is apparent that the adult farmers who obviously need most the instruc-

tion in vocational agriculture have been overlooked by the agricultural education program. On the other hand, only a pitifully small percentage of agricultural school graduates choose to go into farming as an occupation. Large numbers of high school graduates who have been exposed to agricultural instruction are either inclined to go to college for training in white collar professions or seek white collar jobs after high school graduation. Why this state of affairs exists is not difficult to explain. As long as the youth see that the farmers in their own communities are looked down upon and exploited, living a hand-to-mouth existence and almost forgotten even by the local community school, an unhealthy attitude towards agriculture as a life work will prevail.

Vocational agriculture instruction is more expensive than the general type of instruction but it is without doubt highly worthwhile if effectively given to those who definitely need it. This expensive item in the Philippine educational system, although well-intentioned, has been ineffectively and inefficiently utilized to a large extent primarily because those who could have profited most from it have not been included in the program, while far too many in-school youth who are not vocationally inclined to farming have been enrolled in the vocational agriculture curriculum. The comparatively lower cost of secondary education in agricultural schools, which are financed by the national government, seems to be the primary factor that attracts many students to the agricultural schools. The general high schools cost much more because they are operated on meager financial support from the provincial government and relatively high tuition fees.

A Suggested Program

What is herein suggested is an approach that will make vocational agriculture instruction available to those who have the felt need for it. The two distinct groups in the population who belong to this category are the youth who are inclined to farming or related occupations as a life work and the adult farmers who can benefit from an efficiently operated vocational agriculture education program designed to meet their needs and help solve their problems. The adoption of this suggestion will mean the use of more efficient methods of determining the students who should be enrolled in agricultural schools. Also, voca-

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What Makes - - -

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Relationships with FFA

Of all their accomplishments, the Sulphur Springs young farmers are most pleased with the fine working relationship that has been established with the local FFA chapter. It will be necessary at this point to mention only a few of the activities which have helped mold such a wholesome and genuine relationship between the two groups. An annual banquet is held jointly by the Future Farmers and the Young Farmers, with the affair being financed jointly by both chapters. At each banquet the young farmer chapter presents an award to the outstanding Future Farmer. The vocational agriculture student who has the most outstanding supervised farming program, as adjudged by an examining committee composed of young farmers, is the recipient of this award. The young farmers also act as an advisory committee to the FFA chapter, and they conduct the annual county FFA convention at which time members from the various schools within the county are raised from Green Hands to Chapter Farmers.

The Sulphur Springs Young Farmers are rendering a valuable service to the in-school vocational agriculture program by assisting the students in locating and procuring superior foundation stock for their supervised farming programs. Since there are thirty odd young farmers in the chapter, there is naturally a wide geographic representation of the county. This wide distribution enables the young farmers collectively as well as individually, to keep well informed as to where the best foundation stock in the county is located. The fact that the community described is largely one of dairying, coupled with the additional fact that the president of the young farmer chapter is an area DHIA tester, makes for a very desirable situation in terms of assisting in-school students in finding superior foundation dairy stock.

Working hand-in-hand with their advisors, the local high school teachers of vocational agriculture, the Sulphur Springs Young Farmers assume the responsibility for conducting local FFA livestock shows and sales. They arrange for buildings to be used, set up pens, provide area superintendents, supervise the shows, present awards, and give the events wide publicity.

Through the close working relationship between the Young Farmers and the Future Farmers, the FFA member, upon termination of active FFA status, just naturally passes over into the Young Farmer chapter. In other words, this relationship provides an easy and natural transition from Future Farmer to Young Farmer.

It should be kept in mind that this article has reviewed and discussed the program of organized activities of only *one* group of young farmers in only *one* specific community. By working alone, no one of these young farmers could possibly have accomplished what has been realized through cooperative organized effort. In every community throughout this great land of ours, there is a reservoir of young men who are waiting for the professional agriculture leadership to help them organize and combine their resources and efforts so as to provide their families and communities with a more prosperous agriculture and a higher standard of living. What better opportunity do we as teachers of vocational agriculture have to help bring about this desirable change in our respective communities than through working with these young men? At the time they are trying to become established in farming they are facing probably the most important decisions of their lifetime. The degree to which the decisions made by these young men are sound will depend largely upon the information and leadership provided them by professional agricultural leaders. If we truly believe that our primary responsibility is that of helping young men become established in and make advancement in farming, then those who already are farming offer the most fertile field for the development of agricultural education in any community. □

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tional agriculture should be made available to school youth in general high schools whenever there is a sufficient number (ten or more) to comprise a class who need this type of instruction. Most important, it means that adult farmer classes should be organized in every farming community where a competent agriculture teacher is available. The adult farmer education program may well be considered an integral part of the total instructional undertaking of every

community school serving farming communities.

Those who wish to see a faster solution to the serious technological lag in Philippine agriculture cannot afford to wait and watch the agricultural extension program do single-handed the work of helping farmers adopt better farming methods. The agricultural extension program of the Philippines has unfortunately been hampered by certain limitations beyond its control. Moreover, it is in a better position to render technical service than to help change the farmers' attitudes and ways of doing things through a systematic instructional program.

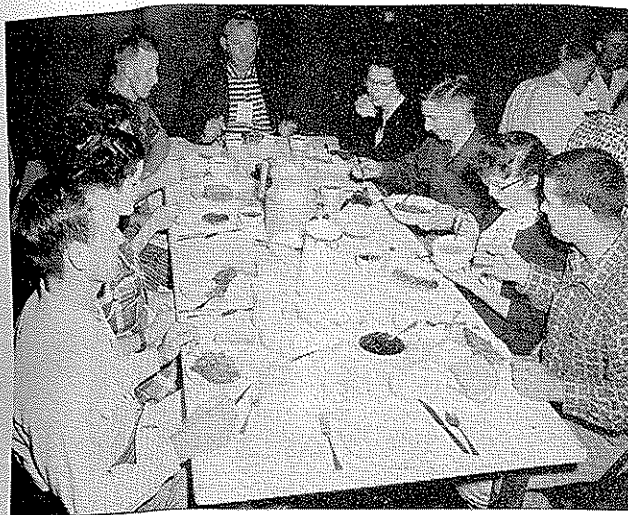
On the other hand, the potentialities for an effective adult farmer education program within the Philippine community schools is tremendous. Agricultural instruction is offered in thirty-eight agricultural schools and about four hundred general high schools as well as in about five thousand elementary schools. If only every teacher of agriculture in the schools of the country could also effectively teach adult farmers as an integral part of the community school instructional program, it would not take long to bridge the gap between available agricultural technology and current farming practices.

It is but proper to emphasize from the very start that in order to be most effective and efficient, any program of adult farmer instruction built around farming programs must be based on complete and accurate farm accounts. Simple farm accounting that is easy to keep and interpret should be developed and adapted to the type of farming in a region by the agricultural teacher association of that region with the guidance of the vocational agriculture teacher training institutions and the Vocational Education Division of the Bureau of Public Schools. Necessarily, the instruction will be in the dialect of the community.

Teachers Need Training

Of course, the need for adequate pre-service and in-service training of agriculture teachers in the effective techniques and approaches relative to adult farmer instruction is obvious. Training programs for this purpose can be easily developed within a reasonably short time in the four state colleges of agriculture—particularly at the Central Luzon Agricultural College, the U. P. College of Agriculture and in the training centers for agri-

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Ohio Young Farmers and their wives find that their annual meeting at FFA Camp Muskingum helps boost local young farmer programs.



W. G. Weiler, State Supervisor, and E. S. Judy, Ohio Tractor Company, present plaques to winners of the Ohio Young Farmer Association chapter contest.

State Young Farmer Organization Encourages Better Local Programs

F. J. RUBLE, District Supervisor, Ohio



F. J. Ruble

to the forefront and thus may serve as stimuli to other young farmer chapters.

The Young Farmer Program has been an integral part of the Ohio Plan for Vocational Agriculture for 35 years. Instruction has been offered to groups of young farmers in a large number of Ohio schools each year since the early twenties. A majority of these groups have included social and recreational activities as a part of their programs. Local young farmer groups operated on an individual basis until 1958, when under the leadership of Dr. Ray Fife, a state organization was formed.

A Constitution and By-Laws was adopted by the delegates at the 1951 State Conference. Provision is made therein for the operation of the state organization and the affiliation of local YFA groups with the state association.

Representatives of local groups attending the first state conference elected ten young farmers as state

LOCAL YFA programs in Ohio were given impetus by a State Chapter Contest last year. Awards were given at the annual banquet to chapters with outstanding programs. Good programs are brought

council members to work with members of the state supervisory and teacher education staff to develop policies and plan a program for the state organization. This policy has continued to operate during the past nine years. Teacher advisers of council members are serving in an advisory capacity this year for the first time. Five new council members are elected each year to serve for a two-year period. A council member serves only one term. This plan provides an opportunity for greater participation on the part of young farmers but limits an individual's service to the organization.

Council members have accepted their responsibility in a commendable manner. They meet as a group two or three times a year to plan for annual activities. Special committees meet frequently as needed.

Changes have been made in the state program of activities from year to year. The State Convention has been shortened from two days to one, as many young farmers find it difficult to get someone to do the chores. Young farmers have found the summer tour of special interest. They enjoyed meeting as a group at the Ohio Agricultural Experiment Station, Malabar Farm, or on an industrial tour. For the past two years, young farmers and their wives have enjoyed a week end at the State FFA Camp Muskingum. The wives have been

quite enthusiastic over this opportunity to get together for a short vacation. Separate meetings are held for the men and women during part of the period. They have an opportunity to get together for play and recreation. Better local programs are being developed as a result of ideas picked up at the State Conference and Camp.

Young farmers saw a need for a state young farmer paper a year ago. Since that time, a mimeographed publication has gone to all schools in the state and to young farmer members of affiliated chapters.

Young farmers have enjoyed getting together on a state basis. It has given them a feeling of belonging. They take pride in having a state emblem, membership cards, and a state organization. Local young farmer programs have been initiated and improved by the influence of the state organization. State Council members have taken a special interest in helping develop excellent programs in their own schools. They have had valuable suggestions to offer other YFA members. They are in position to offer valuable suggestions in developing a state program. The State Young Farmer Organization is providing initiative and push to local programs throughout the State of Ohio. □

Adult Class Promotes - - -

(Continued from page 78)

ments described. The greatest value, however, was undoubtedly the discovery that studying and working together can result in progress in all phases of farming from production to marketing. □

Organizing a Young Farmer Association

A suggested procedure and program - - -

ROY L. BUFFINGTON, Vo-Ag Instructor, Gonzales, Texas

The Committee on Young Farmer Education in Texas appointed by the Vocational Education Department of the Texas Education Agency stated that: "The primary objective of the young farmer educational program is to develop group and individual responsibility of out-of-school young farmers in programs of instruction in vocational agriculture designed to meet their needs in becoming established in farming."

It was emphasized that these young farmers are just as much a responsibility of the public schools as are the all day boys. The teacher of vocational agriculture has a definite duty of providing educational services of a systematic type for this group.

Organizing the Young Farmer Group

After I was impressed with my responsibility for providing an educational program for this segment of my community, I surveyed the community to determine the number available for this type service. It was evident that enough prospects were available for a young farmer class. The second step was to secure the approval

of the school administration for this endeavor. Then, an advisory committee of four young farmers conferred on the possibilities for young farmer work. They agreed that the program was needed and also agreed to organize a class. A list of prospective members was made and the advisory committee members made personal visits to each person and explained the proposed program.

Having secured sufficient evidence of interest in the proposed program, a goat barbecue was held. The business phase of this activity consisted of an explanation of the purpose of a young farmer association by the state advisor of this organization, followed by a discussion of the values of a young farmer organization in the local community. The group was enthusiastic about the project and a date was set for an organizational meeting. At the organizational meeting, the following things were done:

1. Elected officers

2. Selected a name for the organization
3. Appointed committees
4. Scheduled meeting dates for the entire year and decided upon the program for the next meeting

Conducting the Group

Seven standing committees were set up to plan and assist in the conduct of the young farmer group as follows: Program of Work Committee, Program Committee, Nominating Committee, Social Committee, Membership Committee, Auditing Committee and Executive Committee. These committees work with the teacher of agriculture in planning for all phases of the work of the association. Someone is given a definite responsibility for each regular meeting and a planned program is conducted. The 1956-1957 calendar of meetings shown here is typical.

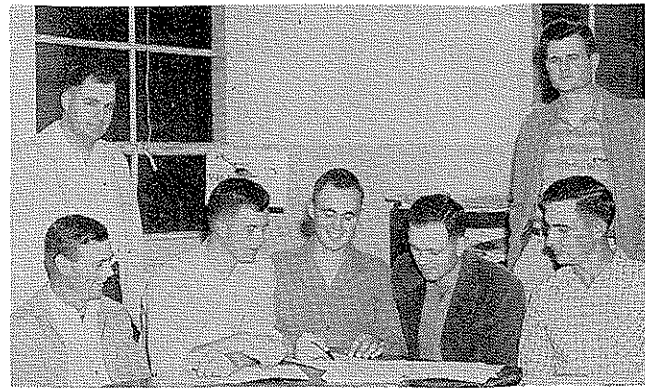
In addition to the educational features, the young farmers sponsor educational and pleasure trips, support the local FFA and 4-H Club groups, participate in meetings of the various agricultural agencies and organizations in the area, support charitable projects and provide social functions for the members and their families.

For the past two years, the Gonzales Young Farmers have had the largest chapter in Texas. We now have 72 members and have a good attendance at each regular meeting. Possibly the key to success with the young farmer work lies in having regular meetings built around the interests of the group with the young farmers participating in the planning and executing of the activities. □

Effective Agricultural - - -

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mistakes if an instructor follows advice from ten of the best farmers in his service area than if he tries to make all decisions alone. □



Standing—left to right: Roy Buffington and J. P. Kelly, advisors. Seated—left to right: A. Winegeart, Treas.; J. Kandel, Pres.; E. Neuse, Sec.; M. Keck, V. Pres.; A. Fink, Reporter.

Date	Program and Person In Charge
September	Vocational Guidance on "Practical Principles of Sound Personal Finance." (Members and wives to meet together.) G. O. Behlen—In Charge
October	Joint Farm Meeting with Victoria Young Farmer Chapter— Subject of Program—"Water." Ruben Neitsch—In Charge
November	Artificial Breeding (Dairy and Beef cattle) James Kandel—In Charge
December	Agriculture and God (Christmas Party) Ruben Neitsch—In Charge
January	A. S. C. Farm Program (1957 approved practices) Lynn Smith, Jr.—In Charge
February	Use of Commercial Fertilizers Lawrence Gray—In Charge
March	Truck Farming—(Improved Practices on Growing Watermelons and Tomatoes) Edward Lee Finch—In Charge
April	Veterinary Medicine Harold Pape—In Charge
May	Poultry (Improved Practices for Growing Broilers and Laying Flocks) Morris Keck—In Charge
June	Marketing Livestock (Economic Factors to Consider in Marketing Livestock, Transportation to Market, Choice of Market, and Livestock Marketing Cost.) Allen Fink—In Charge
July	Farm Storage Problems—(Storage Facilities and Finance) Raymond Neitsch—In Charge
August	Election of Chapter Officers. Nominating Committee and Chapter Officers—In Charge

Farm Management Planning . . .

A Way to More Effective Young Adult Farmer Instruction - - -

DANIEL E. KOBLE, Vo-Ag Instructor,
Middleburg, Pennsylvania

Farm management planning today is holding the agricultural education spotlight. Systems of cooperative farm and home planning are operating in many states. The previously used methods of farmer contacts are gradually yielding to a well-planned and prepared system of purposeful on-farm instruction.

Why the Emphasis on Farm and Home Development?

A "Farm and Home Development Bulletin" (1) from The University of Maryland offers an answer to the question, "Why the emphasis on farm and home development?"

"Changes in farming and family living in recent years are requiring farm families to readjust their methods of operation and pattern of family living. Many farm families are able to combine the information available through research and other sources in a practical and economical way in their farm family business. Other families are faced with the problem of how to satisfactorily combine crops, livestock and other enterprises and to use available information in agriculture and home economics in their farm business."

Some of the more recent trends in farming have brought about an even greater need for systematic farm plans and records. A narrower margin between prices paid and received, an increase in the size of farm operations, greater capital investment in working stock, and tighter restrictions by government agencies have all contributed in part to this condition.

Agricultural agencies in general have given much toward the work of reorganizing and planning farm businesses. However, much remains to be done in the field of farm management instruction.

The Problems We Face

Our major problem of course, is the provision of instruction and technical assistance to farm families who see the need for readjustment. The main problem branches off into many smaller, related problems which we must meet and deal with before the

total situation can be mastered.

Things such as insufficient funds, lack of time, not enough experience or knowledge, lack of interest and failure to cooperate are limitations which both the teacher and farmer must face squarely and with an open mind.

The approach the teacher should make when contacting the farmer concerning this reorganization has always been a problem. There are, of course, individual differences which must also be dealt with. Personality conflicts, age differences, social barriers and many other factors can lead to a lack of confidence on the part of the farmer. Without this confidence the farm planner's hands are tied.

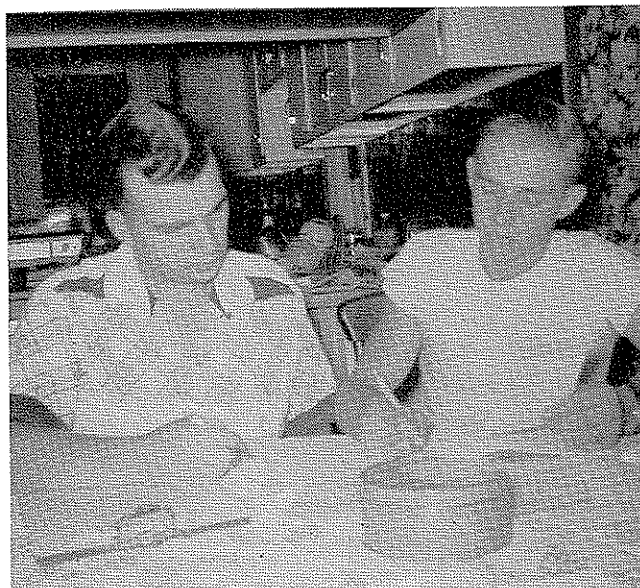
Farmers participating in most young adult farmer groups can generally be grouped into three classes:

1. Those who attend classes of instruction and receive on-farm instruction.
2. Those who receive on-farm instruction but do not attend classes.
3. Those who receive visits for the purpose of recruitment into the program.

This multiformity of groups and



The taking of soil samples is basic to farm crop planning. It is important that the Teacher of Vocational Agriculture be familiar with each field on the farm before planning is begun.



On-farm instruction is an important part of farm planning instruction. Here the Teacher of Vocational Agriculture assists a member of the local young adult farmer association to analyze one enterprise in his total farming program.

situations calls for a variety of instructional techniques and a good command of farm management planning skills.

A Suggested Solution to the Problems

A recent study made by the author (2) dealt with finding possible solutions to some of these timely questions. Two approaches were made in recommending solutions to the problems. One avenue covered the program of instructional classes while the other dealt with on-farm instruction. The following is a report of some of the recommendations.

Instructional Classes in Farm Management Planning

It must be remembered that the initiative for the organization of instructional classes in farm management planning must come from the group itself. This can frequently be accomplished in various ways. Farmers must be made aware of the fact that the local school can provide such a program for them. Frequently a small group of farmers banded together by a common problem can serve as a nucleus for a farm planning group.

A minimum of emphasis should be placed on numbers. Classes with an enrollment of four or five interested farmers have proved successful and beneficial to those concerned. Usually it is best to begin with a small group of farmers who are genuinely interested in farm management work and then allow the group to grow

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naturally. After this beginning group has become established, the teacher of agriculture and the class members can begin an active recruitment program in the community.

The class members should be encouraged to have a hand in planning the instructional program. A few of the initial things to decide are when, how often, and for what length of time the class will meet. It is also important to decide where to meet. In large school areas, it is sometimes more convenient to hold meetings at the home of one of the class members or in an acceptable public building that may be more centrally located than the high school.

The course of instruction is one of the more important considerations and should be constructed carefully with the needs and wishes of the class always in mind. The course outline will necessarily determine the number of meetings the group will hold to accomplish the purposes they have outlined.

Course Outline for Farm Management Instruction

The following course outline for farm planning instruction can be used as a guide in planning the classes of formal instruction. The outline includes suggested resource persons to use in teaching each lesson and recommended ways of presenting the topics listed. The length of course can be altered by adding or subtracting from the number of suggested meetings.

FIRST MEETING: Principles of Farm Management Planning.

Resource Person: teacher of agriculture.

Procedure: Discussion on the principles of farm management planning using a prepared discussion guide. At this meeting list questions by participants and plan course outline for the rest of the series.

SECOND MEETING: Farm Account Records as the Basis for Farm Planning.

Resource Person: county agricultural agent.

Procedure: Discuss the use of the farm account record book. Have a copy of the book available for each class member.

THIRD MEETING: Planning the Farm Cropping System.

Resource Person: soil conservation technician.

Procedure: The teacher of agriculture interviews the S.C.S. technician about the services offered along the line of field crop planning and field reorganization. Have sample plans available. This meeting will be most successful if held in the local soil conservation district office.

FOURTH MEETING: Planning the Farm Livestock System.

Resource Persons: dairy herd improvement association supervisor, artificial inseminator, feed salesman, veterinarian, dairy inspector for local milk receiving plant.

Procedure: A panel discussion moderated by the teacher of agriculture



Complete dairy herd records are sometimes a good start toward the goal of complete farm reorganization. Most departments of vocational agriculture are equipped to assist young adult farmers with this phase of instruction.

centering about livestock needs in the farm plan. A question and answer period is desirable.

FIFTH MEETING: Completing and Using the Inventory in Planning the Farm Business.

Resource Person: Farmers Home Administration representative.

Procedure: Lecture on the value of the long-time farm inventory. Show how to take an inventory and calculate depreciation. Demonstrate the use of the five-year inventory. Allow time for questions and answers.

SIXTH MEETING: Planning the Farmstead Layout.

Resource Persons: representative of local power company, farm building contractor, local nurseryman or landscape architect, teacher of agriculture.

Procedure: Allot each resource person an equal amount of time to talk about power distribution, building ar-

range, landscaping, etc. Allow for a question and answer period.

SEVENTH MEETING: Using Miscellaneous Farm Records.

Resource Person: teacher of agriculture.

Procedure: Discuss and demonstrate the use of breeding records, egg and milk production records, field crop records, etc.

EIGHTH MEETING: Using Farm Records to Prepare Tax Forms.

Resource Persons: representatives of Internal Revenue office and district Social Security office.

Procedure: Lecture and demonstrate how to fill out forms for income tax, social security and gas tax refund. Give farmers practice in filling out forms.

NINTH MEETING: Using Farm Records and Accounts to Secure Farm Credit.

Resource Persons: local banker, representative of a federal land bank or the Farmers Home Administration.

Procedure: Lecture on the importance and use of accurate budgets and records in securing farm credit. Allow time for questions and answers.

TENTH MEETING: Laboratory Exercise in Farm Management Planning.

Resource Person: teacher of agriculture.

Procedure: This meeting should be held on the farm of one of the class members. The purpose of this class should be to show the participants how to integrate all these planning procedures into a workable farm plan. The general particulars of setting up a plan on this specific farm can be worked out with the group to show them the value and techniques of the program on their own farms.

It is advisable that the local teacher be on hand for all meetings to direct the discussion along beneficial lines. In this way many local people may be used as resource persons in a variety of ways. It is well to know each individual personally so as to be able to cast him in such a way that his strong points will be used to their fullest measure. For example, a person who is an expert in his field but who feels hesitant about standing before a group would be used best as a reference person in a teacher-led discussion. To cast this

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person as a lecturer would be a damaging mistake.

On-Farm Instruction

The group of individuals who attend classes should have a follow-up made in the form of on-farm instruction. On-farm instruction for this group has two main functions. One function is the guidance of planning once it has been started and the other function is the evaluation of the outcomes of farm planning work. On-farm instruction as the name implies, means the giving of individual instruction in farm management planning on the farm where it is going to be applied. This method of instruction is without a doubt the most important and beneficial to the learner. It is here, on the farm, that problems can be visualized and coped with first hand. It is also true that for most teachers this type of education is more difficult to conduct successfully. This may be true for several reasons. First, this is the most time consuming way of teaching. The limitations of individual instruction apply to on-farm instruction. Secondly, each problem faced must be unique in its solution and results. This calls for a close familiarity with the time, capital, experience and other major resources available to the farmer. Thirdly, the farm adviser must rely on his own experience and knowledge to a greater extent since there is no resource person to fall back upon. And finally, the scheduling of visits to coincide with the farmer's work schedule is frequently a problem. In many cases rainy day and after chores visits have proven fruitful.

The time and frequency of visits to the farm will vary with the situation. Some farmers require regular visits while others are best contacted on irregular visits.

The following is one suggested plan for conducting an on-farm program. The plan must be flexible enough to allow for changes. Some items will need to be carried over for two or even three visits, and it must be remembered that length of time is not an important factor in farm planning.

Visit 1—Set up visitation schedule with the farmer. Determine and analyze current problems.

Visit 2—Review the accounting and filing system and suggest new practices if necessary.

Visit 3—Assist in revising the crop and livestock plan where such change is needed.

Visit 4—Show the farmer how to figure depreciation and take a farm inventory.

Visit 5—Assist in making long-time plans for remodeling buildings, changing power service, and landscaping the grounds.

Visit 6—Set up a farm filing system. Provide adequate facilities for safeguarding valuable papers.

Visit 7—Discuss the importance and use of miscellaneous records such as milk weight records.

Visit 8—Assist in drawing up a budget for an enterprise that needs additional credit.

Visit 9—Instruct the farmer in how to fill out income tax, social security and gasoline tax forms.

Visit 10—Survey the farm woodlot and plan for future improvements.

Recruiting New Farmers

Recruitment visits should be of a more casual nature than the planned instructional visits. Acquaintances made in a natural way are usually more lasting than those made under high pressure sales techniques. Farmers need time to build confidence in the abilities and practices advocated by the planner. It is usually best for the adviser to hold off making formal attempts at farm reorganization until the farmer indicates a need for this type of instruction. One of the senses a successful farm planner must develop is this ability to tell when a farmer is ready for farm management planning instruction and how rapidly he can reorganize.

The recruitment stage is an excellent time for the teacher to familiarize himself with the farm organization. This will ready him for the task of instructing the farm operator when the need for farm planning arises.

Summary

Today's farmers need help in making their farms more efficient places to work and live. Vocational agriculture, through courses in farm management instruction, can perform a vital service to the economy of individual farm families and to the nation. The guiding principle to follow in farm management planning instruction is that "It is a hundred times cheaper to make a management mistake on paper than it is to make the same mistake with dollars and cents."

References

1. *Farm and Home Development in Maryland* (Unnumbered leaflet. University of Maryland: College of Agriculture, 1955) p. 1.
2. Koble, Daniel E., Jr., "Instructional Practices in Farm Management Planning for Use with Young Adult Farmer Programs in Pennsylvania" Master of Education Paper, The Pennsylvania State University, University Park, 1957. □

Guide Service

When wagon trains rolled westward
Bearing families lock and stock
They were alive to dangers and
Kept watch around the clock.
Their faith in self was unsurpassed
For taking life in stride.
Yet before they hit "new country"
They'd hire a weathered guide.

When man goes hunting in the wilds
For game or precious ore,
He studies maps, then takes a guide
Who's made that trip before.
He'll tell you "Only fools insist
On breaking their own trail;
That out where 'nature's in the raw'
You can't afford to fail."

When Youth wakes up and looks ahead
To find his place in life,
His wants include a lot of things
Besides a charming wife.
He wants a place where he will fit
Where he will want to stay
A place to build both self and home—
A guide to show the way.

Of course we're proud of our youth
And think them the world's best
Yet they face dangers just as real
As jungles or the west.
We're spending fortunes on our schools
Yet thousands lose the trail.
Have we lost explorers' insight?
Or did guide service fail?

A. J. PAULUS,
Teacher Education,
Univ. of Tenn.
3-14-58

The United States is the world's largest single producer of milk; its output in 1950 was 56 million tons, notes a survey of the Twentieth Century Fund. It produces more than the combined output of the United Kingdom, France, Western Germany, the Low Countries and Denmark.

Next Month

"Improving Techniques
of Instruction"

Use Community Resources to . . .

Make Your Work Easier

DUANE D. MORTIMER, Vo-Ag Instructor,
Columbus, Wisconsin.



Duane D. Mortimer

IN THE daily work of most vocational agriculture teachers, we find there are things that we should have done but just did not have the time to do. A good public relations program will give some help to the busy teacher. I think we should endeavor to solicit help from former students, State and American Farmers and interested adults in conducting the programs in our communities. A good way to arouse their interest is to make them aware of what we are trying to do in our department.

Many times we, as vocational agriculture teachers, think that we have to do the job ourselves or it will not be correctly done. This does not give our students or adults the opportunity of "learning by doing," a most important educational objective. A few

years ago, I asked adults to be advisers to those of my students who act as superintendents at our school fair. It took some of the pressure off me and increased interest in the fair. The adult citizens also became interested in other phases of the program and I soon discovered that they like to help with any worth-while youth activity.

I recently organized a State Farmer group. Persons eligible for membership are those boys who have received the State Farmer degree from our chapter. This is a group that can be of tremendous value to us and represents people that are often forgotten after they finish school. One of their objectives is to further the work of vocational agriculture in our community. They immediately helped in securing good livestock for students' farming programs. They also have provided classes for livestock judging. I am sure the work of this group will help me to improve the offerings in vocational agriculture.

Perhaps one of the best methods of getting parents interested in their son's farming program is a "Dad's Night." I like to hold this early in the

fall and make it a real FFA program. We hold a regular meeting and invite all the fathers, former State and American Farmers, Achievement Farmers, school board members and men teachers. At this meeting we try to tell them what our programs of work for the year will be. It makes them all aware of our program, and they leave with the idea that they want to help their sons and other members of the department. We follow this up with a visit to the farms of new students, and it is easy to get farming programs started.

There are many other media that we should use to obtain citizen participation in developing our program. We should not overlook our weekly newspaper, the radio, and television. The annual parent and son banquet is an excellent opportunity to inform people of our program. The FFA Chapter itself has to be a doing group or it cannot expect outside citizen support. I believe the members of the chapter should render services to the community. When we help others, we can expect to get help in return.

I am certain that our work will be easier if we ask citizens outside our school system to help us with our program. They not only will be serving our chapter but they, too, will learn by doing. □

A university provides . . .

Advanced Farm Training for Young Farmers

CARL C. HOYT, Asst. to Director of Short Courses,
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An innovation in education has been in process the past two winters at Michigan State University.

Traditionally, college and university training has been a five-day-a-week affair. In some cases, it has been possible to attend classes in the evening.

Starting in 1955-56 and repeated again this past winter, the Short Course Department at Michigan State has pioneered with a new curriculum and course calendar for young farmers engaged in full time farming. Instead of five days a week, the course is scheduled one day a week for twelve weeks.

During this three-month period, these farmers do chores early and late

each Wednesday and journey distances as great as 100 miles a day to the University campus in order to take advantage of the training opportunities offered in this advanced farm training short course.

March 13 marked the final class session for 63 of these young men in the 1956-57 class. They represented 19 counties surrounding East Lansing. Average age of this group was 33 years; 87 per cent were married. Most of those married had families with an average of 2 3/5 children. Approximately seventy per cent of those enrolled were graduates of the Short Course or the 4 year program here at Michigan State University. Many of them are current leaders in

their home communities. Some fifty-one organizations were represented by these men, while forty-eight different offices were held in the various organizations.

Each class day was divided into three sessions. The morning, from 9:30 until noon, was spent with various members of the department of agricultural economics on different areas of farm policy.

Class members discussed the part the government plays in agriculture, the use of co-operatives in purchasing and marketing, water rights, conservation, and marketing Michigan products. Some time was also spent talking over taxation, budgeting the farm dollar and the role of low income and part-time farmers in Michigan agriculture.

At lunch time, the group ate together and listened to specially planned programs featuring off-campus speakers who presented topics on different areas of interest to all. This was a period that combined edu-

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What do studies show? - - -

Education for Young Farmers

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Yes, progress is being made in developing effective programs of education for young farmers. The most heartening fact to be gathered from a review of the many studies completed in the area of young farmer education during the past six years is that, slowly but surely, an ever increasing number of local teachers of vocational agriculture are becoming aware of the challenge presented them with the presence of a number of out-of-school young men on farms of their communities. Acceptance of this concept, that educational services rendered the young farmer group is a major responsibility of the local teacher of vocational agriculture, is permeating throughout not only the ranks of workers in vocational agriculture, but among other involved individuals, administrators, citizens, and the young farmers themselves.

Does a Need for Young Farmer Instruction Exist?

With the phenomenal trend toward fewer farmers and larger farms, some doubts have been raised about the actual need for providing training for the business of farming. Some have even doubted that sufficient young men were still to be found on farms in local communities to organize a young farmer class. Studies completed in many states, however, not only provide evidence of the presence of young men on farms in local communities, but give assurance that a large proportion of the men will willingly identify their educational needs and that group instruction will assist them in securing needed information, skills, and abilities.

An investigation covering 32 counties in Kentucky indicates a surprisingly large number of out-of-school young men on farms. Wall (71) found that there were approximately two out-of-school on-farm young men between the ages of sixteen and thirty for each high school student of vocational agriculture in a number of rural communities studied, while in one Kentucky county Cosby (15) found the rate to be three to one. In still another single Kentucky county Pedigo (56) determined the farm-operator replacement needs in the county as numbering 43 individuals annually. In these Kentucky studies individual responses received from young farmers indicated areas of farming in which the young men feel the greatest need for help are (1) farm management, (2) livestock production, (3) crop production, (4) soil conservation, (5) farm mechanics,

(6) farm program planning, and (7) farm record keeping.

In a study made by Townes (70), returned questionnaires from 94 percent of the vocational agriculture teachers in 144 communities in Oklahoma indicated ten or more young farmers under 35 years of age were living in their respective communities while 65 percent indicated 20 or more young farmers resident in this age group.

Many teacher educators and supervisors have advocated that teachers make comprehensive surveys to determine local needs for developing a program of instruction for out-of-school young men on farms of the community. Eighteen studies completed by vocational agriculture teachers in twelve states can be cited as examples of such attempts to determine needs locally. Each of these studies either had as an objective the securing of data on which to base the implementation of a young farmer program or the improvement of one already existing. In New York both Swenson (68) and Helbig (30) found sufficient numbers of interested young men to amply justify the establishment of a young farmer program, while in North Carolina, Wells (72) found that in the local school district fifty of ninety-nine young men surveyed said that they would attend class meetings regularly. In West Virginia (25) an attempt to determine local interest found twenty-three of twenty-five farmers interviewed indicating an interest toward organized group instruction.

Forty-five of sixty-two young farmers in a Maryland (2) community expressed a desire for receiving further instruction in agriculture. Their expressed interest in study of problem areas ranked in order were: (1) farm machinery, (2) dairying, (3) farm management, and (4) crop production. In Pennsylvania (64) a local teacher interviewed twenty-one members of a currently operated farm mechanics class and found interest high while a California teacher (53) identified certain factors responsible for a decline of interest. A Nebraska teacher (47), two teachers in Georgia (7, 28), and two in Oklahoma (11, 59) reported successful programs were developed after somewhat comprehensive surveys were made of individual farming programs of prospective members, while two teachers in Kentucky (15, 16), after making comprehensive surveys, were thoroughly convinced of the need for establishing young farmer programs as a part of the educational offering in vocational agriculture in their local schools.

Young men in these communities were definitely interested in securing help on farming problems, particularly in crop and livestock production. McCarty (42) developed an instructional program for young farmers of a Louisiana community after interviewing thirty-nine young men living on local farms.

Meckstroth (45), Laubis (37), and Needs (52), each conducting studies in their respective Ohio communities, were in agreement that an instructional program for young farmers be implemented immediately in each of their local departments. Surveys revealed that young farmers considered major problems to be those of a financial nature such as buying a farm, amount and kind of life insurance, making and saving money, and the level of farm prices.

Hoskins (32), after completing a case study of fourteen young farmer programs in New York, concluded that it was in the problem areas of farm management that the greatest contributions could be made in the instruction of young farmers. Evans (19) discovered that sixty-five percent of the younger farmers in one Oklahoma community had made a substantial beginning in the farming business by the time they were twenty-five years of age and concluded that the years between 24 and 32 were the most crucial ones in the average farmers' development.

The preponderance of expressed needs for securing information and acquiring skills in the area of agricultural economics, farm financing, and farm management is in agreement with needs recently identified by the National Planning Association (9).

Does the Training Provided Through Instructional Programs Meet the Needs of Young Farmers?

How do young men value experiences received in young farmer classes? Of considerable interest are the findings of several studies made in an attempt to discover the values which young farmers themselves place upon their experiences in young farmer group activities. Typical of investigations made on an area or state basis is the study conducted by Meaders (41) in which 308 young farmers in Nebraska communities were interviewed by the investigator. The purpose of the study was to determine the effects of vocational agriculture instruction through changes in community practices in corn production. After subjecting data to appropriate statistical tests, Meaders concluded that the veterans classes and young farmer classes seemed to be more effective than the high school classes in vocational agriculture as sources for learning improved practices.

Typical of several surveys made to determine the effectiveness of local pro-

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grams is a recent Maryland study. In this research effort Busbice (10) attempted to determine the effectiveness of a local young farmer program in terms of credit given various sources for improved practices which had been adopted in individual farming programs. The thirty farmers included in the study reported a total of 406 changes made during the past year. Although they credited those changes to fourteen different agencies, the young farmer class was credited with being the primary agency in influencing the individual change in forty-two percent of the cases.

In a very precise and thorough investigation, Bass (4) studied comparable groups of young farmers who had completed and who had not completed at least one year of systematic instruction in young farmer classes offered in their respective twenty-nine school areas in the state of Virginia. He found that a significant relationship existed between systematic training in vocational agriculture for out-of-school young farmers and (1) advancement made in farming, (2) percentage of approved practices adopted, and (3) certain leadership traits developed.

Evaluation studies of the Farm Veterans' Agricultural Training Program should at least provide implications of value for consideration of young farmer class development. Analysis of responses received from 5,274 individuals included in the National Committee (51) report made clear that progress of individuals was related to years of special training and that rate of progress had not started to decrease at the end of four years of instruction in the institutional-on-farm training program. Many studies completed during the last six years provide abundant evidence substantiating the effectiveness of the training program provided young farmer veterans. Twenty-one studies conducted in sixteen different states are cited as investigations contributing documentary evidence of the high regard which enrollees held for their experience in such classes. Studies completed in Arkansas by Hardin (26) and Hotz (33); in Georgia by Harris (27); in Iowa by Hamilton (24); in Louisiana by Gauthier (20); in Maryland by Brown (8); in Michigan by Pancost (55), Strand (66), Sweany (67), and Leonardson (39); in Mississippi by Craig (16); in Montana by Lee (38); in Nebraska by Gingery (22); in New York by Reeves (58) and Schultz (63); in Oklahoma by Huffer (34); in South Carolina by McKenzie (44); in Tennessee by Chandler (12); in Texas by McGill (43); in Virginia by Spraggs (65); and in West Virginia by Cochran (14) all provide evidence that veterans progressed in farming more rapidly due to the instructional program provided.

What Factors Are Associated with the Occurrence of Local Programs of Young Farmer Education?

It can be recognized readily that, even within a small geographical subdivision such as a county, considerable variations exist among communities and schools in which local departments of vocational agriculture are functioning. Such differences include socio-economic as well as physical features. In particular, differences exist among local school units, their facilities, enrollments, and instructional programs provided, as well as the teaching and activity loads assigned teachers.

Here, then, can be recognized a field of forces operating, inclusive of the teacher of vocational agriculture, his administrators, his surroundings and environment, in determining the nature and extent of educational services provided by the local schools for young adult farmers in local communities.

Of major importance to all who attempt a study of educational programs for young farmers is the identification of associated factors. Many studies, some having other major purposes, but supplying implied associated factors, have been completed. Caution needs to be observed, however, due to the tendency to accept associated factors, per se, as causative factors. While discovered association does often carry valuable implications, error is sometimes made in assuming causative relationships not justified in view of the nature and extent of data secured.

Woodhull (73), through the use of an opinionnaire submitted to a stratified randomized sample of teachers, their local administrators, and head state supervisors in the twelve states comprising the North Atlantic region sought to determine significant differences of opinion concerning the future development of vocational agriculture. A definite conclusion was reached that it was in the area of young and adult farmer instruction where the greatest differences in attitude lie among teachers of agriculture, local administrators, and state supervisors with respect to the future development of vocational education in agriculture.

In a previous study conducted in the same region, but confined to the state of Vermont (17), responses from all of the eighty-one schoolmen charged with administration, supervision, and teaching of vocational agriculture in that state identified, among other items, as "possible" hindering factors to the development of local young farmer programs: (1) the local high school principal was not in favor of having the teacher conduct such a program, (2) the local school board was not in favor of having the teacher conduct such a program, and (3) the teacher of vocational agriculture

was not interested in conducting such instruction. In still another state of the North Atlantic region, Pennsylvania, a recent study conducted by Gerhart (21) resulted in the conclusion that young and adult farmers, school administrators, county advisors and teachers of agriculture in communities with organized young adult farmer instruction as a part of the school program are more agreeable to the modern concepts of objectives, needs, and teacher duties than those in communities without organized programs. These findings were somewhat in agreement with those of Price (57) who concluded that in both the states of Pennsylvania and Oklahoma, in general, the opinions held by administrators in schools with departments not offering young adult farmer programs are decidedly more conservative than those held by their teachers, and, with regard to certain aspects of adult and young farmer education, they are significantly more conservative than their fellow administrators in schools with departments offering organized instruction for young adult farmers.

Findings in another recent study, representing the opinions of individuals sampled from nearly 3,800 schools where vocational agriculture is taught in the Southern Region (60), with the 1,244 respondents including school superintendents, principals, teachers of vocational agriculture, and members of in-school young farmers and adult farmer classes, revealed that eighteen percent of the principals and fourteen percent of the superintendents were of the opinion that the in-school students represented the only group which should be enrolled in vocational agriculture. In Maryland (1) there were indications that some administrators lacked a full understanding of the young and adult farmer program. Ohio teachers (13) felt that school administrators should help promote the young and adult farmer work through such procedures as scheduling two periods at the end of each school day for vocational work and by relieving teachers of study-hall and home room assignment. Atherton (3) discovered that only about one-fourth of 127 local school administrators in Arkansas felt that the practice of setting aside a part of the school day for young farmer work by the teacher of vocational agriculture would be feasible in their schools.

In the states of the Pacific Region (18), teacher trainers and supervisors of vocational agriculture were in agreement that lack of administrative support and interest was a major problem in organizing and conducting programs with out-of-school groups.

From the very beginning a local young farmer group in Pennsylvania (46), which has been operating successfully since 1939, has continuously made

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it a practice to involve the local school administration in planning and carrying out the program.

Heitz (29) listed among other factors having a marked effect on the number of out-of-school classes being held in Nebraska, "indifferent attitudes held by superintendents of schools and local school boards."

Cushman (17) reported that teachers participating in his study not only lacked time during the school day for on-farm instruction and planning, but in many cases their evening schedules were overburdened. Rearranging the teacher's schedule of in-school classes to free him for on-farm instruction early in the afternoon and cutting down the teacher's participation in school routine, co-curricular activities, pre-vocational classes, and non-vocational instruction proved effective in providing scheduled time for work with young farmers during the school day.

Martinez (40) found, however, that in Puerto Rico teachers, supervisors, principals, and itinerant teachers are in general agreement about the influence of socio-economic trends upon the future programs of young farmer and adult farmer instruction.

In Virginia, Rutrough (61), after interviewing teachers, principals, superintendents and area supervisors in eight school division areas of the state, concluded that a major need in most schools was for a well-developed written set of administrative policies and procedures for conducting young and adult farmer classes.

Twenty teachers in North Carolina (31) who had not conducted a young farmer program were in agreement as to the following hindering factors: (1) lack of time, (2) difficulty of creating a felt need in the community, (3) teacher untrained in this type of work, (4) teacher not interested, and (5) lack of references and materials on organizing young farmer programs. Seventy-three Arkansas teachers (3) cited: (1) lack of young farmers in the community, (2) insufficient time, and (3) difficulty of reaching young farmers.

Maryland teachers (2) were reported as feeling that an adult or young farmer program would enhance their standing in the community, but 58 percent felt they did not have time to conduct young or adult farmer programs, with the teaching of non-vocational high school classes reported as being the greatest deterring factor.

Ohio teachers (13) agreed that in order to better equip teachers for successfully conducting young farmer and adult classes the in-service training program should give emphasis to technical short courses and that a course on

methods of adult and young farmer education be made available on an off-campus basis. They also said that in the pre-service training program maximum consideration should be given to the selection of training centers where sound programs of adult and young farmer instruction are provided.

Timmons (69) attempted to examine critically the frequency and scope of the participatory experiences that a group of student teachers in vocational agriculture gained in training centers in Michigan. He concluded that performance in the area of conducting a young farmer program was found to be quite unsatisfactory. Implications of the study indicated that corrective measures needed to be applied in this area of the teacher preparation program.

Sarb (62), in attempting a nation wide survey, found that returns from chairmen of fifty-eight college teacher training departments indicated that only 64.9 percent of the training centers provide experience in conducting young farmer classes.

Completing a study for the purpose of determining factors which might affect the number of out-of-school classes taught in Nebraska, Heitz (29) concluded upon analysis of data secured from questionnaires returned by 100 instructors that three factors have little or no effect on whether an out-of-school class is taught. These factors were identified as (1) age of instructor, (2) length of tenure in a particular school, and (3) number of years an instructor has taught vocational agriculture.

Wall (71) discovered several factors bearing on the interest of young men enrolling in young farmer classes, namely: (1) age, (2) farming status, (3) equity in farming, (4) need felt for help on farming problems, (5) marital status, and (6) previous training in vocational agriculture.

Price (57) in an extensive investigation conducted in the states of Pennsylvania and Oklahoma sought to determine if association existed between certain selected factors and the occurrence or non-occurrence of an instructional program for young adult farmers in local departments of vocational agriculture.

Certain formulated null hypotheses proved acceptable under conditions existing in both Pennsylvania and Oklahoma, others were found untenable in each state, while others were accepted in one state but were rejected for the other. Among those accepted for both states in that they were apparently not associated factors were: (1) square miles of school service area, (2) number of farms operated in the area, (3) value of products sold per farm, (4) age of teacher, (5) years of teaching experience, (6) years tenure in present school, (7) undergraduate honor point average, (8) extent and nature of participating experience in adult and young farmer

programs as a student teacher, (9) hours per week spent in supervisory visits to all-day students, (10) scores given for non-vocational duties other than teaching, and (11) basic salary received. Among hypotheses rejected for both states in that scores were found significantly higher for the group conducting young farmer programs were: (1) scores for classroom, facilities, and equipment; (2) the all-day instructional program in farm mechanics; (3) the local FFA chapter program and activities; and (4) teacher undergraduate extra-curricular and leadership activities.

Oklahoma teachers currently conducting young adult farmer classes had completed more graduate course work in, and had attended more workshops dealing with, adult education.

What Additional Characteristics Can Be Identified as Common to Successful Local Young Farmer Programs?

Agricultural education workers in the Pacific Region (18) were in agreement that an instructor must have a keen interest in young and adult farmer problems as a prerequisite to the satisfactory development of an educational program. Baugham (5) found that the sources for obtaining technical information as listed by 100 young Negro farmers were largely influenced by the type of classes which they had attended. In Puerto Rico, Muller (48) felt he had evidence that successful programs were more often found to be those in which the course content is based on the needs and types of training most desired by members of each group. Price (57) found that in slightly less than one-half of forty young farmer classes surveyed in Oklahoma and in two thirds of the thirty classes surveyed in Pennsylvania, there were functioning local organizations. These organizations were directed by elected officers and members engaged in various activities planned and carried out through cooperative endeavor of the group. Hunsicker (35) drew from a wide range of sources, including many observations and experiences, in recommending the formation of a local organization. He points out that an organization makes the teacher's work with young farmers more effective and relieves him of many minor details and responsibilities.

Michigan teachers (55) felt that for those enrolled in adult and young farmer courses to receive maximum benefit there should be at least twelve on-farm instructional visits made to each class member annually, while Guiler (23) found that members of a local young farmers group in Ohio indicated that teacher visits should be made "every three months" or more frequently. These same young men felt that the interests and needs of the young farmer in group

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discussion and social and recreational programs were sufficiently different from the adult farmers to justify separate programs.

Bender (6) discovered that young farmers in Ohio preferred a youth program to be locally planned and organized, year-round in scope, with some activities on a county or wider basis.

Although apparently few investigations have been made to determine the more effective teaching methods used in young farmer instruction, Murray and Biser (49) found certain techniques were reported as used extensively by 170 teachers conducting young and adult farmer classes in various states. These teachers had used a maximum of member participation in the selection of subject matter for the courses. They had used a wide variety of teaching methods in their classes, with the five methods reported most frequently being: group discussion, visual aids, lecture, demonstration, and guest speaker. After making a study of practices and procedures used in Virginia, Orr (54), among other recommendations to teachers, stresses the value of letting the group have a major part in making decisions.

A few status studies do give some indication as to the individuals who are more likely to make up the enrollment in young farmer classes. Typical is a study made in Wisconsin, in which James (36) compiled information regarding individuals enrolled in 154 classes. He found that over 50 percent had completed four years of vocational agriculture while over 70 percent had completed some vocational agriculture. Approximately two percent were farm managers, thirty percent in partnership situations, while thirty-six percent were hired men, either on home or other farms. Only slightly over three percent were in related agricultural work with somewhat less than three percent in non-agricultural work.

What Conclusions Can Be Reached Regarding Programs of Young Farmer Instructions?

Studies (1) emphasize the fact that in numerous local communities across the nation very adequate and effective programs of young farmer education are functioning; (2) provide evidence that the geographic location of the school is not associated with the occurrence of such educational programs; (3) refute the assumption that age, years of experience, or years of tenure of the teachers are associated with the occurrence of young farmer programs; and (4) indicate that teachers teaching out-of-school courses for young farmers also provide equal or superior programs of vocational agriculture and FFA chapter activities for all-day students. Investigations completed also show that teach-

ers feel that finding time to conduct young farmer courses is a limiting factor, as well as the fact that they have not received adequate training in conducting young farmer work either at pre-service or in-service levels. All studies seem in agreement that the nature and extent of participating experiences in young farmer work provided student teachers leaves much to be desired, but completed studies do lack in agreement as to whether this constitutes an associated factor. More research in this area is certainly needed. Another area needing investigation is that which might assist in the prediction of the type of individual most likely to participate in young farmer programs. What are the factors which motivate the young farmer to seek help in solving his problems? More studies of an experimental type designed to determine the effectiveness of the use of various teaching methods and techniques should also prove helpful.

The studies do strongly suggest that much more attention needs to be given to the involvement of school administrators in the planning and execution of young farmer instructional programs. The implication here is that vocational agriculture may still have much to gain from a closer coordination with the total educational efforts of the local school both as regards in-school and out-of-school educational efforts.

There is conclusive evidence that the development of the young farmer program will be determined by the local teacher of vocational agriculture. As local teachers become aware of the tremendous opportunity and challenge presented through conducting a young farmer program, vocational agriculture will begin to arrive at the destined goal. Many of the studies also present a challenge to teacher educators and supervisors in emphasizing recognition of the important role which they play in the recruitment, training, and supervision of teachers of agriculture.

In view of the many and challenging implications presented by the studies of the past six years, it is anticipated that young adult farmer work will develop at an accelerated rate in the immediate years ahead because, knowing that hindering factors are not unsurmountable, teachers of vocational agriculture, local school administrators, teacher educators, supervisors, and area advisors will meet the challenge presented by the opportunity to bring continued educational guidance in local communities to young adults who are in the business of farming.

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A Voice from - - -

(Continued from page 75)

1. Numbers are to equal or exceed high school enrollment.
 2. Provisions for on-farm instruction for adults are to be equal to those made for high school youth.
 3. A three or four year planned program of courses for adults is to be offered.
- B. Adult education in agriculture is to be assigned a fair share of the resources, including facilities and teacher time.
- C. Adult education in agriculture is to be developed and conducted in cooperation with other agencies and services.
- D. Adult education in agriculture is to be evaluated on a systematic and continuing basis.
- II. Policy adopted by most Yanthers (corresponding to our state department of education).
Adult education in agriculture is to receive a fair share of the resources (money, service and research) available through the bureau of vocational agricultural education.
- III. Policy adopted by the Zanther (corresponding to our U. S. Office of Education).
Adult education is to be given stimulus and recognition equal in degree, if not in kind, to that afforded any other phase of the program in vocational agriculture.
- The speaker indicated that at subsequent meetings he would more fully develop details as to problems in applying these policies. He did go on to say that, "The consequences of these policies, which are vigorously advanced, are revealed in a stable and highly valued program of education in vocational agriculture on Saggiarius."
- "However," he concluded, "we should recognize the need for caution and deliberation in the transplanting of educational policies from Saggi-

tarian culture to our own; in the final analysis this matter rests in your hands." □

Advanced Farm - - -

(Continued from page 83)

cation with fellowship and fun as skits and other entertainment was presented.

Afternoon sessions were split three different ways. In response to a survey made prior to enrollment, courses were set up in Communication Skills, Animal Husbandry and Farm Crops.

Several of these men had indicated an interest in learning to express themselves more effectively. These men spent the period from 2 p.m. to 4 p.m. each class day in an effort to acquire more skill in this area.

The remainder of the class members went into either the course in Animal Husbandry or Farm Crops. Various staff members worked with these courses to make the presentations up to date, interesting and varied.

Enthusiasm for the course ran high with an average attendance of about 90 per cent.

On the final day, the men were host to their wives. A staff member of the College of Home Economics spent the morning with the wives and conducted them on a tour of the home management houses on campus. Labor saving devices and color schemes were main points of discussion.

In the afternoon, the wives were presented a demonstration by staff members in Horticulture and Landscape Architecture. Flower arrangements and home beautification were stressed.

At the joint noon sessions, the men presented a special program for their wives and gave each a flower.

Those completing the course were presented appropriate certificates by Ralph Tenny, Head of the Short Course Department.

Several class members expressed their intentions to return next year for another similar course. □

Note:

The short course program at Michigan State University is a part of the Vocational Agriculture program in Michigan and is reimbursed from Vocational funds.

Organizing a 100 Bushel Corn Club

ROBERT C. HATFIELD, Vo-Ag Instructor,
Marcellus, Michigan.

"This program has really helped me to raise better corn." This is the statement of one member of the Marcellus 100 Bushel Corn Club. The program has been in operation now for two years with a very high community-wide interest.

The club was started as a result of instruction on using better corn practices in the Adult Farmer Class. Members of this class, together with some local fertilizer and seed corn dealers, got together and set up rules for a contest. They then decided on definite practices which they should promote.

This group later gave way to the Vocational Agriculture Advisory Council which now handles all of the planning.

Organization of the Program

Only a few simple rules were set up. The minimum acreage to grow is set at five acres. All practices, amounts of fertilizer and seed are to be recorded. A soil test is to be made on each field. Farmers could sign up before May 1, at the local feed elevators.

The vocational agriculture teacher then checks each field after the corn is planted and records the following information: the method of applying the fertilizer; the weed spraying done, with both the amount and kind of material used and the time of application; the type of soil; the depth of plowing; the kind of crop plowed down; the amount of manure applied; the date of planting; the seed treatment; the amount of seed planted; the variety of seed and the methods of tillage.

During the year on-farm instruction was provided to show how to do the various practices such as weed spraying, side-dressing with fertilizer, wide-row planting, seeding in corn, and plant populations compared to speed of planting.

In the fall the yield check is made. This year the agricultural teacher will instruct Advisory Council members on how to do this job. The council member, along with the farmer

owning the field will then do the checking. For the agriculture teacher to do all the checking requires far too much time.

Before corn planting time, a special booklet containing recommendations on how to raise 100 bushels of corn per acre was sent out to each member who had signed up. Several farm visits were scheduled with the club members to test soil and discuss good practices and how to put them into operation.

Year-End Banquet

At the conclusion of the first year's program, the Businessmen's Club in town sponsored a buffet supper for all the members of the 100 Bushel Club. The businessmen actually did the serving and were very interested in the accomplishments of the farmers.

A corn research man from Michigan State University gave a talk on corn breeding; one of the members showed a movie of each farmer and his corn field. The data collected from each field were summarized and a copy was given to each member. The winner of the contest was awarded a trophy.

This year the members decided to charge a \$1.00 entry fee to defray expenses. This fee, however, was found to be objectionable and will be discontinued.

Results of Using Improved Practices

The accomplishments in improved corn practices in the entire community have been tremendous as a result of this program. Seed treating, weed spraying, higher plant populations, increased fertilizer rates, and the use of minimum tillage have all been adopted by a much larger number of farmers than previously. The influence of better practices is not only on the members' farms but on many of their neighbors' farms as well.



H. McKenzie (left), R. Hatfield (center), and A. Bradley (right) examine a field of corn that yielded 83 bu. The boy is R. Bradley.

Publicity

Local newspapers and radio stations have been very eager to publicize the program so that people in the entire area are quite well informed on the program and its results.

The men setting up the original rules decided to make the program educational and to concentrate on getting better practices adopted rather than push the idea of a contest. Most of the farmers like this idea best and it is this theme that makes the program as effective as it seems to be. □

An Adult Farmer - - -

(Continued from page 82)

culture teachers of the Bureau of Public Schools—as soon as the need for this aspect of agriculture teacher training is recognized.

One of the important principles underlying the community school concept is the responsibility of the school for the improvement of community living and the education not only of the youth but of *all* the people of the community. It is fortunate that the community school concept has taken root deeply in the fertile educational soil of the Philippines. The establishing of the adult farmer education program as an integral part of the Philippine community school curriculum may therefore be expected to count on the support of the true adherents of the community school in the Philippines. Giving the deserved emphasis to the adult farmer education program by the community schools of the Philippines can usher

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News and Views of the Profession

Garris Heads Editing- Managing Board



E. W. Garris

E. W. Garris has been named to the chairmanship of *The Agricultural Education Magazine*, succeeding Jack Ruch, Head Teacher Trainer in Montana.

Dr. Garris received the B.S. degree from Clemson Agricultural College in 1915; the M.A. degree from the U. of S. Carolina in 1924; and the Ph.D. degree from George Peabody College in 1926. He was a high school principal from 1915-17; a teacher of vocational agriculture from 1917-20; an assistant state supervisor in S. Carolina, 1920-24; and State Supervisor of Florida, 1925-27. He has been Head of Agricultural Education, U. of Florida, since 1927.

Dr. Garris is a member of the following organizations and fraternities: A.V.A.; N.V.A.T.A.; Florida Education

Asso.; Florida Vocational Asso.; Florida Voc. Agr. Teachers Asso.; National Geographic Society; Theta Chi; Mason; Woodman of the World; Eastern Star; Tall Cedars; Phi Delta Kappa; Kappa Delta Pi; Alpha Tau Alpha; Gamma Sigma Delta; Alpha Zeta; and Phi Kappa Phi. He received the Honorary D.Sc. degree from Clemson College in 1937 and was honored by the Mark Twain International Society in 1954. He is listed in *Who's Who in America*, *American Men of Science*, *Who's Who in American Education*, *Who's Who in the South and Southwest*, and *Rus*. He is either joint author or co-author of the following books: *Southern Field Crop Enterprises*, J. B. Lippincott, 1938; *Contributions of Agriculture*, Interstate, 1939; *Southern Horticulture Enterprises*, J. B. Lippincott, 1946; *Southern Horticulture Management*, J. B. Lippincott, 1949; and *Teaching Vocational Agriculture*, McGraw-Hill, 1954.

Dr. Garris married Erma Altha Westbury, March 19, 1919. They have three children: Minnie Reta, Erma Mardie (Mrs. E. W. Biggers), and Edward Walter, Jr. □



ATOMIC ENERGY IN AGRICULTURE by William E. Dick, 150 p., published by Philosophical Library, Inc., 15 East 40th St., New York 16, N. Y., 1957. Price \$6.00.

This book is an interesting treatise compiled chiefly from materials contained in papers delivered at the international conference on the peaceful uses of atomic energy, which was held at Geneva in August, 1955. Mr. Dick indicates ways in which atomic energy is being used and may be used in agriculture. Chapters are devoted to: Remaking crop plants with radiation; Photosynthesis, tracing the path of carbon with radio-isotopes; The path of other elements; Radioactive materials in the fight against pests; Radioactive tracers and forestry; and Atomic radiation and food preservation. The book should prove interesting to those interested in research in agriculture and the broad possibilities which atomic energy has for aiding in agricultural progress.

Mr. Dick has worked as a research biologist and as an editor of chemical journals.

—GBJ

DEMONSTRATIONS FOR FARM MECHANICS by Michael O'Brien, 242 p., published by The Interstate Printers and Publishers, Inc., Danville, Illinois, 1957.

This book provides in outline form a demonstration guide for teachers of farm mechanics. Many basic areas of farm mechanics which are taught throughout the nation are outlined, giving: (1) objectives, (2) materials needed, (3) teacher preparation, (4) introduction, (5) teaching the job, (6) application, and (7) references. Chapters are included on: The Demonstration in Teaching Farm Mechanics, Safety, Arc Welding, Farm Machinery, Farm Power, Oxyacetylene Welding, Care and Use of Hand Tools, Power Tool Operation, Making Working Drawings, Farm Carpentry, Painting, Glazing, Concrete Work, Rope Work and Belt Work, Hot and Cold Metal Work, Soldering and Sheet Metal, Farm Electricity, Pipework and Plumbing, Soil and Water Management, Fencing, Farmstead Arrangement and Landscaping, and Conducting A Field Trip.

The book may be used directly by teachers as a guide in giving demonstrations or may be used as a source of ideas.

The book is recommended for all departments of vocational agriculture.

Dr. O'Brien is in the Department of Agricultural Engineering at the University of California.

—GBJ

DISEASES OF TOBACCO by George B. Lucas, 498 p., published by The Scarecrow Press, Inc., 275 Fourth Ave., New York 10, N. Y., 1958. Price \$10.00.

This book appears to be one of the most complete and up-to-date treatises on tobacco diseases available. It is excellently organized, written and illustrated, covering basic information on the nature and control of tobacco diseases. Special attention is devoted to (1) nematode diseases, (2) disease resistant varieties, (3) cropping sequences in relation to disease control, (4) the interaction of plant pathogens in relation to disease severity, and (5) the impact of variability of plant pathogens on disease control.

The book is composed of eight parts: (1) General, (2) Nematode Diseases, (3) Fungus Diseases, (4) Bacterial Diseases, (5) Virus Diseases, (6) Diseases Caused by Flowering Plants, (7) Malnutritional Diseases, and (8) Miscellaneous Diseases. A separate chapter is devoted to each major disease. For example, there are 19 chapters in Part III. Each disease is described, including symptoms and signs and control measures.

This book is recommended for Vocational Agriculture Department libraries in areas where tobacco is of economic importance.

Dr. Lucas is Associate Professor of Plant Pathology at North Carolina State College.

—GBJ

An Adult Farmer - - -

(Continued from page 94)

in a new era of progress for Philippine agriculture. This holds true for the whole nation that stands to benefit from economic progress that can only be built on a solid foundation of agricultural development. Here, indeed, is an opportunity that the Philippine community schools cannot afford to pass up if they wish to be highly instrumental in bringing about a speedy solution to a major national problem that has stymied Philippine progress. □

The Cover Picture

The best place for teaching about the application of approved practices is out on the farm. Here Clayton Young, vocational agriculture instructor, Allen, Nebraska, is checking the development of Gilbert Mattes' conservation program for water storage and erosion control. The dam was constructed by Gilbert on the Mattes home farm. □

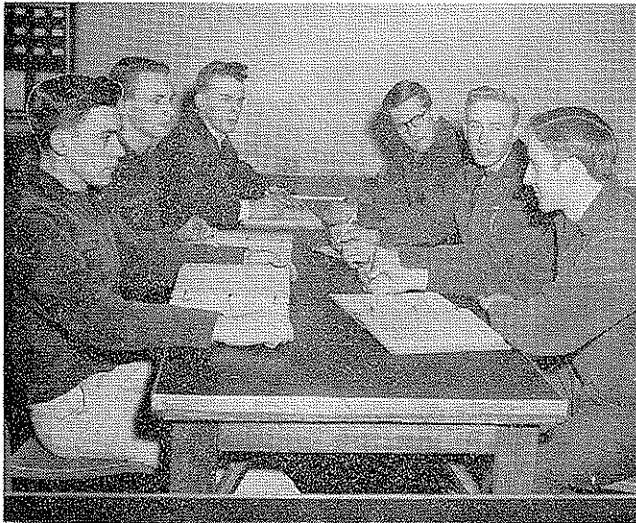


Prof. H. M. Hamlin, agricultural education specialist, University of Illinois College of Education, right, receives a plaque citing his outstanding and distinguished service of more than 40 years to agricultural education from H. R. Damisch, Springfield, chief of agricultural education in Illinois. The plaque was a joint presentation of the supervisory and teacher training staffs.

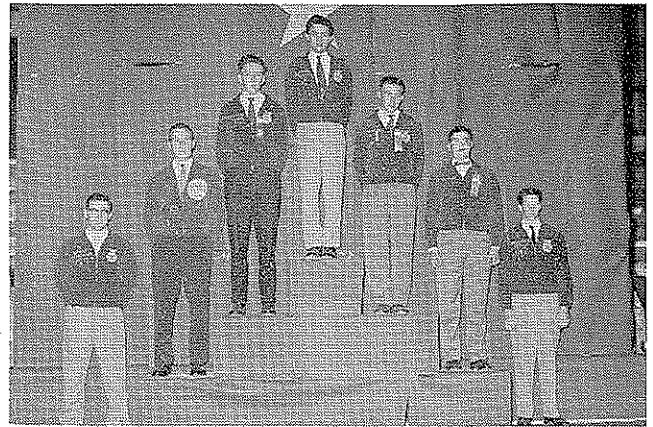


The Tripoli, Iowa, FFA Chapter sponsored this display in support of National Rural Mail Box Improvement Week. (Photo by D. L. Smith, Vo-Ag Instructor)

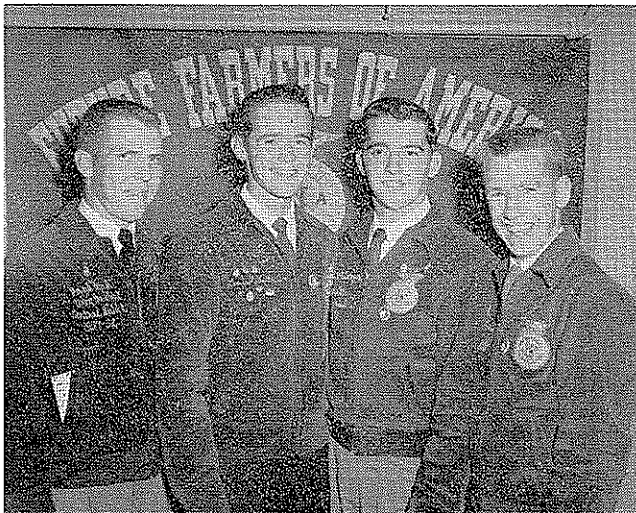
Stories In Pictures



Officers of the Minot, N. Dakota, FFA Chapter making plans for the next chapter meeting.



Robert Taylor, New York Star Farmer of 1958, Cazenovia, stands at the apex of the pyramid at the State FFA Convention, Canton, New York, flanked on either side by other highest National FFA Foundation Award winners. Left to right: Leon Adams, Farm and Home Safety, Phelps; Joseph Boyko, Soil and Water Management, North Syracuse; Henry Beneke, Dairy Farmer, Hillsdale; Robert Taylor; James Shaw, Farm Mechanics, Downsville; Edwin Hunt, Electrification, Wellsville; and Stuart Lamb, Public Speaking, Hamilton.



Dairy Farming Award Winners—left to right: Hank Stark, Adrian, Missouri; Louis Keith, Collinsville, Oklahoma; Charles Sargent, Danville, Vermont; and Randolph Smith, Canby, Oregon. The awards were presented at the National Dairy Cattle Congress, Waterloo, Iowa.



WHAT PRICE GLORY? Ohio's 1957 Star Farmer, Ronald Williams, receives appropriate congratulations from the State FFA Queen, Jane McClure. Both were special guests at the Annual Awards Banquet on the Ohio State University Campus. (Photo by Howard L. Miller)