

*The*

# AGRICULTURAL EDUCATION

*Magazine*

VOLUME 33

AUGUST, 1960

NUMBER 2



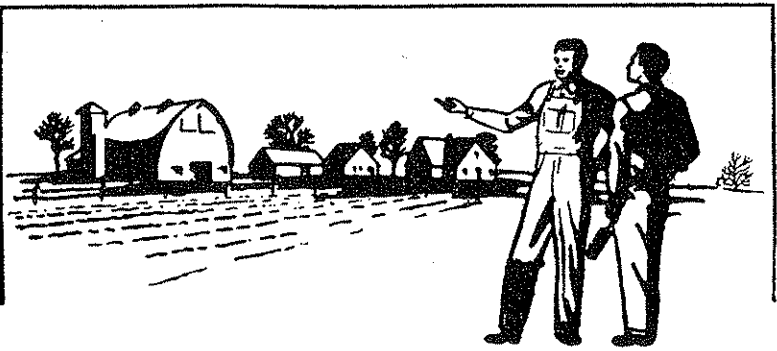
Picture legend, page 28

*Featuring—*Changing Needs of

Young and Adult Farmers

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.

THE INTERSTATE  DANVILLE, ILLINOIS

## Contents

### Editorials

Replanning Young and Adult Farmer Education.....	27
Lloyd J. Phipps.....	27
New Concept of Adult Farmer Education Programs Needed? .....	27
The Cover Picture.....	28
Activities for Young Farmers.....	28
Frank E. Kennedy.....	28
How Farmers Adopt New Practices.....	30
C. E. Bundy.....	30
Book Reviews .....	32
Future Themes .....	32
What Causes Farmers to Attend Adult Classes?.....	33
J. D. Todd and A. J. Paulus.....	33
Developing a Young Farmer Organization.....	33
H. T. Lester.....	33
Joint Adult Meetings in Vocational Agriculture.....	34
Anthony Mumfrey.....	34
Index to Volume XXXII.....	35
Contents .....	35
Authors .....	38
What Is a Fair Partnership or Rental Agreement?.....	39
John W. Zwiebel.....	39
What Makes Young Farmer Chapters Tick.....	42
J. R. Jackson.....	42
Evaluating Our Young Farmer Programs.....	44
Alfred W. Hansen.....	44
More Effective Young and Adult Farmer Courses.....	45
Lloyd B. Fidler.....	45
A Bi-Directional Look at Your FFA Program of Work.....	47
Elmer L. Cooper.....	47
Stories in Pictures.....	48

### MANAGING EDITORS

A. H. Krebs, University of Illinois, Urbana, Illinois  
Editor  
W. A. Smith, Cornell University, Ithaca, New York  
Consulting Editor  
Henry TenPas, Oregon State College, Corvallis, Oregon  
Business Manager

### SPECIAL EDITORS

#### CENTRAL

Ralph J. Woodin, Ohio State University, Columbus, Ohio  
R. J. Agan, Kansas State University, Manhattan, Kansas

#### NORTH ATLANTIC

Joe P. Bail, Cornell University, Ithaca, New York  
Wallace H. Elliott, U. of Maine, Orono, Maine

#### PACIFIC

S. S. Richardson, Utah State College, Logan, Utah  
Howard Christensen, University of Nevada, Reno, Nevada

#### SOUTHERN

J. C. Atherton, University of Arkansas, Fayetteville, Ark.  
T. W. Gandy, Alabama Polytechnic Institute, Auburn, Ala.  
A. J. Paulus, University of Tennessee, Knoxville, Tenn.

#### AT LARGE

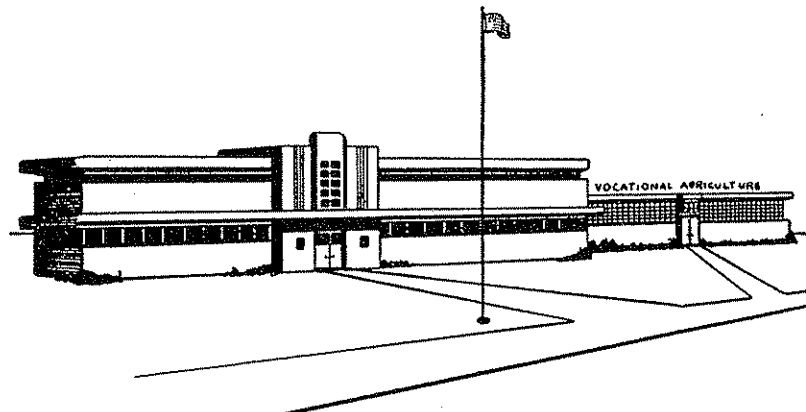
Robert Howey, Sycamore, Illinois  
Teachers  
Carl F. Lamar, U. of Kentucky, Lexington, Kentucky  
Book Reviews  
H. N. Hunsicker, U. S. Office of Education, Washington, D. C.  
Vocational Division

### SPECIAL REPRESENTATIVES

Central, Harold B. Taylor, Indianapolis, Indiana  
Pacific, Ralph W. Canada, Fort Collins, Colorado  
Southern, S. L. Sparkes, Nashville, Tennessee  
North Atlantic, Cola D. Watson, Montpelier, Vermont  
N.V.A.T.A., George Buchanan, Frankfort, Kentucky

### EDITING-MANAGING BOARD

Harold B. Taylor, Indiana; Ralph W. Canada, Colorado; S. L. Sparkes, Tennessee; Cola D. Watson, Vermont; George Buchanan, Kentucky; W. T. Spanton, Washington, D. C.; G. P. Deyoe, Illinois; Julian Carter, New York; Henry TenPas, Oregon; W. A. Smith, New York; A. H. Krebs, Illinois.



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

Second-class postage paid at Danville, Illinois.

## Replanning Young and Adult Farmer Education

LLOYD J. PHIPPS, Teacher Education,  
University of Illinois

Many citizens and professional educators are involved, or will be involved in the near future, in the replanning of educational programs in America, and this replanning has included or will include agricultural education. The next few months, therefore, may be a very opportune time to focus attention on the replanning needed in young and adult farmer education.

Teachers, administrators and citizens have often given "lip service" to adult farmer education since the passage of the Smith-Hughes Act on February 23, 1917, and some communities have developed outstanding programs of agricultural education for young and adult farmers. However, in most states and in most communities the citizens who should be concerned about young and adult farmer education have not even had their good judgment or imagination challenged regarding the needs, possibilities and potentialities of this type of agricultural education.

Jawaharlal Nehru has said, "There are two things that have to happen before an idea catches on. One is that the idea should be good. The other is that it should fit in with the temper of the age. If it does not, even a good idea may be passed by." Perhaps the reason young and adult farmer education has not "flowered" in many communities has been the "temper of the age."

There are many signs, however, that indicate significant changes in the "temper of the age." Citizens are more interested in assisting in the planning of education. Adult education programs of all types are receiving more support. Responsible people are becoming cognizant of the need for education beyond high school, and they are also cognizant of the fact that a university education for all is not the answer.

The "temper of the age" may be right for the first time since February 23, 1917, for a replanning of agricultural education in the public schools that will give adequate attention to young and adult farmer education. This replanning should proceed simultaneously at the local, state, and national levels. At the local level, teachers of agriculture should be challenging the citizens in their communities to replan a program of young and adult farmer education that would fully capitalize the needs, possibilities and potentialities of this type of agricultural education. Teachers should challenge the citizens in their communities to

## *From the Editor's Desk*

### **New Concept of Adult Farmer Education Programs Needed?**

It may be that the time has come for a new look in the kinds of regulations we have for governing the development of adult farmer education programs by teachers of vocational agriculture. The limits set for minimum number of meetings and length of meetings may be stifling creativity in the development of new kinds of programs which would serve more fully than present programs the needs of adult farmers.

The new look in regulations governing conduct of adult farmer education programs could well be based on the extent to which all adult farmer education needs are being met. This would require a continuing comprehensive study and analysis of the local agricultural situation by an advisory group of some kind. The teacher would be given sufficient freedom from administrative regulations to enable him to meet the needs of adult farmers as identified by the study of the situation.

The kind of adult farmer education program which would develop might be composed of all or some of the following:

- Courses based on an entire enterprise or broad phase of farming activity and continuing for ten or more meetings according to the nature of the instruction.
- Courses dealing with specific aspects of an enterprise or phase of farming activity continuing for two or more meetings depending on the number needed to provide the instruction.
- On-farm instruction related to courses offered or to local problems for which group instruction would not be appropriate.
- All-day meetings (tours or group instruction) to consider problems developing during the year and requiring immediate attention.
- Courses meeting daily for one or more weeks in areas of instruction where concentrated effort is needed such as in farm tractor and machinery maintenance and repair.

There would be no enrollment requirements for any of the above courses other than that of having more students than could be served well through individual instruction. The total hours of instruction of all kinds would be used as the basis for determining the amount of financial support to be provided. The only limitations placed on instruction and course content would be that they must grow out of needs identified through community study and that the instruction must be directed toward making positive

### Replanning (editorial)

study and answer such questions as the following:

1. Is it possible for our community to continue as a first-class community economically and otherwise with its present agricultural education program for adults and beginning farmers?
2. What would be a quality program of young and adult farmer education in our community?
3. Do we dare not provide this quality program?
4. What must be done locally to provide this quality program?

Local teachers of vocational agriculture can do much in promoting and facilitating the replanning of young and adult farmer education, and the replanning accomplished in local communities is of extreme importance. However, all replanning cannot and should not be confined to local communities. Replanning of young and adult farmer education at the state and national levels is also essential and will be needed to facilitate and promote local replanning. State and national leaders in education and agriculture education should promote state and national replanning conferences to study and answer questions such as the following, which are similar to the question proposed for local communities:

1. Is it possible for our state or our nation to continue as a first-class state or nation economically and otherwise with its present public school agricultural education program for adults and beginning farmers?
2. Is our state, or national, welfare being protected adequately with the present public school agricultural education programs for adult and beginning farmers?
3. What would be a quality public school agricultural education program for young and adult farmers? How much teacher time would be required? How much would it cost?
4. Is it possible to provide a quality public school agricultural educational program for young and adult farmers?
5. What must be done at the national and state levels to facilitate the development of a quality program?

If these questions are studied diligently and honestly at the local, state, and national levels, the "temper of the age" may be such that adequate steps will be taken, for the first time, so that progress can be made toward the realization of the benefits potential in quality public school educational programs for young and adult farmers. □

### New Concepts (editorial)

plans for changes in farming practices.

The suggestions regarding a change in our approach to adult farmer education are in keeping with our philosophy of planning programs to meet local needs. Some of our good teachers are even now ignoring present regulations to provide needed adult farmer instruction. We should change present regulations to make it possible for all teachers to develop the kinds of programs which will serve best the needs of the farmers in their communities. □

### The Cover Picture

Harvesting melons. About 14,000 acres of watermelons are grown in Arkansas annually. The Hope section is nationally known for its melons. The strings in the field are designed to scare away crows, however, the crow hanging on a post (upper left of photo) indicates that this method is not 100% successful.

Photos courtesy University of Arkansas Agricultural Experiment Station.

There are lots of—

## Activities for Young Farmers

FRANK E. KENNEDY, Vo-Ag Instructor, Quail, Texas

During the State FFA Convention in July of 1954 at San Antonio, the Texas Young Farmers held their first convention. At this time, two of the Quail FFA Senior members became interested in organizing a local chapter of young farmers at Quail. These members, Jack Morgan and Donald Langley, discussed the idea with several prospective members in the community and decided to call a meeting in October, 1955. At this meeting, the group organized and elected officers. Plans were also laid out to work up the organization's constitution and by-laws along with a program of work. The entire group suggested ideas for use in making up an interesting program of work; then a committee planned

the details and presented them to the group at their next meeting for approval. The regular meeting dates were set for once a month, this date being the 1st Monday night of each month. Officers are elected annually in order to conform with the state constitution, along with preparation of a program of work.

The Quail Young Farmers try to have an educational program at each meeting such as a speaker, film, discussion, or demonstration. Refresh-

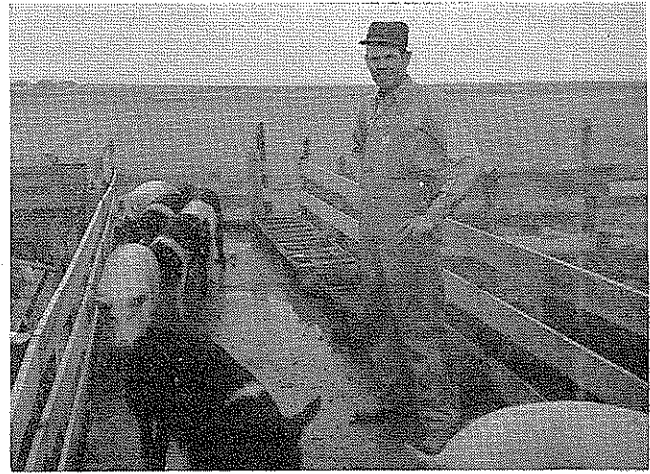
N. E. Childers harvesting cotton.



ments are usually served at the close of each meeting. In addition to the regular meetings, the Quail Chapter has from three to five socials each year which are family affairs; these are usually covered dish suppers, domino and 42-parties, quail supper or picnics.



Roy Canada deep breaking land.



Lonnie Neeley feeding his hogs.

N. E. Childers, a cotton farmer, has served as state secretary-treasurer and this year he is the state vice-president.

The annual chapter program of work is divided into four sections: educational activities, cooperative and community service, leadership activities, and recreational activities.

The local chapter endeavors to participate in each of these areas each month of the year. Shown below is the program of the Quail Chapter for the past year. It will indicate that there is plenty for the chapter to do and that the group as well as the community should profit from a well organized comprehensive program.

#### Educational Activities

- July—Mechanical cotton cleaning. What does the miller want in cotton?
- August—Some laws and wildlife conservation.
- September—Grain and seed selection.
- October—Cotton defalcation.
- November—Farm laws.
- December—Farm electrification short course for five days.
- January—Educational film of the Golden Spread European Tour.
- February—Fertilization.
- March—State educational field day. Spur experiment station field day.
- April—Farm safety.
- June—Cotton classing.

#### Cooperative and Community Service Activities

- July—Member serves as delegate on the county ASC committee.
- August—Members serve as officers on local game association. Members assist in organizing a new young farmer chapter.
- September—Members serve on plan-

ning committee of the SCS field day tour. Member serves as delegate on the county ASC committee. Assist in putting on county fair.

October—Members assist with Farm Bureau drive; also serve as an officer. Members assist with planned Halloween program.

November—Members assist with FFA leadership contest. Members assist Farm Bureau in program planning.

December—Members assist with planning and putting on the annual Christmas program for entire school district.

January—Members work with ASC committee.

February—Members assist county agent and SCS with spring meetings.

March—Members assist in grooming and preparing animals for show. Members attend Father and Son Banquet.

April—Members assist with FFA district poultry and crops contest.

May—Members conduct membership drive for Young Farmers Chapter.

June—Members assist with Boy Scout camp. Members work with adult farmers to attend young farmers meetings.

#### Leadership Activities

July—Attend the Texas Young Farmers convention. Members serve on nominating committee for state officers. Member serves as state officer.

August—All members plan annual program of work. Members conduct annual game association meeting. Prepare news articles for local paper.

September—Put on radio program. Enter booth in State Line Fair.

October—Member serves as director of Farm Bureau.

November—Submit news articles to paper.

December—Member serves as state officer and attends state young farmer executive meeting. Invite adult farmers to attend farm electrification short course.

January—Assist with training livestock judging team.

February—Prepare newspaper article. Member serves as director on Farm Bureau.

March—Members organize group to attend the Spur Experiment Station field day. Members direct the local project show.

April—Members assist in filling out report of chapter accomplishments. Select member for outstanding young farmer award. Send in application for outstanding young farmer award and chapter award.

May—Members help plan and organize FFA encampment.

June—Elect new chapter officers. Send in publicity articles.

#### Recreational Activity

July—Attend young farmer award banquet at state convention.

August—Group fishing trip.

September—Serve refreshments at meeting.

October—42-party for young farmers and family.

November—Thanksgiving party.

December—All members attend annual Christmas program.

January—Film of European tour and refreshments.

February—42-party for members and family.

March—Serve refreshments at close of meeting.

April—Covered dish social.

May—Wiener roast.

June—Serve refreshments at close of meeting.

The Quail Chapter of Young Farmers has received the area award for the outstanding chapter in Area I for the past four years. This chapter has also had an Outstanding Young Farmer Award for this area for the

past four years; these young farmers were Delbert White, N. E. Childers, Darryl Crooks, and Carl Wischkaemper. In 1959, Carl Wischkaemper was selected the Outstanding Young Farmer for the State of Texas.

Some of the larger undertakings that the Quail Chapter has accomplished are: the organization of a game preserve which covers our entire school district; purchased per-

formance-tested bull from Pan-Tech Farms, and improved the ginning facilities for our cotton harvesting. The Chapter cooperates with the Farm Bureau, ASC, SCS, and the Extension Service in carrying out their programs.

The type of program carried out by the chapter will be the determining factor in the degree of success attained by the group. □

## Implications for adult on-farm teaching in—

# How Farmers Adopt New Practices

C. E. BUNDY, Teacher Education, Iowa State College



C. E. Bundy

An article appeared in one of our professional magazines some time ago entitled, "We Need Adjustments in Ways We Reach Farmers." The article was written by an editorial writer in one of our large city newspapers. He based his implication that our educational procedures in agriculture have not been successful on these facts: All of the farmers in this nation have not improved their efficiency in the way that the upper two-thirds of our farmers have done. Many farmers are not making economic progress. Perhaps a million of the four and a half million farm families in this country have received little benefit from the price-raising programs of the government. They have profited very little from the high markets that we have had in agriculture during recent years. Each year they lag farther and farther behind. Those farmers who had had a head start in farming are advancing at an ever increasing rate. The others for various reasons cannot seem to get going. He implied that the lack of progress on the part of these people was due to our inefficiency and the inefficiency of others in the field of agricultural education in getting new farm knowledge to these people.

A quick check of the enrollment data in farmers evening schools since their beginning in 1920 will indicate perhaps some justification for the implications made. Starting from

scratch in about 1920, we had 55,000 adults enrolled in 1930. By 1940 the number had increased to 195,000, and by 1950 we had reached the peak of 345,000 farmers enrolled in adult evening school classes. The most recent data available from the U. S. Office of Education indicated about 297,000 enrolled for the year ending June 30, 1957. Assuming that we have currently approximately 300,000 farmers enrolled in vocational agriculture classes for adults, we are reaching only a small percentage of the four and a half or five million farmers in this nation. We are reaching less than 7% of the farm operators in the state of Iowa.

Our objectives in working with the adults in our vocational agriculture programs have been (1) to improve their efficiency in farming, (2) to aid them in analyzing their farm businesses, (3) to aid them in selecting and putting into operation desirable improved practices, (4) to help them keep and analyze a good set of farm records, (5) to help them with the management of finance, labor, machinery and power and (6) to help them analyze and improve the overall organization of the farm business. We find that farmers vary greatly in regard to their desire for assistance in connection with the objectives just stated and in their willingness to accept new ideas. Our big problem in teaching vocational agriculture as far as adults are concerned is to get the new ideas and new information to them and then to get the improved practices adopted. The fact that we have a large part of our farm population unwilling to move ahead in the

adoption of improved practices as rapidly as we think they should indicates that perhaps we should analyze rather carefully the methods that we are using.

A sub-committee of the North Central Rural Sociology Committee\* has made a number of studies to determine how farm people accept new ideas. The acceptance of a new idea is a complex process which involves a sequence of thoughts and actions. Usually, decisions are made only after many contacts have been made with various communication channels. Considerable time may be involved. For instance, from the time that hybrid corn was first mentioned, it was about seven years before most corn growers in Iowa were raising hybrid corn.

According to the sociologists, there are five stages in the process of accepting a new idea. They are:

1. *Awareness.* The individual learns of the existence of the idea or practice.
2. *Interest.* At this stage the individual develops an interest in the idea and seeks information about it.
3. *Evaluation.* The individual mentally weighs the merits of the practice in terms of his own circumstances.
4. *Trial.* The individual applies the idea or practice on a small scale.
5. *Adoption.* He accepts the practice and puts it into operation on his farm.

Individuals vary greatly in the rate that they may go through these stages. The complexity of the practice also is a major factor in determining the rate and manner in which people go through these mental stages.

A change in materials and equipment may be done rather easily. An

\*North Central Regional Publication No. 1, *How Farm People Accept New Ideas*, Special Report No. 15, Agricultural Extension Service, Iowa State University, Ames, 1955.

improved practice, which involves a change in technique, requires a little more time. Still more complex is a change which involves not only a change in materials but also a change in regard to their use. The most complex type of practice has to do with a change in enterprise. For instance, the dairyman deciding to give up dairying and devote his attention to beef feeding.

In interviewing farm people, the sociologists found that the five stages in the diffusion process as farm people accept new ideas are not theoretical but are real in the minds of these people. They found that the people use different sources of information at various stages of the mental process.

#### Sources of Information

At the awareness stage, the people mentioned first hearing about a new idea through mass media—the radio, television, newspapers and magazines. The second most important source of information during this stage of the process was government agencies which would include agricultural extension and vocational agriculture.

At the interest stage the greatest number of individuals indicated they obtained information from mass media, from government agencies and from neighbors and friends. During the evaluation stage of the process, neighbors and friends were mentioned most frequently. Government agencies, including vocational agriculture, ranked second and mass media, third. At the trial stage of the process the farmers indicated that neighbors and friends, government agencies and mass media were the chief source of information in the order listed. Since only a small portion of the total sample had had opportunity to be enrolled in adult evening schools, it was impossible to get specific information in regard to their influence. At the adoption stage neighbors and friends and government agencies ranked high as valid sources of information. The more complex the idea, the greater the tendency to rely upon government agencies.

Studies that have been conducted indicate that farmers can be grouped into about five categories in regard to the rate of adoption of practices. They are the innovators, the early adopters, early majority, majority and nonadopters. The first people to adopt a new idea are innovators. They are usually high in farming status, are on large farms and are very active in the community. They usually do not rely upon community sources of informa-

tion. The early adopters are usually younger persons, usually with more education than the majority. They usually work more closely with vocational agriculture and government agencies and rely more on newspapers, magazines and bulletins.

The early majority are individuals slightly above average in age, in education and in farm experience. They usually are medium high in social economic status. They are the group that attend our vocational agriculture and extension meetings. The majority group usually includes people with less education than in the three groups just mentioned. They are older people, participate less in social and community activities and are usually less likely to participate in vocational agriculture or agricultural extension programs. They read fewer papers and magazines.

The nonadopters are usually older people or people with less education or both, and persons who participate very little in social and community activities and have little contact with the public schools and with agricultural extension work. They read few papers and magazines and are not particularly interested in radio and television programs concerning farming.

#### Implications for Teaching Adults

What are the implications in how farm people accept new ideas and the diffusion process for us as teachers of adult classes? An important function of a teacher of vocational agriculture is to diffuse new ideas and practices. To be effective in this process we must know the techniques to use at the various stages of the process and how to use them effectively. It is important that we know in what stage of the diffusion process the members of our classes are. There is little value, for instance, in using methods which will develop interest in a practice when that interest already has been developed and they are ready for assistance in evaluating or in trying out the practice. Likewise it would be useless to attempt to teach the evaluation and trial or adoption of a practice unless we had first made them aware of the practice and developed some interest in it.

There has been a tendency for us in vocational agriculture to try to attract to our adult programs the innovators and the early adopters. In many classes we have been selective and obtained as participants in the classes the farmers who were on large farms, were

receiving large incomes and were very active in community and educational programs. These are the individuals who are best able to obtain information from other channels and make their own decisions rather effectively. There probably has been a tendency for us as vocational agriculture teachers to try to get these individuals into our programs because they will aid us materially in instructing the others. We need to be careful that we do not build our adult evening school program around this group of individuals.

In the main, we have done very little to attract the majority or the nonadopter groups of farmers. These are the individuals, usually, who are older and have less education and probably receive lower incomes from their farming enterprises. They are probably less likely to obtain the information from other sources on their own and less able to make the right decisions in solving managerial problems. These are the individuals that we should be reaching.

Since neighbors and friends were rated high as sources of information by farm people in the evaluation, trial and adoption stages of the adoption process, it is important that some attention be given in our adult programs to the selection of individuals as members of the advisory council who will represent the majority and nonadopter type of individual. Special effort should be made to reach the low-income farmers and those who are normally slow to introduce new practices.

Another implication is quite clear. The young farmer probably should be receiving our attention as teachers of vocational agriculture rather than the high-income, well-established farmer. The young farmer is less experienced and is confronted with more problems than is the adult farmer. He is in most need of our assistance, yet in most of our states we are enrolling ten or twenty times as many adults as we are young farmers. Sociologists point out that the young farmer usually is an early adopter of a new practice. If we have as our goal as teachers of vocational agriculture to introduce new practices in the community, then the young farmer probably is the most desirable individual to have enrolled in our classes.

A rather important implication from the findings of the sociologists concerning the way people adopt new practices has to do with the organization of our adult and young farmer programs. Teachers of vocational agriculture are scheduling a series of ten

or fifteen meetings, usually a number meeting the minimum required in the state plan. In many cases, these meetings are unrelated. In most cases, very little can be accomplished in the meeting other than to develop an awareness and interest in a particular practice. Most farmers need considerable help in evaluating and in trying and in finally adopting practices. It is not likely that all five of these steps can be accomplished in any one meeting. Too often we have developed a series of meetings which carry our individuals through only the first two stages of the adoption practice, that of making them aware of the practice and developing some interest in it. We need more evening school programs or other programs for adults which last throughout the entire year and which involve or include a number of meetings dealing with a specific area of subject matter and series of practices related to it. Many of the practices in farm management are complex. One meeting may be required to develop an awareness and develop interest in the practice. One or several meetings may be needed following to assist the individuals in evaluating the practice, in making the necessary plans on the farm and in following up the work. Much of this assistance and instruction must be given on the farm.

Beginning and low income farmers are especially in need of on-farm instruction. They are much more likely to have specific problems and more likely to need help than high income farmers and well-established farmers. We need to get out onto the farms in order to become acquainted with these individuals and with their farming programs. We need to visit these men periodically as the class is in session and following the class. Our purpose is to help them make application of the ideas discussed in class to their individual situations. Once they have made application of the practices it is our responsibility to help them evaluate the effectiveness of the practice as it has been applied. We have had, in vocational agriculture, too many meetings which developed interest and awareness of practices but did nothing about helping the individuals get them into operation. We need more programs which involve on-farm

visits to the extent that as instructors we help the individual analyze his situation, set up his program and put into practice those practices which appear to be most suitable.

Commendable is the work that the Minnesota vocational agriculture teachers have been doing in developing their Minnesota Adult Vocational Agriculture Farm Management Program. Some 75 teachers and nearly 500 farmers are involved in a program of farm management based upon the keeping of a complete set of farm records and the analyses made of those records. No program of this type could possibly be carried out without the individual instructor spending considerable time on the farms of the participants. Five teachers of vocational agriculture in our state a few years ago held a series of meetings in dairy breeding. As a result, a dairy herd improvement program was set up which resulted in the formation of an artificial insemination association. Paul Walker at Newton, Illinois, developed a program of testing of swine which has resulted in the development of some outstanding lines of swine breeding stock. Paul spent hours on the farms of the young and adult farmers who participated in the program.

Many members of our adult and young farmer classes are not going to try out practices and adopt them unless we give them assistance on their farms. Our effectiveness as vocational agriculture teachers will improve greatly if we will budget our time and perhaps ask the school to provide additional time for on-farm teaching. Six or eight visits per individual enrolled may be a desirable goal. If we as teachers of vocational agriculture do not develop a program which involves this type of instruction we will have other agencies doing it. The need is there, the farmer wants it and we are in a position to provide the best instruction of this type.

To summarize, there are five steps in the process of adopting new practices—awareness, interest, evaluation, trial and adoption. It is important that we as teachers of vocational agriculture know which step is involved as we plan our educational programs and then that we use the methods best

adapted to developing each of these steps. In the main, we overlooked rather completely the on-farm follow-up which is necessary in helping the farmers try out and actually make the adoption of the practice. The farmers in our communities can be classified as innovators, early adopters, early majority, majority or nonadopters. We have placed too much emphasis in interesting the innovators and have done very little to reach the majority or the nonadopters in our program. Since high income people are usually the innovators, it is imperative that we work with the young farmer who normally is on a smaller farm and usually receives a lower income and that we work with other low income people in our educational programs. The latter groups of people will require much effort on our part in on-farm instruction. The success or failure of our programs will depend largely on the amount of on-farm instruction that we provide. □



**AUTOMATION AND SOCIETY.** By Howard Boone Jacobson and Joseph S. Roucek. Published by Philosophical Library, Inc., 15 East 40th Street, New York, 553 pages. 1959. Price, \$10.00.

This book is a nontechnical report of automation in various segments of our society. Intellectual and social change are related to technological accomplishments.

Teachers who are interested in dealing with ideas and concepts relative to the application of engineering principles to farming will find the book most stimulating. It is not a book which might be used by students in improving skills but rather would relate more to the broader application of automation to various agricultural enterprises. Teachers who find themselves devoting too much attention to skills in farm mechanics should read **AUTOMATION AND SOCIETY.**

GERALD B. JAMES,  
Teacher Trainer,  
North Carolina

### Future Themes

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

February—Relationships Among Agricultural Education Agencies



# What Causes Farmers to Attend Adult Classes?

JOHN D. TODD, Vo-Ag Teacher, and A. J. PAULUS, Teacher Education, Univ. of Tennessee



John D. Todd



A. J. Paulus

The recent rapid and far reaching changes in farm organization and operation are causing alert workers in vocational agriculture to take a new look at the adult farmer program.

One such look was taken by the teacher\* of vocational agriculture in the Eagleville school area, Rutherford County, in Middle Tennessee. He selected at random 100 farmers from an alphabetical list of all farmers in his service area. In his interviews with these 100 farmers, he learned which ones had attended adult classes in the past, why they had attended or not attended, and their attitude toward attending such classes in the future. The study included other phases such as age, tenure, ownership and other sources of agricultural information not mentioned here.

From Table 1 we learn that 40 of the 100 interviewed had attended adult classes, and their reasons are listed. Reasons for not attending are listed in Table 2. The relationship of past attendance to the interest of these farmers in future classes is shown in Table 3.

From this study we learn that less than half (40%) of the local farmers attended adult classes in the past and the vast majority (82%) of these 40 intend to be present for the next class. We now also know that more than half (60%) have not been attending. However, nearly half (43%) of the 60 thought they would attend future classes, and exactly half as many said they would not attend.

Alert teachers will likely wonder what these figures are for their own community and what reasons the farm-

\*John D. Todd, "The Attitude of Adult Farmers Toward Adult Education in Vocational Agriculture in the Eagleville School Area of Rutherford County, Tennessee," M. S. Thesis, Department of Agricultural Education, University of Tennessee, August, 1959.

ers in their service area have for attending or staying away from their adult farmer classes. Without doubt, the nature of the offerings plays a major role.

The study seems to warrant these conclusions:

1. Farmers in this area still have a favorable attitude toward the adult program in vocational agriculture and attend classes for good reasons.
2. Those who failed to take advantage of the program simply neglected to attend classes, but not because of an unfavorable attitude toward the program.
3. Probably more effort should have been made to reach those who did not attend. If successful, they would likely have developed an attitude similar to those who did attend. □

Table 1. Why Farmers Attend Adult Classes\*

Reason given	Per cent
Enjoy the social get-together	90
Get help in solving farm problems	75
Share experiences with other farmers	75
For better community-school relationship	75
Help in locating local farm problems	70
To help out teacher	70
In response to invitation	58

\*Forty farmers who attended out of the 100 interviewed.

Table 2. Why Farmers Did Not Attend Adult Classes\*

Reason given	Per cent
Had not been invited	28
Too busy	27
Did not know classes were offered	25
Could not leave home at night	22
Health would not permit	12
Didn't think they could profit from instruction	5
Plan to quit farming	2

\*Sixty farmers who had not attended out of the 100 interviewed.

Table 3. Past Attendance Related to Future Interest in Adult Classes

Attendance in past	Number	Will attend in future (No.)		
		Yes	No	Undecided
Yes	40	33	1	6
No	60	36	13	21
Total	100	59	14	27

## Success story on—

# Developing a Young Farmer Organization

H. T. LESTER, Vo-Ag Teacher, Ennis, Texas

We have had a strong adult farmer program at Ennis for over ten years. This made me hesitant to organize a young farmer group as I felt that it

might interfere with the adult program and that there might be some jealousy between the groups. Experience has shown that my worries

in this respect were groundless. Both groups are willing to work with each other and are enthusiastic over their accomplishments, many of which are cooperative endeavors.

As a step in the organization of the young farmers, I contacted the presidents of the two banks in Ennis, the manager of a local printing company and the local manager of Texas Power and Light Company. Each of these men were enthusiastic and offered their assistance. Each execu-

tive selected a young man in their firm (all were former vo-ag students) and asked them to represent their company in developing the young farmer group. Around ten former all-day boys in the community (most were former State or American Farmers) were contacted and they participated actively in the formation of the organization.

Fifteen young men met at the exploratory meeting and concluded to organize a young farmer organization. Temporary officers were selected and meeting days were set. The Sulphur Springs Chapter put on the program at our first regular meeting and gave lots of assistance to us in developing our Young Farmer Chapter. The state adviser gave us some assistance, also. As our program of work, which is shown below, indicates, we hold monthly meetings and carry out an organized program of work.

#### Program of Work 1959-60

August: Organization and setting up program of work for 1959-1960.

September: Mechanical harvesting of cotton.

October: Planting winter legumes.

November: Uses of commercial fertilizers for the blackland of Texas.

December: Family night and barbecue for family and guests.

January: Hold welding school; raise Green Hand Future Farmers to degree of Chapter Farmers.

February: Continue with welding school; aid adult group with field day on coastal Bermuda grass.

March: Hold field day on selecting breeding stock of beef cattle; sponsor FFA district livestock judging contest.

April: Sponsor trip to Renner farm; aid with FFA and 4H Club project show.

May: Aid adult group in sponsoring soil conservation award banquet.

June: Hold field day on improvement of pastures.

July: Family night, with a pot luck supper, and election of officers for coming year.

I would like to comment on a few activities in our program of work. The family night and venison barbecue held in December for the families and guests of the chapter had an attendance of over 200. Our welding school is meeting twice a week for ten weeks with 14 participating. We plan to repeat the school for another class of 14 shortly. The number has been held to 14 so that practical work could be done. The television station, KRLD, will make a film of our livestock day in March and present it on the screen.

We feel that the success of our young farmer program can be largely attributed to an activity type program with material presented in which the men are interested. The social aspects of the organization play a large part in developing group spirit, too. □

Have you tried—

## Joint Adult Meetings in Vocational Agriculture

ANTHONY MUMPHREY, Teacher Education,  
Louisiana State University



Anthony Mumphy

The initial enrollment in newly organized adult farmer groups in vocational agriculture is frequently discouraging to the beginning as well as to the experienced teacher. In spite of the many weeks of assiduous planning and efforts to enroll members, the teacher sometimes experiences a lackadaisical attitude of farmers towards the out-of-school instructional program. This characteristic enrollment in the early developmental stages of the adult program does not necessarily mean that the approach in organizing is not appropriate or that farmers are not seriously concerned about the services being rendered by their school to their community. Conversely, they are well aware of the quality of the program

and are quick to bring that point to the attention of other lay citizens. It may be that certain unsuccessful farming experiences have thwarted the progress on some farms and interest is beginning to wane. At any rate, the stage is well set for motivation.

#### Growth Continues Rapidly

A program of adult farmer instruction which is based upon the needs of the community and its members will assuredly be marked by a rapid increase in enrollment and eventual participation by most farmers in the community. There are many practices which may be helpful in increasing the enrollment in adult classes; however, the persistence of the teacher of vocational agriculture in continuing a program of adult instruction firmly entrenched in the needs of the community, irrespective of the number enrolled, is probably the most critical practice and is necessarily an antecedent to success in the program.

#### A Technique to Stimulate Interest

A technique to conduct joint adult meetings with nearby departments, quarterly, was used by the author and two other teachers of vocational agriculture in Ascension Parish, Louisiana some ten years ago; today, it continues to be an asset in the development of the adult instructional program. This geographical situation, which will be described later, is probably indigenous to only a very limited number of agricultural communities; however, it may bear enough resemblance to some that application to similar situations is possible.

#### Three Departments Plan Together

East Ascension Parish has three departments of vocational agriculture located within a five-mile radius. Their location is conducive and convenient for teachers of vocational agriculture to meet frequently to plan and evaluate the general phases of the program. The type of farming and soil types in each community do not vary significantly. The communities are located near the city of Baton Rouge and, consequently, near many industrial plants. Many of the farmers in each of these areas are full-time employees of the industrial concerns. As would be expected, therefore, farming in these communities is being

# The Agricultural Education Magazine

INDEX TO VOLUME XXXII  
July, 1959 - June, 1960

## CONTENTS

EVALUATION  
FARMING PROGRAMS  
FARM MECHANICS  
FUTURE FARMERS  
GUIDANCE  
PROFESSIONAL  
SCHOOL-COMMUNITY  
RELATIONS

SUMMER PROGRAMS  
TEACHING METHODS  
AND MATERIALS  
YOUNG AND ADULT  
FARMER EDUCATION  
MISCELLANEOUS  
BOOK REVIEWS



EVALUATION		Year 1959
An Evaluation of Vocational Agricultural Instruction in Terms of Student Abilities and Ambitions—E. A. Tischbirek, Vo-Ag Instructor, Arvin, Calif., & E. M. Juergenson, Teacher Education, Univ. of California.....	December	
Evaluation of Farm Educational Programs of Electric Power Suppliers in the U.S.—Elwood F. Olver, Dept. of Agric. Engin., Penn. State University.....	February	
Let's Evaluate the Learner—Obed L. Snowden, Teacher Education, Mississippi State University.....	June	
School Administrators Look at Vocational Agriculture—R. J. Agan, Teacher Education, Kansas State University.....	June	
Opinions of School Administrators—Earl S. Webb, Teacher Education, University of Missouri.....	June	
Build Evaluation into Your Program—George W. Sledge, Teacher Education, Univ. of Wisconsin.....	June	
Class Management Evaluation—Philip E. Schmidt, Vo-Ag Instructor, Oconto, Wisconsin.....	June	
What Do Your Students Think of Your Teaching?—Edwin E. Lamberth, Vo-Ag Instructor, Spring Hill, Tennessee.....	June	

FARMING PROGRAM		Year 1959
Analyze Farms to Improve Boys—Duane M. Nielson, Teacher Education, Iowa State College.....	July	
Changes Needed in Farming Programs—Alfred H. Krebs, Teacher Education, Univ. of Illinois.....	July	
Modernized Farming Programs—H. W. Deems, Teacher Education, University of Nebraska.....	July	
Specialization vs. Diversification—Delmar Wittler, Vo-Ag Instructor, Lyons, Nebraska.....	July	
Continuous Record Analysis—Lloyd J. Phipps, Teacher Education, University of Illinois.....	July	
Farming Programs for Future Citizens—L. D. Kolar, Vo-Ag Instructor, Fennimore, Wisconsin.....	July	
Let's Teach Farming, Not Projects—A. E. Weiner, Vo-Ag Instructor, West Bend, Wisconsin.....	July	
Factors Associated with the Managerial Responsibilities Assumed by Vocational Agriculture Students with Their Swine Projects—Paul Hemp, Teacher Education, University of Illinois.....	July	
Farm Family Partnerships—Eldon E. Splittgerber, Vo-Ag Instructor, Albion, Nebraska.....	December	

Year 1960	
Growing Broilers on the Contract Basis—Zeno E. Bailey, Teacher Education, East Texas State College.....	January
Developing a School Farm—John Bryant, Vo-Ag Instructor, Dexter, Missouri.....	January
Farm Program Competition—E. M. Juergenson, Teacher Education, Univ. of California.....	March
Establishing Farming Programs—John Hart, Vo-Ag Instructor, Princeton, Missouri.....	March
How the School Farm Operates—Glenn W. Nicklas, Vo-Ag Instructor, Curtis, Nebraska.....	February

FARM MECHANICS		Year 1959
Determining the Course of Study in Farm Mechanics—Frank Anthony, Teacher Education, Pennsylvania State University.....	August	
Should Every Vocational Agriculture Department Have a Dynamometer—Carlton E. Johnson, Agricultural Engineering, Ohio State University.....	September	

Year 1960	
Philosophy and Farm Mechanics—T. W. Gandy, Teacher Education, Alabama Polytechnic Institute.....	January
Need for Farm Mechanics Instruction Remains—A. H. Krebs, Teacher Education, Univ. of Illinois.....	January
Space Requirements in the Farm Mechanics Laboratory—Harry D. Henderson, Agri. Engineering, Wisconsin State College.....	January
A New Look at Agricultural Mechanics Instruction—C. W. Hill, Teacher Education, Cornell University.....	January
Farm Mechanics in a Changing Agriculture—L. E. Stone, Vo-Ag Instructor, Mt. Pleasant, Texas.....	January
Farm Machinery Workshop—Lewis Eggenberger, Vo-Ag Instructor, Winfield, Kansas.....	January
Teaching Service and Maintenance of Motors—Gordon Struble, Vo-Ag Instructor, Temperance, Michigan.....	January
Your Agricultural Mechanics Curriculum Can Be Improved—Harry O. Walker, Supervisor of Farm Practice, U. of Calif., Davis, California.....	January
A Dynamic Farm Mechanics Curriculum—Robert M. Longhurst, Graduate Student, Utah State University.....	January
Relation of High School Vocational Agriculture to Mechanical Farm Jobs Performed by Graduates—W. F. Bear, Agr. Eng. Dept., Iowa State University.....	January
Suggested Helps in Planning Your Agricultural Mechanics Demonstrations—Fred G. Lechner, Asst. Prof. in Agr. Engineering, Cornell University.....	January

Determining the Farm Tractor Phase of Farm Mechanics—R. R. Bentley and James P. Clouse, Teacher Education, Purdue University.....March

FUTURE FARMERS OF AMERICA AND NEW FARMERS OF AMERICA

Year 1959  
Using Awards in the FFA—Don Erickson, Vo-Ag Instructor, Rugby, North Dakota.....July  
Do Earnings and Savings Projects Present a Problem in Your Chapter?—Edgar N. Hinkle, Vo-Ag Instructor, Barneston, Nebraska.....July  
FFA of Yesterday—William Gablenz, Little Falls, Minnesota.....September  
Small Grain Developments by FFA Chapters—W. S. Moore, Bandys High School, Catawaba County, North Carolina.....November  
A Study of the Kansas Future Farmers of America District Leadership Schools—George A. Robinson, Vo-Ag Instructor, Grinnell, Iowa.....December

Year 1960  
What Will They Be Tomorrow?—J. C. Atherton, Teacher Education, U. of Arkansas.....March  
A New Challenge for the FFA?—A. H. Krebs, Teacher Education, Univ. of Illinois.....March  
The New Farmers of America at Twenty-five Years—W. T. Johnson, National Executive Treasurer, NFA, A. and T. College, Greensboro, North Carolina.....March  
Developing Leadership—Wallis Gray, Vo-Ag Instructor, Princeton, Kentucky.....March  
Participation in Shows and Fairs—James H. Shepard, Vo-Ag Instructor, Star City, Arkansas.....March  
Preparation for Leadership—Floyd J. Doering, Vo-Ag Instructor, Wittenberg, Wisconsin.....March  
It's Action that Counts—Francis Steiner, Vo-Ag Instructor, Granton, Wisconsin.....March  
Are NFA Trips Beneficial?—A. P. Torrence, Dept. of Agr. Edu., Tuskegee Institute, and Augustus Shaw, Vo-Ag Instructor, Boligee, Alabama.....March  
Were Poor Reasons the Reason?—Wabern Barnes, Cadet Teacher, Riverdale J.U.H.S., California.....March  
The Chapter Program of Activities—Glenn Massengale, Vo-Ag Instructor, Paris, Kentucky.....March  
The Role of the FFA Organization in Vo-Ag—Joe P. Bail, Teacher Education, Cornell University.....March  
FFA and 4H Participation in Grain Exhibits—Donald J. Lehr, Omaha, Nebraska.....March  
Why Leadership Education for Future Farmers?—T. Dean Witmer, Supervisor, Sunbury, Pennsylvania.....April  
Your Parent-Son Banquet—Is It Getting Better Each Year?—Zeno E. Bailey, Teacher Education, East Texas State College.....May

GUIDANCE

Year 1959  
Who Should Take Vocational Agriculture?—C. D. Watson, Supervision, Vermont, and B. A. Gaylord, Teacher Education, Cornell University.....November

Year 1960  
College Success of Former Students of Vocational Agriculture—F. K. T. Tom, Teacher Education, Cornell University.....February  
"Cast Down Your Buckets Where You Are"—Stanley S. Richardson, Teacher Education, Utah State University.....April  
Varying Expectation from Guidance—A. H. Krebs, Teacher Education, Univ. of Illinois.....April  
A Study of High School Counseling Regarding Occupational Opportunities in Agriculture—Donald R. Sandy, Vo-Ag Instructor, York, Nebraska.....April  
The Career Day Program in Agriculture—George Chrein, Chairman, Agr. Department, Newtown High School, New York.....April  
Vocational Guidance Opportunity—William H. Knight, Teacher Education, Ohio State University.....April  
Influence of High School Vocational Agriculture on the Status of Graduates in Nonfarm Occupations Not Related to Farming—Robert G. Jones, Graduate Student, Iowa State College.....April  
A Look at Our Guidance Activities—Harold C. Potter, Vo-Ag Instructor, Hudson, Massachusetts.....April  
Guidance a Must—John E. Bishop, Vo-Ag Instructor, Winterset, Iowa.....April  
High School Influences on the Occupational Choices of Farm Reared Senior Boys—James W. Hensel, Graduate Student, Iowa State College.....May  
The Place for Group Guidance—Kenneth Wall, Vo-Ag Instructor, Ellsworth, Wisconsin.....May  
Improving Our Guidance and Counseling Principles—Clifford Van Berkum, Vo-Ag Instructor, Swea City, Iowa.....May

PROFESSIONAL

Year 1959  
Supervision in Agricultural Education—Bonard S. Wilson, Training Advisor in Community Development, International Co-operation Administration, Manila, P.I.....July  
It Will Take Courage—A. H. Krebs, Teacher Education, Univ. of Illinois.....August  
Administrator, Vo-Ag Instructor Meeting—Alfred Bang, Vo-Ag Instructor, Grand Island, Nebraska.....August  
Professional Improvement—Marion Morgan, Teacher of Agr., Bardstown, Kentucky.....August  
A Professional Spirit in Vocational Agriculture—James L. Rose, Vo-Ag Instructor, Cherry Valley, New York.....August  
Texas Vocational Association Formed—H. G. Barber, President, Vocational Agriculture Teachers Assoc. of Texas, Floydada, Texas.....August

A Common Philosophy in the School—James Pollan, Vo-Ag Instructor, Holdrege, Nebraska.....August  
Problems of Beginning Teachers—Raymond C. Wall, Vo-Ag Instructor, River Falls High School, Wisconsin.....September  
It Takes People—Warren G. Weiler, Supervisor, Ohio.....September  
Training for Farming and/or Related Occupations—J. C. Green, Teacher Education, Stephen F. Austin State College, Texas.....September  
Professional Training of the Vocational Agriculture Teacher—Clodus R. Smith, Teacher Education, Univ. of Maryland.....September  
Professional Improvement on the Job—Stanley H. Ore, Vo-Ag Instructor, Edgerton, Wisconsin.....October  
Meeting the Challenge—W. R. Brown, Teacher Education, U. of Georgia.....October  
Some Problems of Beginning Agriculture Teachers—Freddie C. Garner, Vo-Ag Instructor, Groveland, Florida.....October  
Indiana Holds Beginning Teacher Workshop—J. Clouse, Teacher Education, Purdue Univ. and C. Scott, Supervisor, Indiana.....October  
Multiple Teacher Department—David C. Barrett, Vo-Ag Instructor, Ashley, Ohio.....October  
Determining Community Needs—Seiz C. Mayo, Department of Rural Sociology, N. C. State College.....November  
A Total Vocational Education Program—Eugene I. Lehmann, Director, Kenosha School of Voc. and Adult Education, Wisconsin.....November  
Where Are We Going?—J. D. McComas, Vo-Ag Instructor, Gettysburg, Ohio.....November  
Let Us Also Train a Few of the Big Team—Carlus R. Owen, Vo-Ag Instructor, Tusculum, Tennessee.....November  
Let's Look at Our Hole Card!—Carl G. Howard, Teacher Education, New Mexico State University.....December  
Technical Agriculture for Teachers of General Agriculture—Lee O. Baker, Asst. Prof. of Agriculture, Western Michigan Univ., Kalamazoo.....December  
Up-Grading Agricultural Teacher Education in the Philippines—Virgilio C. Juan, Agricultural Education Supervisor, Bureau of Public Schools, Manila.....December  
What Direction in Curriculum Development?—E. V. Walton, Teacher Education, Texas Agr. and Mech. College.....December  
Where Do We Go from Here?—L. Warren Harrell, Vo-Ag Instructor, Winter Haven, Florida.....December  
Instruction in Nursery Work—O. E. Thompson, Teacher Education, U. of California.....December  
Student Exchange Program—F. Marcus, Student Chairman of the Student Exchange Program and Lavern A. Frech, Teacher Education, Michigan State University.....December

Year 1960

Is Agricultural Education Necessary?—Joe P. Bail, Teacher Education, Cornell University.....January  
Summit Time—Leo L. Knuti, Education, Montana State College.....February  
Some Thoughts for Colleges of Agriculture—A. H. Krebs, Teacher Education, Univ. of Illinois.....February  
Agricultural Colleges and High School Vocational Agriculture—Walter T. Bjoraker, Teacher Education, University of Wisconsin.....February  
Need More Vocational Agriculture in Missouri—Earl T. Carpenter, Graduate Student, Agricultural Education, Univ. of Missouri.....February  
A College-Agricultural Teacher Advisory Committee—Joe P. Bail, Teacher Education, Cornell University.....February  
State Staffs Plan Continued Cooperation—E. W. Garris, Teacher Education, Univ. of Florida.....February  
Training for Farm Related Businesses—R. J. Agan, Teacher Education, Kansas State University.....February  
Recruits Teacher Replacements—G. R. Fuller, Vo-Ag Instructor, Indian River Central School, Philadelphia, New York.....April  
Personality Analysis—An Approach to Teacher Selection—Ted R. Robinson, Teacher Education, Iowa State University.....April  
Agri-Business-Agri-Service Training for Vo-Ag Students—K. B. Cutler, Regional Supervisor, California.....April  
Changing Our Program with the Times?—C. C. Beam, Vo-Ag Instructor, Herndon, Virginia.....May  
Emerging from the Fog—Norman K. Hoover, Teacher Education, The Penn. State University.....May  
New Forms of Agricultural Education Needed?—A. H. Krebs, Teacher Education, Univ. of Illinois.....June  
What the Administrator Expects—J. C. Atherton, Teacher Education, Univ. of Arkansas.....June  
Looking Ahead in Agricultural Education—Luther Hardin, NVATA Past-President, Searcy, Arkansas.....June  
Occupations Entered by Agricultural Education Graduates—B. C. Bass, Teacher Education, Virginia Polytechnic Institute.....June

SCHOOL—COMMUNITY RELATIONS

Year 1959  
Vocational Education and the Community—A. G. Rinn, Regional Supervisor, California.....November  
The Public's Educational Philosophy—A. H. Krebs, Teacher Education, Univ. of Illinois.....November  
Business and Industry Cooperation with Adult Education Programs—Charles L. Batten, Vo-Ag Instructor, Elm City, N. Carolina.....November  
The "Upper and Lower" Case of the "What and How"—John R. Craddock, Teacher Education, Ball State Teachers' College.....November  
Startown Cannery Is Community Asset—A. E. Shugart, Vo-Ag Instructor, Newton, N. Carolina.....November  
Vocational Agriculture from a Farmer's Viewpoint—Al Renzelman, Vo-Ag Instructor, Haxtun, Colorado.....November

Advisory Councils for Vocational Agriculture—Robert C. Jones, Teacher Education, Cornell University.....November  
 Let the Public Decide—A. H. Krebs, Teacher Education, Univ. of Illinois.....December  
 Acquainting the Community with the School Program—John L. Yates, Vo-Ag Instructor, Town Creek, Alabama.....December  
 Vocational Agriculture Advisory Council—James J. Albracht, Vo-Ag Instructor, Hebron, Nebraska.....December  
 Public Relations in Vocational Agriculture—William W. Stewart, Vo-Ag Instructor, Postville, Iowa.....December  
 Role of the Mother in Vocational Agriculture—Selz C. Mayo, Professor of Rural Sociology, N. C. State College.....December  
 Good Public Relations—L. F. Crabbe, Supervisor, Ohio.....December

SUMMER PROGRAMS

Year 1959  
 Solutions to Problems of Individual Instruction During the Summer Period—Jim Hamilton, Vo-Ag Instructor, Audubon, Iowa.....July  
 A Summer Program—M. C. Gaar, Teacher Education, Louisiana State University.....October

Year 1960  
 The Summer Is Yours to Use or Waste—Howard Christensen, Teacher Education, Univ. of Nevada.....May  
 Summer Is for Thinking—A. H. Krebs, Teacher Education, Univ. of Illinois.....May  
 Summer Program Accomplishments—Morris N. Abrams, Teacher Education, La. State Univ. and A. & M. College.....May  
 Planning the Summer Instructional Program—Kenneth Kramer, Vo-Ag Instructor, Belleville, Wisconsin.....May  
 Summer Program Brings in \$4500 for 32 Member Chapter—Roy Butler, Vo-Ag Instructor, Owyhee, Nevada.....May  
 The Summer Tractor Program—Durland Weale, Vo-Ag Instructor, Addison, New York.....May  
 During Their Summer Employment—Howard R. Bradley, Teacher Education, Kansas State University.....June

TEACHING METHODS AND MATERIALS

Year 1959  
 Implications of Sputnik for the Teaching of Vocational Agriculture—W. R. Brown, Teacher Education, Univ. of Georgia.....August  
 Adapting Instruction to Individual Differences—Ray H. Simpson, Prof. of Educational Psychology, Univ. of Illinois.....August  
 Never Plant a Two Dollar Rose in a Twenty-five Cent Hole—Clarence S. Anderson, Teacher Education Emeritus, Penn. State University.....October  
 Improvement Starts from Within—A. H. Krebs, Teacher Education, Univ. of Illinois.....October  
 Improving Reading Ability—Ron Mehrer, Vo-Ag Instructor Linton, N. Dakota.....October  
 A "Two-in-One" Film—Clodus R. Smith, Teacher Edu., U. of Maryland.....October  
 Promoting Interest in Dairy Herd Improvement—Virgil Martinson, Vo-Ag Instructor, Marshfield, Wisconsin.....October  
 Visual Materials—Harold Binkley, Teacher Education, U. of Kentucky.....October  
 Teaching Based on Problem Solving—W. F. Stewart, Visiting Prof. of Agr. Edu., Colorado State Univ., Fort Collins, Colorado.....October  
 Filing and Storage Facilities for Agriculture—Harold N. Slone, Vo-Ag Instructor, Goshen, New York.....October  
 Cooperative Corn Test Plot—Bernard H. Hart, Vo-Ag Instructor, Arcadia, Wisconsin.....November

Year 1960  
 Filing Teaching Materials—Ralph H. Granger, Assoc. Prof. of Poultry Science, University of New Hampshire.....January  
 The Place of Television in Vocational Agriculture—Lyle Wicks, Vo-Ag Instructor, Gouverneur, New York.....February  
 Local Resources in Teaching Vocational Agriculture—George W. Sledge, Teacher Education, Univ. of Wisconsin.....February  
 "Live or Tape"—A. J. Paulus, Subject Matter Specialist, Univ. of Tennessee & J. R. Warmbrod, Vo-Ag Instructor, Winchester, Tennessee.....February  
 Teaching "Farm Management"—Joseph W. Hoopes, Vo-Ag Instructor, Monroe, Iowa.....February  
 Experimentation—Learning by Doing—Elvan Pitney, Vo-Ag Instructor, North Main High School, Aurora, Oregon.....February  
 A Gold Mine of Teaching Resources—Zeno E. Bailey, Teacher Education, East Texas State College.....March  
 Study of Teaching Farmer Cooperatives to Vocational Agr. Classes in California—Douglas D. Kleist, Graduate Student, Dept. of Education, U. of California.....April  
 Developing a School Laboratory—John P. Bryant, Vo-Ag Instructor, Dexter, Missouri.....May  
 Better Methods of Communication—Ralph J. Woodin, Teacher Education, Ohio State University.....May  
 Preserving Plant Specimens—J. C. Atherton, Teacher Education, University of Arkansas.....May  
 Marketing in a Vo-Ag Program—Walter J. Wills, School of Agriculture, Southern Ill. Univ., Carbondale, Illinois.....June

YOUNG AND ADULT FARMER EDUCATION

Year 1959  
 A Year-Around Adult Program—William Well, Vo-Ag Instructor, Median, N. Dakota.....July  
 Adult Education for Changing Times—Ralph J. Woodin, Teacher Education, Ohio State University.....September  
 Agricultural History in the Making—A. H. Krebs, Teacher Education, Univ. of Illinois.....September  
 Help Young Farmers Become Established—R. T. Redd, Vo-Ag Instructor, Worsham, Virginia.....September  
 Adult I, II & III—C. A. Anderson, Supervisor, Minnesota.....September  
 Factors Associated with Adult Class Development—C. Oscar Loreen, Teacher Education and Supervisor, State College of Washington.....September

The Need for Young Farmer Education in Louisiana—Morris N. Abrams, Teacher Education, Louisiana State University.....September  
 Needs and Interests of Young Farmers—James J. Strautman, Vo-Ag Instructor, Carroll, Iowa.....September  
 More Educational Power from Three-Phase Programs—R. E. Moeckel, Director of Vocational Education, Olivet, Michigan.....September  
 Evaluation and Planning Discussions May Be Your Answer—David Rice, Prof. of Edu., Ball State Teachers College.....September  
 Management—Motivation—Money—Harry Peirce, Vo-Ag Instructor, Winona, Minnesota.....November  
 Conducting Comprehensive Education Programs for Beginning Farmers—Lloyd J. Phipps, Teacher Education, Univ. of Illinois.....December

Year 1960  
 Areas of Instruction Needed by Young Farmers—Jack H. Satorius, Vo-Ag Instructor, Brimfield, Illinois.....January  
 A Look into the Young Farmer Program—Ross James, Vo-Ag Instructor, Elgin, Iowa.....June

MISCELLANEOUS

Year 1959  
 Studies in Progress in Agricultural Education During 1958-1959.....July  
 News and Views of the Profession.....July  
 A Second Year of Agricultural Education in Iraq—J. H. Lintner, Advisor, Vocational Agriculture, U. S. Operations Mission to Iraq.....August  
 Index to Volume XXXI.....August  
 News and Views of the Profession.....August  
 Tips that Work.....August  
 Introducing New Farming Opportunities—J. Roland Hamilton, Teacher Education, East Texas State College.....September  
 Farm Training Program for Emotionally Disturbed and Mentally Retarded Children—A. Z. Soforenko, Farm Training Supervisor, Waterford County School, Quaker Hill, Connecticut.....September  
 Selling Purebred Livestock—Ledward E. Smith, Vo-Ag Instructor, Hagerstown, Indiana.....October  
 News and Views of the Profession.....October  
 News and Views of the Profession.....November

Year 1960  
 Tips that Work.....January  
 Reprints.....March  
 News and Views of the Profession.....March  
 Future Themes.....March  
 News and Views of the Profession.....April  
 Tips that Work.....April  
 Worry Effectively—Frederick J. Perelstein, Vo-Ag Instructor, Minotola, N. Jersey.....April  
 A Backward Glance at Student Teaching—Edwin B. Wilson, Graduate Student, Virginia Polytechnic Institute.....April  
 Themes for Volume 33.....April  
 News and Views of the Profession.....May  
 Vocational Agriculture Education in Iraq—L. H. Lintner, Advisor, Vocational Agriculture, U. S. O. M. to Iraq.....June  
 News and Views of the Profession.....June

BOOK REVIEWS

Year 1959  
 Decision Making and Management for Farm and Home—Carl C. Malone and Lucile Holaday Malone.....July  
 Literature of Agriculture Research—J. Richard Blanchard and Harold Ostvold.....July  
 Exploring Agriculture—Everett F. Evans and Roy L. Donahue.....July  
 Dry Farming in the Northern Great Plains—Mary Wilma M. Hargreaves.....July  
 Introduction to Agricultural Economic Analysis—C. E. Bishop and W. D. Toussaint.....July  
 Crop Production—Harold D. Hughes.....August  
 Farm Shop Skills in Mechanized Agriculture—Harry O. Sampson.....August  
 Leadership Training and Parliamentary Procedure for FFA—Jarrell D. Gray and J. R. Jackson.....September  
 The Stockman's Handbook—M. E. Ensminger.....September  
 Farm Tractor Maintenance—Arlen D. Brown and Ivan Gregg Morrison.....September  
 Swine Science—M. E. Ensminger.....October  
 Farm Mechanics Text and Handbook—L. J. Phipps.....October  
 Approved Practices in Feeds and Feeding—Daniel W. Cassard.....October  
 Dairy Cattle Judging and Selection—W. W. Yapp.....November  
 Approved Practices in Beef Cattle Production—Elwood M. Juergenson.....November  
 The Western Horse—John A. Gorman.....November  
 The Challenge of Science Education—Joseph S. Roucek.....December  
 Poison on the Land—J. Wentworth Day.....December  
 Crop Production—Richard J. Deiorit and Henry L. Ahlgren.....December

Year 1960  
 Overhauling a Farm Business—A. J. Paulus.....January  
 Tractor Operation and Daily Care—G. E. Henderson.....February  
 Guidance in Agricultural Education—Harold M. Byram.....March  
 Raising Vegetables—G. W. Ware, J. P. McCollum.....March  
 Better Communication in Agriculture Education—Ohio State University.....April  
 Evergreen Orchards—William H. Chandler.....April  
 University Department Evaluates Its Curriculum—Dept. of Ag. Edu., Ohio State University.....May  
 Curiosities of Animal Life—Maurice Burton.....May  
 A Butterfly Is Born—J. P. Vanden Eckhoudt.....May  
 Using Electricity on the Farm—J. Roland Hamilton.....June  
 Soil Conservation—Helmut Kohnke.....June  
 A Bird Is Born—E. Bosiger.....June

# The Agricultural Education Magazine

## INDEX TO VOLUME XXXII

July, 1959 - June, 1960

### AUTHORS

Abrams, Morris N., Teacher Education.....	56, 244	Lehr, Donald J., Co-op Grain Company....	213
Agan, R. J., Teacher Education.....	190, 268	Lehrmann, Eugene I., Director of Education .....	102
Albracht, James J., Vo-Ag Instructor.....	136	Lintner, J. H., Teacher Education.....	30, 280
Anderson, C. A., Supervisor.....	53	Longhurst, Robert M., Graduate Student....	160
Anderson, Clarence S., Teacher Education .....	28, 75	Loreen, C. Oscar, Teacher Education.....	54
Anthony, Frank, Teacher Education.....	32	Marcus, F., Student Exchange Program....	141
Atherton, J. C., Teacher Education.....	195, 258, 271	Martinson, Virgil, Vo-Ag Instructor.....	84
Bail, Joe P., Teacher Education.....	164, 178, 211	Massengale, Glenn, Vo-Ag Instructor.....	209
Bailey, Zeno E., Teacher Education.....	156, 201, 247	Mayo, Selz C., Rural Sociology.....	100, 138
Baker, Lee O., Teacher Education.....	126	McComas, J. D., Vo-Ag Instructor.....	111
Bang, Alfred, Vo-Ag Instructor.....	28	Mehrer, Ron, Vo-Ag Instructor.....	81
Barber, H. G., Vo-Ag Instructor.....	45	Moeckel, R. E., Teacher Education.....	58
Barnes, Wabern, Cadet Teacher.....	208	Moore, W. S., Vo-Ag Instructor.....	108
Barrett, David C., Vo-Ag Instructor.....	93	Morgan, Marion, Teacher Education.....	29
Bass, B. C., Teacher Education.....	284	Nicklas, Glenn W., Vo-Ag Instructor.....	187
Batten, Charles L., Vo-Ag Instructor.....	103	Nielsen, Duane M., Teacher Education ...	3
Beam, C. C., Teacher Education.....	246	Olver, Elwood F., Dept. of Ag. Engineering .....	185
Bear, W. F., Teacher Education.....	161	Ore, Stanley H., Vo-Ag Instructor.....	76
Bentley, R. R., Teacher Education.....	203	Owen, Carlus R., Vo-Ag Instructor.....	112
Berkum, Clifford Van, Vo-Ag Instructor....	262	Paulus, A. J., Teacher Education.....	186
Binkley, Harold, Teacher Education.....	85	Peirce, Harry, Vo-Ag Instructor.....	110
Bishop, John E., Vo-Ag Instructor.....	236	Perlstein, Frederick J., Vo-Ag Instructor..	225
Bjoraker, Walter T., Teacher Education....	176	Phipps, Lloyd J., Teacher Education.....	8, 127
Bradley, Howard R., Teacher Education....	277	Pitney, Elvan, Vo-Ag Instructor.....	189
Brown, W. R., Teacher Education.....	39, 78	Pollan, James, Vo-Ag Instructor.....	46
Bryant, John P., Vo-Ag Instructor.....	166, 256	Potter, Harold C., Vo-Ag Instructor.....	233
Butler, Roy, Vo-Ag Instructor.....	249	Redd, R. T., Vo-Ag Instructor.....	52
Carpenter, Earl T., Graduate Student.....	177	Renzelman, Al, Vo-Ag Instructor.....	108
Chrein, George, Vo-Ag Instructor.....	224	Rice, David, Teacher Education.....	63
Christensen, Howard, Teacher Education....	243	Richardson, Stanley S., Teacher Edu- cation .....	219
Clouse, I., Teacher Education.....	90, 203	Rinn, A. G., Supervisor.....	99
Crabbe, L. F., Supervisor.....	154	Robinson, George A., Vo-Ag Instructor....	131
Craddock, John R., Teacher Education.....	104	Robinson, Ted R., Teacher Education.....	227
Craig, R. N., Teacher Education.....	259	Rose, James L., Vo-Ag Instructor.....	44
Cutler, K. B., Supervisor.....	229	Sandy, Donald R., Vo-Ag Instructor.....	222
Deems, H. W., Teacher Education.....	4	Sasman, Louis M., Teacher Education.....	179
Doering, Floyd J., Vo-Ag Instructor.....	200	Satorius, Jack H., Vo-Ag Instructor.....	165
Eggenberger, Lewis, Vo-Ag Instructor.....	153	Schmidt, Philip E., Vo-Ag Instructor.....	274
Erickson, Don, Vo-Ag Instructor.....	9	Scott, C., Supervision.....	90
Floyd, Arthur, Supervisor.....	77	Shaw, A., Vo-Ag Instructor.....	207
Freeh, L. A., Teacher Education.....	141	Shepard, James H., Vo-Ag Instructor.....	199
Fuller, G. R., Vo-Ag Instructor.....	226	Shugart, A. E., Vo-Ag Instructor.....	107
Gaar, M. C., Teacher Education.....	91	Simpson, Ray H., Teacher Education.....	40
Gablentz, William, Young Farmer.....	70	Sledge, George W., Teacher Education....	183, 272
Gandy, T. W., Teacher Education.....	147	Slone, Harold N., Vo-Ag Instructor.....	94
Garner, Freddie, G., Vo-Ag Instructor.....	80	Smith, Clodus R., Teacher Education.....	68, 82, 220
Garris, E. W., Teacher Education.....	187	Smith, Ledward E., Vo-Ag Instructor.....	89
Gaylord, B. A., Teacher Education.....	113	Snowden, Obed L., Teacher Education....	267
Granger, Ralph H., Teacher Education....	166	Soforenko, A. Z., Supervisor of Farm Training .....	61
Gray, Wallis, Vo-Ag Instructor.....	198	Splitzgerber, Eldor E., Vo-Ag Instructor..	142
Green, J. C., Teacher Education.....	66	Steiner, Francis, Vo-Ag Instructor.....	206
Hamilton, J. Roland, Teacher Education....	59	Stewart, W. F., Teacher Education.....	86
Hamilton, Jim, Vo-Ag Instructor.....	10	Stewart, William W., Vo-Ag Instructor....	136
Hardin, Luther, Vo-Ag Instructor.....	279	Stone, L. E., Vo-Ag Instructor.....	151
Harrell, L. Warren, Vo-Ag Instructor.....	137	Strautman, James J., Vo-Ag Instructor....	57
Hart, Bernard H., Vo-Ag Instructor.....	109	Struble, Gordon, Vo-Ag Instructor.....	155
Hart, John, Vo-Ag Instructor.....	214	Thompson, O. E., Teacher Education.....	140
Hemp, Paul, Teacher Education.....	13	Tischbirek, E. A., Vo-Ag Instructor.....	124
Henderson, Harry D., Teacher Education....	148	Tom, F. K. T., Teacher Education.....	172
Hensel, James W., Graduate Student.....	255	Torrence, A. P., Teacher Education.....	207
Hill, C. W., Teacher Education.....	150	Vossler, Leo, Vo-Ag Instructor.....	180
Hinkle, Edgar N., Vo-Ag Instructor.....	15	Walker, Harry O., Supervisor.....	158
Hoopes, Joseph W., Vo-Ag Instructor.....	188	Wall, Kenneth, Vo-Ag Instructor.....	261
Hoover, Norman K., Teacher Education....	251	Wall, Raymond C., Vo-Ag Instructor.....	62
Howard, Carl G., Teacher Education.....	123	Walton, E. V., Teacher Education.....	134
James, Ross, Vo-Ag Instructor.....	283	Warmbrod, J. R., Vo-Ag Instructor.....	186
Johnson, Carlton E., Ag. Engineer.....	67	Watson, C. D., Supervisor.....	113
Johnson, W. T., Executive Treasurer N. F. A.....	196	Weale, Durland, Vo-Ag Instructor.....	250
Jones, Robert C., Teacher Education.....	116	Webb, Earl S., Teacher Education.....	270
Jones, Robert G., Graduate Student.....	232	Weiler, Warren G., Supervisor.....	65
Juan, Virginio C., Supervisor.....	132	Weiner, A. E., Vo-Ag Instructor.....	12
Juergenson, E. M., Teacher Education....	124, 197	Well, William, Vo-Ag Instructor.....	18
Kleist, Douglas D., Graduate Student.....	235	Wicks, Lyle, Vo-Ag Instructor.....	181
Knight, William H., Teacher Education....	230	Wills, Walter J., Teacher Education....	276
Knuti, Leo, Teacher Education.....	171	Wilson, Bonard S., Teacher Education....	15
Kolar, L. D., Vo-Ag Instructor.....	11	Wilson, Edwin B., Graduate Student....	231
Kramer, Kenneth, Vo-Ag Instructor.....	245	Witmer, T. Dean, Supervisor.....	234
Krebs, Alfred H., Teacher Education....	3, 27, 51, 75, 99, 123, 148, 171, 195, 220, 243, 267	Wittler, Delmar, Vo-Ag Instructor.....	6
Lamberth, Edwin E., Vo-Ag Instructor....	275	Woodin, Ralph J., Teacher Education....	51, 257
Lechner, Fred G., Ag. Engineer.....	162	Yates, John L., Vo-Ag Instructor.....	129

(Continued from page 34)

conducted primarily on a part-time basis. Agriculture, nevertheless, has always played a prominent role in the economy of these communities.

#### Plan for Joint Meetings Developed

R. F. Melancon, Ernest E. Tureau, and the author, at that time teachers of vocational agriculture at Dutchtown, St. Amant, and Gonzales High Schools, respectively, frequently met for purposes of sharing ideas and evaluating the program in agriculture. During one of these meetings, the idea was introduced to consider the use of joint adult meetings to stimulate more interest in the adult farmer program and to increase the general scope of the out-of-school instructional program. Each local department of vocational agriculture was currently conducting a functional adult program. This effort was not intended to alienate the local program and thereby cause it to lose its identity. Contrariwise, it was felt that such action would serve to strengthen each individual program. Since the communities were ideally located for such a practice, the idea immediately developed into a most vivid plan.

#### Why Have Joint Adult Meetings?

There is a very definite need for a closer relationship between communities so geographically located. The very nature of their vocational and avocational interests lends much support to their consideration for larger group activities. In addition, it provides many individuals with an opportunity to participate in educational activities designed to reach all educational levels. Some of the other benefits accruing from the meeting of intercommunity groups are: (1) farmers become familiar with a wider range of farming problems, (2) members learn more about cooperative effort by having more opportunities to participate, (3) farmers develop

leadership while leading large group discussions, (4) joint group meetings tend to focus the predominate interest of the communities, and (5) good school-community relations are eminent.

#### Adult Farmers Contacted

Planning for the organization for joint meetings began with the three teachers visiting present and prospective adult members of the three communities together. Interest shown by the farmers in the three areas was profound. Visits were completed to all farmers in about three weeks.

#### Central Location Selected for Meetings

Since Gonzales is centrally located, it became the site for the first joint meeting. The first organizational meeting was called July, 1950, and some 100 adults attended. Agricultural leaders invited to attend the meeting were as follows: the late Dean J. G. Lee of the College of Agriculture, Louisiana State University; J. C. Floyd, Harry J. Braud and M. C. Gaar, Teacher Trainers at Louisiana State University.

#### Group Formulates Long-Time Program

After a brief talk by Dean Lee, the program for organization was underway. The group agreed to select Gonzales as the permanent location for their quarterly meetings. Farmers were then asked to indicate their preferences for instruction on survey forms developed in keeping with the needs of the three communities. Later that evening, the surveys were summarized and a topic for discussion selected for the first joint meeting. Thereafter, topics for discussion centered around those preferences which were previously indicated. The long-time program was planned to provide flexibility, facilitating attention to changes in trends in farming and emergency situations.

#### Program Has Local Appeal

The appeal for this type of program continued to enlist the interest of most farmers and all administrators in the area. Larry J. Babin, parish superintendent, and his successor, Gordon A. Webb, incumbent superintendent, contributed greatly towards the success of the out-of-school program. Henry P. Glaze, R. E. Champagne, and W. C. Brunson, principals of Gonzales, St. Amant, and Dutchtown, respectively, gave much support to this cooperative effort. Their continued cooperation in the development of the program has resulted in more interest in agriculture for the communities.

#### Board of Education Supports Program

The board of education for Ascension Parish has many times commended the program in vocational agriculture for its inter-community cooperative activities. Presently, it finances an annual meeting for this group which is held during the summer months as a culmination of the year's activities. This activity combines an instructional and conference period usually conducted by the three teachers of vocational agriculture and climaxed by an informal supper.

#### Sustains Momentum

Today, some ten years after its inception, the idea of the joint meetings in vocational agriculture for adults in these three communities continues to enjoy much participation by its members even to a greater extent than ever before. This fact is sustained even with the consideration that two large industrial plants are now located in the immediate vicinity of these communities. Farmers, businessmen, and administrators look with pride to the past and continue to participate in a program planned with the agricultural and citizenship needs of the community in mind. □

## What Is a Fair Partnership Or Rental Agreement?

JOHN W. ZWIEBEL, Vo-Ag Instructor, Owatonna, Minn.

One often hears the expression concerning the three possible ways to own a farm: inheritance, pick the right girl with a farm for an endowment, or saddle up with a debt that will take a lifetime to pay off.

This is not very encouraging for the young fellow who has the ambition to farm, has the necessary qualities to be a good farmer, but has no farm.

Isn't it true that people are in

farming for the same reasons that people are in other fields of work?

Number one, they are in farming because it is the only work they know and they do not have the initiative or ambition to try something else.

Number two, the farm was handed to them and it seemed to be the easiest way to earn their livelihood.

Number three, it furnished an opportunity to be their own bosses to farm pretty much as they please without taking orders from someone else.

Number four, it is challenging and inspiring to be close to Mother Nature; although there are great sacrifices, the satisfactions are greater.

Is it really necessary for the sacrifices to be so great for so many young people who have an intense desire to farm?

In our area of southern Minnesota, as in most areas of the country, I'm sure you will see posted in banks and other businesses numerous sale bills announcing an auction somewhere in the vicinity.

Who are these people holding an auction, Why are they selling out?

You can get all kinds of answers on the street corner, but what is the real

reason? Why should this farmer have an auction?

Some of the reasons could be that he has decided to revise his farming operation; or perhaps he is tired of farming and wishes to try his hand at something else; maybe he can't earn a satisfactory living on the farm; or it may be that he is incapable of handling the farm work any more so he is forced to sell out; perhaps he is retiring. In many instances, these reasons are justifiable, but all too often his selling out is the result of not looking ahead and doing some advanced planning.

We will get to that, but first there are a few questions that we should

ask ourselves. How many partnerships do you know that have proved satisfactory? How many of them have proved otherwise? Wouldn't you agree that many partnerships have failed because of a misunderstanding of the agreement or the inability for one or more parties involved to realize his responsibilities to the others and the limitations of these responsibilities?

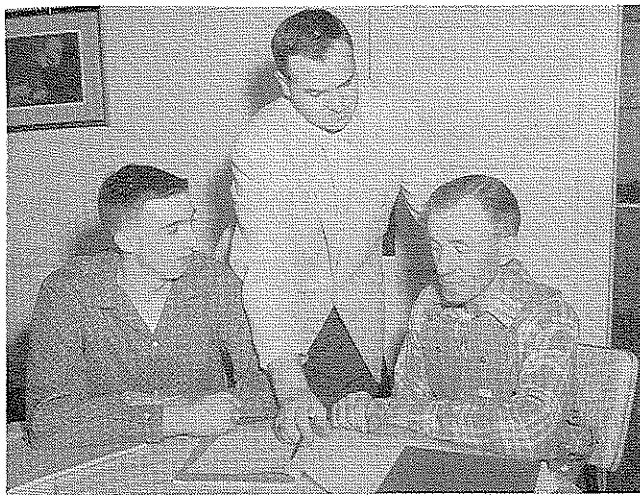
Words are symbols devised by mankind to disseminate knowledge and create understanding. All too often we fail to understand that words have different meanings to different individuals depending upon their maturity, experiences in life and ways of

### HOW TO PLAN A SHARE FARMING ARRANGEMENT

Income from a joint farming operation (father-son or landlord-tenant) should be shared in the same percentage as the value of contribution made by each. Contributions consist of interest and taxes on land; interest, depreciation and repair on buildings, machinery, equipment; interest on livestock; labor and variable costs of production. To determine an equitable arrangement figure on the following worksheet the percentage of fixed contributions made by each. Then share variable expenses and income in the same proportion. The value of contributions should be mutually agreed upon. Use the suggestions below only as a guide.

CONTRIBUTION	FATHER or LANDLORD		SON or OPERATOR			
	Value	Rate	Value of Contribution	Value	Rate	Value of Contribution
<b>LAND</b>						
Interest (3½ to 5% of value)						
Real Estate tax (\$1.75-\$2.50 per acre)						
<b>BUILDINGS, FENCES &amp; TILE</b>						
Interest (3½ to 5% of value)						
Depreciation (2-3% replacement value)						
Repair (1½% replacement value)						
<b>TOTAL (8 to 10% of replacement value)</b>						
<b>INSURANCE</b>						
<b>POWER and MACHINERY</b>						
Interest (6 to 8% cost + 2)						
Depreciation (5 to 10% of new cost)						
Repair (3% of new cost)						
<b>TOTAL (14 to 18% of new cost)</b>						
<b>PERSONAL PROPERTY TAX</b>	Subtract			Add		
<b>LABOR</b> —Full labor load is 3000 hrs. per man (rate \$1.25 per hr.)	Hours	Rate		Hours	Rate	
<b>CASH RENT</b>						
<b>TOTAL FIXED CONTRIBUTION</b>						
<b>PERCENT CONTRIBUTED BY EACH</b>			<b>PERCENT</b>			<b>PERCENT</b>
<b>LIVESTOCK</b> (share ownership and expenses in same percentage as fixed contribution figured above)						
<b>VARIABLE EXPENSES</b> (feed, veterinary, crop, gas, oil, etc.) Share in same percentage as fixed contribution figured above.						
<b>INCOME</b> Share in same percentage as fixed contributions figured above.						





Bill Lewison, 1958 State Star Dairy Farmer, RR #5, Owatonna, working out a fair partnership agreement with his father, Art Lewison. Glenn Edin, Owatonna High School Advisor and Vo-Ag Instructor, is assisting.



The Gontareks and Prondzinskis of RR. #2, Owatonna, working out a fair partnership or rental agreement with a local Vo-Ag Instructor moderating and furnishing assistance. Left to right: John Zwiebel, O.H.S. Agriculture Instructor, Mrs. G. C. Gontarek, Mr. G. C. Gontarek, Mrs. Jerry Prondzinski, and Jerry Prondzinski.

living. Isn't it possible there have been too many partnership agreements made with too little understanding between the individuals making these agreements?

We have many traditional farming agreements which are really partnership agreements. Some of the more common ones are the 50-50 rental agreement, the 40-60 or the 20-80 agreements. How many of these are really fair agreements?

Most of them make provisions for "evening up the score," but many get so involved that it takes the best lawyers to interpret them. The big fault in these agreements is that too few of the people who are expected to live by these agreements understand them well enough. In many cases, they create a hardship for the parties involved. Is it too difficult to set up a farm business as a single enterprise with two or more partners instead of operating the farm in parts as is done so often?

It would improve the efficiency of operation of the total enterprise. There would be problems, but not as many. The biggest problem would be to change the thinking from "mine" to "ours."

An agreement can be drawn listing the contribution of each participant and his proportionate share in the returns. When the time for dissolving the partnership comes, an agreement could be made so that the party willing to continue has the opportunity to buy the other's increase in the business. This would be fair.

At present, when a partnership is dissolved, the sharing goes like this: "I'll take mine; you take yours; and

we'll divide the spoils."

In this manner neither party is much better off than he was at the beginning of that partnership. The farm business is divided and distributed among several people; an efficient operation becomes an inefficient business waiting for someone else to develop into an efficient business again.

#### The Place for Partnership or Rental Agreements

The next question which arises is where does a partnership or rental agreement fit into the farming picture? Some of the obvious situations would be:

1. Father and son partnerships where the son would contribute his labor for the use of his father's facilities or capital.
2. A land owner who wishes to have his farm operated by a renter and is willing to contribute other amounts of investment for a percent of the income in proportion to his contribution.
3. A situation where the landowner or farmer has built an efficient business and has reached the age where it is difficult to run the business efficiently so he goes into partnership with a younger person offering the latter the opportunity to buy him out eventually. The landowner would have an efficient operation to sell and the younger partner would be buying an efficient business. In this manner both would benefit.
4. In an estate where the bene-

factor or executor could write an agreement by which the operator of the farm business could operate the entire enterprise sharing the income on the basis of each inheritance with some arrangement for the operator to buy out the other shares.

Such a method would keep the business operating efficiently as an asset to the community instead of lapsing into a period of being a liability.

These are a few instances where a good partnership is fair. If each party has a good comprehension of his responsibilities, the partnership could make a great contribution to the participants themselves, the farm itself, the community, county and state.

A simple form that can be used in determining the contributions of the individuals involved in a partnership or rental agreement has been devised by Route, Hasbargen, and Hartmans, Extension Specialists at the University of Minnesota. The contributions each has made to the business can be listed. Then, the expenses and income can be divided accordingly.

The percentages in the form (page 40) give one an idea of the ranges in the contributions of the parties involved. In determining the range or percentage to use in each category, consideration should be given to the condition, adaptability and convenience each will furnish toward efficient operation of the farm business.

For example, if the valuation of the land is high because of location and not because of its contributions to agricultural production, then a

percentage somewhat less than 5% would be a more fair contribution. (See form)

In planning the partnership or rental agreements, the importance of having a round table discussion, with all participants present, cannot be stressed too strongly. Also, it is suggested that there be a moderator or unbiased individual with some knowledge of agreements who can bring to the discussion details and suggestions that otherwise might be overlooked; one who could furnish advice, and make certain that each party understands his own responsibilities, as well as those of the other participant. The moderator should be sure everyone understands what each can expect from the agreement.

After the work sheet is completed, it becomes necessary to adjust each item to get the agreement on a fair basis. It will be necessary to enumerate the important factors as well as the rules to determine how the business will be operated. Some of the details that should not be overlooked are:

#### General Operation

1. The period of time for which the partnership should run.
2. The legal description and location of the property.
3. Any details or changes necessary to get the agreement set up as desired.
  - a. How the present livestock is to be handled.
  - b. How the crops already on the farm will be handled.
4. How the farm bank account may be handled. It is wise to

have a separate bank account for the farm business.

5. How the agreement may be dissolved in a manner suitable to all parties under all circumstances.
6. How much time may be taken for vacations, etc. Such "time off" should be planned so it does not interfere with the peak loads of the farming business.
7. How may future problems be settled.

#### Management and Planning Responsibilities

1. Who is responsible for the final decision? In most cases, it is only fair that the person having contributed the most would have the final say. There are other methods possible should serious disagreement arise.
2. Which party is responsible for keeping records and handling the finances?
3. What records will be kept and how will they be kept?

#### Living Quarters, Etc.

1. What living quarters are provided?
2. How is the food from the farm business, and used in the homes, to be accounted for?

One must keep in mind that a partnership or rental agreement is only as successful as the understanding each participant has of the terms of that agreement.

If the agreement is to bring about a more clear understanding, each must see the responsibilities as well as the

privileges. The more complete this understanding becomes during the planning period, the more satisfactory will be the relationship of all parties during the lifetime of that agreement.

All too often a partnership or rental agreement is considered complete as soon as it is written and signed. One thing the individual assisting in planning the agreement must consider is that although the percentages of contribution by the parties involved and the income to be received have been worked out, there is still much to be done. Although the general outline has been made out and all parties are in agreement and understand each section, there are still two very important steps left to be taken:

1. Consult a lawyer to put the agreement in proper legal form.
2. Follow up with discussions to answer questions or furnish information which may yet be in doubt.

If these steps are taken, the chances of having successful partnerships or rental agreements operate to the satisfaction of all will be greatly improved.

It takes time and it takes effort, but the satisfaction of helping a partnership get off to a good start will be rewarding. It will be one step in helping to make the community more prosperous as well as helping to improve the harmony among those working together. This is one area where those of us working with the farmer have been lax.

How about you? Have you taken the time to help some partnership off to a more stable future? □

#### Study shows—

## What Makes Young Farmer Chapters Tick

J. R. JACKSON, Teacher Education, A. & M. College of Texas



J. R. Jackson

How can vocational agriculture teachers successfully organize young farmer organizations? What principles should be adhered to in planning the educational programs? What problems

are of most interest to young farmers? What standards should be maintained in order to insure successful young farmer organizations?

These were questions confronting Texas vocational agriculture teachers and agricultural education people in 1959 as they approached a period of special emphasis on young farmer education.

In an effort to find answers to these questions, a survey was made

by the author. Eighty-seven young farmers and 30 vocational agriculture teachers representing the first 30 young farmer chapters organized in Texas responded to the survey. The information was used by the author in his dissertation for the doctoral degree from the University of Houston, issued in the summer of 1959.

Answers to the questions regarding organizing chapters, principles to be adhered to in planning programs, suggested problems to be used for programs, and standards to be maintained by a chapter shall be given in the form of suggestions. These suggestions were included in the summary chapter of the dissertation, "Organizing and Operating Young Farmer Chapters in Texas," com-

pleted by the author in the summer of 1959.

**Suggestions for Organizing Young Farmer Chapters.** Suggestions that vocational agriculture teachers and young farmers may use in organizing young farmer chapters and holding the organizational meeting are:

1. The teacher must be convinced that he really wants a young farmer chapter to be organized and be willing to devote the necessary work involved. This will require surveying the community and finding if there is need for the organization.
2. Explain the young farmer program, its purposes and goals, and his plans to the school administration. Secure the approval and support of the principal and/or the superintendent.
3. Select an organizing committee of key young farmers. Discuss fully with them the possibilities of a young farmer chapter. Encourage them to assume the responsibility for preparing tentative plans and carrying out plans for the organizational meeting.
4. The organizational committee and the teacher should prepare a list of prospective members. Prepare plans for contacting and informing these prospective members about the proposed plans.
5. The organizational committee, with the teacher advising, should prepare tentative plans for organizing and operating the chapter. This should include arranging for the use of the vocational agriculture classroom as a meeting place and the farm shop for organized shop work.
6. The organizing committee and teacher should set a date and time for the first meeting and notify prospective members.
7. Plans should be publicized and information about the proposed organization made known publicly.
8. Hold the first meeting:
  - (a) Present organization committee plans and proposals.
  - (b) Elect officers, either temporary or permanent.
  - (c) Secure the approval, with alterations desired by the young farmers, of the proposals suggested by the organizing committee.

(d) Appoint necessary committees to effectively carry out the activities of the chapter.

(e) Secure the chapter's approval for affiliating with the state association of young farmers.

(f) Approve meeting dates, place, time, and set dues.

(g) Serve refreshments.

The organizational meeting should be principally informational in nature. Out-of-town speakers who know about young farmer work might be called on to speak briefly. A speaker of this type may be used earlier by the organizational committee.

Suggested committees that might be appointed are (1) constitution and by-laws, (2) membership, (3) instructional program committee, (4) long-time program of work, (5) publicity, (6) recreational and social, (7) community service and cooperation, (8) leadership, and (9) refreshments.

**Suggestions for Educational Programs.** The educational programs should conform to the following principles:

1. Should be prepared by a committee after receiving suggestions from members as to the types of programs desired.
2. Educational programs should be planned so that a variety of teaching techniques will be employed. They should include demonstrations and demonstrations followed by participative experiences; field trips, tours, and trips; motion pictures and slides followed by short talks discussing the topic covered. Speeches and panel discussions are the least desirable form for presenting programs.
3. Have some of the educational programs given by out-of-town people.
4. Use local specialists, professional men, and business people for the rest of the programs.
5. Programs should be planned so chapter and chapter members may participate in the activities sponsored by the state association.
6. Have some daytime meetings on the farms of young farmers or others. Invite older farmers and other interested people to attend these meetings.
7. Plan to use the farm shop and vocational agriculture room at

the high school for intensive training programs.

8. The over-all program should be planned for a twelve-month period.
9. Have meetings where the wives and ladies are invited. These meetings should be planned as socials.

**Suggested Problems for Educational Programs.** Problems and topics recommended as "very highly interesting" for educational programs are: (1) welding, (2) tractor and equipment maintenance, (3) fertilizers, (4) livestock production problems, (5) electricity, (6) control of insects and disease of livestock, (7) insecticides, (8) government farm programs, (9) marketing, (10) soil conservation, (11) pasture improvement.

Suggested as "highly interesting" for educational programs are: (1) insect and disease control of crops, (2) crop production problems, (3) farm buildings, (4) safety on the farm, (5) farm finance, (6) income tax, (7) social security for farmers, (8) farm organizations, (9) electric motors, (10) farm legislation.

Problems and topics considered "of average interest" for educational programs are: (1) concrete, (2) metal work, (3) grain storage problems, (4) farm health, (5) pest and rodent control, (6) home beautification, (7) wildlife conservation, (8) farm law, (9) farm lease and rental agreements, (10) woodworking, (11) plumbing, (12) artificial insemination, (13) farm labor problems, (14) problems of farm family living, (15) insurance problems.

Problems and topics rated as "of questionable interest" for educational programs are: (1) irrigation, (2) dairy herd improvement associations, (3) cotton defoliation, (4) herbicides, (5) cotton classing—Smith-Doxey Act, (6) insect and disease control of poultry, (7) poultry production problems, (8) contract farming, (9) producing and care of farm timber, (10) leatherwork.

The list presented was rated on a statewide basis. It is recognized that the problems and topics will be of interest according to the problems of the individual young farmers in the chapter concerned. Young farmers and teachers, therefore, should consider all of the problems and select those for their particular chapter that meet the desires of their members.

**Suggested Standards to Be Maintained.** If a chapter is to prosper and

remain active there are certain standards that must be maintained. Activities and procedures that should be carried on in order to maintain high standards are:

1. Educational program committees should plan a twelve-month schedule of educational programs after receiving suggestions from the members as to types of programs desired.
2. The chapters should participate in activities sponsored by the State Association of Young Farmers of Texas.
3. The chapter should operate in a democratic manner. The officers and adviser should not dominate or dictate programs or methods of operation.
4. Programs should be flexible enough to meet the educational needs of individuals with varying educational attainments and farming experience.
5. Programs should be designed so that problems can be discussed on a seasonal basis.
6. The teacher should maintain the respect and admiration of the young farmers.
7. Young farmers should feel free to call on the teacher for advice and assistance with their problems.
8. Every member should be active in some phase of the chapter activities.
9. The school administration should give active support and assistance to the chapter.
10. The chapter should participate in some community activities as a chapter.
11. Chapter should sponsor intensive workshops or short courses for its members and other interested people in the community. The farm shop and vocational agriculture classroom should be made available.
12. The chapter should sponsor social and recreational activities as a part of its program.
13. The chapter should cooperate with and assist the high school vocational agriculture class and Future Farmers of America in their programs.
14. The chapter should keep the public informed of activities of the chapter and its members.
15. The chapter should have interesting presentation of educational programs. This should be done by using a variety of teaching techniques, i.e., demonstrations, demonstrations followed by participative experiences, field trips, tours, motion pictures and slides followed by short talks discussing the topic covered, etc.

**The Vocational Agriculture Teacher.** In conclusion, it should be noted that no successful young farmer chapters were organized and continued to

function that did not have a good teacher of vocational agriculture. Twenty-seven of the teachers who had organized young farmer chapters were evaluated by their superintendents on personality characteristics. The superintendents evaluated over 70 per cent of the teachers excellent or very good in (1) willingness to work, (2) dedication to their work, (3) character and morals, (4) dependability, (5) cooperativeness, (6) sincerity, (7) determination, (8) adaptability, (9) attitude toward fellow workers, (10) enthusiasm, (11) initiative, (12) judgment and common sense, (13) promptness, and (14) sense of humor. Ninety-three per cent of the superintendents stated that they felt the vocational agriculture teacher had organized the young farmer chapter because he had a desire to unselfishly assist the young farmers of the community.

The author believes that the answers to the questions regarding organizing young farmer chapters, principles to be adhered to in planning educational programs, problems of interest to young farmers for educational programs, and standards that should be maintained in order to insure successful young farmer organizations have been answered. These are the things that make a young farmer chapter tick. Vocational agriculture teachers and young farmers who use the suggestions in this article can successfully organize and operate young farmer organizations. □

## Evaluating Our Young Farmer Programs

ALFRED W. HANSEN, Vo-Ag Instructor, Lovelock, Nevada

During the months of October and November, 1959, I had the very fortunate opportunity to participate in the National Young Farmer Study being conducted by the U. S. Office of Education and being directed in our region by Leo L. Knuti, Teacher Education, Montana State College. During the major parts of those two months, I spent 107 hours sitting down across the table from the young farmers of the Lovelock area and discussing their problems, their farming progress, and their family affairs. Many other vo-ag instructors throughout the nation were participating in this same study, and I'm sure that

their experiences were very similar to my own.

It took from 2½ to 3 hours to complete most of these personal interviews, take the necessary mental and written notes, and still be a good conversationalist in the homes of these young men. One of the most striking things that occurred during these interviews was the desire that was expressed without exception by these young farmers for gaining further knowledge and information by attendance at Young Farmer Classes, Farm Bureau meetings, SCS district meetings, etc. These interviews gave me insight as to how great our problem

of evaluating the subject matter in our Young Farmer Classes really is.

Let me cite a concrete example of my own lack of foresight in getting the information about our soil before my young farmers.

During the summer of 1958, while working on a 2-hour summer course problem, I had the opportunity to work with three Nevada vo-ag men for one afternoon in giving perusal to materials which we felt would be useful in compiling a course of study in the irrigation phase of soil and water management.

Since water resources are the most vital problem of agriculture in Nevada, many aspects of the subject matter were covered by the vo-ag instructors. Howard Christensen, Teacher Trainer, Agricultural Education, University of Nevada, did a magnificent job of arranging the materials and had them published in the form of a

"Nevada State Course of Study for Adult Farmer, Young Farmer and Vo-Ag Student Classes." Adequate reference materials were listed and at the suggestion of Mr. Howard Christensen, I began teaching the advanced agriculture class and also the young farmer class with the course of study in the fall of 1958.

This course of study contains 18 lessons, some of them requiring field trips and laboratory studies. It has allowed excellent opportunity to bring in guest speakers from the Soil Conservation District, the local Water District, the University Experiment Station, the Nevada Engineers' office, etc. These guest speakers brought into the young farmers class the latest information in the field of water resources, which was really appreciated by the young farmers. In fact, the young farmers were so impressed with the materials offered that they began inviting their friends, their fathers, and anyone else who would listen.

As I conducted the National Young Farmers Study, I began hearing from these young men statements like the following: "It would have been a big advantage to have received the information and materials on 'water resources' in our classes years ago." "When can we have another course in 'irrigation problems'?" "When will the young farmers class be taking up 'soil and water resources' again?" "Why didn't we have classes like the 'irrigation problems' all along in our young farmer program?"

Such was the tenor of the statements of these young men who were contacted in the national survey. I feel that they point up our lack of foresight as teachers in making the proper evaluations of courses which we teach.

These statements also bring out the real need to teach classes in soil science, crop production, new crop varieties, irrigation, water resources, drainage, etc.

Of course, these classes in the above mentioned subject matter have been carried on in our young farmers program here in Lovelock in the past. But the proper evaluation has not been given to them after they have been conducted. Too often we feel that when we have conducted a course of subject matter, that the young farmers have mentally digested all the facts and figures with which they have been presented. This is not true, as was so forceably brought out through participating in the survey. Young farmers are concerned more than just with the mechanics of irrigation problems (or any other subject matter that you can mention). Practical experience in each of these individual related problems, along with the latest information provided by those men in a position of research or working field problems every day, are also necessary. Then we must evaluate the course of study through individual visits with these young men and make plans for their improvement.

Observing that the demand was so great for another course in "irrigation problems," I began conducting another course for the young farmers class. There were 15 members initially enrolled and the average attendance for 14 evening class meetings and five field studies on Saturdays has been 12 young farmers. They actually demanded this course of study again, since they wanted to know more about it. Then, too, I feel much more adequate to be teaching the course again,

not only because of the experience of teaching one class, but because during the summer of 1959, Howard Christensen, Teacher Trainer, worked up a one-week summer course in irrigation problems. This class was held at the new Vo-Ag building in Fallon, Nevada, which afforded an excellent opportunity in itself to see how a program of such a course of instruction could be carried out. The mornings were devoted to class study conducted by field men of the above mentioned agencies and organizations. The afternoons were devoted to field trips on testing soils, land capability classes, soil classification, farm irrigation plans, irrigation surveys, plotting grade stakes, land leveling, etc., all conducted by the men who gave us the class instruction in the mornings.

The trite and time-worn phrases of evaluation will not be enumerated here. Suffice it to say that nearly any program of instruction in any department and by any instructor can better fit the needs of the students (in this case, the young farmers class) concerned by following the few simple steps outlined below:

1. Take the time to make those follow-up visits to the young farmers.
2. Discuss the farming progress that is being made by the young farmer.
3. Take mental notes of the instructional needs of the young farmers.
4. Prepare yourself to give the needed instruction through evening classes.
5. Set up the time, place and resource personnel for the evening class.
6. Obtain the latest, up-to-date information from refresher courses. □

### A plan for—

## More Effective Young and Adult Farmer Courses

LLOYD B. FIDLER, Supervisor, Ohio



L. B. Fidler

The job of providing effective young and adult farmer instruction is no longer a "side-show" as it has sometimes been described in the past. It has become a "main act in the big tent,"

It would seem that there should be no question but that if courses are to be effective, they should be designed to meet evident needs. There is, however, considerable evidence that many courses of instruction are not planned to meet the predominant and evident needs and interests of the group or situation. Quite often they are made up of a miscellaneous composite of new or "catchy" topics; frequently with little, if any, continuity or rela-

tionship. Quite probably they result in much over-all good; but the question could well be raised as to whether they might not be more effective if they were more closely related and "beamed" at specific and carefully determined needs.

Young and adult farmer courses vary from small working groups, centering their thought and discussion on specific situations, to the large "cha-tauqua" type course dealing with "all

things by all people." There is probably no way to accurately evaluate and compare the total over-all outcome or effectiveness of these two types of courses.

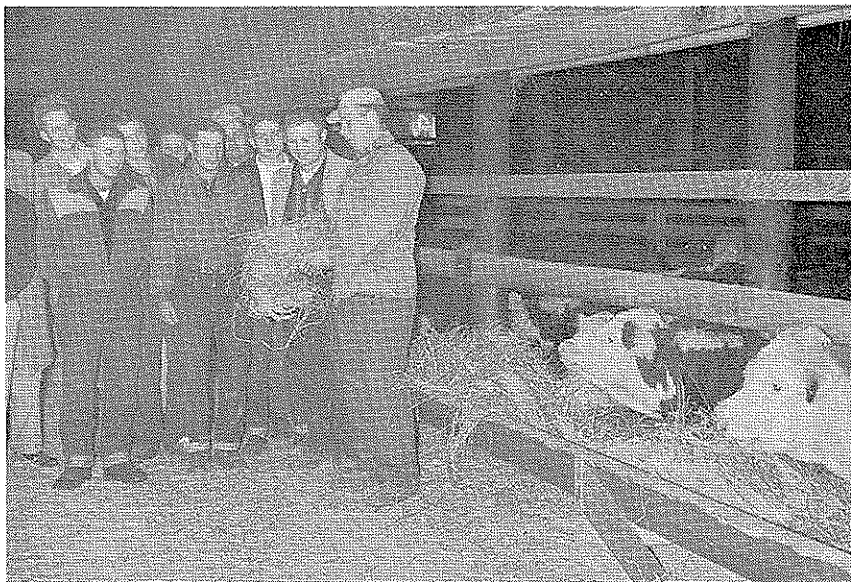
With the smaller working groups, teachers and students can focus their attention on the individual farming programs and problems. Weaknesses are discovered; new plans and goals can be developed which will form the nucleus for both class and individual on-farm instruction. Such course organization is particularly adapted to young farmers who are just becoming established in farming.

This type of course lends itself to long-time planning in which courses may not only continue throughout the year, but from year to year. This plan for developing programs for young farmers, in varying forms, has been rather extensively tried in various states. A recent publication by Lloyd J. Phipps\* quite clearly describes such a plan of course organization. The plan was carried out experimentally with five schools over a period of five years. A few Ohio teachers have been moving in the direction of this type of course organization for selected young farmers.

Such a plan, as referred to above, assumes that the group could not be too large; that they would be in the process of, or presently will be in the actual process of, becoming established in farming. It would further necessitate considerable preliminary work with the individual students in order to help them discover their most critical problems and to help them set up new goals and plans for attaining them.

Many teachers will hesitate to attempt a course plan, as described above, feeling that they would like to serve all the farmers in their school area. A high per cent of Ohio teachers follow such a plan. Sixty-seven per cent of the courses in Ohio in 1958-59 were "combined" courses. A further point to consider would be that they wanted to serve all interested young farmers. These are understandable attitudes and goals for any teacher.

Usually a majority of the adult farmers will have already become established in farming. In such a case they would quite likely want, and possibly need, more varied technical instruction to meet the new and critical production and marketing problems which constantly challenge their effi-



Lynn Welker's young farmer class visits a member's barn for specific information to be used in a later class discussion.

ciency. Possibly a short, general type of course may be the answer for them.

Instructional sessions of this type will also be of real value to the young farmer who is trying to become established; but they *certainly will not help him* solve the vital, personal managerial problems which confront him from day to day throughout the year.

It would therefore seem that these young farmers might well be organized into a separate small group. The instructional program should largely center around their individual farming programs, problems and long-time goals. The course should be planned to meet throughout the year and possibly from year to year. Under such a plan, the wives of the young farmers could be actively included in the smaller group sessions. This might automatically lead to the establishment of a young farmer organization involving social, recreational, and civic activities.

A reasonable solution might therefore be to develop the short technical course primarily for the adult farmers and invite the young farmers, who desired to do so, to join the older group during the winter months. A desirable feature of this plan would be that the young farmers would undoubtedly profit greatly by their educational contacts with the adult farmers. Certain trips and other extracurricular activities might be sponsored jointly.

If courses were to be organized as described above, the idea of making "age" the determining factor in classifying young and adult farmers should probably be changed in some cases to "interest." In other words, the farmer

who had passed his thirtieth birthday, but faced the problems of farm establishment, would certainly have needs and interests similar to younger men. In the experimental program, mentioned earlier and conducted by Phipps in Illinois, "interest" rather than "age" was the basis for class grouping.

In summary, it may be said:

Adult farmer and young farmer courses, to be effective, must meet the present-day individual needs of farmers.

There is evidence that many programs, as now organized, are of a miscellaneous short-time technical nature, with little emphasis on personal managerial problems. Such courses probably meet a need of adult farmers who have already become established in farming.

Young farmers just becoming established have urgent and critical needs requiring a program of instruction designed to help solve their individual year-round problems.

Instructional programs will be more effective if some such program as discussed above can be devised to more nearly meet the needs and interests of both groups.

Such a program might well involve separate organization of the two groups, with the younger group participating in the shorter more technical course designed primarily for adult farmers.

In addition, young farmers with their wives could well be enrolled in a year-round and even year-to-year program, designed to meet their personal problems and help them attain their long-time goals. □

\*Professor of Agricultural Education, University of Illinois.

# A Bi-Directional Look at Your FFA Program of Work

ELMER L. COOPER, Vo-Ag Instructor, North Harford High School, Pylesville, Maryland



Elmer L. Cooper

THE time for final evaluation of your chapter's program of work for the year is close at hand. By the same token, you will soon be thinking about next year's program. Certainly, one complements

the other. By looking back to examine your accomplishments, you can more effectively plan future undertakings.

If you feel there are some "weak cross-ties" in your local chapter program, now is the time to plan for corrective procedures. Few worthwhile things are accomplished without a vision or goal. In fact, as William Paul Gray puts it, "In the majority of cases, the FFA organization is no stronger than its Program of Work."

What do you hope to accomplish in your FFA? If the teacher doesn't know, it is certain the boys won't know (and probably won't care).

If you want your administration to support your program of vocational agriculture, you must solidify your plans in all areas including FFA. The best statement of your goals for FFA will be found in your chapter's program of work. Without a written program of work, your chapter will not accomplish its maximum potential.

What is a program of work? It is merely a statement of what the FFA chapter plans to do during one year. It generally does not include elaborate plans for each activity. However, our chapter has found it most important to plan definite *dates* to accomplish its activities. Otherwise the activity may not be properly planned or it

may be overlooked until too late in the year.

The FFA Manual suggests that all possible activities will probably fit into one of the ten following areas:

- I—Supervised Farming
- II—Cooperation
- III—Community Service
- IV—Leadership
- V—Earnings and Savings
- VI—Conduct of Meetings
- VII—Scholarship
- VIII—Recreation
- IX—Public Relations
- X—State and National Activities

The National Chapter Contest form suggests activities that are considered desirable in a good program of work. It is full of ideas that can be applied in any chapter. Therefore it is suggested that this form be reviewed and its suggested activities considered when planning procedures in FFA. A good form to use in recording a program of work is shown below.

The illustration below shows how a certain goal can be accomplished through a well planned activity. It is essential that reliable leaders be selected as chairmen of the committees charged with important undertakings. The chapter president, with the guidance of the executive committee and advisor, is usually charged with the appointment of committee chairmen. Since our chapter has six separate classes in vocational agriculture, each class serves as a committee. At the beginning of the school year, each class elects a full slate of FFA officers. These officers use the opening and closing ceremonies and conduct class meetings in the same manner as chapter meetings are conducted. The president of each class is held responsible for his class accomplishing its part of the program of work.

How does a chapter plan its program of work? In our chapter of 120 boys, we find that most of the pre-planning must be done by our executive committee. We start planning our program of work in the latter part of August after the rush of fairs and our regional FFA leadership school. The retiring executive committee meets with the new executive committee. This makes a committee of ten to fourteen boys and the advisor. The committee reviews and discusses the old program of work piece by piece and item by item. As the old program is examined, the new one is planned. The successes and failures of the past year serve as valuable guides in deciding the new program. We have found that this process will take three or four meetings totaling eight to twelve hours.

The proposed program is then presented to the entire chapter during a regular meeting. The entire body discusses controversial points and additions or corrections may be made. The final program becomes official when a majority vote indicates chapter approval.

I think we should go one step further in this process. It will be worthwhile and meaningful to have each class work over the program before the chapter discusses it. A good deal of time would be consumed by this process, but every student would have a very clear understanding of all proposed activities.

Those of you who are planning a program of work for the first time may find helpful ideas in a program from some other chapter. It is certain that each chapter must set up a program of work to meet the needs of its own situation. Following are some sources of excellent information on planning an FFA program of work.

Future Farmers of America "Official Manual," pp. 43-48.

Gray, William Paul, "Is your Chapter Program of Work Showing—or Lagging?" *Agriculture Education Magazine*, March, 1958.

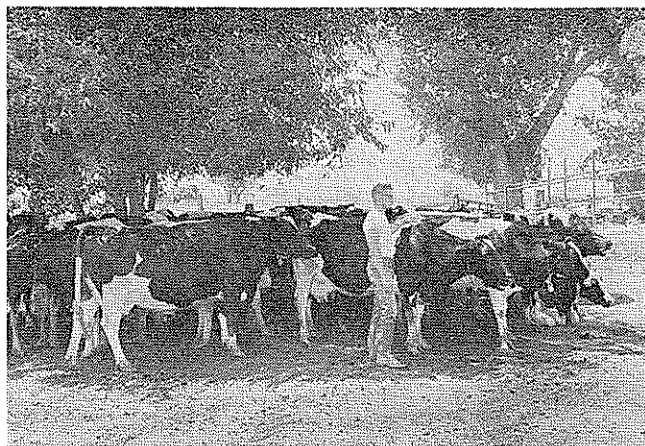
McDonald, H. M. and Hopkins, H. P. "Improving Local Maryland FFA Chapter Program," pp. 3-8. Department of Agricultural Education, University of Maryland.

There is little doubt about it, a multiple viscosity prescription for your FFA is a carefully preplanned program of work. □

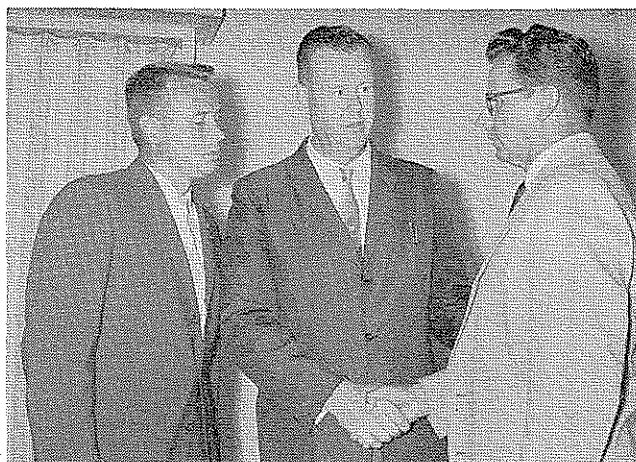
## SUPERVISED FARMING

ACTIVITY	PERSONS OR COMMITTEE RESPONSIBLE	GOAL	WAYS & MEANS	DATE	
				PLANNED	COMPLETED
Conducting a project tour	Chapter Officers	To stimulate 9th graders' interest in good farming programs.	Have 9th graders visit 4 to 6 outstanding project programs.	March 3	March 3

<sup>1</sup>"Is Your Chapter Program of Work Showing—or Lagging?" *Agriculture Education Magazine*, March, 1958.

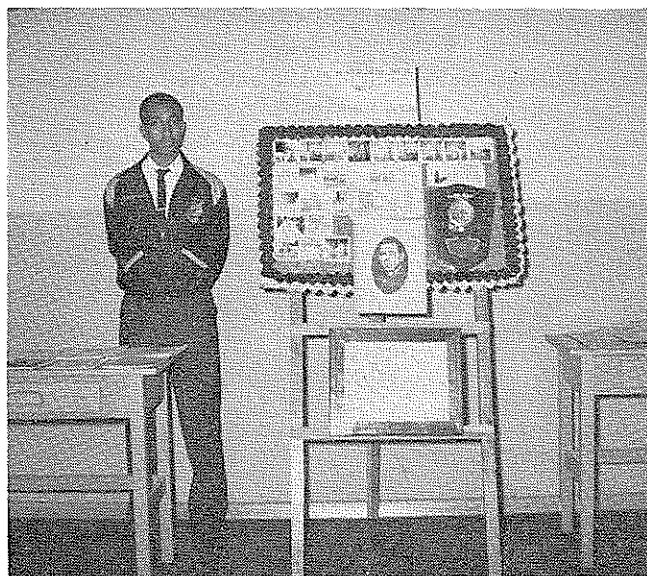


Ernest Dipple, Star Dairy Farmer of Arizona in 1957 and American Farmer had a supervised farming program consisting of 6 springer cows, 24 dairy cows, 17 dairy calves and  $\frac{1}{3}$  interest in 18 acres of cotton, 14 acres of alfalfa and 200 fryers. Ernest, his brother Jerry and his father now operate a dairy near Chandler, Arizona.

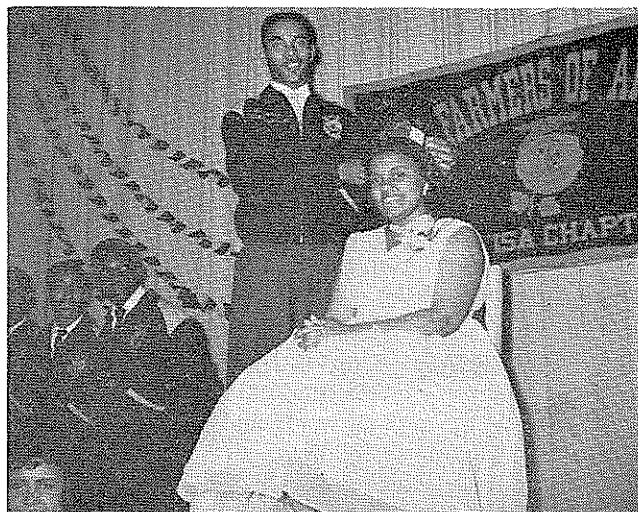


Floyd Johnson of York, S. C., Regional Vice-Pres. of NVATA, congratulates President Wayne Manning of Ponce de Leon, Florida, on election to Florida VATA's top job. Retiring President Warren Larue Warren of Winter Haven, Florida, looks on.

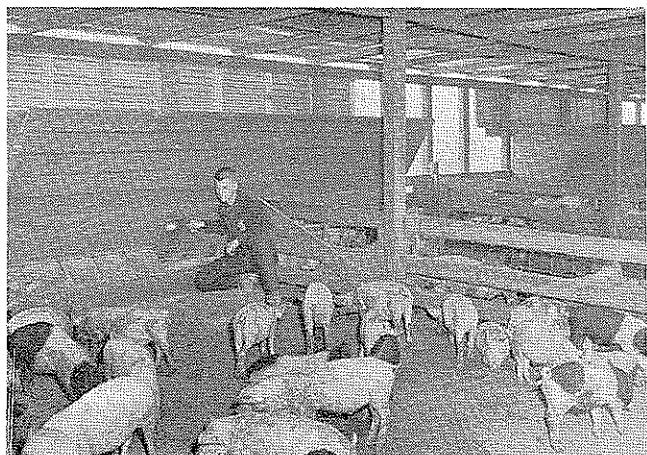
## Stories In Pictures



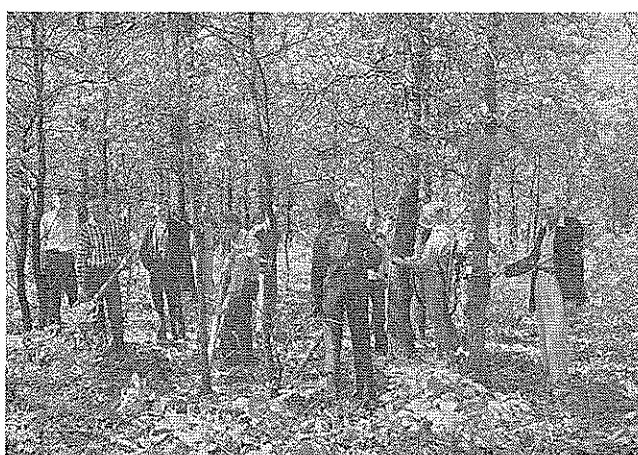
Pictures showing highlights of the M. A. Fields NFA Chapter for the 1959-60 school year and a commemoration of the life and work of Dr. Booker T. Washington were on display in the main corridor of the A. G. Richardson High School during National NFA Week. Charlie Taylor, local NFA member, stands ready to explain the details of the exhibit.



Robert Mack, National President of the New Farmers of America, is shown crowning "Miss NFA for 1959-60" at an Assembly Program at the A. G. Richardson High School, Louisa, Virginia. Miss Aldonia Robinson, the winner in this contest, is a sophomore at the school. Mack was on a speaking tour of the southeastern USA. He is from Bedford, Virginia, and goes to the Susie G. Gibson High School.



Ken Williams, past state president and American Farmer had a supervised farming program consisting of 417 swine, 3 ewes, 1 show steer and 76 ton of hay. Ken was able to develop this farming program even though his family lived in town and were not connected with agriculture in any way. (Arizona—Photo courtesy of J. B. Willis)



Ash Flat FFA chapter under the direction of their Vo-Ag teacher, Sears Johnson, and SCS Technician, Richard Brown, establishing a range plot in cooperation with the Sharp County Soil Conservation District. All noncommercial hardwoods are being treated with 2-4-5-T and the plot will be protected from grazing to let native grasses grow. (USDA-SCS photo by W. Lytle).