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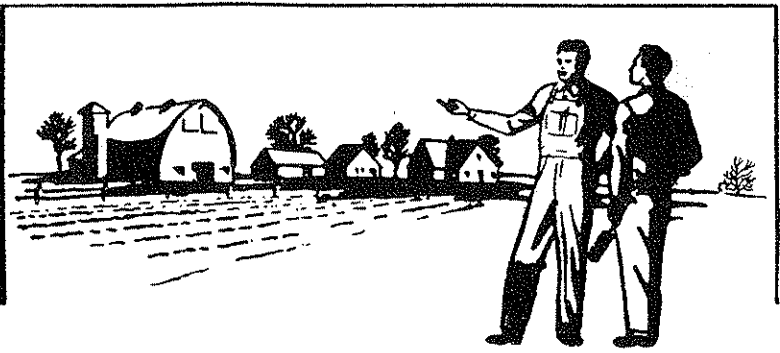


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*Featuring—*Farming Program  
Philosophy

Department of  
AGRICULTURAL EDUCATION  
UNIVERSITY OF ARIZONA  
TUCSON, ARIZONA

# 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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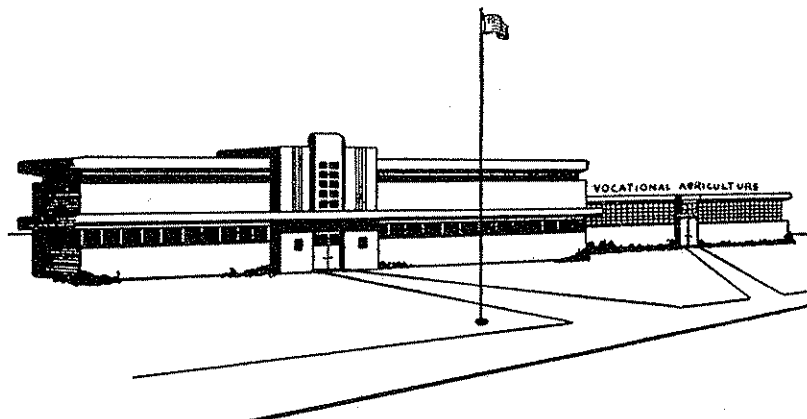
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## Philosophy Underlying Supervised Farming in Vocational Agriculture

GEORGE L. O'KELLEY, JR., Teacher Education,  
U. of Georgia

Countless hours of discussion and equally numerous pages of professional writing have obviously failed to unify the thinking of the nation's vocational agriculture leaders regarding the true function of their students' supervised farming programs. Some teachers seem to believe that teaching programs should be based largely on students' supervised farming programs while others seem to regard teaching and practice as entirely unrelated entities. Just what justification is there, philosophically speaking, for supervised farming in vocational agriculture instruction?

Psychologists tell us that we learn only that which we experience—using the word in its broader sense. Students may acquire information by various means, but they learn to use that information only as they apply it in problem situations. Certainly, skills may be learned in no other way than through experience. Yet, some teachers apparently would attempt to teach a boy to farm by merely directing him to read or talk about farming. Permanent learning under such circumstances is highly improbable. Learning implies a change in behavior. No change means no learning has occurred. Without practice and the resulting opportunity to evaluate practice, how does one know change has occurred?

If students are to learn how to farm they must experience farming. A student has a farming program in which he encounters real problems that demand solution if the program is to succeed. He undertakes, under the teacher's direction, to find a solution through classroom and laboratory study. He reads, studies, discusses and evaluates until an answer is found which satisfies the particular demands of the situation. He puts the solution into practice, again under supervision, and observes the results. Then he is in position really to evaluate the practice—even to generalize regarding both the practice and the situation. He has learned! But learned what? To fertilize corn or to control hog lice or to feed dairy cows? Yes, these practices he has learned of course! But much, much more—he has learned to think reflectively regarding a problem situation. This accomplishment is the most important objective of the vocational agriculture instructional program—or of any other instructional program for that matter. The practice may change—probably will tomorrow—but the scientifically sound problem solving procedure which he practiced will aid him in solving other problems—provided he has actually learned to use it.

## *From the Editor's Desk . . .*

### **Farming Program Philosophy and Courses of Study**

One of the long standing beliefs with regard to farming programs is that they form the basis for strong instructional programs. In supporting such a belief, we may have unwittingly fostered a misinterpretation of the proper relationship between farming programs and courses of study. This misinterpretation is that farming program planning and operation come first, followed by the determination of what will be included in the course of study. Actually, course of study building is followed by farming program planning.

Farming program planning is an early part of an already existing course of study (or should be) at the time the students enroll. Long before the time of starting classes, the teacher has made a detailed study and analysis of his local situation and has developed a course of study based on his findings. What the teacher has included in the instructional program for each year serves as his guide in helping the students plan their farming programs. In this manner, the course of study and farming program activities become closely tied together. The fact that the course of study is used to help guide the planning of farming programs should result in many common elements in the farming programs of the students to make possible effective use of facilities and teacher time through whole class instruction techniques. For the areas of instruction not related to the ownership or productive enterprise part of the farming program, supplementary practices and improvement projects are planned.

The planning of farming programs, then, is strongly influenced by the course of study. The content of the course of study is based on a study of the community, and the internal organization of the course of study is based on the teacher's concept of what good farming programs in his community should be. Farming programs will vary, of course, in terms of the home situations of the individual students. Adjustments in the course of study are made as the teacher discovers during the process of planning farming programs that the needs of a particular class vary somewhat from the broader community picture.

The above interpretation of the relationship between farming programs and courses of study eliminates possible conflicts between farming program philosophy and our philosophy regarding such aspects of our teaching as summer planning for instructional materials, ordering audio-visual aids, and the proper yearly and seasonal allocation of instructional areas to take maximum advantage of seasonal farming opera-



## Philosophy Underlying—

(Editorial continued)

Rather than stating so dogmatically that the instructional program grows out of students' supervised farming programs, let us say that supervised farming programs are carefully planned and set up in keeping with with the educational needs and vocational plans of the student. Then, of course, the instructional program may appropriately be drawn from the supervised farming program. But the supervised farm program itself should be carefully planned to provide a specific kind of learning program.

The supervised farming program is not merely a source of student income. It certainly is not a miniature experiment station nor even a demonstrational facility. Neither is it primarily a place to gain manipulative skills, to generate interest in agriculture or even to satisfy FFA degree requirements. It is much more than all

of these! It is an arrangement whereby the student is placed in the finest type of learning situation imaginable—a problem situation, which if skillfully exploited by the teacher results in the most important learning attainable—the individual's ability to identify and solve through the process of scientific thought problems of life. It is high time vocational agriculture leaders gave more serious consideration to the quality of their students' supervised farming programs. □

## Farming Program—

(Editorial continued)

tions and student readiness for various farming responsibilities. Farming programs become the means by which students put into practice that which they are learning rather than the basis for decisions concerning what will be studied. The teacher can accomplish through sound construction of his

course of study one of his major obligations to each of his students—the obligation to provide each student with an organized, systematic instructional program dealing with all phases of farming activity.

It is not enough to have a well defined philosophy regarding farming programs. Farming program philosophy must also be consistent with our philosophy regarding other aspects of our total program. □

## The Cover Picture

Danny Pearce, Star Greenhand of Arizona from Coolidge, has a farming program consisting of 70 acres of barley, 52 acres of cotton and 2 calves. This award has been presented the past 5 years to the outstanding Greenhand in Arizona to help stimulate larger and more diversified supervised farming programs. □

## Teachers should consider seriously—

# The Place of Supervised Farm Work Experience

JOHN A. SNELL, Supervision, Maine



John A. Snell

GOOD vocational education is characterized by certain features which are essential to its fulfillment. One of these is that "it is taught and learned in its relations and applications to the actual work of a specific occupation."<sup>1</sup> If he is to learn very much about the operation of a modern farm business, a student of vocational agriculture must be involved in the work of a well-managed farm of commercial size. There is no satisfactory alternative.

Fortunate indeed is the student who lives on such a farm, particularly if his interest and occupational goal lies in the field of agriculture. As a boy and young man, his development takes place in an environment of good business practice and up-to-date methods. His participation in the work of

the farm is normal and natural. By association, he acquires a progressive attitude. His study of vocational agriculture is important as a means of obtaining the related scientific and technical knowledge to supplement his experience. He may gain further understanding through the planning, execution and analysis of one or more productive enterprises, either owned entirely by himself or on a partnership basis. There may be added motivation in such enterprises through the financial incentive involved. The student may thereby be encouraged to acquire livestock, equipment, or other capital.

The situation is quite different for the student who does not live on a *really good* farm. Many of the conditions mentioned above do not apply. To be sure, there may be some boys on farms of adequate size which need only improvements in organization and management to make them *good* farm. In a suitable climate of mutual cooperation and respect, it is possible that, through the student's work in vocational agriculture, such improvements will come to pass to the benefit

of both the student and the family. In such cases, the supervised practice of the student should probably be based upon the home farm business.

In many cases, however, the student of vocational agriculture lives on a farm which is of inadequate size, is marginal in character, or primarily residential. And some do not live on a farm of any kind. There have always been such students in the North Atlantic Region and the proportion has increased in recent years. For such students, the conduct of one or more productive enterprises, in itself, does not constitute adequate "directed or supervised practice in agriculture" to fulfill the needs of a truly vocational program. Even though supplemented with "improvement projects" and "supplementary farm practices," a program of this kind is likely to be deficient unless the student has close contact with a successful farming operation.

It would appear that the obvious solution to this problem would be to place such students on good farms for supervised work experience. Yet this type of farming practice has been the "step-child" of vocational agriculture. It has been frowned upon, considered as a last resort, and relegated to the lowest level of approval and esteem. At the same time, in other fields of work, apprenticeship and cooperative part-time training have gained wide acceptance and respect.

<sup>1</sup>What Makes Education Vocational? J. Fred Ingram, American Vocational Association, Inc., Washington, D. C.

We might speculate on the reasons for this situation. Is it possible that the home project concept became too deeply ingrained in our early philosophy of vocational agriculture? Certain it is that many leaders have given it such emphasis as to indicate that it holds a special place and significance not equalled by any other activity. Perhaps this is due in part to the fact that in an earlier period a larger proportion of vocational agriculture students lived on substantial farms where emphasis could well be given to improving the practices used.

#### Productive Enterprise Projects Over-Emphasized

The writer strongly suspects that to a considerable extent the lack of regard for supervised farm work experience arises directly from over-emphasis given to productive enterprise projects. Being considered of secondary importance and accepted only for the few who could not have production enterprises, even small ones, farm work for experience has often lacked careful and systematic direction, supervision or evaluation. Under such conditions, it would inevitably be looked upon with disfavor. To properly fulfill its purpose it must be raised to a higher level of respect through adequate and business-like direction. Teachers must recognize its potential value and be prepared to give it such direction.

This problem was considered by the North Atlantic Regional Conference in 1953. Desiring to improve this type of supervised farm practice and to give it some respectability, the Conference appointed a committee<sup>2</sup> to study the problem and develop a record book for use by students involved in supervised farm work experience. The committee worked for nearly five years, producing first one experimental form, and then a second, both of which were tried out by teachers in the Region. The experience and recommendations of the teachers who cooperated, as well as the suggestions of supervisors and teacher trainers, were very helpful to the committee. The record book in final form was published in 1958.<sup>3</sup>

During the progress of the work,

the committee came to the conclusion that an instructor's manual or guide was needed to accompany the record book. The Conference commissioned the same committee, with the writer as chairman, to develop such a guide. This was done and the product was published in 1959.<sup>4</sup>

#### Farm Work for Experience Can Be Good

It seems safe to say that the committee members, as a result of their study of the problem, gradually developed a somewhat changed philosophy regarding supervised farm work experience. Fundamental to this philosophy is the belief that such experiences, suitably directed and supervised, are not only acceptable, but constitute probably the *very best* type of farming practice for many students. There is evidence that such is the case. Massachusetts schools have provided for such practice over a considerable period of years. Sound and business-like procedures have been developed in most cases, with the result that the programs are respected and accomplishments have been satisfactory in terms of training and establishment.

There is little doubt that farm work alone, without cooperative planning and supervision, would fail to meet the needs, but no one would seriously call such activity "directed or supervised practice in agriculture." As long, however, as it is looked upon as a last resort in meeting a legal requirement of the Smith-Hughes Act, it is likely not to be much more meaningful. Supervisors and teacher trainers, as leaders, must share most of the blame for neglecting this type of supervised farm practice and for failing to develop principles and practices to strengthen it.

There are those who will contend that supervised work experience provides little opportunity to develop managerial competencies which are so very important in successful farm operation. We may well ask to what extent experience in the production of a single farm commodity, or even several of them, may serve to develop the skills, abilities, and understandings needed for the successful management of a total farm business. This question is particularly pertinent

when farm practice is confined to a single enterprise of scope so limited as to be economically inefficient. How many teachers are familiar with such programs?

It is the writer's conviction that a student will learn more about farm management through his close association with and observation of a good farm manager than would ever be the case through the conduct of production projects alone without such background. Bear in mind that this statement is made in reference to students who do not live on good commercial farms and would not otherwise have comparable experience.

What about establishment in farming? Productive enterprises owned by the student are considered to provide a desirable avenue to progressive establishment. Within limits, this is undoubtedly true, especially when the student thereby acquires substantial amounts of livestock, equipment or other capital. Under such conditions, there may be more tendency to invest earnings in farming than would be the case without productive enterprises. Too, we should not overlook the possibility of developing pride in ownership, appreciation of fine stock, and other valuable characteristics.

To conclude, however, that supervised farm work experience cannot be a satisfactory road to establishment would be a grave mistake. Records show that, potentially, the opportunity to acquire capital is fully as great as with productive farm enterprises. Maine students engaged in supervised farm work experience have consistently averaged better in respect to annual earnings than all other students. The same relationship is indicated by a recent report from Massachusetts. Certainly, students with limited opportunity for productive enterprises will fare much better financially from work experience.

#### Basic Features of Supervised Farm Work Experience

What, then, should characterize *good* supervised farm work experience? How does it differ from that which is simply farm labor? These are some of the basic features:

1. The place where the student will train is subject to the approval of the school as a place which will provide the desired experience, both as to kind and quality. With some possible ex-

<sup>2</sup>The committee consisted of the following: Walter Jacoby of Connecticut (chairman), P. S. Barton of New Hampshire, N. K. Hoover of Pennsylvania, H. N. Hunsicker of the U. S. Office of Education, W. H. Martin of Connecticut, R. C. Northup of Rhode Island, J. A. Snell of Maine, and J. A. Taft of Massachusetts.

<sup>3</sup>Plans, Records and Accounts of Supervised Farm Work Experiences for Students in Vocational Agriculture, North Atlantic Regional Record Book Committee, Delmar Publishers, Inc., Albany, N. Y. 1958.

<sup>4</sup>Guide to accompany the above. Delmar, 1959.

- ceptions, it is a well-managed commercial type farming operation which matches the student's interest and occupational objective.
2. A training program is planned cooperatively by the teacher, student, and employer and approved by the parents. The objective of this program is to insure that the student's experience will be as profitable as possible in terms of his training objective.
  3. The employer clearly understands the purpose of the training program and is willing to cooperate in providing the planned opportunities for learning and in evaluating the student's accomplishments.
  4. The teacher capitalizes on the student's experience to promote his learning by relating his experience to his class work, and by providing special assignments pertaining to the farm operations.
  5. The work of the student is periodically evaluated by the teacher in cooperation with the employer.

It will be seen from the above that the school (which means the teacher) has a positive and active part in each aspect of the program. This is vital. The teacher's part cannot be a passive one. It is the active planning, direction, supervision and evaluation of the work which makes it a genuine educational activity.

To summarize, supervised farm

work experience is an entirely acceptable and desirable form of supervised farm practice. For many students, it is the best and most appropriate form. To accomplish the desired results, it must be cooperatively planned and conducted with adequate attention by the teacher to its planning, supervision, and evaluation.

Since the attitude of the student inevitably reflects the teacher's philosophy, it is essential that the teacher understand the potential value of supervised farm work experience and know how to direct and supervise it. He must be "sold" on its importance. Supervisors and teacher trainers have a responsibility through pre-service and in-service teacher education to see that teachers have the understanding and preparation to successfully direct such work. □

### The case for—

## Placement for Farm Work Experience

JESSE A. TAFT, Supervision, Massachusetts



Jesse A. Taft

FOR the past twenty years the individual's farming program for the typical vo-ag student enrolled in Massachusetts centered primarily on placement training for farm work experience. Placement training, combined with supplementary farm jobs, have become the core of most students' programs. The trend is definitely away from ownership, productive and improvement projects except for the few farm-reared boys.

### What Is Placement Training?

Farm placement is an opportunity for a student to gain work experience involving many farm practices. It is steady employment furnished by a successful farmer or school farm. Such experience may be on a near-by or even distant farm to which the boy commutes daily for a lengthy period of time—usually for the summer months. In other situations, the student may live on the farm for the

period of training, occasionally during the school year, but more frequently in the summer months. Many take advantage of a farm placement service in a near-by state for training during the vacation periods.

Placement training is most suitable for the village boys or boys from small farms which provide too narrow experience with little or no opportunity for developing a commercial and profitable enterprise. This type of training is becoming increasingly important in the Northeast. In Massachusetts alone, ninety percent of our enrollment choose placement for their supervised farming activity.

Teachers of vocational agriculture have discovered that supervised farm practice can best be provided, at least under Massachusetts farm conditions, through placement. Likewise, students prefer placement training as a means of preparing for an agricultural occupation. Placement training is not a new venture. It has been with us from the beginning. Estate caretaking has been one common occupation in agriculture which has called for full-time summer placement training. The swing toward placement training developed during World

War II when most boys found attractive job opportunities on farms for full-time summer work. For the typical vo-ag student in Massachusetts, farm placement, resulting in earnings ranging from \$800 to \$1200 a year, is more appealing than productive projects which too often yield insignificant labor returns. In the post-war years, the trend has continued toward the placement training system. Demand for farm help continues to be high particularly during the growing season. As a result, nine out of every ten students now rely on placement to gain farm work experience. Early release permitted during World War II has been continued. This plan allows full-time placement as early as April 1st for the majority of vo-ag students at a time when farmers are in urgent need of help. Nearly all schools with vocational agriculture departments in the state release boys from school with approvable placement opportunities not later than May 1st.

We are far from perfecting this type of a farming program. However, through years of experience our teachers have found that a placement training program is the answer to the problem of strengthening the supervised farming practice required of all students.

When properly handled, the placement system has been bound to provide quality training in agriculture. Little doubt remains among our teachers that the training a boy receives under the placement system is

far superior to that obtained through home projects which never have a chance to lead a boy into establishment in farming. Let me hasten to point out, however, that for boys from home commercial farms comprehensive programs built around productive enterprises, improvement projects and supplementary farm jobs is the training still preferred for establishment in farming. Unfortunately, only a few boys in Massachusetts have a setting which lends itself to a broad farming program. For the majority of students studying vocational agriculture in Massachusetts, establishment in farming is not economically feasible under present agricultural conditions.

#### Planning the Placement Training Program Is the Important Element

There are several steps which are vitally necessary to make training for farm work experience succeed. The following points under the category of planning are important:

*Choice of the farm*—The student selects the type of farming which interests him. The size of the farming operations should be such as to provide diversified experience. The training facility must receive approval by the school. Normally students are advised not to return to the same farm after two years of work experience unless there is opportunity for full-time employment following graduation.

*Completion of a memorandum of understanding*—This is an essential device for use in making sure that there is a mutual understanding on the part of the student, parents and employer as to the conditions of employment. Usually the student and teacher are present with the farmer employer to discuss arrangements. When an understanding is reached, it should be subject to parental approval.

#### Training Responsibilities

The employer must recognize his responsibilities in the training program. He should be expected to:

1. Provide opportunities for the student to learn how to do well as many jobs as possible. (Boys should not be expected to operate a tractor day after day because he handles a tractor well.)
2. Treat the student as he would his own son with the respect to food, sleeping and bedtime habits.

3. Encourage the student to obtain suitable recreation and give supervision if necessary.
4. Coach the student in efficient ways of doing the farm work.
5. Make an honest appraisal of the student's performance on the job.
6. Maintain a close relationship with the school and keep the instructor posted on noteworthy developments.

Once the terms of employment have been agreed upon by the farmer trainer and student trainee, the individual training program should be set-up. The experience should provide for systematic and progressive on-farm training in line with the opportunity presented on the farm and with the student needs. A realistic and practical list of jobs should be completed at the out-set by the teacher in consultation with employer and student. Additional jobs may be added as new opportunities appear and as the student develops ability to cope with major jobs. Placement training does not necessarily mean that managerial training is omitted. Boys are given responsibility for managerial decisions and actions as they progress and develop on the job.

#### Follow-up by Instruction

Systematic supervision by the teacher is essential and is as important as in the case with boys conducting productive enterprises. In general, supervision visits are not as urgent and made with the same frequency as with boys conducting productive projects. Once a month follow-up is the very minimum. Essentially, the farm is the laboratory for instruction in agriculture and on-the-farm teaching is the most vital phase of all.

#### Rating of Student

The school accepts responsibility for evaluating the experience in cooperation with the employer. His progress should be rated by the regular teacher in consultation with the farmer employer. Each listed job on the training program should be rated separately.

#### Students Prefer Farm Placement. Why?

Almost ninety percent of the Bay State students in Vocational Agriculture lack adequate home facilities to permit them to conduct suitable productive enterprises which could possibly lead to an expanding and

profitable venture in farming. Therefore, it is only natural for this group to elect placement for farm work experience. Fortunately, the demand for farm labor remains high. Most schools cannot begin to satisfy the requests from farm operators for interested and competent workers. Of course, the greatest demand comes between April 1st to October 1st. Because of this situation, our schools have seen fit to continue an arrangement for early release whereby all students with an approved placement facility for training go on placement for farm experience. Boys not passing in the academic side of the program are the exception.

The most common reasons given by teachers and pupils for utilizing placement are:

1. Experience obtained on a commercial diversified farm is broad, practical and rewarding.
2. Training is centered around modern approved practices with the use of labor saving machinery. (Less hand drudgery is required than on small enterprises.)
3. Labor return is greater than with productive enterprises.
4. Good placement opportunities are plentiful and pay well.
5. The future of most trainees will be working for others rather than being self-employed.
6. No capital is required.
7. No financial risks are involved.
8. Practice and experience on a full-time basis under supervision of an efficient farmer offers better training than small enterprises.
9. Contributes financially toward becoming gradually established in farming.
10. Student has a better choice of the type of farming which interests him.
11. Home facilities do not lend themselves to an adequate supervised farming program.

#### Does Placement Training Lead Into Establishment in Farming?

For some boys, the placement system frequently assists them to become established in farming. Massachusetts' last American Farmer is a splendid illustration. Robert DuVernois of Berkshire County worked on a neighboring dairy farm for wages and

farm experience during his entire high school career and following graduation. Over a period of six years he earned a total of \$8502.50 under the placement system. As he was living at home, he was able to invest much of his earnings in animals and machinery. His parents were not farmers. When their son Robert entered the ag department, a farm was selected and purchased under a partnership arrangement to permit the son to gradually establish himself in farming. The dad continued to do off-farm work and left the farming operations entirely to the son.

Robert started, in his freshman year, a purebred herd of Jersey cattle under the supervision of his teacher. Gradually he purchased used equipment and machinery from his placement earnings. In a period of six years, the herd grew to a small commercial-size enterprise. More second-hand machinery was purchased from his earnings. Some machines were reconditioned in the school shop. In

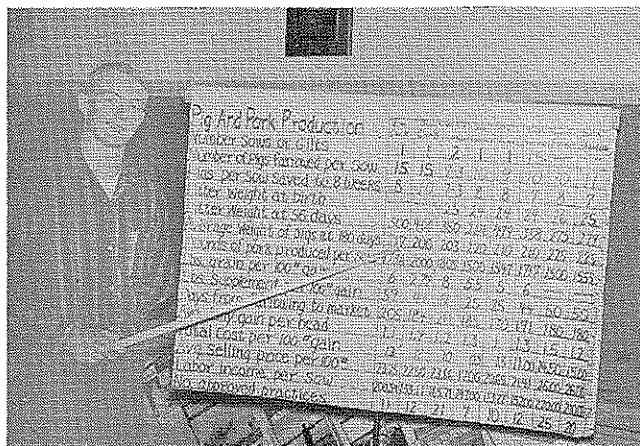
Robert's case, no capital was borrowed. Much credit for his success goes to his cooperative parents. Today, Robert still works part-time on a near-by farm to permit him to round-out a good year's income and allow for further expansion on his dairy farm.

Teachers of vocational agriculture in many states may frown heavily on the placement system of training for agricultural occupations. I would, too, if most of my enrollment were from commercial-sized farms. Looking to the future, I predict that more and more students in vocational agriculture throughout the nation will have to rely on farm placement training in preparing themselves for agricultural occupations. When adequate facilities are available to warrant expansion, an enterprising boy with plenty of gumption can become established in farming as a result of farm placement training.

Massachusetts pioneered in vocational agricultural education with

the home-project system. Today the emphasis has shifted to farm placement training which appears to be the best solution for training of individuals who are predominately non-farm boys. The challenge to us is to perfect the plan and execute it in a manner which results in quality farming programs. □

NOTE: Because of the importance of placement training for students in the North Atlantic Region teachers, supervisors and teacher trainers have developed a "Plans, Records and Accounts" book for use of students engaged in supervised farm work experiences. Likewise, an instructor's guide has been drawn up to aid toward effective use of the booklet. If anyone is interested, copies may be procured from the Delmar Publishers, Inc., Albany, New York.





and the data are placed on a chart which when folded once will fit into the folder. The chart includes information of each boy, department averages, and standards. Upon completion, the small charts are inspected by the committee and the chapter adviser. Large charts, three by four feet, are then prepared on white butcher paper and placed in a chart holder.

Each enterprise group presents its chart to the remainder of the class.

During the discussion, commendable factors as well as probable mistakes in arithmetic, record keeping, and management are brought into focus.

The FFA members thus become a part of the supervised farming evaluation program. Through proper

guidance, records are analyzed by actual practice. Strong and weak points of the farming program are set forth by the students. Evaluation by fellow students may sometimes be more effective than by the teacher. Each boy, knowing that his records are to be evaluated, strives to keep good records and to develop a superior farming program. □

## Improving Farming Programs Through Selection\*

GEORGE P. DEYOE, Teacher Education, University of Illinois



George P. Deyoe

THE selection of farming programs appropriate for conditions in a rapidly changing agriculture is a challenge to all persons connected with vocational education in agriculture. The selection and initiation of improved farming programs involves the use of the best techniques that we have learned through research and experience. Furthermore, some bold thinking is required to adapt farming programs to an era of accelerated changes in agriculture.

Here are some important questions we should consider:

1. What is the place of farming programs in the learning process in vocational agriculture?
2. What are some of the important educational needs of present and prospective farmers which arise from rapid changes in agriculture?
3. How may farming programs be improved and adjusted to conditions in an era of rapid changes?
4. What techniques, if used effectively, will aid in selecting and initiating improved farming programs?

### The Importance of Farming Programs in Learning

Farming programs, clearly identified and utilized as integral parts of

the instruction for all persons enrolled, are essential if education in agriculture is to be truly *vocational*. Some say that farming programs are important because they provide opportunities to apply what has been learned. It is more appropriate to recognize them as *essential for learning* of the kind sought in vocational agriculture. Objectives in vocational agriculture are usually stated in terms of abilities. To develop abilities, knowledge is not enough and skills are not enough. Ability means *being able*, the power to do, and implies intelligent action. The development of an ability requires "know why" as well as "know how" and the "will to do" to use it effectively in all appropriate situations. Thus, the activities comprising farming programs are parts of *complete learning* in vocational agriculture.

For purposes of discussion, the following definition is proposed: Farming programs conducted by persons enrolled in vocational agriculture include activities connected with farming and farm living which have educational value and for which a department provides organized instruction and supervision.

### Important Educational Needs Arising from Changes in Agriculture

In order to consider possible ways of improving farming programs for a changing agriculture, attention should be given to the important educational needs of farmers and prospective farmers in an era of rapid change. It is assumed in this discussion that farming programs should contribute to the resolution of these needs. In other words, *these programs should aid in overcoming the gaps between*

*current levels of operation and levels which are more appropriate for the conditions in an era of rapid technological change in farming and in other changing conditions which affect farming.*

Some of these educational needs are as follows:

1. How to utilize scientific developments in producing crops and livestock.
2. How to organize and operate a farm business for maximum net returns.
3. How to provide capital and manage finances.
4. How to mechanize and utilize sources of farm power effectively.
5. How to modify a farm business for increased specialization.
6. How to improve the quality of farm products to meet consumer demands.
7. How to market products effectively.
8. How to appraise realistically opportunities for becoming established in farming or changing to a different farming status.
9. How to secure resources for establishment in farming or changing to a different farming status.
10. How to make effective use of governmental and private agencies and services available to farmers.
11. How to adjust to governmental policies and programs which affect farming.
12. How to adapt farming operations to part-time farming.
13. How to improve farm homes and family life.
14. How to participate effectively in community and citizenship responsibilities.

The educational needs represented above and the implications for farming programs vary in kind and degree with the groups and individuals en-

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rolled for instruction in vocational agriculture. Some are more significant than others for farming programs for high school students and the same may be said for young farmers and for adult farmers. Some apply more to certain individuals in each of these groups than to others in the group.

#### Improving and Adjusting Farming Programs

Teachers and others should be encouraged and aided to evaluate realistically the farming programs of the various groups enrolled for instruction and thereby determine strengths and weakness which should be taken into account in bringing about improvements.

In general, we have not as yet achieved anything like the potentialities which exist in a broadened concept of farming programs. While some progress has been made in improving the farming programs of high school students, many of these programs still have shortcomings in terms of balance, suitability, breadth, growth, and quality. Farming programs for young farmers and adult farmers enrolled for instruction too often consist of the application of a few approved or improved practices and these are frequently treated as something after a course is completed and considered as synonymous with "follow up." For all groups, improvements are frequently needed which involve relationships with the total farm business and with marketing and group activities. In general, much more should be done to incorporate farming programs as "built-in" features of effective group and individual instruction.

In selecting and initiating farming programs, consideration should be given to features which contribute to improvements and adjustments for conditions in farming in an era of change. Some of the features which seem most pertinent are listed for each of the groups which may enroll for instruction.

#### HIGH SCHOOL STUDENTS:

1. Broadened programs to include suitable combinations of ownership (productive) projects, improvement projects, supplementary farm jobs, group activities, and (in some cases) placement for farm experience.
2. Increased attention to the entire farm business and to off-farm relationships ("management orientation").

3. Relationships to goals and standards appropriate for modern farming.
4. Increased specialization and scope in some enterprises, with partnerships in some cases.
5. Provision of opportunities to apply up-to-date practices appropriate for the situation.
6. Increased attention to financial arrangements and opportunities for acquiring assets for farming.
7. Increased provision for on-farm activities in farm mechanics.
8. Inclusion of trial plots and demonstrations on the farms.
9. Provision for accurate and useful records.
10. Provision for flexibility in replanning farming programs as conditions change.
11. Provision for developing relationships and exploring opportunities for establishment in farming.
12. Provision for appropriate group activities.

#### YOUNG FARMERS:

1. Provision for expansion of farm business, utilization of resources, and increased income.
2. Improvements in farming status, including development of appropriate business agreements.
3. Provision for increasing managerial responsibility.
4. Improvements in efficiency of various enterprises.
5. Attention to securing credit and to other aspects of money management.
6. Consideration to establishing a home.
7. Participation in group and community organizations.
8. Use of services and agencies available to farmers.

Attention to items in previous list, including 2, 3, 4, 7, 8, 9, and 10.

#### ADULT FARMERS:

1. Adjustments in the organization and operation of the farm business to meet changing conditions.
2. Improvements in efficiency of various enterprises.
3. Improvements in family living.
4. Consideration to appropriate phases of money management, such as credit, investments, insurance programs, etc.
5. Development of a program of soil management appropriate to the farm.
6. Use of services and agencies available to farmers.

7. Participation in group and community organizations.
8. Participation in securing improved farm policies and programs.

Attention to items in the first list, including 2, 3, 4, 7, 8, 9, and 10.

#### Techniques for Selecting and Initiating Farming Programs

Considerable progress has been made in the identification and refinement of techniques for selecting and initiating farming programs for the various groups enrolled for instruction. Some of these techniques are summarized in the remainder of this discussion.

#### HIGH SCHOOL STUDENTS:

1. Provide pre-enrollment guidance for prospective students so that persons who enroll are those interested in farming and willing to develop satisfactory farming programs.
2. Make farm visits prior to enrollment and early in the school year to discuss farming programs with boys and parents.
3. Hold group conferences with parents of students, early in the school year and at other times, to discuss farming programs for these students.
4. Provide class and individual instruction early in the first year and in successive years on selecting and planning farming programs.
5. Guide students to develop broad programs of farming activities which include ownership projects, improvement projects, and supplementary farm jobs.
6. Guide students to develop long-time farming programs appropriate for the type of farming on the home farms and in the community.
7. Help students with inadequate facilities for farming programs to secure experiences through placement for farm experiences.
8. Use FFA sponsored activities and other methods to motivate and assist students in starting their farming programs.
9. Guide students and parents to develop definite business agreements, preferably in writing, for the farming programs.
10. Guide students to set challenging goals for their farming programs and to use appropriate methods for evaluation.

11. Instruct students to keep appropriate records and to use these records effectively in planning and improving farming programs.
12. Develop relations with school administrators and members of local boards of education which help them to understand the nature and purposes of farming programs and the importance of on-farm instruction and supervision.

#### YOUNG FARMERS:

Techniques for selecting and initiating farming programs for young farmers have not been as explicitly identified as for other groups. A study by Phipps has shown that for young farm operators enrolled for instruction effective results can be obtained by the following techniques:

1. Interview each young farmer enrolled to determine present status, resources, needs, and goals.
2. Use group planning at the outset to determine (a) phases of farm-

ing and farm living to include as built-in features of a group instructional program and (b) phases of farming activities to include in individual on-farm instruction.

3. Enroll both husbands and wives in the courses and secure participation from all persons in the planning process as well as in the instructional program.

Probably, some of the techniques listed for use with adult farmers apply to young farmers. For young farmers below the operator status, some of the techniques indicated for high school students may apply.

#### ADULT FARMERS:

1. Organize courses so that the farmers who enroll in a specific course have similar interests and problems.
2. Have understanding with farmers who enroll that the course is intended to aid them in bringing about specific changes in farming.
3. Develop unified, functional courses which are built around the related farming activities of the participants.
4. Make visits to enrollees prior to the first class meeting to discuss the nature of the farming activities which should be appropriate.
5. Early in the course, help individual farmers to identify farming activities appropriate for the course.
6. Help farmers to determine their objectives and goals for the phases of farming under discussion.
7. As the course progresses, encourage farmers to develop plans for farming activities selected.
8. Provide for class meetings throughout the year with instruction organized seasonally in relation to the farming activities of the class members.
9. Encourage farmers to try out, on a small scale, promising practices about which they have some degree of doubt. □

#### Factors affecting—

## Successful Supervised Farming Programs

VERNE H. KNECHT, Vo-Ag Instructor, Washington, Iowa



Verne H. Knecht

THIS study was conducted to determine the factors which might contribute to the success of a vocational agriculture student's farming program.

The study involved data concerning 400 high school students for the 1956-1957 school year. One hundred from each of the four grades in high school were selected by random sampling. Seventeen schools in the eastern livestock area of Iowa cooperated in the study.

Vocational agriculture instructors had the students fill out the questionnaires, which were returned by mail to the investigator after completion.

The data were tabulated and

treated statistically by mean score and coefficient of correlation. A point system was developed for evaluating the supervised farming programs of the students. For productive projects, one point was allotted for each two animal units and for each five acres of field crops. One point was allotted for each major improvement project, whereas, one point was given for each five minor improvement projects. One point was also allotted for the introduction of five supplementary farm practices.

#### Findings

Factors that appeared to have some affect upon the supervised farming programs are as follow:

The 100 senior students tended to receive higher farming program scores as they advanced in years of training in vocational agriculture.

As the 100 senior boys advanced from the ninth through the twelfth grade in vocational agriculture, their mean farming program score increased. Boys did not advance in farming programs as rapidly as they should have to become established in farming.

The number of brothers had little relationship to the mean accumulative farming scores of the 400 students unless there were three or more brothers.

There were small differences in the mean farming program scores of the 400 students among freshmen and seniors classified according to number of brothers and sisters except where there were three or more.

Regardless of the number of brothers and sisters, the mean farming program scores of 100 seniors increased as the students advanced from the ninth through the twelfth grade except for seniors who had no or two brothers and sisters.

Among the 400 students more of the boys in the ninth, tenth, and eleventh grades had fathers under 45 years of age than did seniors.

Among the 400 students the boys

whose fathers were in the age group 45-50 had higher mean accumulative farming program scores for the tenth, eleventh, and twelfth grades than did boys whose fathers were under 45 or over 50 years of age.

There was an increase in the mean farming program scores for the 100 senior boys from the ninth to the eleventh grades regardless of the age of the fathers. Senior boys whose fathers were under 45 or over 50 had a decrease in their mean farming program scores during the senior year.

There was a slight increase in the mean accumulative farming program scores as the 400 boys advanced from the ninth through the twelfth grades regardless of the education of the father with the exception of the boys in the twelfth grade who had fathers with less than eighth-grade educations. Boys whose fathers had limited educational backgrounds apparently had difficulty in developing comprehensive farming programs.

There was an increase in the mean farming program scores for the 100 senior boys as they advanced from the ninth through the twelfth grades, regardless of the amount of education of the father with the exception of the scores of the boys whose fathers had less than an eighth-grade education or had attended college.

Forty-four per cent of the 400 boys had mothers who had been graduated from high school and 12 per cent had mothers who had attended college.

There was a continuous increase in the mean accumulative farming program score of the 400 students from the ninth through the twelfth grades regardless of the amount of education of the mother except for the boys in the twelfth grade who had mothers with less than eighth grade educations.

Among the 100 senior boys whose mothers were classified as eighth-grade but less than twelfth-grade graduates, twelfth-grade or college graduates had an increase in their

mean farming program scores as they advanced in training from the ninth through the eleventh grades. Boys whose mothers had less than an eighth-grade education had considerably lower mean scores in tenth, eleventh and twelfth years than they had during their ninth year.

More of the 400 students lived on farms that ranged in size from 80 to 239 crop acres than on farms smaller than 79 or larger than 240 acres in size.

There was an increase in the mean farming program scores of the 400 students for the boys as they advanced from the ninth through the twelfth grades, regardless of the number of crop acres with the exception of the ninth grade students on farms of 320 acres and over.

The 100 senior boys who lived on farms larger than 80 acres had a gradual increase each year in mean farming program scores as they advanced in training from the ninth through the twelfth grades except for the senior boys who lived on farms of 80 to 159 acres in size.

Fifty-three per cent of the 400 students chose farming, whereas 33 per cent were undecided in their occupational choice as freshmen.

Among the 400 students, the boys that selected farming as an occupation as freshmen showed a continuous increase in the mean farming program scores as they advanced from the ninth through the twelfth grades.

Among the 100 seniors, those who chose farming as freshmen had higher mean farming program scores in the ninth, eleventh and twelfth years than did students who chose non-farming occupations or were undecided.

Eighty-three per cent of the 400 students in the eleventh and twelfth grades enrolled for four years of vocational agriculture. The largest drop-out occurred at the end of the ninth and tenth grades.

The senior boys who had been en-

rolled in vocational agriculture for fewer than four years did not develop comprehensive farming programs.

Sixty-four per cent of the 400 students participated in sports.

Twelfth grade boys of the 400 students who had participated in sports had a higher mean accumulative farming program score than did boys who had not participated in sports.

Among the 100 seniors, those who had participated in sports had higher mean farming program scores at each grade level except for tenth grade than had boys who had not participated in sports.

Thirty-one per cent of the 400 students participated in music.

Among the 100 seniors, those who participated in music tended to have higher mean farming program scores.

Sixty-two per cent of the 400 students participated in church activities.

Among the 400 students, the twelfth grade boys who had participated in church activities had higher mean accumulative farming program scores than did boys who had not participated in church activities. Boys who took an active part in church activities developed more comprehensive farming programs.

Ninety-three per cent of the 400 students participated in FFA.

Among the 400 students, boys who had participated in FFA each year they were enrolled in vocational agriculture had higher scores than students who had not participated in FFA each year.

Leadership participation of the 400 students in FFA activities appeared to strengthen rather than weaken the farming programs of the students. It requires four years of vocational agriculture with FFA participation for a boy to develop a comprehensive farming program.

Only 52 per cent of the 400 indicated that their desire to become a farmer was "very much" or "much" a factor in enrolling in vocational agriculture.

Among the 400 students, the boys who indicated "very much" had higher mean accumulative farming program scores for each grade level than boys who indicated "much," "some," or "little" degree of influence of wanting to be a farmer.

Sixty-three per cent of the 400 students in the sample received either "favorable" or "very much" encouragement from their families in regard to their supervised farming programs.

Mean accumulative farming program scores of the 400 vocational agriculture students by number of crop acres, 1956-1957 school year.

Number of acres	Grade in high school			
	9	10	11	12
1-79	2.28	4.59	8.56	10.45
80-159	2.55	4.31	8.01	12.16
160-239	2.72	4.68	8.56	15.43
240-319	3.01	6.73	11.34	15.81
320-and over	2.30	8.20	12.44	16.59



With one exception, the mean accumulative farming program scores of the 400 students were considerably lower for boys who received "unfavorable" or "very unfavorable" influence from parents concerning their farming programs.

#### Summary

If the boys included in the sample

were typical of the boys enrolled in vocational agriculture in the state, it may be assumed that size of farm, number of crop acres, number of brothers when three or more, number of years enrolled in vocational agriculture and FFA, participation in music, sports and church activities, and desire to be a farmer all con-

tribute to the success of a student's farming program.

Since the mean farming program scores for the various groups included in the sample were comparatively low, it appears that vocational agriculture instructors have not given proper emphasis to the farming program phase of their instructional program. □

## Studies in Progress in Agricultural Education

DURING 1959-60

### NORTH ATLANTIC REGION

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## SOUTHERN REGION

Compiled by Don M. Orr,  
Oklahoma State University

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## In Preparing Teachers . . .

# Lasting Success Is The Result of Quality

HOWARD DEEMS, Teacher Education,  
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H. W. Deems

success.

He believed that lasting success was the result of quality. Good enough was not enough, it must be better. Josiah Wedgewood believed that in order to make pottery of greater beauty, better potters must be produced. It is reported that Mr. Wedgewood took his workers on tours, showing them beautiful gardens. He encouraged them to read poetry. He started classes to show each man the ways of better pottery. Always in the mind of this great craftsman was the motto: "Before you can produce a better article, you must produce better workmen."

As I understand it, Wedgewood never told a worker he had to create a vase in twenty hours. He did urge and encourage him to mold something that would have lasting beauty.

Perhaps the answer to the ever-present urge for improvement of American education can be found in the life of this man of 200 years ago.

It may be that the goal of institutions preparing teachers should be to train men and women who will instruct in such a manner that their influence will be felt from generation to generation.

### Better Schools a Result of Better Teachers

Better schools will evolve when better teachers are produced. Such a statement is not new or original. It has been stated many times in many ways. The questions that I would like to ask are: Do the leaders in teacher education institutions believe as Josiah Wedgewood that true lasting success is the result of quality, or are we more concerned with

meeting the state requirements of twenty hours of professional courses? Or are we unduly influenced by the clamor for more subject matter courses?

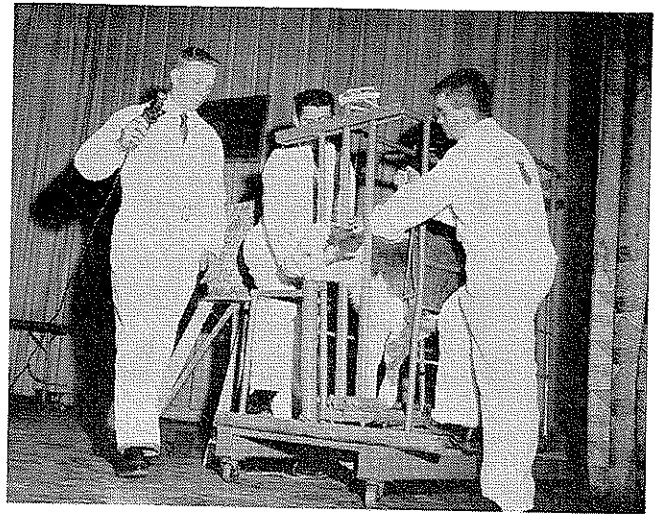
During the past 35 years as a high school teacher, as a state supervisor and as a college instructor, I have observed hundreds of teachers. The only truly great teachers I have known were the men and the women who had mastered the art of teaching and knew how to work with students. They were individuals who realized the importance of the principles and laws which govern learning. They were individuals constantly seeking better methods and new skills in teaching. They were men and women who realized teaching was a profession with boundless limits, requiring much preparation.

It is not an easy task in the present community to take a group of students from all segments of society and instill into each individual real purpose of life, proper ideals and attitudes. This is a change as delicate as an operation by a doctor or the presentation of a case in the high courts by a lawyer.

To motivate for permanent interests requires skill and wisdom. The importance of this phase of teaching is emphasized by the fact that today there are many men and women in positions of importance because some teacher showed them the way.

The responsibility for building a course of instruction in vocational agriculture rests largely with the teacher. He may secure recommendations from an advisory committee, the school administration, students and the State department of Education, but the final decisions must be made by the teacher. It takes vision and foresight, developed by study and research, to prepare a course that will meet the needs of those who will be enrolled in it.

Most teachers of vocational agricul-



It takes well-prepared teachers to train boys to live and farm in the "Rocket" age.

ture use the problem method in the classroom. Students are guided in the solving of their problems rather than reading or memorizing lines from a textbook. Problem solving is an active process that involves thinking and making decisions. It requires a teaching skill that can be enhanced through many professional courses.

Shop instruction in farm mechanics is in itself a difficult field of teaching. It takes organizational "know-how" to organize a class so that each individual is working on a meaningful project that has educative value. The FFA and farming programs require a mastery of leadership and teaching skills.

The foregoing remarks point up the need for a broad and rigorous training program for students preparing to be teachers of vocational agriculture.

Training programs have been changed in recent years, but change alone does not mean improvement. It is, however, a hopeful sign when departments of teacher education recognize the need for re-examining the concept of teacher training. Up to the present time, the secondary schools appear to have been more sensitive to this need than the institutions of higher education.

Leaders in vocational education need to examine the many changes taking place in rural America. The facts found from such study need to be reviewed objectively with a determination that programs of vocational education be attuned to the needs of today and tomorrow.

This completed, it then becomes the responsibility of teacher trainers to define and agree on a core of instruction that will provide the needed preparation.



### More Training Needed

The second point that I want to make pertains to the need for more training. It was nearly a quarter of a century ago that Lancelot stated: "Education, within limits, makes men what they are." If this is true, the training program provided for prospective teachers is a matter of supreme importance. Education is by no means static. A training program that was satisfactory yesterday may be inadequate today.

The great contributions to be made during the remaining part of the 20th century will come from specialists. Teachers of vocational agriculture are specialists only in educational leadership in agriculture.

I have always been enthusiastic about the training program for teachers of vocational agriculture. In many phases of the work, such as off-campus training programs and long uninterrupted training periods, we have been leaders in the field, but today I question whether we in teacher education have changed as rapidly as agriculture and the rural community. We urge teachers to change to meet changing conditions. Perhaps we must change in order to

train teachers who can teach students to live in the age of rockets.

Years ago a commencement speaker talked on the subject, "Hats Off to the Past, Coats Off to the Future." That is, I expect, my feeling at this moment. I am confident if vocational agriculture is to keep a prominent place in the educational program, present leaders must have their eyes fixed upon high, worthy goals toward which they are constantly moving.

### Some Goals to Consider

The key to better programs in the local school is improved teachers. Successful teachers are the result of careful selection and adequate training. It is my opinion that a complete training program cannot be completed in twenty semester hours of professional training.

Following are some goals that may be worthy of careful consideration:

1. Have every vo-ag teacher with at least five years of college work and a Master's degree.
2. Have every person in a position of state leadership with at least three years of teaching experience, six years of college training, and a Doctor's degree.

3. Have every institution training teachers of agriculture require courses at two levels in such subjects as: Educational Psychology, Program Planning, Methods of Teaching, and Supervised Instruction.

4. Have at least one special course in each of the following: Guidance and Counseling, History and Philosophy of Vocational Education, Rural Sociology, and Farm Mechanics Organization.

5. Have suitable units of instruction in Supervised Farming Programs, Adult Farmers, and Future Farmers of America.

Should you, by chance, feel that the goals are too ambitious, may I suggest that you review the expansion plans of some of our great business concerns.

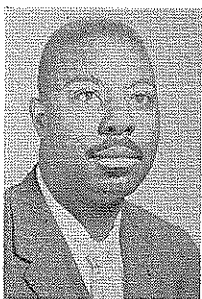
Plans should be started at once for a more extensive and rigorous program of training for educators in the field of agriculture.

Leaders in teacher training institutions must assume positions of leadership. They must move forward boldly and become an important force in shaping the future. Lasting success is the result of quality. □

## Professional Problems

### Beginning Teachers of Vocational Agriculture Face\*

C. L. CONYERS, Vo-Ag Instructor, Richardson High School, Louisa, Virginia



C. L. Conyers

of difficulty that these teachers experienced in performing these activities.

More definite purposes and specific objectives of the study were as follows:

1. To determine whether beginning teachers were aware of the importance of the activities which were associated with their jobs.

THE general purpose of this study was to ascertain the importance that beginning teachers of vocational agriculture assigned to the required activities of their jobs and to determine the extent

of difficulty that these teachers experienced in performing these activities.

2. To have all beginning teachers rank these activities according to the degree of importance.
3. To ascertain the degree of importance that each beginning teacher assigned to these activities.
4. To determine whether beginning teachers experienced difficulty in performing these activities.
5. To have all beginning teachers indicate the degree of difficulty experienced in performing each activity.
6. To ascertain the degree of difficulty experienced in performing each activity.

### Procedure

A check list was developed that included several activities associated with the job of the teachers of vocational agriculture. The list of activities was approved by the area

supervisor, four teacher trainers, three high school principals who were former teachers of vocational agriculture, and four teachers of vocational agriculture who had more than ten years' experience. Graduates of the Department of Agricultural Education at Virginia State College, currently employed as teachers of vocational agriculture in Virginia, with not more than ten years of teaching experience were selected as the group to be used in this study. An examination of personnel records from the files of the area supervisor revealed that there were thirty-four instructors with not more than ten years of experience. The names, addresses, educational background and teaching experiences were also secured from the files of the area supervisor. The teachers were asked to study the activities listed under four major headings—maintaining favorable community and professional relationship, discovering needs and setting goals, teaching all-day boys and working with out-of-school groups—and rank these activities according to the relative importance that they associated with each of the activities in performance of their duties.

\*Based on a study completed in partial fulfillment of the requirement for the Master of Science degree, Virginia State College, 1958.

The following scale was recommended:

0	.....None
1	.....Very Little
2	.....Little
3	.....Average
4	.....Great
5	.....Very great

Once the relative importance of the activities had been ascertained, the teachers were then asked to rank each activity according to the extent of difficulty experienced in executing each activity. Again a scale of 0-5 was recommended.

Specific instructions accompanied the check list and letters were sent by the supervisory and teacher-training staffs to each of the thirty-four teachers of vocational agriculture in an effort to secure their participation and to show that the two staffs were cooperating in this investigation. More specific instructions accompanied the check list from the writer.

### Findings

Four major areas were studied under this problem.

1. *Maintaining Favorable Community and Professional Relationship.* According to the data presented, the teachers were aware of their duties and responsibilities with regard to community and professional relationship. They sensed both the need for and importance of maintaining a favorable community and professional relationship.

The teachers indicated that they experienced little difficulty in executing the factors listed under this area. Only in the area of interpreting the school program to the community was there any great amount of difficulty. Conducting public demonstrations and conducting assembly programs, visiting days, field days and rallies showed an average rating above the midpoint of the scale.

The large number of teachers assigning a difficulty rating of 2.00 and below as contrasted with the smaller

number assigning a difficulty rating of 3.00 and above to the factors considered tends to support the conclusion that teachers encountered little difficulty.

2. *Discovering Needs and Setting Goals.* Twenty-five factors under four areas of discovering needs and setting goals were studied. No factor received an average value rating of importance of less than 4.00, and over seventy (70) per cent of the thirty-four teachers considered each factor to be of either great or very great importance.

Limited difficulty was encountered in performing the work in this section of the teacher's duties and responsibilities. Only in the area of making and using the long-time program was a noticeable degree of difficulty reported, and even here less than one fourth of the thirty-four teachers indicated above average difficulty.

3. *Teaching All-Day Boys.* The average rating of importance for the ten areas listed under teaching all-day boys varied from 4.36 for enrolling students and studying the community to 4.72 for providing on-farm instruction. The majority of the factors were rated as being of either great or very great importance with more than seventy (70) per cent of the teachers assigning ratings as high as 4.00 or 5.00 to each factor. Teachers, in general, experienced the most difficulty in planning supervised farming programs. However, the extent of difficulty encountered in teaching all-day boys was not as great as 3.00.

4. *Working with Out-of-School Groups.* In this area, no average rating of less than 4.56 was assigned to any one of the nine factors studied; according to the teachers' responses, more than seventy per cent rated these factors to be of very great importance.

The difficulties encountered, as expressed by teachers, in working with out-of-school groups were not great. However, it should be noted that a limited number of teachers experi-

enced some difficulty in executing certain factors since it is revealed that the general average degree of difficulty rating was 1.76.

There seems, also, to be indicated here a need for improving the pre-service and in-service training programs since the replies of the teachers reveal a wide degree of variation with reference to the extent of difficulty encountered. The development of certain competencies by teachers appear to be necessary if the instructional program for out-of-school groups is to meet the challenge of the home and the farm.

The need for more effective pre-service training for teachers so that basic understanding and abilities will be more fully developed is evident. Workshops and clinics for in-service teachers can then become the finishing grounds rather than means of developing these fundamentals which should rightfully be associated with preservice experiences.

### Recommendations

As a result of the study, the following recommendations have been formulated:

1. That the in-service and pre-service training for teachers of vocational agriculture in Virginia be improved.
2. That the development of certain competencies by teachers need improving if the educational program for out-of-school groups is to meet the challenge for the home and farm.
3. That the service of the teachers of vocational agriculture be utilized in planning the contents and nature of offering of all clinics and workshops held.
4. That the local school administrators be properly informed regarding the merits of workshops and clinics so that an understanding and appreciation for vocational agriculture can be developed. □

## Plan a Complete Program

**Factors that are important in organizing and conducting a well-planned vocational agriculture program.**

JOHN D. VALLOT, Vo-Ag. Instructor, Sulphur, Louisiana

Beginning students or 9th graders certainly are to be considered the most important students in your ag-

riculture program. It takes good students to make a good department. Start them with the understanding

that they will have to carry responsibilities. Emphasize to them that without the knowledge and understanding of a supervised farm program they are wasting their time and destroying the good name of the department. You will be surprised how these students react and respond. Start them right and with a little coaching from then on through senior level they will produce. It is most pleasant to work

with beginning students. Realize the fact that once this is fulfilled that the next year's freshmen will be aware of the responsibilities they must carry when enrolled in vocational agriculture, and after three or four years the launching or developing of these students in the agriculture work will be simple. Certainly you know as well as I do that most students coming as freshmen are relatives or friends of some of the upperclassmen. Make them important as 9th graders and they will continue through their senior level to be important.

#### Farming Program Important

A supervised farm practice program is a must. We should not attempt to call our program "projects." When speaking to freshmen about the supervised farm program, we want a program that will enable a student to continue right through, should he become a full-time farmer. A project such as a pair of rabbits is alright if the student has other enterprises. We have our program set so that every freshman must have at least two enterprises. Start the student with a good program and he will continue to develop this program with pride. We do not allow a one-project affair, such as a pair of rabbits. A weak farming program tends to weaken the department. Sooner or later everyone would want to take agriculture because it is a one-project affair. You will have problems, but if that student has been motivated properly and learned the meaning of this program to him, you can very easily help solve the problems that will arise.

Speaking of the farming program in vocational agriculture, record keeping of course has never been over-emphasized. Training a 9th grade boy to follow a uniform system of record keeping is most important. Set the rules and the students will follow them. Teach the students during class and at home in the presence of his parents, and record keeping by students will be done with only minor assistance during regular home visits by the teacher. Good up-to-date records are a requirement in my department. Part of the students' grades are attained through good record keeping and the students know this. He also knows why records are essential to him because he may be interested in applying for degree advancement.

#### Showing Livestock

Another part which has been and still is a very important factor in our vocational agriculture program is developing a livestock show string. This, of course, is considered part of the supervised program for a good many students and to a great extent has developed good beef, dairy and sheep herds in my community. I realize it is extra work for the teacher and students, come show time, but it is certainly a big asset in my department. This show string is proof to me that once a good program or good thing gets started it will continue if you prove it worthwhile to the students and their parents. Realizing that a good many of the students wanted show animals such as dairy, beef and sheep, and were not getting them, we checked with some of the parents and discussed a loan fund deal with them. All seemed to like the idea which would give them one to two years to pay the fund back. We proceeded to contact some of our local businessmen, farmers, and cattlemen and explained the program we had in mind. Every person we contacted gave \$100 to \$150 each, making a fund of \$3700. I have had many since that time inquire about contributing to the fund. Not only has this loan fund made it possible for boys to purchase show animals, but through this program seven students have developed nice size dairy and beef herds. Without the loan fund it would have been impossible. The show string of 50 to 75 head of animals we have each year is an important phase of our vocational agriculture program.

#### Facilities

Vocational agriculture is supposed to be very practical. In fact, that is my way of teaching it. Department facilities such as canning plants and farm shops are very good as you well know.

We have in Sulphur perhaps the most complete line of facilities any department could own. It has come through the fine cooperation of my principal and parish school board, the students and the people of Sulphur. I, of course, realize that I have had to prove to my administrators the good attained from such facilities. The students, I know, are getting all the practical knowledge they desire through this 22 acres of school farm, equipment and facilities, made possible from year to year since 1950. Our school farm, planned and developed or constructed by the stu-

dents and teacher, is valued with buildings and equipment at over \$40,000. Fellow teachers, this was not a handout. We do not get handouts in Calcasieu Parish. We must prove to the school board that there is a purpose for it and that it does good. That is practical education.

#### Home Farm Visits

Along with the all-day program is the home or farm visitation. This to me is the most pleasant and enjoyable part of my work. Most of us as teachers of agriculture realize that there are many reasons for visitations. Among them are the following: to check on the progress of the student and his records; to confer with the parents and to get to know them better; to go over future plans as to the farm program with both parents and students; to survey for class problems; to gather material for field trip possibilities; to give individual instruction to those concerned; and last but not least to drink a cup of coffee. When should you visit the students? How often? Once every month is sufficient in some cases and not in others. I feel if the student is informed as to when the teacher will visit him, he and his parents will both be prepared and can have a better understanding about those visits. I like to inform the student a day in advance by using the bulletin board that I will be on his farm such and such a day. The first visit to the incoming freshman's home, usually done during the summer months, gives the teacher the opportunity to meet the parents and explain the program. The first visit during school will no doubt be given over to instruction on records, classroom responsibilities, and the program. Get the boy off to a good start and he will make a good interested student. Take pictures of his program and use them for illustrative purposes. Keep records of your visits. A record of what the parents think is also good. There is no question but that the instructor receives as much aid from the visit as the student.

#### FFA As Part of the Program

The FFA program must fit into the all day class program and, regardless of how you look at it, they must combine or must be considered as one. If the all day class program suffers so will the FFA program, and if the FFA program suffers so will the all day class program. Knowing this

program as I think I do, I could not carry a good all-day class program without having a good FFA Chapter program of work.

The chapter program of work should be planned by the members, officers, and adviser in order to enable everyone to understand and realize the goals to be carried out during the year. It should be well planned according to the needs of the community and school. Above all it should be so planned that the students will have responsibility. Discussing the planned program, activity by activity, during regular meetings by the committee chairman will re-emphasize the importance of the program to all members. It is the duty of the adviser to show every member, along with officers, that the chapter program of work is a part of vocational agriculture because goals have been set according to the vocational agriculture program.

#### Adult and Young Farmer Work

The next phase of the vocational agriculture program that I am concerned with is the out-of-school group. Adult and young farmer classes, I believe, are a continuation of the all-day program. It is a phase of the program from which the teacher, adult farmers and young farmers will benefit greatly.

A good teacher will enjoy the respect of adult and young farmers by being sympathetic and giving understanding leadership. The teacher knows and should have the technical training which will enable him to help these farmers find answers to many of their problems. The sources of information he gives can soon identify him as a key leader in the community.

#### Advisory Councils

Certainly we cannot overlook the importance of an advisory group for the agriculture program. I find that the advisory council is of great help in organizing the adult and young farmer classes.

Selecting a group of farmers and businessmen for the advisory group gives the teacher an opportunity to promote a good vocational agriculture program and, by so doing, it enables a group of people within the area to understand thoroughly what the council and the teacher are trying to do.

I find that my advisory group have been able to do things for my department that I could never have been able to even start. The moral

support is worth lots but when this group of men meet and decide on something to help develop the program and to do something to help all students, adult and young farmer classes, I feel that the teacher himself should realize the importance of the advisory group.

The calf club fund I have in my department developed through the fine cooperation of the council. The West Calcasieu Stock Show, State High School Rodeo, FFA Day in Sulphur, and Farmer of the Year are all activities that the council have been working on. Show these men and explain to them what this program can do in a community and you will soon realize that it will be a very strong part of the school system.

Select men who are willing to serve and assist you in making or having a good vocational agriculture program. Analyze the total program. They soon realize that you have more than your share of responsibility. Do not forget to include your board members and principal. They are anxious to be a part of a good program.

#### Public Relations Program

Public Relations is also important. We all know what public relations is. Some think of it as bragging or putting on an act; some think of it as simply publicity; to others it means the engineering of consent, deciding what should be done and then selling others on the idea. An executive of General Motors said, it is knowing how to get along with others, "letting people know who you are, what you are, what you believe, what you do, and what you stand for." Good public relations means living right and getting credit for it.

Basically, good relations with the public depends upon understanding and appreciation and can be brought about only through effective communication which, in turn, depends upon a background of common experiences and values. Common experiences and values develop as a result of having worked together toward clearly defined goals and the solution of problems. We need to make a special effort to get our public in on the act.

What can be done? I have tried to develop a good public relations program in my community. I have found that the best way of having good public relations is to do the following: 1) Establish good relationships with students of your department. That is, be ready and willing at all times to assist a boy with home prob-

lems and show the parents that you have a great deal of interest in the boy's welfare. 2) Find a way to let the public know about what you are doing; what the vocational agriculture students are doing; what some of the immediate plans for the program are; the results of various activities in community, district, state or national contests; or about anything that would be of interest and benefit to the public. A farm column in the local newspaper is a wonderful way to promote good public relations. Use radio, TV, newspapers or send out newsletters. Remember, you must let the public know what you are doing; they will be the judges in determining if there is any good in it.

At the opening of school invite all parents of the new students to your department. Have school board members, members of your advisory group, principal and even your superintendent present. Let the parents know and understand the program; let them feel that they are a part of the program.

Organize your parents into some club of their own. As an example, the FFA Mother's Club. Time will not permit, but this has been a great help to me in many ways. The community is proud to know what these ladies can do and have done to help, not only their own sons, but all of our vocational agriculture boys or FFA members. Good public relations is as essential to the vocational agriculture program as the teacher is to the department.

A few other examples which aid in good public relation could be: livestock show string, fairs, parent and son banquet. Christmas party (for parents and students), inviting parents to attend FFA meetings, inviting civic group leaders to FFA events, and taking part in community drives or activities. Get to know the newspaper editor, TV directors and radio directors; they will be glad to help promote or sell any idea or accomplishment in your community. You must be forward, however, and may have to go out of your way to get the job done. Start off by doing a little more than the job calls for.

Good relationships with school officials such as school board members, superintendent, principal and other teachers is a must as far as I am concerned. My department has enjoyed a very excellent cooperation from all school administrators and classroom teachers. I try to remember, however, that I am an employee of



the school board and that my principal is my immediate superior. I also keep reminding myself that I am a teacher at Sulphur High School and that I should always be willing to share the general responsibilities of the school as do the other teachers in the system. I feel, however, that I am getting by easy. My principal knows

that I am always ready and willing. If we carry a similar share of responsibility as other teachers our program will sell itself.

The agriculture department program is important to the school program and the community, and our superiors know that or else the de-

partment would be discontinued. Sometimes we put the blame for failure on someone else when, if we would really check and accept what we find, we would probably observe that it is our own shortcomings that are giving the trouble. We need to plan well and then work our plan. □

### FUTURE THEMES

August—Changing Needs of Young and Adult Farmers

September—Use and Value of Aids in Teaching

October—Keeping Pace with Developments in Agriculture

November—Keeping Pace with Developments in Education

December—Policy Formation in Agricultural Education

January—Evaluating the Farm Mechanics Program

1959 - - -

## Indiana Holds Second Beginning Teacher Workshop

JAMES CLOUSE,  
Teacher Education, Purdue University  
and  
CARL SCOTT,  
Supervisor, Indiana

Indiana held its second workshop for beginning vocational agriculture teachers in July, 1959. This workshop was planned by a joint committee from the state supervisor's office and the teacher training staff at Purdue University. "Planning the Total Program of Vocational Agriculture" was used as the theme for the workshop.

At the opening session, W. E. Wilson, State Superintendent of Public Instruction, and W. A. Williams, State Director of Vocational Education, spoke to the group. Also at this session, Dr. Philip Teske gave a broad overview of program planning indicating some of the reasons for good program planning and some of the essential features of good planning.

Considerable time was devoted to helping the beginning teachers have a better understanding of the value of good planning as it applies to each of the following: (1) Planning the Program for the High School; (2) Planning the Young Farmer and the Adult Farmer Program; (3) Planning with the Advisory Committee; and (4) The FFA Program of Work.

One of the highlights of the beginning teacher workshop held in 1958 was a program called "You Asked For It" during which the beginning teachers had an opportunity to ask questions about any phase of vocational agriculture. This type pro-

gram was repeated in 1959 and again the teachers rated it very helpful. This was followed by an informal get-acquainted session at which each of the beginners had an opportunity to meet and to get better acquainted with the teacher trainer and supervisor for his area. Plans were made during this time for visits to the local school by the teacher trainers and state supervisors.

The sessions of the second day were held in the Martinsville Vocational Agriculture department. Mr. Benton Stidd, an experienced teacher, led the group in a discussion on "Planning and Conducting Local FFA Chapter Meetings." Mr. Stidd gave some very fine ideas for improving the local chapter meetings and also went into considerable detail on the planning and conducting of special chapter meetings. He stressed the importance and value of using good parliamentary procedure for all meetings.

The second session of the second day was devoted to the planning and carrying out of supervised farm practice activities in the local department. Eldon Ruff, a teacher trainer, explained the use of the *Indiana Farmer Training Book* and demonstrated with



A group of beginning teachers plan summer activities with their itinerant teacher trainer. Left to right: Merrill Jacks, Cromwell; Eugene Cooper, Argos; Don Guske, Lakeville; and Professor H. W. Leonard.

mimeographs how the student could really learn about farming and the production of farm commodities through the use of the book. Ass't State Supervisor Carl Scott, followed this with some techniques and teacher-helps for carrying out the supervised farming program. Mr. Carlton Clevenger, an experienced teacher, explained the close relationship that exists between the supervised farming program and the Future Farmers of America. Carlton indicated the value of the teacher really knowing his students, their parents and their problems as one of the greatest aids to achieving good supervised farming programs.

The last afternoon of the workshop was used for a discussion by Mr. Virgil Telfer of the Martinsville department. He discussed several useful, special techniques of farm visitation. Following this, an actual farm visit was made where he demonstrated the use of some of these techniques.

A fifteen-minute evaluation session completed the workshop. The teachers reported that they were most interested in the following areas of the workshop program in the order listed:

1. The Adult Farmer Program

2. FFA Program of Work Development
3. The Advisory Committee, Its Organization and Use
4. The "You Asked for It" Session
5. The Supervised Farm Practice Program
6. The Young Farmer Session
7. Farm Visitation Techniques
8. The Farmer Training Book
9. Planning and Conducting the FFA Meeting
10. The Farm Tour

### Summary

We feel that this second Beginning Teacher Workshop was especially valuable in helping those attending realize that teaching vocational agriculture is a full-time, interesting, challenging occupation; and the beginning teacher discovered that he was not alone in having unanswered questions. It also helped the beginning teachers become better acquainted with the teacher training and state supervisory staffs and with some of the more experienced teachers in the field. As a result of this workshop,

several of the teachers expressed an interest in meeting occasionally during the coming year on a district basis to discuss special problems of common interest.

Looking back at the two Beginning Teacher Workshops that have been held in Indiana, the authors would like to pass on these suggestions to others who may be interested in conducting such meetings:

1. *Application* and *theory* should be the objective of the workshop. There is not sufficient time for the presentation and development of the theory for doing things a particular way. It is better to build on the theory that the teachers have been taught and to illustrate how such theory could well be applied in the teaching situation.
2. Stress the *how* first, the *why* second. Of course it is always important to know why something should be done, but more important to the beginning teacher is—"How is this job

taught?" or "How do I plan my adult program?" His problem is immediate and real. He wants to know how, now.

3. Judging from the past two years, we would suggest that fewer areas be covered and that those covered be treated in more detail. Too broad a program is often confusing.
4. The workshop schedule should be more flexible. At times our workshop program has gotten behind schedule and items of special interest to the teachers could not be covered. Time should be provided for the unexpected.
5. Omit the farm tour. While they have enjoyed the tours each year, the teachers indicated that they believed the time could have been used more effectively by having experienced teachers explain their techniques for making farm visits. Perhaps with more adequate planning, the tours could be made a more effective teaching procedure. □

## TIPS THAT WORK



Officers of Brussels (Wisconsin) FFA Chapter prepare for Summer Workshop. Left to right: Merle Jeanquart, Reporter; George Delveaux, President; Anthony Dier, Secretary; Alfons Hilbert, Adviser; Norman Renier, Vice President; Tom Rutz, Treasurer, and Larry Choudior, Sentinel.

### FFA Chapter Officers Study Duties

Study and practice of FFA chapter officer responsibilities were included in a one-day workshop held last summer by the officers of the Brussels, Wisconsin, chapter at Peninsula State Park.

The official manual of Future Farmers of America was used as the reference for the three workshop sessions. The first dealt with: seven essentials of a good chapter, duties and responsibilities of chapter officers, building and carrying out a chapter program of work and how to conduct a meeting.

After a short period for swimming, fishing and hiking; the officers studied individual duties including: planning chapter meetings, keeping careful records, news writing, financing chapter activities and chapter equipment and setting up the meeting room.

Broiled steaks with all the trimmings were the prelude to the third session at which ceremonies were practiced: for opening and closing of the chapter, initiation of Green Hands, raising of Green Hands to the Chapter Farmer degree and installing officers. The code of ethics was also reviewed. □

## BOOK REVIEWS

AN ENCYCLOPEDIA OF WORLD TIMBERS (Revised Edition) by F. H. Titmuss. Published by the Philosophical Library, Inc., 15 East 40th Street, New York 16, New York. 264 p., 1959. Price \$15.00.

This book describes in detail 224 different kinds of timbers found in various parts of the world. The structure, characteristics and uses of each timber are given. The most common timbers are illustrated with finely reproduced photomicrographs. A page, giving definitions and identifications, is devoted to each kind of wood.

This volume is well written in a clear, concise style and should prove interesting reading for those interested in this subject. It should be a useful reference for anyone whose work demands a sound knowledge of structures and uses of timber.

F. E. KIRKLEY, Teacher Trainer,  
South Carolina

FARMING PROGRAMS FOR SMALL ACREAGES by E. M. Juergenson. The Interstate Printers and Publishers, 19-27 North Jackson Street, Danville, Ill., 1959. 267 pages. Illustrated. Price \$3.50.

"Shall I farm on a small acreage?" is the question posed in this little book and its contents furnish a logical approach to this and the question of "How to do it." *Farming Programs For Small Acreages* is a concise, well illustrated

## Book Reviews

(continued)

and documented source of information designed to assist readers in making their farming plans.

An easy book to read, it utilizes realistic problems and organizes principles and practices to be faced in arriving at a sound decision for any individual. The print is large and on good quality paper. Many pictures, diagrams and tables aid in developing understanding.

The author assumes from the start

that farming is a business venture for profit, but he also promotes the values and satisfactions accruing to a rural life. The first half of the book is largely devoted to the twin theme of planning a farming program for profit and for providing a desirable rural environment. Specific chapters are devoted to home gardening and home beautification.

A unique chapter is entitled, "Farming with Flowers and Ornamentals." Such material is not readily found except in specialized books. Here it is utilized in a down-to-earth fashion.

The last half of the book deals with such subject areas as livestock, poultry, fruits and berries, and some condensed farm management. Once again, the emphasis is on the problems as farmers on small acreages would see them.

Farming Programs For Small Acreages should appeal to vo-ag instructors searching for references for boys not dedicated to large-scale farming. Many of our part-time farmers would find this book a good planning aid.

T. R. MILLER,

Teacher Trainer,  
North Carolina

## Changes in the Magazine Staff

### Agan Special Editor for Central Region



R. J. Agan

R. J. AGAN has accepted appointment as one of the special editors for *The Agricultural Education Magazine*, replacing A. B. Ward of the U. of Nebraska.

Agan was reared on an Iowa farm. He was graduated from Iowa State

University in 1940, and taught vocational agriculture in Iowa, earning his Master's degree from Iowa State University in 1950. He then taught vocational agriculture at Nebraska State Teachers College, Wayne, until 1953 when he was graduate assistant in agricultural education at the University of Missouri. In 1954, Agan went to Oregon State College as assistant teacher trainer in agricultural education and in 1955 received his Ed.D. degree from the University of Missouri. In 1958 he accepted his present position as Head Teacher Trainer in Agricultural Education at Kansas State University. His responsibilities, in addition to teacher education, include book reviews, research in agricultural education, teaching graduate and pre-service courses, and preparation of teaching aids. □

### Lamar Book Review Editor



Carl F. Lamar

CARL F. LAMAR has been appointed as Book Review Editor of *The Agricultural Education Magazine* replacing Gerald James who served for a period of three years. He brings to the magazine a long record of service to the profession.

Lamar's interest in vocational education in agriculture began with his taking four

years of vocational agriculture in a Kentucky high school. He received his B.S. degree in agriculture from Western State College, Bowling Green, Kentucky, in 1937; the M.S. degree in education from the U. of Kentucky, Lexington, in 1949; and the Ph.D. degree with a major in agricultural education from the U. of Kentucky in 1957.

Dr. Lamar taught vocational agriculture from 1937 to 1947, with the exception of a three and a half year term of service in the United States Marine Corps. He was retired from the Marine Corps Reserve in 1955 with a medical disability at the grade of Major. From 1947 to 1954, he served as Supervisor of Agricultural Education, State Department of Education, Frankfort, Kentucky; he has been a teacher-trainer in agricultural education at the University of Kentucky from 1954 to date.

Carl Lamar married Ruby Miller, a Kentucky girl. They have two children, Don and Carla Jane. □

### Watson Elected to Editing-Managing Board

Cola D. Watson was elected by the North Atlantic Region to replace John Snell on the Editing-Managing Board of *The Agricultural Education Magazine*.

Watson was reared on a farm in Newport, Vermont. He received the B.S. degree from the University of Vermont in 1933 and the M.Ed. degree from the same institution in 1951. He taught vocational agriculture in Vermont high schools from 1933 to 1945. During the last ten years of teaching, he was located at Highgate Center High School where he was also the principal. From July, 1945, until June, 1946, he served as Assistant Supervisor and Teacher Trainer in Agricultural Education at the University of Vermont. From July, 1946, to October of the same year he served as Teacher Trainer; from October, 1946, to the present time he has held the position of State Supervisor of Agricultural Education in Vermont.

### Chairman of Editing-Managing Board



Harold B. Taylor

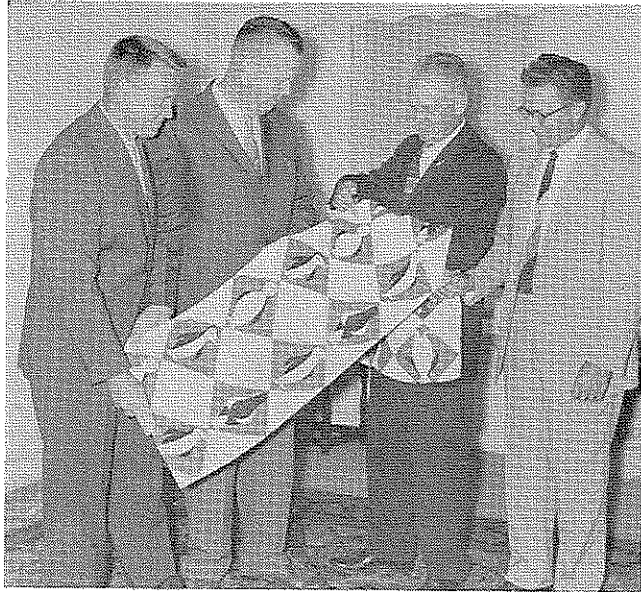
HAROLD B. TAYLOR has succeeded John Snell as chairman of the Editing - Managing Board of *The Agricultural Education Magazine*.

A Hoosier by birth, Taylor was brought up on a central Indiana farm in the heart of the corn belt. He was graduated from the Waveland High School. In 1933, he was graduated from Purdue University with a major in agricultural education. After two years as teacher of vocational agriculture in Covington, Indiana, Taylor returned to Purdue to work for the M. S. degree in agricultural economics. He then went to Michigan State University to do research in agricultural economics.

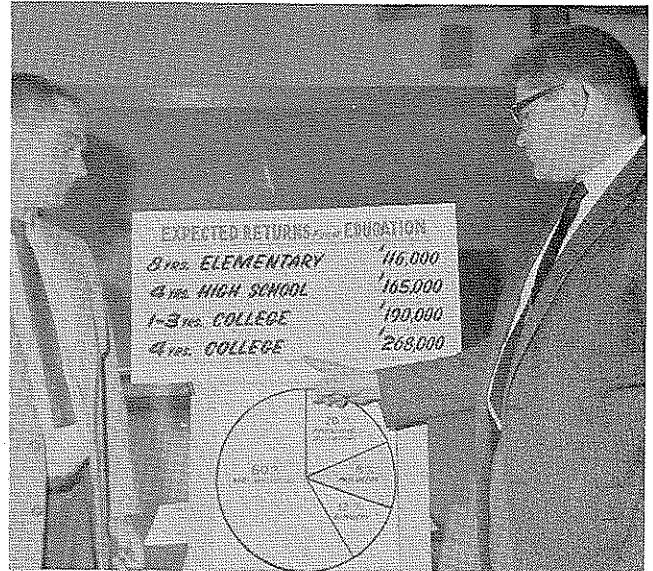
Taylor returned to Indiana in 1938 to serve as Assistant State Supervisor and Teacher Trainer in Agricultural Education. He held this position until 1946, when he became State Supervisor of Agricultural Education and State Leader of 4H Clubs.

A family of three boys has given Taylor an appreciation of the problems of youth today. He has also maintained an active interest in farming in his home community, giving him an opportunity to know the attitudes and feelings of farm people. He has served on the Editing-Managing Board for the past three years. □





President of the FVATA Service Club, 'The Penguins,' points with pride to a Penguin towel presented by members. The club gives service pins for 10, 20, and 30 years service in vocational agriculture education. Warren Larue Harrell of Winter Haven, 1959 President FVATA, Floyd Johnson, Region V Vice President of NVATA from York, S. C., and Wayne Mannings of Ponce De Leon, Fla., 1960 FVATA President look on.



Neal Farmer, agricultural education senior at Texas A & M College and Albert Timmerman, Vo-Ag instructor at Rockdale, Texas, discuss monetary returns from education. This topic was part of the high school "Career Day Program" with which Mr. Farmer assisted.

## Stories in Pictures



Harry M. McDonald, State Supervisor, Maryland, speaking at the U. of Maryland Collegiate FFA banquet.



Vocational Agriculture student working in greenhouse. Coventry Chapter, Rhode Island.



Proper instruction from the teacher plus a good demonstration lead to an outstanding program of farm mechanics. Dale Brown, Vo-Ag teacher at Mexia, Texas, presents such instruction and demonstration to his high school Vo-Ag class. This demonstration pertains to the proper use of the tilting arbor saw. (Photo by J. D. Gray)