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*Featuring—*Young Farmer Programs

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The Agricultural Education Magazine

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Lee Bagley of Chester, S. C., right, a prospective Young Farmer member of the Chester Chapter, seeks information about the advantages of Young Farmer membership from Willis Crain, a neighbor farmer and vice president of the South Carolina Association of Young Farmers, who discusses the fall program of work to be offered by the Chester Chapter. Active chapter membership is emphasized in the Young Farmer organization in South Carolina as a basis for a strong Young Farmer program.

Guest Editorial

Let's Preach What We Practice

LOWERY H. DAVIS, Teacher Education, South Carolina

For forty odd years supervisors and teacher educators have begged, pleaded, cajoled, bribed, prodded, harassed, and threatened in order to "have young farmer classes." In the meantime we have developed criteria by the score, planned programs by the hundreds and evaluated to our heart's content. Perhaps the fact that we have found it necessary to continue these activities, is sufficient evidence that young farmer programs are not "up to snuff."

The Future Farmer idea caught on like wildfire. We consider FFA a part of vocational agriculture. Too many times I have heard the vo-ag teacher referred to as the "FFA teacher." Never have I heard him referred to as the "young farmer teacher!" We too consider young farmer work as a part of vocational agriculture. If the young farmer movement is as sound as we say, why hasn't it grown and prospered likewise?

There must be reasons, however elusive. Have we attempted to superimpose an unworkable and unnatural structure on the vocational agriculture foundation? Is the cliché "a young farmer's problems are different from the adult farmer's" somewhat of a myth? Are we having difficulty with definitions? Have we developed unrealistic criteria, or is the philosophy, criteria and the framework within which we operate sound and should we look for other reasons? Should the blame be placed at the doorstep of teacher educators for failure to develop the proper philosophy of young farmer work in pre-service and in-service education? Can supervisors be accused of inadequate supervision? Should school administrators wear the yoke because they assume no responsibility for post-school education?

Perhaps each group named above should assume some of the responsibility. However, there are those who say we should attempt to answer honestly and directly some of the questions dealing with the philosophy of young farmer education.

Some of these questions might be: How much difference is there in the problems of a 20 year old and a 55 year old farmer? Middle age spreads and shining pates are noticeable at some "young farmer" functions. Their continued participation is evidence they receive some value from such activity. Have you heard a teacher tell a farmer that he cannot benefit from a meeting because the farmer is too old? Could continued attendance be at least partially attributed to interest and fulfillment of agricultural and social needs?

(Continued on Next Page)

From the Editor's Desk

The Decision to Teach Young Farmers

Percentage wise young farmer enrollment rose by a whopping 37% from 1953 to 1960, while high school enrollment increased eight percent and adult farmer enrollment dropped off about four percent. This is a commendable development but too many communities still limit their agricultural education offerings to the high school and adult farmer groups.

The teacher's decision as to whether or not he will teach young farmers is the most important factor in determining the future development of this aspect of our program. Experience has shown that a great majority of teachers find satisfactory ways and means of teaching this group once they decide to meet the responsibility. Many teachers still need to appraise the advantages and disadvantages of a sound agricultural education program for the young farmers of their community.

The disadvantages for the most part can be classified under the heading of "it takes too much time and I've got more than I can do now." One answer can be given in terms of the fact that every teacher has approximately the same number of professional hours per year to spend, which totals about 2500 hours. Assuming that 20 young farmers are enrolled, that 15 meetings are held and that three farm visits are made to each young farmer and that sufficient time is budgeted to planning and preparation for teaching, a total of about 200 to 250 hours will be required. This means that only 8 to 10% of a year's available professional time will be required for a young farmer program. For many teachers the decision will then depend upon the possibility of reallocating the time necessary for adding young farmer instruction to the program.

The decision to teach young farmers needs to be made in terms of expected educational outcomes. One of the outcomes of good programs of vocational agriculture has been that some of the most capable graduates have become efficient and prosperous farmers in the community. For years many a rural community saw its most capable young men leaving for the city. Vocational agriculture has reversed this trend in many situations and must continue to do so. Expanding demands for food production as well as the complexity of today's farming requires that for the welfare of society, some of our most capable young men must become the farmers of tomorrow.

The typical young farmer of today is a graduate of vocational agriculture who did not find time for

(Continued on Next Page)

Let's Preach

Why not forget chronological age as a criterion for class enrollment. This has been done in practice. Could the class organization be on the basis of agricultural needs and interest, taught on a unit basis, over a sustained period of time?

Would this mean abolishing the existing "Young Farmer Associations" on a local and state basis? Not at all. We have Agriculture I, II, III, and IV with the FFA as the encompassing organization for high school students. Could special interest groups in farm management, beef, pork, poultry, etc. within a community comprise the "Vocational Agriculture Adult Education Association" and serve much the same purpose for fulfilling agricultural, social and civic needs in the Community as the FFA? Too, why should adult farmers not have the same opportunity for participating in a community organization. The same would hold for a state Vocational Agricultural Adult Education Organization with much the same functions as the existing Y.F.A. organizations. □

The Decision

four years in an agricultural college. He is on his own in a strongly competitive and fast moving occupation. He is beset by problems of credit, farm management, and the application of a new and dynamic technology to the production of crops and livestock. He probably at times has his doubts as to whether his decision to become a farmer was a sound one. He may even wonder sometimes why his vo-ag teacher who spent so much time with him during his four years in high school seems to have forgotten him now when he needs him most.

When the decision to offer a young farmer program is made consideration of these factors can lead to but one answer for many vocational agriculture teachers.

Ralph J. Woodin

Defend me from my friends; I can defend myself from my enemies.

—Villars

Sir:

In response to Cayce Scarborough's guest editorial in changing the name of F.F.A., I wonder why he suggests Future Leaders of Agriculture rather than Future Leaders of America.

Why should we restrict our training programs to the narrow field of agriculture when, really, the opportunities for young men and women today lie elsewhere?

The present F.F.A. aims and purposes revised to meet Cayce's suggestion to omit reference to farming would need to read like this with the italicized words and sentences deleted.

The Aims and Purposes

The specific purposes for which this organization was formed are as follows:

1. To develop competent, aggressive, *rural* leadership.
2. To create and nurture a love of *country* life.
3. To strengthen the confidence of *farm* boys and young men in themselves and their work.
4. To create more interest in the intelligent choice of *farming* occupations.
5. To encourage members in the development of individual farming programs and establishment in *farming*.
6. To encourage members to improve the farm home and its surroundings.
7. To participate in worthy undertakings for the improvement of *agriculture*.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in cooperative effort.
10. To encourage and practice thrift.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized *rural* recreational activities.

The word "agricultural" appearing twice loses much of its meaning after the other rural terms are out and could easily be omitted, thus, making the field broad and all encompassing with no limits.

The creed would need drastic revision. In fact, is there anything in the present creed that can continue to stand after we take away references to the farm? All such terms as "rural farm" and "love of country life" would not be appropriate.

Let's not forget the emblem. It is assumed that the letters and words could be easily changed to meet the new challenge, but what about the most offensive part of the emblem—the walking plow and the ear of corn. These definitely, at first glance, create an image of the farm. Perhaps the owl and eagle could be continued although many people think of farm land when they see these large birds. A change to pigeons roosting on the eaves of a skyline of city buildings might be appropriate.

We need to change our objectives and our past images. We need to shift from a minority group to a majority group if we are to forever expand our program. Let's not be satisfied to go half way, Cayce. Let's go all the way!

HAROLD B. TAYLOR
Indianapolis, Indiana

LETTERS

Sir:

Do you think some such features as "letters to the editor" "pros and cons" or something like that which encouraged comment on articles or editorials would be desirable? I have thought possibly it would.

To get instructors to write is difficult but I have always believed that if we expect the instructors to subscribe we must continually try to get wider participation.

Then, maybe with quite long articles there should be a brief summary at the beginning—so that instructors may get the gist of them.

LOUIS M. SASMAN

Diamond Lake Cable,
Wisconsin

Sir:

Congratulations on the new format for *Ag Ed Magazine*. I like it.

Sometimes I'd like to discuss with you the old and accepted idea that our magazine is largely for teachers. I was glad to see you add some comments to this idea in the last issue. My notion is that it is not for teachers, or teacher trainers or supervisors, but for the profession. Maybe this is a fine line but I think an important one.

CAYCE SCARBOROUGH

Raleigh, North Carolina

Sir:

A fine first edition. Congratulations.

LOWERY H. DAVIS

Clemson, South Carolina

Sir:

It was a special joy to read your article, "The Editorial Policy of the Agricultural Education Magazine." Such an article was long overdue.

BENTON K. BRISTOL

College Park, Pennsylvania

Sir:

The new face on the July issue has a new appeal which I believe will be generously accepted by the readers. I trust the new subscription rate will not discourage too many subscribers because we surely need them all, almost as much as they need the Magazine.

A. J. PAULUS

Knoxville, Tennessee

Sir:

Congratulations on your first issue! The cover was a shock, but I think I'll like it. I was glad to see the other changes also. I hope the changes made are only a beginning.

ALFRED H. KREBS

Urbana, Ill.

Sir:

Congratulations on the July issue of THE AGRICULTURAL EDUCATION MAGAZINE! In my opinion, this is one of the best issues we have had in a long time. I really do like the new cover format that you have developed.

T. L. FAULKNER

Montgomery, Alabama



Predicting the Success of Pennsylvania Young Farmers in Farm Management

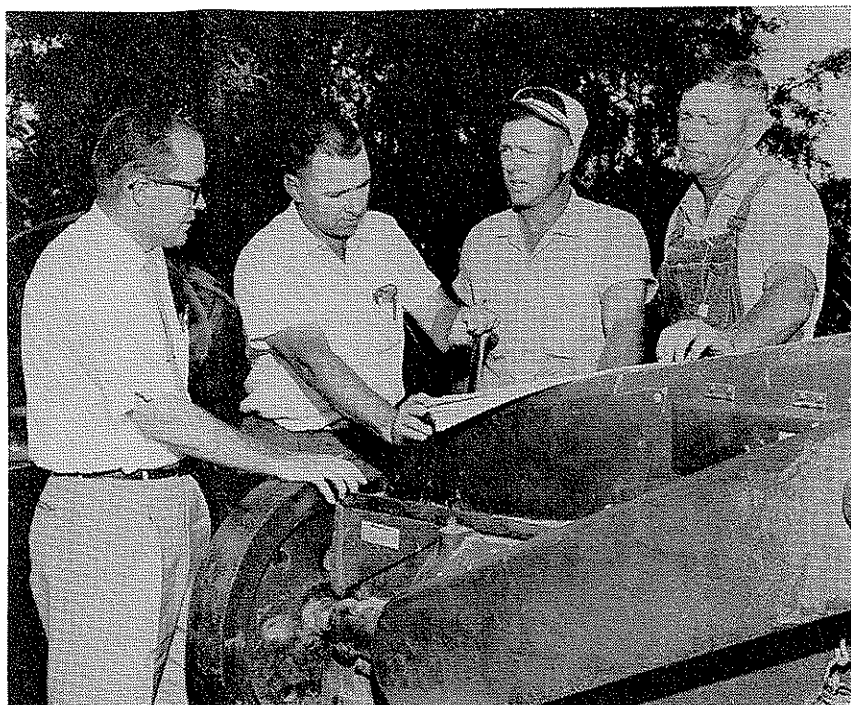
EVERETT D. EDINGTON, Teacher Education, Oklahoma State University

We often see two farmers who are neighbors with almost identical resources that vary greatly in the amount of profits which they receive from their businesses. In any agricultural community there are vast differences in the outcomes of similar farms. We often explain this difference by saying that one farmer is just a better manager than another. We know very little about what "management ability" really is and what characteristics the more successful farm managers have which are lacking in the less successful.

The author recently conducted a study with dairy farmers in Pennsylvania to determine if some of these characteristics could be identified and isolated. This would aid teachers in better meeting the needs of farmers in their education programs if they had a more complete understanding of which types of characteristics were different between the two groups.

The study was designed so that "success" was measured in five ways: (1) dairy production efficiency, (2) pounds of milk sold per farm operator, (3) crop production, (4) labor efficiency and (5) net farm income. The measures for dairy production, crop production and labor efficiency were computed and reported as standard scores.

One hundred and ninety-two dairy farmers who were attending young farmer classes throughout Pennsylvania were divided by three major classifications: (1) young farmers attending multiple or single teacher departments of vocational agriculture, (2) high or low levels of instruction in young farmer classes and (3) high or low levels of responsibility in the farm business. The following characteristics were controlled by co-variate analysis: score on farm management test, mechanical aptitude, clerical aptitude, score on an Approved Practice Rating Scale, score on a Community Participation Scale, age, years of formal schooling, years in high school, vocational agriculture, years in 4-H club work and years in young farmer classwork.



From left to right: Dr. Edington; Mr. Baker, the Vocational Agriculture teacher; Neal Ham, young dairy farmer; and his father, Lester Ham. Mr. Baker and Dr. Edington are going over the recommendations which were made by a group of teachers in the Farm Management Workshop with the young farmer and his father.

TABLE 1
Mean Standard Scores or Measurements for Criterion
Measures of Farm Management Success for Young Adult Dairy Farmers
With High and Low Scope of Responsibility

Criterion Measures	Total Young Farmers (192 Farmers)	Young Farmers with High Scope of Responsibility (96 Farmers)	Young Farmers with Low Scope of Responsibility (96 Farmers)	
Pounds of Milk Sold Per Farm Operator	200290	240690	159890	**
Dairy Efficiency	50.14	51.78	48.50	*
Crop Production	50.32	52.22	48.33	*
Labor Efficiency	50.16	52.09	48.22	*
Dollars of Net Farm Income	3960	4620	3299	**

*Differences between high and low scope of responsibility significant at the .05 level.

**Differences between high and low scope of responsibility significant at the .01 level.

There were no significant differences in the means of the five measures of management success between the young farmers who attended multiple teacher departments and those that attended single teacher departments of vocational agricul-

ture. Also no differences were found between those with high and low levels of instruction. Differences were found between the groups classified as having high and low levels of responsibility in the farm business.

The means of the criterion meas-

ures of pounds of milk sold per farm operator and dollars of net farm income were found to be significantly different at the .01 level. The means for dairy efficiency, crop production and labor efficiency were found to differ significantly at the .05 level. The farmers classified as having high scope of responsibility had significantly higher criterion measures of farm management success than the farmers classified as having a low scope of responsibility in the farm business.

When a correlation was determined between the criterion measures of success and the characteristics studied the following were found to be significant for each measure: (1) knowledge of farm management as measured by score of Farm Management Test, (2) score on Approved Practice Rating Scale, and (3) years as a 4-H Club Member. There was a significant relationship for community participation with all but one of the criterion measures and years of formal schooling for three of the measures of success.

Multiple regression analysis was applied to the data and equations were computed for each of the criterion measures. The purpose of this analysis was to determine which predictor variables were significant in their relationship when all ten of the predictor variables were considered at once. The predictor variables which were significant at the .05 level were retained in the equations.

As a result of the multiple regression analysis the predictor variables which contributed significantly to the regression equations were the

TABLE 2
Correlation of the Ten Predictor Variables With Each of the Five
Criterion Measures of Farm Management Success for the
192 Young Adult Dairy Farmers

Characteristic	Pounds of Milk Sold Per Farm Operator	Dairy Efficiency	Crop Production	Labor Efficiency	Dollars of Net Farm Income
Score on Farm Management Test	.21**	.28**	.28**	.15*	.30**
Mechanical Aptitude	.14*	.03	.04	.17*	.09
Clerical Aptitude	.02	.11	.09	.07	.11
Score on Approved Practice Rating Scale	.45**	.32**	.26**	.27**	.29**
Score on Community Participation Scale	.22**	.14*	.12	.23**	.16*
Age of Young Farmers	.12	.10	.00	.04	.18*
Years of Formal Schooling	.17*	.16*	.23**	.07	.09
Years of High School Vocational Agriculture	-.16*	-.01	.01	-.13	-.14*
Years as a 4-H Club Member	.26**	.17*	.27**	.17*	.18*
Years in Young or Adult Farmer Class	-.07	.03	-.09	.03	.10

*.05 level of significance for N = 192 is .138.

** .01 level of significance for N = 192 is .181.

Farm Management Test, the Approved Practice Rating Scale and number of years as a 4-H club member. It is concluded that such measures are more likely to predict success in farm management than other variables used in the study.

When the regression analysis was applied only to the high responsibility group in addition to the above the number of years in young farmer classes showed a negative correlation which was significant.

This indicates that young farmer instructors are beginning to reach a different type of farmer and that those who are now entering young farmer classes are some of the more successful farmers.

The characteristics studied accounted for about twenty to twenty-five per cent of the variability in management ability. This reveals that much more research can be conducted in this area to further isolate factors which contribute to success in the farm business. □



The Role of Vocational Agriculture In the Social and Economic Development of Rural Youth

BOND L. BIBLE, Rural Sociologist, The Ohio State University
ROY C. BUCK, Rural Sociologist, The Pennsylvania State University



The vocational agriculture program at the secondary school level has the primary purpose of developing occupational proficiency in present and prospective farmers. Generally, any high school student (farm or nonfarm) who is interested in agriculture and can meet the supervised farming requirements may enroll in vocational agriculture.

The purpose of this article is to

report findings about the characteristics and development of male high school youth who enrolled in vocational agriculture, and to compare them with the male youth of the same schools who did not enroll in vocational agriculture.

Source of Data

The data were collected from 41 rural high schools in Pennsylvania

with a department of vocational agriculture. The sample consisted of members of sophomore classes in 1947. The original research program included 74 rural high schools, 33 of which did not offer vocational agriculture. The average size of the classes was 31 students (includes both boys and girls). None of the schools were located in towns and

villages with more than 2,500 population.

The research is being done in cooperation between The Pennsylvania Agricultural Experiment Station and the Farm Population and Rural Life Branch of the Agricultural Marketing Service in the United States Department of Agriculture. The purpose of the broad project was to discover the extent to which differentials in personal and social characteristics of rural young people in Pennsylvania functioned as aids and obstacles to realizing certain goals upon which society places value.

A detailed questionnaire and personality adjustment inventory were administered in 1947. Intelligence quotient scores were copied from school records. In 1957, ten years later, an elaborate schedule was designed and administered for purposes of reconstructing the social and spatial mobility of each individual.

Enrollment in Vocational Agriculture

There were 687 males in the 41 high schools for which information is complete over the ten-year period. The average male enrollment in the sophomore classes for high schools with vocational agriculture departments was 17 compared with 11 for the high schools which did not have a vocational agriculture department.

Three-hundred seventeen students or 46 percent of the male population in the sample were enrolled in vocational agriculture during all or part of their high school careers. Years of enrollment varied from 16 percent electing one year to 41 percent who completed the four-year vocational agricultural program in high school, Figure 1. Enrollment figures indicated that most of the boys had either two or four years of vocational agriculture in high school.

Some Background Characteristics

Residence

The 687 individuals in this study lived in 29 of Pennsylvania's 67 counties. They attended 41 rural community high schools. Of the 317 boys who studied vocational agriculture, 160 were farm-reared, 68 came from open-country nonfarm backgrounds, while 89 grew up in towns and villages of less than 2,500 population.

Intelligence

The intelligence quotient is widely used as a measure of intellectual



This young farmer has realized a long time goal through entering a farming partnership with his father. A former State and American farmer he is now a leading farmer in his community.

aptitude. Although it is subjected to much misinterpretation, it remains as a useful device to differentiate mental ability. The mean intelligence quotient for boys enrolled in vocational agriculture was 100 in comparison with 104 for the remaining boys in the sample. Vocational agriculture may have appealed to many boys who were better equipped mentally for vocational subjects rather than for the strictly academic curriculum. Also high school principals in rural areas, where vocational agriculture is the only vocational education offered, may counsel the poorer students into agriculture rather than in the basic sciences.

Personality Adjustment

The California test of personality administered in 1947, was designed to test self-reliance, sense of worth, and sense of freedom. A perfect score

on the test was 180. The mean score for boys in the Vo-Ag. classes was 132. The mean score for the other boys was 134. Little difference was exhibited in the two mean scores.

Occupational Preference

Data were obtained on the boys' occupational preference as a sophomore in high school. Because a greater percentage of the boys who studied vocational agriculture were farm reared, it was expected that a relatively large percentage of them would prefer farming as a career. The prediction was supported. Forty-three percent of these boys preferred farming. Only eight percent of the boys who were not enrolled in vocational agriculture wanted to become farmers. A majority of the latter preferred blue collar occupations.

Educational Attainment

Failure of youth to complete high school has been and continues to be a major concern for the public school system as well as the community. Vocational agriculture has been credited through the more than 40 years of its existence with capturing the interest of farm boys. Because of this interest, they are very likely to remain in school a longer time. Boys who were enrolled in vocational agriculture had a 11 percent drop-out record in comparison with 14 percent for the other boys. The drop-out rate for the 74 schools in the total sample, 33 of which did not have a vocational agriculture program, was 16 percent. The highest percentage of nongraduates occurred among the farm-reared youth who did not enroll in

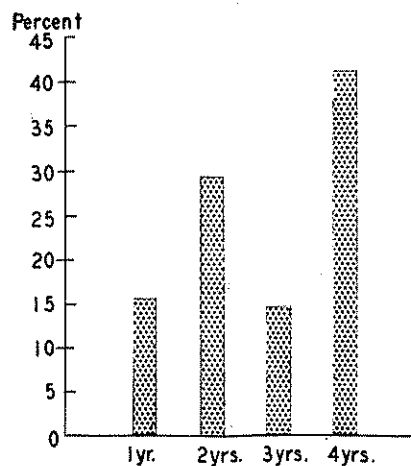


Figure 1. Length of Enrollment in Vocational Agriculture Course of Study in High School for 317 Young Boys of Rural Background.



A Kentucky Young Farmer Program Designed for Member Participation

TED RAMSEY, Teacher of Agriculture, Nancy, Kentucky

A program to meet the needs of young farmers must include more than just classes and on-farm instruction. It must include the areas of living which the young men consider important in their lives. Usually, these areas include: (a) getting established in farming, (b) economics, (c) social and recreational activities, and (d) other education. It was with these things in mind that I set out in 1958 to develop a program for the young farmers in the Nancy community.

Nancy High School is in a strictly rural community with a few stores, garages, service stations, and a restaurant. Ninety percent of the people farm. The department of vocational agriculture has two full-time teachers, with 85 high-school students in agriculture and an equal number of adult and young farmers in the out-of-school program.

Getting the Program Under Way

I contacted several young men and explained the kind of a young-farmer program we had in mind, and solicited their comments and suggestions. Every young man contacted expressed an interest in this type of program, and several offered suggestions.

As I made my second contact with these young men, they agreed to meet at the school to discuss the proposed program. At this meeting the group discussed the advantages of such a program to themselves and to other young farmers in the community. They agreed on four things at the first meeting: (1) to meet again in two weeks, (2) to see other young farmers and discuss the program with them, (3) to bring interested young men to the next meeting, and (4) to have representatives attend the Young Farmers' State Conference at Hardinsburg, Kentucky, the following week. Four of the young farmers attended the conference with me. At the conference, these young men got an inspiration for a young-farmer program and an insight into how a young-farmer organization could aid them in developing a program that would meet their needs and the needs

of the other young farmers in the community.

The group met at the school a week after returning from the Conference, with eight in attendance. Our plan for this meeting was (1) to report on the Conference, (2) give a general outline of a proposed young-farmer program, and (3) to get the reaction of the group. The group voted to adopt the plan for a young-farmer program, with some minor changes, and start working on it at once.

Group Action

The group decided to make the program a year-round affair. They decided to meet twice a month except during November and December, and as often as they thought necessary in January and February. It was decided that the meetings would have two parts, with young farmers in charge of the first half of each session and the teacher in the last half. The president would conduct the first part of the meeting, giving the young men a free rein to conduct their organizational affairs with the advice of the teacher. This

procedure gave the young men a chance to develop leadership and to plan and carry out their program. The class instruction was conducted by the teacher as he saw fit, but the areas of study were decided upon by the young men, before the teacher developed the course. This plan of operation has worked very effectively. The young farmers have a program; it is not just a teacher with a class.

Program of Activities

The young men organized a young-farmer chapter and joined the state association. The program of activities includes four areas: (1) leadership, (2) recreation, (3) farming program, and (4) finance. The second year the chapter planned 33 activities of which 30 were successfully completed. Needless to say, the chapter program of activities makes it possible for the teacher to teach through guiding the group in planning and carrying out their activities. The chapter conducted four educational tours last year, including one to the Kentucky Artificial Breeding Association bull stud and one to the Berea College farms. The group also



A group of young farmers studying "quality of ear" after determining the yield. The corn-growing contest is a part of the young-farmer chapter program of activities.

attended the Kentucky State Fair and conducted a tour of the modern dairy farms in the community. As the teacher, I found it easy to point out many examples of the need for volume of business and efficiency in farming, on supervisory visits after such tours.

The young-farmer organization sponsors a corn-growing contest. The farming program committee, with the help of a local farm supply store, conducts the contest. As the teacher, I have encountered many questions and much interest in how to increase corn yields. The group closed the contest with a tour of the corn fields of contestants at which time they determined the yields. A comparison of the practices used and yields secured made a most interesting instructional day. The chapter has plans for expanding this idea to include demonstration plots in corn and activities to improve pasture, hay, and livestock production.

On-Farm Supervision

The program would not continue without the teacher's making supervisory visits. It is a definite part of our planned program. On the farm the teacher talks man-to-man about the young man's program and problems. This is where the teacher becomes a close counselor of the young men regarding their farming problems and many personal problems. I make it a point to learn all I can about the young man's family as well as his farm. It helps me to work with him more effectively on his problems in farming.

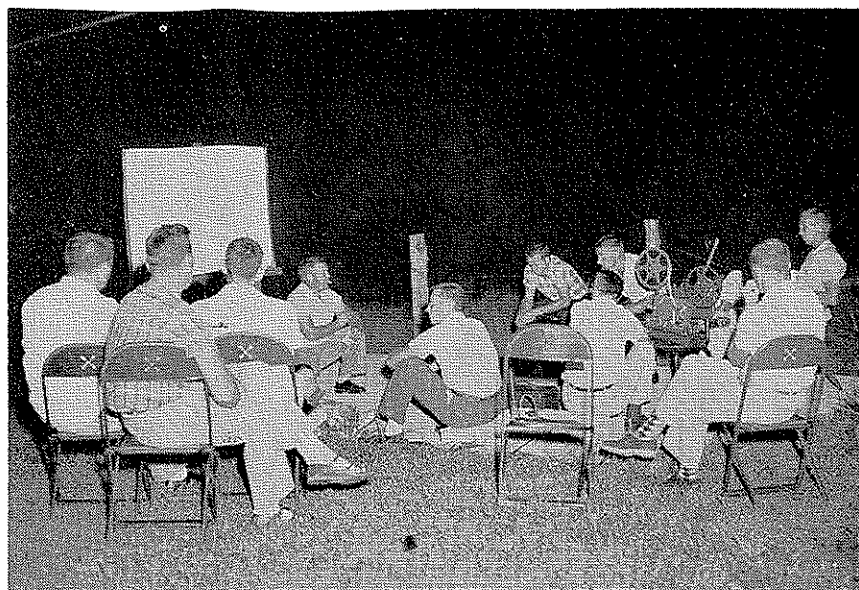


Virginia's State-wide Young Farmer Program

A. L. YEATTS, JR., State Supervision, Richmond, Virginia

The Young Farmers of Virginia is a State organization of young farmers which was founded in 1951 and consists of 1498 members in 95 local associations. This number is steadily increasing each year.

As stated in the organization's Constitution and By-Laws "the primary objective of this organization is to develop group and individual responsibility of out-of-school young farmers in programs of instruction in vocational agriculture designed



These young farmers are meeting at the home of one of its members. Many of the summer meetings are held on the home farms of the members.

This type of a young-farmer program could not exist without the full cooperation of the school people. My principal has arranged that I spend full time on the vo-ag program. My schedule includes three high-school classes with a total of 46 students. My high-school classes are in the afternoon. I supervise young farmers in the forenoon and high-school students after school. This schedule gives me time to do an effective job. We hold our young-farmer meetings at night.

In Summary

Nancy young farmers have a program that meets the needs of the group by covering the areas of living that are of most concern to the men.

The program is active and dynamic because the young men are involved in planning and carrying it out. It is a year-round program and not just some class sessions during the winter months. Most of the social activities are carried on during the spring and summer, recreation in winter, class sessions and tours mostly in the fall and winter, and on-farm activities the year round.

The school is cooperative in scheduling my high-school classes in the afternoon so that I have time in the morning to devote to the out-of-school program. The other teachers in the school have come to feel that the young-farmer program is a worthwhile part of the total school program. □

to meet their needs in becoming established and progressing in farming."

Contributory Objectives are:

1. To develop individual and group interests and abilities in financing, planning, operating, and evaluating farming programs of out-of-school young farmers who are members of the organization and to promote effective longtime farm planning.

2. To discover and utilize placement opportunities available on a rental, lease, partnership and purchase basis in assisting young men to become established in farming.

3. To develop the leadership abilities needed to participate in activities requiring an understanding of parliamentary procedures, conduct of meetings, public speaking and other desirable activities for rural

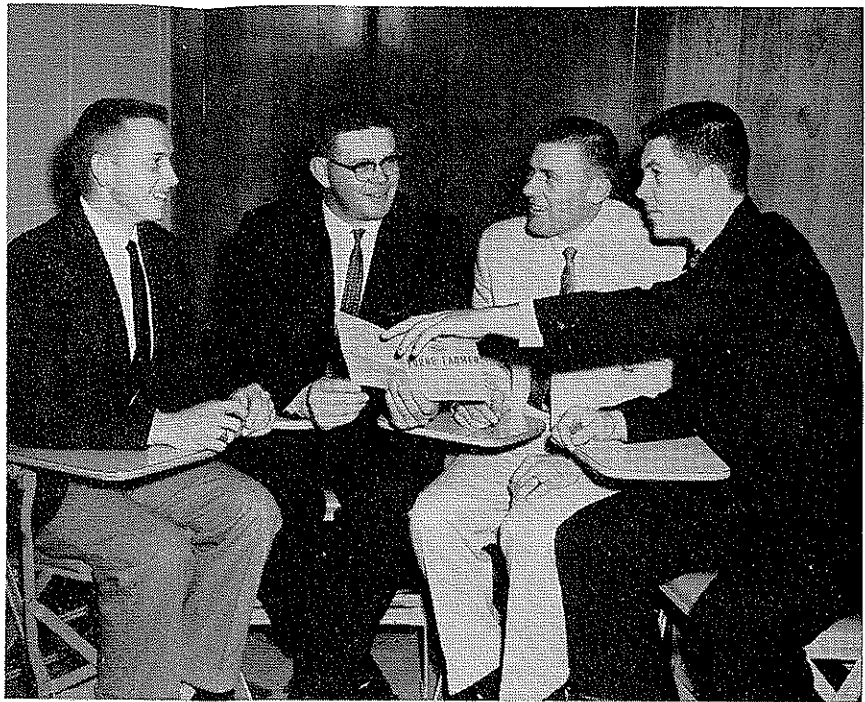
young people, including those of a social and recreational nature.

4. To develop an understanding of the ways to secure and utilize the services available to farmers in improving their economic status and social and family relations.
5. To develop abilities in producing, marketing, and utilizing farm products; conserving water, soil, and other natural resources; financing and managing a farm business; maintaining and operating farm machinery and equipment; and maintaining and improving the farmstead; applying farm work simplification practices; and improving farm family living situations.
6. To encourage and promote thrift.
7. To encourage cooperative effort in accordance with local situations and needs.
8. To develop character and train for useful citizenship.
9. Plan and render worthwhile community services based on the needs of the community.
10. To keep abreast with public issues affecting farmers but to refrain from political activities, resolutions or legislative matters, which do not come within the scope of the purposes of this organization.

Coordination of State and Area Programs

To meet the objectives outlined above the organization uses many and varied means, including well planned and conducted programs of group instruction, leadership training schools, and incentive contests and awards. Each of the state's six areas has its own young farmer organization with an executive committee and a program of work. The president of each area organization serves as a member of the state executive committee with the same status as the elected state officers. Each area has its own convention prior to the annual state convention. Each of the awards is made on the area basis at the area convention.

The annual State Young Farmer Convention is held jointly with the Young Homemakers of Virginia. This convention is usually attended by about 450 young farmers, young homemakers and guests. The State Association with the assistance of in-



Meet Your Neighbor

Each year neighboring states send representatives to each others state young farmer convention. Here we find two Kentucky officers on left, visiting the Ohio Young Farmer Conference 1962, and sharing ideas with two Ohio officers on right. Second from left is Eugene Kiser, President of Kentucky Association and far right, Jackie Richey, Ohio Young Farmer President.

terested business concerns promotes and sponsors an outstanding Young Farmer Family Award, Association Contest, Corn Growing Contest, Soil Judging Contest, Silo Award, and Forestry Judging Contest.

Winners of all these awards are recognized at the annual Convention. An important part of the convention program consists of committee work. Every member is assigned to a work committee or the leadership training school. Here delegates discuss ways of improving and conducting local associations and offer suggestions for improving the state organization. Most young farmers look forward to attending their area and state conventions. Six to eight issues of a printed News Letter is published each year and distributed to all members and other interested individuals. The publication carries local association news and other items of interest to the membership. Members are assessed state dues which cover the cost of publishing the news letter, travel expenses of the State officers, and some of the State awards.

Relationships with Local Associations

Not all young farmer groups in Virginia are organized or affiliated with the State organization. In 1961 there were 171 young farmer programs in Virginia. The average hours of group instruction provided was 37.5 and instructors visited members

of their classes on the average of 4.5 times during the year. Regardless of whether or not the young farmer group is state affiliated, organized instruction in the field of agriculture receives major emphasis and is the real purpose of the program. With the relatively short period of group instruction provided, individual on-farm instruction is a most important part of the young farmer program.

A local organization is one of the best known means of stimulating interest in a young farmer program. Young farmers, like most individuals, desire recognition and a chance to demonstrate their ability. They like to have some organization to bind themselves together in order to better promote their own interests as well as those of their community. An organization will increase attendance at class meetings especially during the busy summer months. An organization provides an excellent opportunity for training in leadership; remember that an organization will not replace good instruction; it only supplements it. □

Hope springs eternal in the human breast;
Man never is, but always to be blest.
The soul, uneasy, and confined from home,
Rests and expatiates in a life to come.—(From Essay on Man—Alexander Pope.)



Basic Principles Contributing to a Virginia Young Farmer Association

L. G. WALTON, Teacher of Vocational Agriculture, Ringgold, Virginia

The primary purpose of the Dan River Young Farmer Association is education. This may not have been the case for a similar group a century ago. For at that time the farmer was characterized as the man with the mule and hoe, limited education, and limited resources. This is far from being the truth today. Our farmers have experienced a change—a change which has made them aware of the importance of training and know-how.

Yes, a change in attitude during the last century has made a vivid appearance upon the horizon. The familiar expression, "I do not need an education to be a farmer," of the past has given way to the popular statement today, "You cannot succeed in farming without an education." No one thing is responsible for this change. Technological advances have had an impact. Increasing cost of production has had an influence. Rising competition has entered the picture of farming. Due to these developments the farmer who plans to continue to make a living for himself and his family is constantly seeking new and better ways of conducting his business. This is a challenge to the Dan River Young Farmer Association which is being met through an effective young farmer program. These are some of the basic principles contributing to a successful young farmer association at Dan River.

Growth Is Important

One of Dan River's successful features has been growth. We either move forward by improving what we did yesterday or last year or either we move backward. This is true of the Dan River Young Farmers. It is a growing educational organization. It offers a challenge to the members and at the same time the members feel and know that they are benefiting from the program. This means that continued growth in all areas is most important.

A young farmer association must learn from its mistakes. A two hour

program which was of no interest to the group or a dry lecture may teach a valuable lesson. To make this mistake one time may not weaken the association, but to continue to make this same mistake will result in a catastrophe. However, to use this situation as a means to improve can add strength to the program.

Securing Membership

Growth in membership has also added to the success of the program at our school. There will be some individuals who will move out of the community, others who will become inactive, and some who will move into adult evening classes. As this takes place, it is important to make every effort to see that the young man who has just entered farming becomes a part of the young farmer association. He can profit from the association and the association can profit from his new ideas, enthusiasm, and determination. During the past two years more than ten young men have become active members of our association.

There has also been growth in re-

sponsibility. The statement, "you get from life what you give to it," is true of the young farmer program. Members must feel that they are a part of the program and that they have an active responsibility not only to themselves but to their fellow-man to contribute to the growth and development of agriculture through organized groups. It must be a cooperative effort. Committee work, participation in the program, and active business sessions have helped to strengthen this area of our program.

Program Planning

These principles which have contributed to the success of the Dan River program did not come spontaneously. In the background of every successful program is planning. This may be illustrated by comparing our program with the flight of an airplane. The plane does not leave the ground until all parts have been checked to determine if the plane is operating properly. Once it is in flight, the pilot has a course to follow and the necessary instruments



This young farmer and his father are pointing out some recent changes in the farm business which has increased their milk output.

to use in keeping the plane on this course. He knows where he is and where he plans to go. This must be true of a young farmer program. We must check our program, once it is planned, determine how we expect to accomplish our goals, and then begin our flight.

A young farmer program which is carefully planned by the members is in for a safe flight. The wind may be rough at times and the clouds may form. But this will offer a challenge—a challenge to take a second

look, to make changes in original plans, and to seek new avenues of reaching set goals. This is planning. This is organization. This is common sense. This is flexibility, the type of planning which has value.

Evaluation

And then a final principal contributing to the success of our program is evaluation. This means that the young farmer program must have a set of objectives or goals to attain. Then as we evaluate the results of

the program in terms of the objectives we can discover our mistakes and find ways of correcting them. We have found it helpful for a committee to meet quarterly and review accomplishments and make suggestions for the following quarter.

These are the basic principles which have contributed to a successful young farmer program at Dan River. In each situation, the principles will have to be applied differently but they have demonstrated their worth to us. □



The Use of Advisory Committees for a Wisconsin Young and Adult Farmer Program

BRYAN DUGDALE, Special Instructor of Young and Adult Farmers, Platteville, Wisconsin

Teachers in Vocational Agriculture are missing a good opportunity to promote their program of Young and Adult farmer classes if they are not using an advisory committee or council. The use of such a council or committee is not new. In Bulletin 243 of the U. S. Office of Education entitled "The Advisory Council for a Department of Vocational Agriculture," we find the following: "The use of advisory councils in agricultural education preceded the passage, by the United States Congress in 1917, of the Organic Act (Smith-Hughes) for vocational education. As early as 1911, it was mandatory in Massachusetts to have advisory committees for local departments of agriculture. In other states similar requirements were attempted by some school officials, but in many cases their use was not continued successfully for a long period. The discontinuance or relative inactivity of advisory committees where once started cannot be attributed to a lack of need for a council, but can probably be charged more appropriately to other factors such as a lack of experience in proper selection, organization, and operation of a local advisory council."

The writer has used successfully a modified plan of an advisory council in connection with his full-time program of Young and Adult farmer classes. There are eleven members, of this Council who are elected by the entire group attending the



Henry L. Ahlgren, Associate Director Agricultural Extension, University of Wisconsin, addresses annual Ladies' night banquet of the Platteville Young Adult Farmers classes.

classes. They are selected to represent geographic areas of the district. At the present time nine adult farmers and two young farmers serve on the council. We do not have any other agencies represented. This may seem like a large number to have on a council but we have over seventy young and adult farmers enrolled.

Our council has several responsibilities which include the following:

1. Plan the annual and long-time program and units of instruction.
2. Plan an annual Ladies' Night program.
3. Plan a summer family picnic.
4. Set up a calendar of dates for meetings. (Meetings are

held the third Tuesday of each month the year around with workshops during the winter months.)

5. Organize field trips.
6. Assist in planning an evaluation report.
7. Assist in making surveys.
8. Suggest ways and means of improving the program.
9. Conduct the Annual Corn Show for members.
10. Enroll new members.

An advisory council, the writer feels, is an excellent device for implementing the democratic principle that those affected by the program should have a voice in planning that program. As an example of how this

principle has worked here at Platteville, prior to the time that the writer assumed the position of full-time young and adult farmer instructor, these classes were given in the slack season with ten or fifteen weekly meetings but I wanted to establish the program on a year-around basis. A council meeting was called and the change was discussed and the decision was made to set up the program on that basis. At the end of the first year the plan was evaluated and all members agreed that it was a better plan because the contact between instructor and members was a continuous one which they valued highly.



Mature Optimism Evident in Regional Conferences

JOHN K. COSTER,¹ Teacher Education, Purdue University

The four regional conferences, held in the spring of 1962, were characterized by what may be described as "mature optimism." Reports of the conferences made frequent use of terms such as "aggressive," "progress," "broadening of purposes," and "expansion of educational opportunities." The themes of the conferences were indicative of the tenor of the times. The theme of the Central Regional Conference, held at Chicago, March 13-16 was "Charting Vocational Agriculture for the Years Ahead." At New York City, where the North Atlantic Regional Conference was held April 2-6, the theme was "Patterns for Progress in Vocational Agriculture." "Planning Programs of Instruction to Meet Changing Needs in Agriculture" was the theme of the Southern Regional Conference held at Charlestown, South Carolina, April 9-13. The Pacific Regional Conference was held at Denver, May 14-18, where the theme was "Improving the Vocational Agriculture Program Through Implementing Modern Objectives in Vocational Agriculture."

¹Acknowledgment is due to Regional Editors A. J. Paulus of Tennessee, Gene M. Love of Pennsylvania, and H. H. Christensen of Nevada, and to State Editor P. R. Teske of Indiana for supplying reports of the four regional conferences. The responsibility for interpreting the significance of the regional conferences, based on the four reports, was assigned to the writer.

It should be pointed out that an advisory council should only be used for developing the educational program and not as a pressure group.

A council can be rather informal. Our council has a chairman elected by council members each year. The instructor serves as secretary. Members of the council are elected for a three year term, with three new members elected each year which makes for better continuity for the program.

Another advantage of having an advisory council is that it develops leadership. I have seen council members that have never been able to speak before the class develop a

poise and ability to handle a meeting that they would never have acquired if they had not had the experience of being a council member.

A council can also be a very good public relations tool. Our members here have been directly responsible for the increase in enrollment in the classes. Farmer to farmer talk across the line fence or at the feed mill brings them in to the class. I have done no personal recruiting for the program. Council members and other members of the classes have assumed this responsibility. The success of this approach can be measured by our large enrollment here. □

In one or more of the regional conferences in agricultural education, and by diverse modes of expression, attention was given to the following five issues in agricultural education:

1. The need for *expanding* programs of vocational education in agriculture.
2. The need for *extending* programs of agricultural education to clientele not currently being served.
3. The need for *deepening* and *intensifying* the technical content of instruction.
4. The need for *improving* methods of instruction.
5. The need for *changing the image* of programs of vocational education in agriculture.

Expanding Programs of Vocational Education in Agriculture

The issue of *expanding* programs of vocational education in agriculture was pursued along two lines of attack. First, there was concern for expanding the base of occupational activity for which agricultural education in public schools has responsibility. In the exploration of expanded occupational activity, there was no evidence of retrenchment from a major responsibility for operating programs of vocational education for persons who are engaging in or who expect to engage in farming. Expansion is indicated (1) by recognizing

the existence of agricultural occupations which require competence in farming, and redesigning existing programs of vocational education in agriculture to include training for these occupations; and (2) by identifying and developing additional programs in agricultural education, such as, following the report from the Pacific Region, programs for persons who have entered or who are preparing to enter agricultural service occupations, or programs for migrant farm workers.

The second line of expansion parallels the first. The expansion of programs, of functions, and of clientele to be served suggests the need for expansion and modernization of educational objectives. At this point there is need for exploration and analysis to determine the extent to which programs may be expanded within the basic provisions of the National Vocational Education Acts of 1917 and 1946, the extent to which additional legislation is needed, and the extent to which state and local funds may or should be utilized in developing and funding additional programs identified on the basis of research and study.

Extending Programs of Agricultural Education

There was evidence of increasing concern that programs of agricultural education be developed which

are designed to contribute to the general education of persons who do not plan to prepare for and enter agricultural occupations. Contrary to what might be expected, there was no indication that these programs be designed to preserve and perpetuate social and cultural values associated with a predominant rural society characteristic of the past. Rather, there appears to be an awakening awareness that if modern American education, broadly defined, is to deal with the major functions of living, then such aspects of agriculture as (1) the production, processing, and distribution of food and fabric, including the conservation and preservation of soil and water as basic national resources; (2) the appreciation and understanding of agriculture as a basic industry; (3) the extensiveness and nature of the social and economic contributions to society of persons whose occupations are close to the soil; (4) the appreciation and understanding of the growth of living things; and (5) matters of national policy which affect the agricultural industry are genuine and legitimate concerns of general education. Further, it is contended that agricultural education has the responsibility for giving leadership to curriculum development in these areas.

Deepening and Intensifying the Technical Content of Instruction

Closely associated with the need and urgency for modernizing the objectives of vocational education in agriculture is the concern for *deepening* and *intensifying* the content of instruction. Essentially, deepening and intensifying the content of instruction refers to placing greater emphasis on the scientific-managerial aspects of agriculture in the instructional program. Agricultural skills are important, and curriculum planning in vocational agriculture should continue to emphasize the development of abilities to perform needed skills. But modern agriculture is applied science and the organization and management of resources, and the content of instruction should reflect these aspects of contemporary occupational reality.

Improving Methods of Instruction

The ongoing process of program development in vocational agriculture demands that attention be given constantly to professional improvement, both at pre- and in-service levels of



Five of the vocational education leaders who participated in the 42nd Annual North Atlantic Regional Conference in New York City, April 2-6, 1962, are shown above. They are (left to right): Wenroy Smith, Vice President, N.V.A.T.A.; R. C. S. Sutliff, Vice-President, A.V.A.; A. W. Tenney, Director of Agricultural Education; M. D. Mobley, Executive Secretary, A.V.A.; and Norman Hoover, North Atlantic Regional A.V.A. Chairman.

teacher education. In a limited sense, the *improving* concept refers to doing better what currently is being done. But in a broader sense, this concept refers to improving and developing new techniques of instruction, utilizing human and physical resources more effectively, and giving increased attention to program and instructional evaluation. The over-all responsibility for leaders in agricultural education to search constantly for improvement—through research, the use of pilot centers, in-service teacher education workshops, and other appropriate methods—was emphasized in the four regions.

Changing the Image of Instruction in Vocational Agriculture

Reference was made, particularly in the Central Regional Conference, that agriculture has changed drastically and dramatically since the enactment of the National Vocational Education Act of 1917, but that there is doubt whether the public image of agriculture has changed accordingly. And, further, it was argued that the public image of vocational agriculture approximates the public image of agriculture. Hence, it follows that if vocational education in agriculture is to be accepted as an educational program in contemporary programs of secondary and post-high school education, emphasis must be placed not only on changing the content and nature of instruction but also on

changing the image of the program. The changing of the image is related to program expansion and the intensification of content of instruction. Changes in farming have paralleled changes in the occupational structure in American society. Just as the unskilled laborer is experiencing increasing difficulty in obtaining employment, so, too, is the farmer whose training, experience, and proficiency is limited to simple agrarian skills experiencing difficulty in earning a livelihood. Agricultural educators are cognizant of the need to emphasize decision-making, problem-solving, reflective-thinking in preparing persons for employment in modern agricultural occupations, but general acceptance of the program may be difficult unless the desired behavior is projected as a part of the public image.

In Retrospect

This article has presented the impressions of one worker in agricultural education regarding the four regional conferences of 1962. It is obvious that the selection and interpretation of trends and issues was a matter of personal choice and editorial prerogative, and, further, it is obvious that not all trends and issues received equal attention in each region. But the actual choice of issues perhaps is of minor concern. What is really important is that agricultural educators were operating at the fron-

tier of progress in their conferences of 1962. And what is significant is the phrase used to describe the conferences, taken collectively. Mature optimism was used to connote two general impressions. First, there was indication of maturity in the manner in which agricultural educators were willing to examine vocational agriculture analytically, and to invite other persons to examine the program

analytically without giving impressions that they were on the defensive, or that they were attempting to justify existing programs. Further evidence of maturity was derived from the extent to which agricultural educators were identifying and accepting responsibility for expanding and extending programs of agricultural education. Second, there was evidence of optimism in the manner

in which agricultural educators identified themselves with and committed themselves to the future of agricultural education, and with national movements and trends such as the Manpower Act and Area Redevelopment Program. But even more noteworthy is the general attitude conveyed by the reporters that the future is challenging, and the challenge has been accepted. □



Ten Commandments in Using Advisory Committees

JAMES McCOMAS, Teacher Education, New Mexico State University

Thirty years' experience in the use of advisory committees by vocational agricultural teachers has resulted in a wide variety of approaches, procedures, and advice to those who would use them. During these years, school administrators, Agricultural Extension Agents, and executives of farm and business organizations have also made increasing use of such advisory groups. Much has been written by representatives of each group. One result is that the teacher who is considering the formation of such a group will find a rather extensive and perhaps overwhelming body of publications dealing with this subject.

At the risk of over-simplification, the writer is presenting here what he believes to be some essential considerations for the organization and subsequent operation of advisory committees for teachers of vocational agriculture. We hope that an overview in terms of these "Ten Commandments" may present a concise review of current procedures and that it may also stimulate further exploration of the problem by interested teachers.

1. *Thou Shalt Believe, Always, in the Worth of Lay-Committees!*

The test of our belief in democratic principles comes when representatives of our constituents propose ideas with which we do not agree. The easy way out is to dismiss new ideas with the thought "they just don't know the program" and then to resort to the technique of the iron hand in the velvet glove. The sound approach is that of leading the committee to study all of the facts, evaluating each in relation to the current situation and finally abiding by the decision of the

group. Perhaps one reason why some of such committees prove to be unsatisfactory for the vocational agriculture program is that the teacher lacked faith in the persons and judgment of lay people regarding a complex and involved program.

2. *Thou Shalt Obtain Administrative Sanction!*

Since the committee is to be for the purpose of improving the program of vocational agriculture in the school, and the school administration is responsible for the operation of the entire school, the administrator should be involved from the start in the planning and development of the committee. One sure way to impair the effectiveness of a lay committee and make it *your* committee rather than a committee for vocational agriculture, is to organize it yourself, and then inform school officials that such an organization exists.

3. *Thou Shalt Not Select the Committee Thyself!*

The appointment of members by someone other than the teacher of vocational agriculture is an imperative. This may be accomplished by having the board of education nominate members from the community that represent a cross-section of those affected by the vocational agriculture program. The board should formally notify each nominee and ascertain his willingness to serve on the committee.

The number to serve on the committee should be not less than eight members nor more than 15.

4. *Thou Shalt Impress Upon Members the Importance and Nature of Their Duties!*

After their appointment, the teacher must assume the responsibility of informing members of his advisory committee of their responsibility. This may be done by having the committee study and develop their own constitution and by-laws.

One of the major reasons for the failure of advisory committees is that these committees do not realize the scope of their responsibility; or that their duties are not clearly understood.

5. *Thou Shalt Not Seek to Have the Committee Assume Thy Responsibility!*

Lay committees should assume their proper role. While such groups can be used effectively to assist the teacher and his school in many phases of the program, certain professional responsibilities must be carried on by the teacher. Committees should not be asked to do work or make decisions that are clearly the responsibility of the teacher, the school, or the board of education.

6. *Thou Shalt Not Seat Thyself at the Head of the Committee Table!*

Assist the committee in organizing, developing its ground rules and electing his own officers. Committees that are most effective and make the most worthwhile contribution are those that provide leadership from within their group rather than leaning too heavily upon the leadership of the teacher.

7. *Thou Shalt Guide the Committee to Identify Worthwhile Activities and Duties!*

Any organization that continues to function effectively is one that has a definite purpose which is known and

accepted by its membership. Committees can be used successfully for assisting in the planning, evaluating, and execution of programs. Make sure that the group has a purpose for each meeting and meets often enough to maintain an active and interested membership.

8. *Thou Shalt Provide Means of Recognition of the Committee!*

Appointment to membership of a lay committee by the board of education gives the members status. How well this status is maintained, afterward, depends upon the activity of the committee and the program undertaken by it. Public understanding depends upon the extent to which the

school and the general public are informed of the committee's work. The teacher should plan for committee recognition, from time to time, through public meetings, school and local newspapers, and other promotional activities.

9. *Thou Shalt Not Use the Committee for Selfish Advantage to the Teacher or the Department!*

Advisory groups cannot be used to bring pressure upon the administration or the board of education. The teacher and the lay committee constantly should be aware that this body is advisory in nature and that they were organized for and by the school

and for its general improvement through improvements made in the vo-ag program.

10. *Thou Shalt Always Remember that the Advisory Committee Is Not a Substitute for an Effective Teacher with a Dynamic Program!*

Advisory committees seldom accomplish miracles. They do, however, offer new challenges and valuable direction to the teacher who is able to use their recommendations as a supplement to his professional observation, training and experience. They often serve as a stimulus to further professional development of the teacher. □



Demonstrating Practices In Corn Production —

MARVIN H. ERDMAN, Teacher of Vocational Agriculture, Baraboo, Wisconsin

A conscientious Vo-Ag teacher is always searching for ways to make better use of his summer time. Time always seems to be running out and therefore the question of where emphasis should be placed is important. In answer to the question of emphasis we found the corn demonstration and soil test calibration plot, which we conducted through the cooperation of the University of Wisconsin, both helpful and rewarding. Such a demonstration plot provided an excellent opportunity for teaching all aspects of efficient corn production as well as providing the soils department of the University of Wisconsin with information concerning the crop response to fertilizers applied to a soil having a given test level. It is definitely a "Learning To Do," "Doing To Learn" experience for teacher and student alike. Probably equally important was the favorable publicity our department received as the result of our field day which was held at the demonstration site for farmers in our area.

Some of the important points we considered in conducting our demonstration plot are as follows:

1. **Field Selection:** It is of utmost importance that the field be of a known soil type and of uniform fertility and cropping history. A preliminary soil test here can help in assuring uniformity. The plot will actually oc-



The entire class helps in obtaining samples of corn for moisture tests.

cupy about $\frac{3}{4}$ of an acre; however, a little extra is needed when borders are included. This gives the instructor a chance to show students the importance of soil maps, how to read them, and to put the soil testing kit into practical use.

2. **Locating and Laying Out Plot:** The first step in laying out a set of fertility plots is to select a plot design which will best fit the area selected. The corner stake should be placed at least 50' from the edge of the field to get away from border effect and the

plot squared by means of a 3, 4, 5, triangle. Our plot design consisted of 24, 25' x 50' plots—4 plots wide and 6 plots long. Since all stakes are removed in order to facilitate planting and cultivation, reference stakes must be put at the edges of the field in order to relocate the plots. This is an excellent exercise for the student since a similar procedure is used in laying out and squaring the foundation of a new building.

3. **Taking Soil Samples:** After all plots have been staked and before applying fertilizer, a composite sample

(10 individual cores) is taken, put into clean paper bags, labeled, and tested. Here is an opportunity to stress the importance of taking good composite samples and to point out variations of fertility within an apparently uniform field.

4. Applying Broadcast Fertilizer: Since such small amounts of fertilizer are applied it is best applied by careful hand application. All plots except the checks receive broadcast fertilizer. This offers a chance to explain the function of broadcast and starter fertilizers and demonstrate that both are essential for efficient production.

5. Preparing the Seedbed: A uniform, firm seedbed with as few tillage operations as possible is what we want here. This may give the opportunity to show new methods of seedbed preparation such as wheel track planting.

6. Selecting Seed: Select any good hybrid adapted to the area.

7. Adjusting the Corn Planter: This step offers an excellent opportunity to impress students with the importance of adjusting plant population to soil type and the importance of planter calibration in obtaining the desired plant population.

8. Calibrating the Fertilizer Attachment: Not too many students have had this experience or realized its importance; here is an opportunity to show them how and why.

9. Planting: This is an extremely critical step since the success of the project depends upon a uniform stand at the desired population. Accurate calibration plus proper planting speed, not more than 3 mph, are essential. Effect of different planting speeds may be demonstrated outside the plot area.

10. Cultivation and Weed Control: Chemical weed control can be stressed at this point. We applied Atrazine with a small boom sprayer and since control was nearly 100% effective, cultivations were unnecessary.

11. Insect Control: Plots should be checked regularly during the growing season and if insect population gets too high, control measures should be taken.

12. Harvesting and Determining Yields: On the two center rows of each plot measure off 40' about equidistant from plot ends and harvest and weigh all corn on both of these 40' rows. The number of productive as well as barren stalks should be counted in each 40' row. Here stress should be placed on the importance

Table I. Fertilizer Treatments

Fertilizer Treatment	Plot Numbers	Materials	Lbs/Plot	Fertilizer
			Lbs/Acre	
a	6, 14, 21	None	None	None
b	5, 9, 12	5-20-20	Row	200
c	4, 13, 23	5-20-20	Row	200
		33-0-0	4.3	150
d	3, 18, 19	5-20-20	Row	200
		33-0-0	12.0	400
e	2, 17, 22	5-20-20	Row	200
		33-0-0	4.3	150
		0-10-30	17.2	600
f	1, 16, 24	5-20-20	Row	200
		33-0-0	12.0	400
		0-10-30	17.2	600
g	8, 10, 20	5-20-20	Row	200
		33-0-0	12.0	400
		0-0-60	8.6	300
h	7, 11, 15	5-20-20	Row	200
		33-0-0	12.0	400
		0-20-0	8.6	300

of careful and accurate work since each ear missed represents about 2 bushels of corn and each stalk missed represents about 200 plants on an acre basis. Three representative ears should then be selected from each harvested plot and a circular slice, three kernels wide, taken from the middle of each ear. The samples are then immediately placed in a plastic moisture proof bag and the moisture content taken in order to determine the yield. Other things that might be pointed out to the students are insect damage, disease, small, deformed or poorly filled ears which resulted from nutrient deficiencies, obvious differences in yield, and effectiveness of weed control. After results of the study have been summarized one can also point out such things as the kind of fertilization which produced the highest yield, the most economical yield per acre, and crop yield response compared with the soil test results.

If a field crop demonstration has never been a part of your summer time budget, why not give it some serious consideration? It can also give your public relations quite a boost. □

Knowledge comes but wisdom lingers. —Tennyson

Thirty Years Ago in the Agricultural Education Magazine

W. G. Crandall of Clemson, South Carolina, wrote "The author of this paper and his associates have conducted experiments with one thousand farmers with one of the objectives to determine the nature of subject matter needed by teachers of vocational agriculture for instructional purposes. The farmers with whom we worked were eager for original data which were applicable to their problems. They preferred data which had been accumulated over a comparatively long period of years; data which had been originated near home, and data which were up to date."

An item regarding the Future Farmers of America stated:

"Matters pertaining to the organization of state chapters of the F.F.A. were discussed at several of the state conferences of teachers of vocational agriculture this summer. Henry Groseclose, the executive secretary, estimates that by the time of the second annual meeting of the F.F.A. to be held at Kansas City in November, at least 40 states will have been granted charters."

Knowing the Student as a Key to Effective Teaching

VIRGINIO C. JUAN, Superintendent of Teacher Education
Bureau of Public Schools, Manila, Philippines

An important quality which teachers in agricultural schools should possess is the desire to know their students. It is a prime essential to effective teaching in any subject and in any level of instruction. Agriculture teachers should not only know what to teach and how to teach, but must also know well the students whom they teach. The teacher's knowledge of his students is necessary because of individual differences which he must consider in teaching. Were it not for individual differences, teaching would be much simpler. In a carefully selected class of 20-30 first year students, no two are exactly alike even in intelligence though they may be rated to have the same IQ. Individual differences appear more pronounced when their past experiences, interests, attitudes, potentialities, and habits, are considered.

Knowing the student is specially important because of the manner in which vocational agriculture training is conducted. Although the teacher may instruct the students as a group in the classroom for one hour every day, the instruction which he gives during the practicum periods of three to four hours daily should be done by small groups or individually. This is necessary because not all the students have the same kind of projects in their supervised farming programs. Even those who raise poultry and keep birds of the same breed and age do not meet the same problems at the same time. One may need his teacher's help on how to feed the birds, while another student needs help on how to control diseases. To be of maximum assistance to his students, it is necessary that the teacher be well informed about them.

What Teachers Should Know About Their Students

Knowing the students means understanding their likes and dislikes, interests, plans in life, work habits, achievements, experiences, and limitations. It means knowing the way the students live, study, work, and spend their leisure hours, for all these have much to do with their present and future lives.

There are thus many things which agriculture teachers need to know about their students. Some of the more important things which should be known about students are as follows:

- a. Their parents and farming facilities at home
- b. Their interests, intelligence and limitations
- c. Their social, religious and leisure activities
- d. Their previous and current scholastic records
- e. Their farming plans, programs, goals and needs

Where and How Data About Students Are Obtained

Gathering information about the students is a continuous process and involves numerous sources. Data obtained from one source need to be modified by checking against those obtained from other sources. Information about students should be as complete and up-to-date as possible. The data need to be updated as soon as changes are observed.

Agriculture teachers should look deep into sources of information about students because of the possibly fluctuating value of such sources. Some of the good sources of information about students are:

a. *The students concerned.* A student knows more about himself than any other person. Agriculture teachers should be tactful in obtaining information from their students through interviews, conferences, tests, observations and similar means. These devices may be employed before or at the time of enrollment, and periodically after the students have been admitted in the school. Opportunities for gathering information from the students are numerous, provided the teacher takes time to talk to the boys as he visits them in their homes.

b. *The student's parents.* Parents can give valuable information about their own children. As the teacher visits the home projects of his students, he should tactfully draw the parents to talk about their children's

traits and home experiences and seek other essential information which he may want to know.

c. *Other teachers.* Other teachers with whom students have close contacts can also give valuable information helpful to agriculture teachers. Their comments about written work, activities, initiative and integrity of students are worth considering.

d. *The school physician or nurse.* The school physician or nurse can give helpful information about the physical condition of students which may have a bearing on their behavior and activities.

e. *The guidance teacher.* The guidance teacher has been especially trained to gather and interpret information about students. Their assistance and the records gathered by them are helpful to agriculture teachers in handling some of the special cases in their classes.

f. *Office records.* Records kept in the Office of the registrar or administrator are valuable in revealing helpful information about the rating, attendance and achievements of students.

g. *Students' farm records.* The various farm records prepared by the students themselves can give information which can pinpoint the causes of their failures or successes in their supervised farming programs. These records also point out things which may require further instruction.

h. *Students' farming programs.* The activities and accomplishments of students in their supervised farming programs reflect most, if not all, of their various traits and other information which teachers would like to know about them. What agriculture teachers find in the projects of their students are the best proof whether they are successful in their teaching.

i. *Students' participation in youth organization.* The way students participate in various organizations like the FFA, student government, glee club, orchestra, athletics, etc., undoubtedly helps agriculture teachers in understanding the boys. □

News and Views of the Profession

State Editorial Representatives Named

One reason that the Agricultural Education Magazine is able to keep up with new professional developments in every state is because of the state editorial representatives. Named by the special editors from each of the regions these men not only keep an eye out for new and interesting developments but often invite appropriate persons to prepare articles. They are also the major source of material for "News and Views of the Profession" and of "Stories in Pictures."

The following have been listed as state editorial representatives by the special editors:

Special Editor, Howard Christensen

Bert L. Brown, Supervisor Vocational Agriculture, Olympia, Washington

J. D. McComas, Teacher Education, University Park, New Mexico

Stanley S. Richardson, Teacher Education, Logan, Utah

Jack Ruch, Teacher Education, Laramie, Wyoming

Henry TenPas, Teacher Education, Corvallis, Oregon

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Dr. Guy Timmons, Teacher Education, East Lansing, Michigan

William Well, Instructor Vocational Agriculture, Medina, North Dakota

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Cola D. Watson, Supervisor Vocational Agriculture, Montpelier, Vermont

Special Editor, Orville Thompson

Max Anderson, Supervisor Vocational Agriculture, Helena, Montana

Dr. R. W. Cline, Teacher Education, Tucson, Arizona

Tamotsu Horii, Supervisor Vocational Agriculture, Honolulu 4, Hawaii

Dr. Earl E. Julson, Teacher Education, Fort Collins, Colorado

Dr. D. L. Kindschy, Teacher Education, Moscow, Idaho



Leo W. Grosskreutz, President of the Wisconsin Association of Agriculture Instructors, is at present instructor in the Black River Falls High School. A native of Wisconsin and a graduate of the University of Wisconsin, Mr. Grosskreutz will be a busy host at the N.V.A.T.A. Convention at Milwaukee in December.

Leo taught at Carpenter, Iowa from 1941-1942, served in the army from 1942 to 1945 and has taught since then at Black River Falls.



John T. Starling, teacher of vocational agriculture at Shawnee High School near Lima, Ohio for fourteen years, became one of the district supervisors July 1, replacing E. O. Bolender who is retiring after 44 years of service.

Dr. James E. Wall has recently accepted a four year assignment with the Food and Agriculture Organization of the United Nations. He will be serving as Rural Institutions Officer (Education and Extension), on a United Nations Mission to the Liberian Government. The nature of the work will be to inaugurate an educational program for training the Liberian equivalent of vocational agriculture teachers, county agricultural and home economics extension agents.

Ralph Howard Retires

Ralph A. Howard retired July 1 as State Director of Vocational Education for Ohio.

While a supervisor of vocational agriculture, Mr. Howard not only organized the Ohio FFA Association, but also the Ohio Young Farmer Association, and was a leader in the establishment of Ohio's FFA Camp Muskingum. Mr. Howard was named an Honorary State and American Farmer; served two years on the National Board of Directors of the Future Farmers of America, Incorporated. Mr. Howard who is a life member of the American Vocational Association, is a former president of the National Association of State Directors of Vocational Education which is affiliated with the AVA.

The Howards have four daughters and two sons all of whom were teaching in public schools during the past year.

Mr. and Mrs. Howard have moved to a small farm near Mount Gilead, Ohio, where Ralph says that one of his first projects will be that of de-



Ralph A. Howard (left) retiring state director from Ohio was named Man of the Year in Vocational Education by the Ohio Vocational Association. D. R. Stanfield (right) executive director, Ohio Farm Bureau, and 1961 "Man of the Year" is shown presenting the award.

veloping an oversized farm pond where he and Mrs. Howard plan to provide their twenty-two grandchildren with some year-round, good quality fishing.

Role in Development of Youth

(Continued from p. 63)

vocational agriculture. [Twenty-two percent of these students failed to complete their high school program.] Fewer high school graduates with vocational agriculture training went to college than did graduates with no vocational agriculture training. This seemed logical in as much as many vocational agriculture boys were farm-reared and upon graduation some of them entered into farming and others were employed on the home farm, in agri-business or industry. Some vocational agriculture boys had become established in farming, frequently on a father-son partnership basis, prior to high school graduation. Twenty-three percent of the young men who did not elect vocational agriculture attended college compared with only 14 percent of the vocational agriculture youth.

Summarization of Background Characteristics

One gets the general picture that in the 41 rural high schools with vocational agriculture departments, about one-half of the boys enrolled in the vocational agriculture curriculum. Most of them either completed two or four years of vocational agri-

culture. A farm-reared boy was more likely to complete four years. However, fifty percent of the vocational agriculture students did not live on farms.

A basic part of the vocational agriculture course is the supervised farming program, which brings together the boy, the parents and the teacher. Parents play a very important part in providing assistance for the boy in developing his farming program. A third of the fathers of the vocational agriculture boys were full-time farmers. Most fathers had completed an eighth grade education.

The mean I.Q. score was slightly lower for the vocational agriculture



WASHINGTON CONFERENCE DISCUSSES FUTURE TREND

Pictured above are new officers of the Washington Vocational Agriculture Teacher's Association who were elected at their Annual Conference which was held at Port Angeles, Washington, June 11-14th. The new officers are shown discussing the theme "Future Trends in Vocational Agriculture." Left to right are: Bob McKay, Walla Walla, Vice President; Center, Art Nelsin, Castle Rock, President; Larry Gilbertson, Snohomish, Secretary-Treasurer. Not present for the picture was Lawrence McCauley of Rockford, Assistant Secretary-Treasurer of the group. Bert L. Brown, state director, was in charge of arrangements.

Photo by W. D. Willis
Vo. Ag. Teacher, Burlington, Washington

boys and showed a significant difference from the mean score of the boys not enrolled in vocational agriculture. Difference in personality adjustment scores were negligible. Occupational preference for the vocational agriculture boy centered around farming. The nonvocational boy generally preferred a blue collar job.

Nine out of ten vocational agriculture boys graduated from high school. Boys who did not study vocational agriculture were more likely to drop out of high school before graduation. More than a fifth of the farm reared boys without vocational agriculture training did not graduate. Most of the vocational agriculture boys belonged to the FFA organization. Some participated in 4-H Club work.

TABLE 1
Relation Between 1957 Occupational Classification of Young Men
and Enrollment in Vocational Agriculture in 1947 to 1949.

Occupational Classification of Respondent	Vo-Ag.	Non-Vo-Ag.	Total
	N = 281	N = 316	N = 597*
Farmer or Farm Laborer	17	4	11
White Collar	24	35	29
Blue Collar	59	61	60
Total	100	100	100

*No information available for 36 vocational agriculture and 54 non-vocational agriculture respondents.

Relation significant by chi-square test at .001 level.

These Same Students Ten Years Later

The focus now shifts to the socio-economic situation of the young adult male. The time is 1957, ten years after the initial contact made as sophomores in high school. The average age is 26.

By 1957 urban areas had gained 22 percent of the vocational agriculture youth and 35 percent of the other young men. The percentage living in rural nonfarm locations was the same for each grouping (61 percent). While 17 percent of the vocational agriculture students lived on farms, there were only four percent of the other young adults who were living on farms.

Marriage

The educational attainment of the wives of the young men was the same irrespective of whether their husbands enrolled in vocational agriculture or not. Twenty-six percent of the wives had attended college; 69 percent were high school graduates; and five percent failed to finish high school. It would appear that young men with vocational agriculture training, although fewer attended college, married girls with comparable education to the wives of nonvocational agriculture males.

The 1957 Occupation

Where the young man who has had vocational agriculture training in high school fits into the labor force is of concern not only to professional workers in agricultural education, but to society as a whole. Occupations of the young men with vocational agriculture instruction may be categorized in three classifications: 10 percent farmers and 7 percent farm laborers, 24 percent white collar workers, and 59 percent blue collar workers. Probably a number of both the white collar and blue collar workers were engaged in occupations related to agriculture. For the young men without vocational agriculture training the distribution was: four percent farmers or farm laborers, 35 percent white collar workers, and 61 percent blue collar workers, Table 1. Ninety percent of the young men who entered farming were farm-reared and four-fifths of this group studied vocational agriculture.

Participation

There was scarcely any difference in the Chapin social participation score between the young men with or without vocational agriculture

training. The Chapin social participation score is determined as follows: 1—member of organization, 2—attendance, 3—financial contribution, 4—member of committee, 5—office held. The mean scores were 15.5 for vocational agriculture students and 15.3 for those not taking vocational agriculture. There was also no difference between the two groupings in assumption of citizen responsibility through registration as a voter and exercise of the voting franchise.

Twenty-two percent of the young men who studied vocational agriculture reported regular participation in the county extension program. For the nonvocational agriculture youth the percentage dropped to five.

In general one could say that the young adult with vocational agriculture training is quite likely to continue his residence in a rural community. Only one in five moved to urban centers compared with one-third of the young adults with no vocational agriculture experience in high school. There was no difference in the educational level of the wives of the two groupings, even though fewer of the young men with vocational agriculture training attended college.

Farming attracted a relatively small percentage of the young men. Four times as many farmers or farm laborers came from the young men with Vo-Ag training as compared with the non-Vo-Ag trained youth. About the same percentage from both groupings were employed in blue collar jobs. The lower percentage of vocational agriculture males in the white collar jobs was compensated for by the larger number in farming.

The young men who studied vocational agriculture seemed to assume their responsibility for participation in formal organizations as well as in the voting franchise. They compared favorably with the other young men in social participation.

Summary and Implications

The problem examined here was to identify the extent to which there were certain differences in the background and development of young men who were enrolled in vocational agriculture, compared with those who were not enrolled.

While the program of vocational education in agriculture was originally conceived to train high school boys to become established in farming, the findings of this study point out that high school graduates with

vocational agriculture training entered a wide variety of occupations. With the declining need for farm operators, this is to the credit of the vocational agriculture program.

Another factor which has relevance here is the need in our present day democratic society for active leadership and participation. The vocational agriculture students in this study ranked lower than the other boys on several measures considered important for progress in school. However, as they reached young adult life and began to assume their adult role in community affairs, measures of social participation indicated they were as active and possible exerting as much leadership as the other young men. The many experiences provided to learn and participate in leadership training, citizenship, and promotion of scholarship in the Future Farmers of America Organization cannot be over-emphasized as an important phase of the vocational agriculture program.

There are several implications of the study for the young farmer program in vocational agriculture. The young men who came up through the vocational agriculture curriculum in high school were active participators in many types of organizational experiences. They participated in activities which required leadership skills as well as a concern for citizenship responsibilities. Thus these phases of training in a young farmer program would appear to be very important. The wives of these young farmers, as evidenced by their educational background, would also be interested in similar phases of such a program.

In addition one must not overlook the needs and interests of the young farmers who did not have a vocational agriculture background in high school. Another factor to consider is the number of farm laborers in the young farmer age grouping. Choice of farming as an occupation for a young man is often a long-time goal which may go back to his pre-high school days. The young farmer program must be planned to assist the young farm laborer attain his occupational goal. With their vocational agriculture background and interest in farming as an occupation, some young men employed in related agricultural occupations undoubtedly would have an interest in a young farmer program. They may combine some part-time farming with their present occupation in the years to come. □

News and Views of the Profession

Successful "New Dimensions" Conference Held

H. M. HAMLIN, Teacher Education, University of Illinois, Urbana, Ill.

New dimensions in agricultural education was the theme of a conference held at the University of Illinois June 19-22. There was frequent reference to the necessity for structuring the public school system so that adequate vocational-technical education could be provided: speakers stressed the importance of education for work in a society short of competent workers in nearly all occupations but beset with problems of unemployment and unemployability, particularly urgent among the most recent products of the schools. "You can't be a good citizen in a breadline," was the comment of Dr. Harold C. Hand, one of the conference consultants.

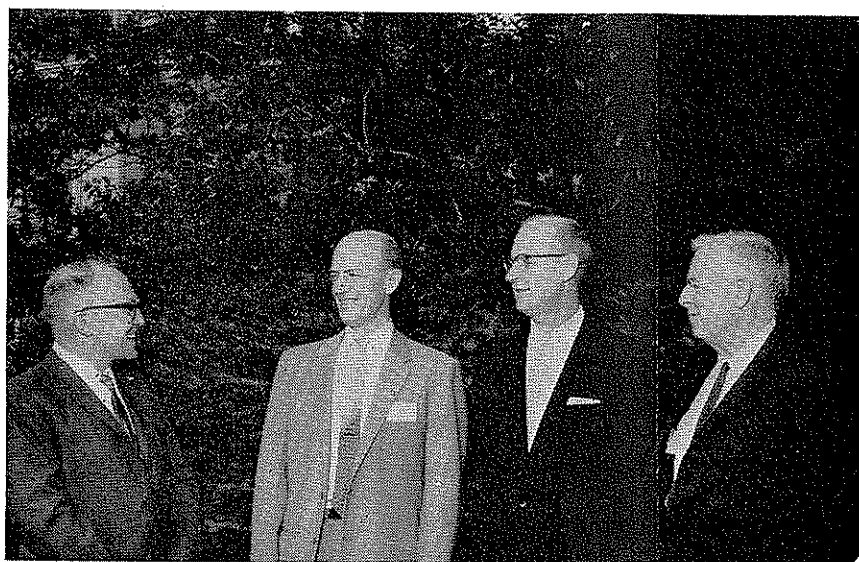
The guidance and counseling functions of teachers of agriculture and the offering of a unit on agricultural occupations as a part of the program in vocational agriculture were considered as well as the designing of research and development projects in agricultural education and the roles of teachers, supervisors, and teacher-trainers in research and development. The improvement of policy and policy-making for public school education in agriculture in the local districts, intermediate districts, states,

and the nation was viewed as a prerequisite to the other kinds of improvement sought.

Attention was focused upon four areas: counseling about and preparing for agricultural occupations, agricultural education in community colleges and area schools, research and development in public school education in agriculture, and policy and policy-making for public school education in agriculture.

"New dimensions" reported and discussed included the broadening of public school education in agriculture to serve clientele previously unserved and to include areas of subject-matter previously untaught. Specialized curricula for off-farm occupations requiring knowledge and ability in agriculture received considerable attention.

Fifteen states and the District of Columbia were represented at the Conference. The total attendance was 190; 151 were from Illinois and 39 were from outside the state. There were 112 teachers of agriculture. The other large groups were agricultural teacher-trainers 26, directors and supervisors 17, and staff members of the University of Illinois other than agricultural teacher-trainers 15.



Speakers for one day of the Conference on New Dimensions in Public School Education in Agriculture at the University of Illinois, June 19-22. From left to right: Dr. Orville E. Thompson, University of California, Dr. Alfred H. Krebs, University of Illinois, Dr. Gerald B. James, Director of Vocational Education, North Carolina, Dr. Raymond M. Clark, Michigan State University.



N.V.A.T.A.
News

from
James Wall
Executive Secretary

After many months of research and consultation with local, state and national Vo-Ag leaders, NVATA launched nationally on September 15 a broad program of insurance services especially designed to meet the unique needs of Vo-Ag education. The program, developed in cooperation with The American Plan Service Corporation, Minneapolis, Minnesota, is known as "The National Vo-Ag Educational Insurance Plan."

Who participates in the Plan?

Participants in the Plan include NVATA members, Vo-Ag students under their direction and cooperating employers in the Vo-Ag placement program.

What are the coverages and benefits available through the Plan?

First, *Group Life and Dismemberment*. A low-cost service designed to adequately begin a planned program of life insurance or to bolster existing programs.

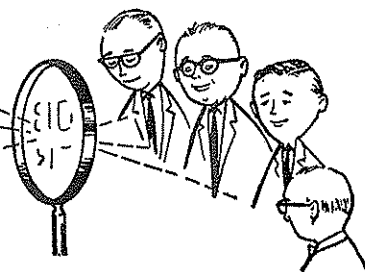
Second, *Accident*. Available to our NVATA members, students under their direction, and employers in the Vo-Ag placement program. The coverage is designed to pay medical bills as a result of injuries connected with Vo-Ag centered activities.

Third, *Liability*. This protection has been obtained by the Association to benefit participants in the Vo-Ag curriculum who may be exposed to liability situations.

A market survey conducted by *The National Future Farmer Magazine* indicates that 48.8% of the Vo-Ag students plan to purchase life insurance. The student is not likely to become eligible for low-cost group term life insurance in the future as his city counterpart through labor unions, employers or professional groups.

A particularly knotty problem in connection with the placement program has faced Vo-Ag leaders for many years. Employers or farmers are hesitant to accept a student for placement work without protection. NVATA has obtained through a large casualty company liability protection under which the Association is able to protect participants in the Vo-Ag program who desire this coverage against a financial loss. □

BOOK REVIEWS



THE STATE UNIVERSITIES AND DEMOCRACY by Allan Nevins. Published by the University of Illinois Press, Urbana, Illinois. 171 p., 1962. Price \$2.95.

This is a particularly appropriate book in this centennial year of the Morrill Act for it provides the reader with the historical aspects of the Land Grant College movement in the United States.

The author presents the purposes and philosophy of higher education that existed in the early 19th century. This is followed with some of the awakening thoughts of men and organizations relative to the need for institutions which will educate people for occupations in addition to the medical, legal, theological, or teaching professions. From this awakening came the Morrill Act with its provisions for the support of agricultural and mechanical colleges and universities. Briefly reviewed are instances of mismanagement of the land grants, but major emphasis is placed on the struggle for qualified faculty, adequate facilities, and the poorly prepared incoming students.

The remainder is a description of the gradual growth of all the Land Grant institutions to the size, scope, and prestige that they today enjoy. Permeating the entire work is the promotion of democratic thought and action through an enlightened population. It is an easily read review of the Land Grant and University heritage.

Allan Nevins is a professor of history, emeritus, at Columbia University, and is now on the staff of the Huntington Library and Art Gallery.

Philip B. Davis
Assistant Teacher Trainer
Oregon State University

FARM AND PERSONAL FINANCE by Brake, Beer, Kelsey, Hill, Nielson and Wirth. Published by Michigan State University Press, East Lansing, Michigan. 68 pp. Price \$2.00.

This textbook was developed to fill the need for increased informa-

tion in farm and personal finance, for high school students and high school graduates. The book is divided into six areas: Part I, Introduction to Finance; Part II, Capital; Part III, Getting Credit; Part IV, Types of Credit; Part V, Preparing to Start in Business; Part VI, Protecting Your Capital. The textbook is short and concise. It is fairly complete and easy to read by high school students and young farmers. At the end of each area there are numerous exercises with suggested references to illustrate the fundamentals and principles which apply to farming and other businesses. I would recommend this textbook for vocational agriculture students and young farmers.

Howard R. Bradley
Teacher Education
Kansas State University
Manhattan, Kansas

"FOOD BUYING—MARKETING INFORMATION FOR CONSUMERS" by Carlton E. Wright, published by the Macmillan Company, New York, 116 pp. Illustrated, 1962.

This is a new book written by a highly competent author to deal specifically with the food and marketing problems of families. In addition, the mass of pertinent data presented throughout in graph and tabular form will serve as an excellent reference to many others who are interested in the purchasing or marketing of food products in the U. S. These data as well as the remaining text materials seem to be about as up to date as possible for a book of this nature.

The book begins with a consideration of the important aspects of food production, transportation and handling in order to provide an understanding of where and how the food dollar is spent. Other valuable information concerning such practical problems as what the buyer should consider in shopping for food is subsequently recorded. Comparisons

of brands, labels and grades are made as is an understandable analysis of the food supply and price situation.

The content of this book is organized in a systematic manner and presented in a readable form. It is supported by a wealth of factual data.

Dr. Wright, author of the book, is Associate Professor of Food Information and Extension Economist in Marketing, Cornell University.

Dr. George O'Kelley

FARM TRACTOR MAINTENANCE by Arlen D. Brown and the late Ivan Gregg Morrison. The Interstate Printers and Publishers, Inc., Danville, Illinois, 256 pp., Illustrated, Third Edition, 1962. List Price \$3.50.

This third edition of Farm Tractor Maintenance has been written for farmers, ranchers, students and teachers. Preventive maintenance, based on the principles of tractor construction and operation is emphasized throughout the book. It is superbly illustrated with photographs and diagrammatic drawings which show the function of each part of a tractor and why proper maintenance is essential for efficient operation. Study questions are included at the end of each major section and chapter. The black, medium-sized print on white paper plus the simple, straight-forward language and sentence structure makes the book easy to read.

The three chapters of Part I introduce the reader to a brief review of tractor types and engines, principles of internal combustion engines, power train, clutch, power take-off and diesel engines.

Part II has eleven chapters and defines preventive maintenance, introduces the reader to the steps in general maintenance and includes individual chapters on the service and maintenance of each tractor system.

The emphasis in the seven chapters of Part III is on operation, repair and storage. The chapters on operation, including the one on safety, are illustrated with forceful cartoons.

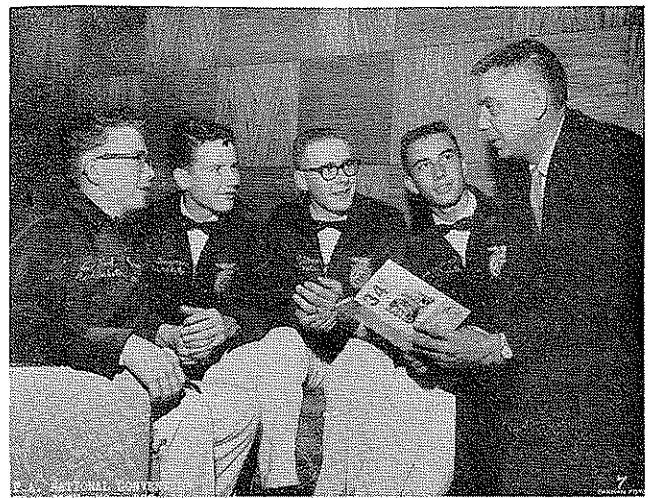
Earl S. Webb
Associate Professor
Agricultural Education
Texas A. and M. College
College Station, Texas

For those who like this kind of a book, this is the kind of a book they will like.
—Abraham Lincoln

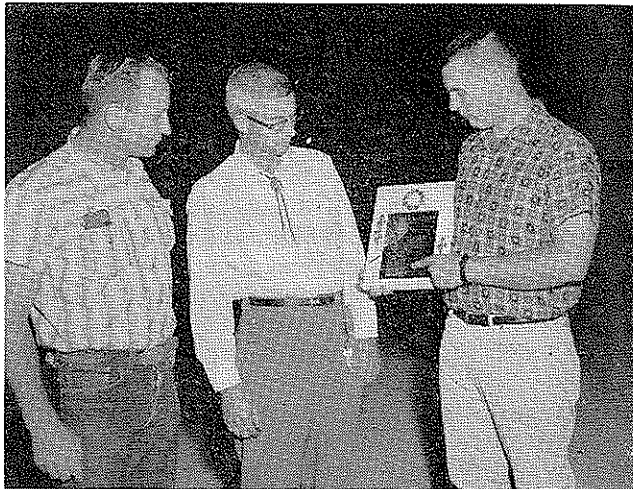
Stories in Pictures



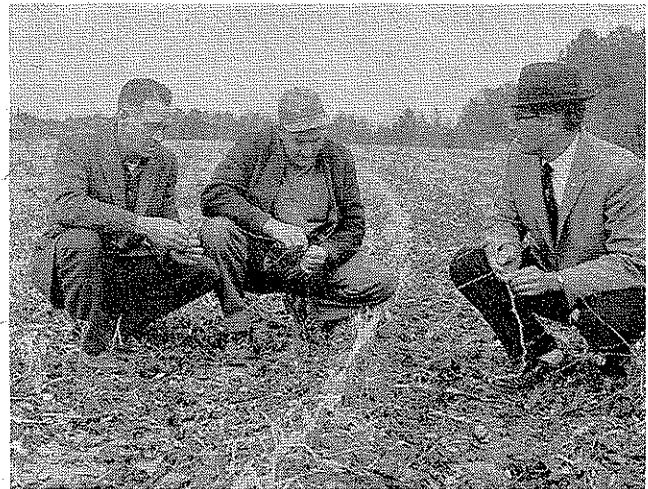
Dow Wagner, left, being interviewed for an Ohio Young Farmer office by James Dougan, Supervisor; John Starling, Teacher; and Dwight Ogden, Young Farmer Officer. Dow, an American Farmer, was later elected and is now helping serve more than 3,000 Ohio Young Farmers. (Photo by Leon Boucher)



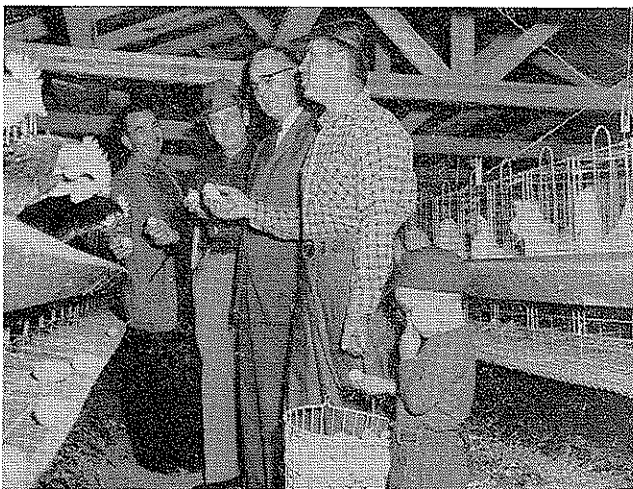
Leo Vossler, Teacher of vocational agriculture, Parshall, N. Dak., and four North Dakota Future Farmers who played in the 1961 national FFA band. Mr. Vossler has assisted Dr. Henry S. Brunner, national band director, the past two years and will assist with the 1962 band.



THE WINNERS—Lou Burluson (right) points to the names of Vincent M. Salmon (center) and Carnell Sipes (left) on the Alpha Tau Alpha plaque at the University of Arizona. Salmon, who is President of the Arizona Vocational Agriculture Teachers Association, was declared outstanding teacher of the year. Sipes, retiring A.T.A. president, was selected as outstanding member. Burluson is A.T.A. president for next year. (Photo by R. W. Cline)



Adron Logan of Chester, S. C., South Carolina Young Farmer of the Year, gets an early start on boll weevil control, by planting cover crops as soon as his cotton is picked. He is shown discussing one of his many improved farming practices with A. K. Price of Gilbert, S. C., left, S. C. Young Farmer president; and Tommy Hayden, Young Farmer of North, S. C., right.



Layers and Dairying provide a "year-round" harvest for Frank Flowers, foreground, Young Farmer of Darlington, S. C., and past president of the South Carolina Association of Young Farmers. The Young Farmer training program constantly emphasizes cooperation with other groups, farm management and efficiency in farming. Admiring the eggs are, left to right, G. S. McKenzie, agriculture teacher; Frank Copeland, Farm and Home Administration supervisor; C. G. Zimmerman, district supervisor; Frank Flowers, and Frank Flowers, Jr.



Registration at Ohio Young Farmer Conference
Paul Pulse, on left, District Supervisor of Vocational Agriculture in Ohio; registering some delegates to the 14th Annual Ohio Young Farmer Conference. Approximately 250 were in attendance.
Pictures by Leon Boucher