

AGricultural EDUcation

Featuring—Teaching Adult and Young Farmer Classes

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THE COVER

John Splittgerber, teacher of Albion, Nebraska, like many of his coworkers believes that some of his most productive effort is with high school graduates of Vocational Agriculture who are starting in the business of farming. He finds the farm account book an important tool in teaching this group of young farmers.

Guest Editorial

He Didn't Know

J. C. ATHERTON, Teacher Education,
University of Arkansas



There is an old proverb which states that ignorance is bliss. Although we would hesitate to give complete endorsement to this point of view, there are times when ignorance may prove to be a blessing.

During the past school year the regular teacher of vocational agriculture was required to absent himself from his job and community for a semester. An inexperienced trainee was given temporary employment as teacher of agriculture for the remainder of the school year. The trainee was employed several weeks after the departure of the regular teacher and there was no opportunity for consultation with him.

The department of agriculture in which the trainee accepted temporary employment had many desirable features. However, there was one major shortcoming in the program it conducted for a number of years. The out-of-school phase of organized instruction was nonexistent. It had been many years since either a young farmer or adult farmer class had been carried on in the school community. And apparently it had been quite some time since one had been attempted. The excuse was that this is a special case and that it is not possible to develop a program of organized class work for farm people in this area. Various examples were cited of the peculiarities of the area and there was general acceptance by the local school authorities as well as the farm population of the school community. Therefore, with the sanction of the local school officials the community agricultural education program consisted of an all-day class program plus work with adults on an individual basis as this assistance was requested plus some community service. (Incidentally, it is difficult for leadership on the state level to counter apathy at the community level.)

This was the situation when the new teacher arrived upon the scene. This young man had some practical experiences as a student teacher with a well-rounded program of agricultural education and he was desirous of making a success in his first venture as a full-fledged teacher. He recognized the fact also that each teacher was expected to conduct a program of organized instruction for out-of-schools groups.

So, the program plans for the new teacher included

(Continued on next page)

From the Editor's Desk

Equality of Opportunity Needed

More equality of opportunity for adult and young farmer education is needed if vocational agriculture is to fulfill its educational responsibility to the nation.

The latest "Digest of Annual Reports of State Boards for Vocational Education" from the U. S. Office of Education shows an alarming disparity of opportunity among the states in number of courses and enrollment.

Eight states and territories offer no "evening or adult farmer courses" while 15 report no programs for young farmers.

Enrollments vary considerably. Texas leads the nation with nearly 57,000 enrolled in adult farmer classes followed by Mississippi with over 27,000. In contrast 18 states enrolled less than 1,000 in these classes. In young farmer enrollment, Texas again leads with over 26,000 followed by North Carolina and South Carolina with nearly 7,000 each. A total of 18 states and territories reported less than 1,000 young farmers enrolled.

The report also shows that out-of-school enrollment exceeds high school enrollment in only Hawaii, Iowa, Mississippi, South Carolina and Texas.

This same report shows comparisons among the other vocational services in terms of enrollment in out-of-school programs. While vocational agriculture reports only 43% of its enrollment from out-of-school groups, Trade and Industrial Education reports 70%, Distributive Education 87%, and Vocational Home Economics 39%.

We recognize that differences in the various states and territories impose many limitations and that enrollment is only one measure of success of an educational program. These figures suggest, however, that where a farmer happens to be located is the most important factor in determining his opportunity for further on-the-job education in agriculture.

It can be assumed that the educational needs of farmers and the capabilities of teachers of vocational agriculture are quite similar among the several states and territories. This suggests that strong and coordinated efforts by state leaders in vocational agriculture, with the cooperation of representatives of agriculture and education are necessary in those states with limited out-of-school programs in agriculture.

Ralph J. Woodin

Didn't Know . . .

the organization and conduct of an adult farmer class. Encouragement in this effort was given by the state supervisory staff and the teacher trainers. The results were that within a few weeks after employment the new teacher began class instruction for adults and carried on one of the most successful educational programs in that section of the state.

In determining reasons for success of this new adult program one thing stands out—THE TEACHER DIDN'T KNOW IT COULD NOT BE DONE. □

From Former Issues . . .

Among the objectives listed by the Pacific Region for 1932 were the following: "That 75% of the departments in each state conduct one or more evening schools, that 20% of the project record books in each state be checked by the state supervisor or teacher trainer, and that a state-wide cost of production analysis be made of at least two major enterprises, and that each state organize in its resident teacher-training department, an associate chapter of the FFA." (October, 1931 issue)

C. of C. Cites Hamilton

James E. Hamilton, past president of NVATA received the Audubon Chamber of Commerce first community service award recently. Over 300 persons heard Hamilton cited for his tact and

leadership in state and national agricultural programs and for his work with the community's farm youth.

Hamilton began teaching at Audubon in 1945 after service in World War II as a combat pilot.

LETTERS

Sir:

The recent trend toward changing the adult farmer program from a current farm problem class to one of a study of the farm management of the members farms has increased the stature of the vo-ag teacher where this has been done successfully.

As the farmers problem changed from producing more corn per acre and more pigs per litter to one of how to balance the farm business for more net profit, the job of the vo-ag teacher has also changed. If the teacher limits the number of students to about 20 he can help get records, help analyze them and then help get the needed changes started.

I have found that those farmers with high incomes are the easiest to enroll for such a class but I have felt that it was my duty to attempt to help the low income farmers first. These that have low incomes are more difficult to enroll, to keep records, to analyze records, or to put the needed improvement programs into effect.

One of the requirements of a teacher to start a farm management class is for him to have the confidence of his farmers. This comes with hard work, study, patience and tenure. These are the same qualities needed for success in teaching high school vo-ag in 1963.

JIM HAMILTON

Audubon, Iowa

Sir:

I have read with interest the recent article "Programmed Learning in Agricultural Education" by Mr. Jim Hanne-mann.

This article gives agricultural educators cause to reflect on a number of points. First, educators in agriculture should seek new ways to be more effective in teaching and should strive to achieve greater efficiency in the use of teaching time. Secondly, it appears that we are in need of experimental studies to appraise the "real value" of new innovations in education including programmed learning. Attention needs to be given to sound controls, involving factors of intelligence, prior education and background of experiences. Consideration of cost per stu-

dent for new approaches in education must be made in relation to proportionate "increased learning" over the previous educational method.

There appears to be some lack of information relative to the use of programmed learning involving problem solving. How one develops principles, logic, and reason into a sequence which will provide the opportunity for sound decision making and subsequently for application to a particular set of economic, social, or political environmental factors appears to be more complicated than current attempts at programmed learning. Careful attention needs to be given to this area since much of the instruction in vocational agriculture necessarily should and does involve problem solving.

In the article, the statement is made ". . . one must understand the information before he can learn by doing." It is not true that the principles involved in "learning by doing" subscribe to the essential point that "doing helps develop understanding"? Is it not true also that the process of motivation, developing a desire to learn, is an important function to be performed by the effective teacher? Teachers are here to stay! But every teacher should be cognizant of new educational method and aids which can materially enhance their educational program. As professional educators, we must constantly be aware of developments which can aid us. The *Agricultural Education Magazine* is providing a real service to educators across our nation by bringing these developments to our attention.

Sincerely yours,

George W. Sledge

Professor of Agricultural and Extension Education and

Assistant to Dean, College of Agriculture, University of Wisconsin

This above all: to thine own self be true; And it must follow, as the night the day, Thou canst not then be false to any man.

—William Shakespeare—Hamlet

Representatives from approximately 15 states participated in the Regional Farm Management Workshop held at Cornell University, June 10-14, 1963. The program was sponsored by the Departments of Rural Education and Agricultural Economics of the State College of Agriculture in cooperation with the U. S. Office of Education and the State Department of Education. The program was primarily centered on the development of farm management programs to serve young farmer groups in Agricultural Education.

Virgil Christensen has been appointed Assistant Professor in the Division of Agricultural Education of Cornell University effective July 1, 1963 to June 30, 1964. He will fill the temporary vacancy created by Professor Tom's assignment to the Cornell-Liberian Project. Christensen is a former teacher of agriculture in Minnesota and has served on the staff at both the University of Minnesota and University of Wisconsin. He is currently completing the Doctorate at the University of Wisconsin.

Teachers of agriculture interested in an overseas' assignment in Asia or in Africa working with pilot projects for rural employment promotion can obtain information on openings by contacting:

Mr. Ernest Woodcheck
Administrative Assistant
International Labor Office
Washington Branch
917 Fifteenth Street, NW
Washington 5, D. C.



Five Ways to a New Era in Adult Farmer Education

HOWARD W. DEEMS, Teacher Education, University of Nebraska

A new era in adult education is approaching. We have finally decided that learning is a lifelong process. Participation by public schools in adult education is here to stay. The big battle for acceptance has been won. Soon it will be possible for anyone wanting and needing education, to receive it.

Teachers of agriculture have been pioneers in the field of adult education. It was almost a half century ago that the first classes for rural adults under the Smith-Hughes Act were held. As one studies the progress of these classes from decade to decade, questions of concern arise. Did they develop as the founding fathers dreamed they might? Have they had a pronounced influence on agriculture? Did our leaders err along the way?

Confucius said, "A man who commits a mistake and does not correct it is committing another mistake." Thomas Carlyle suggested that the "greatest of faults is to be conscious of none."

A person who has watched the progress of agriculture since the passage of the Smith-Hughes Act in 1917, can truthfully say that vocational agriculture in the secondary schools is a great educational program. Yet, in my opinion, some mistakes were made with the adult classes.

Mistakes in Early Adult Classes

My first contact with adult education in agriculture was in 1922. At that time a common procedure in Nebraska was to hire a special adult class instructor. He would go into the community, teach a series of ten lessons and then move to some other school. The results were such that in many cases the farmers did not demand or ask for classes the following year. Then, for some reason, and I'm not sure "why" nor "how," the leaders in agricultural education decided that the adult classes could be improved by having the local vo-ag instructor teach the classes. That was mistake number one. No doubt

the local vo-ag teacher could handle the adult classes as well or perhaps better than a visiting instructor. The blunder was, the assigning of an important job to a teacher who already had a big educational assignment.

That decision along with policies adopted in many states made the adult program appear to be an appendage of only minor importance. Some administrators still look at the out-of-school classes as something extra to do if time permits. That decision also started another trend of "let the present teacher do it." Think for a moment what the vocational adult program in schools would be today had the decision in 1922 been to hire additional local teachers to conduct the needed adult classes and do the necessary farm instruction work with the farmers.

Mistake number two was the belief that an adult program was merely a series of classes totaling to a magic number of ten or fifteen meetings. The basic belief back of the ten meeting requirement, namely systematic instruction, was sound. But supervisors were so busy counting up to ten that they never got around to defining, explaining and demonstrating the real meaning of systematic instruction. Today a series of five, ten, fifteen meetings is recognized as systematic instruction if the course title is general enough to include the topics listed. Instructors tell me "Current problems in agriculture" is a sure bet to be approved. What is needed is an instructional program conducted throughout the year in a manner that will aid in solving problems of the local community.

Mistake number three was that for some reason or other someone insisted on dividing the educational program by age. The young farmer is defined as an out-of-school farm boy between the ages of 14 and 26 or someone just getting established in farming. The adult farmer is described as one already established in farming. The high school student is the lad still enrolled in some secondary school. It must be admitted that dividing

groups by age is a common and an easy method but unfortunately it may not be the best procedure to follow in agriculture. How different are the problems faced by a high school student with a good farming program, a lad of 23, just starting to farm and an oldtimer of 60, striving to adjust to changing conditions. What is wrong with a high school boy working in shop with his dad or with a neighbor?

Errors of Unity and Public Relations

The fourth mistake is one of failure to lead in correlating the many educational programs of an agricultural nature taking place in a community into one united plan. In one county there may be five or six agencies assisting farmers with their problems. In most cases the only professional educator in the group is the vo-ag teacher. In many instances he is the only one who can provide a well equipped classroom and library facilities. School administrators and teachers of vocational agriculture should assume the role that is (or was at one time), placed in their hands.

The revolution taking place in agriculture is such that farmers need help from all of the agencies established for this purpose. In a land where efficiency has been a big factor in progress, duplication of educational efforts should not be tolerated. The school, under the direction of an administrator with vision, and with the help of a vo-ag teacher with an educational plan for the community, should be the leader.

The fifth mistake and the last one to be presented, pertains to public relations. In many states the vo-ag department of the early twenties was located in a separate building, the program supervised by someone from the State department, with a large part of the costs paid from state and federal funds.

Down through the years the vo-ag teacher did a good job of selling his program to the parents and the farm people of the community. Unfortunately he forgot the superintendent

of schools, the high school principal, the coach (next year's principal) and the nonfarm members of the Board of Education. The school administrators tended to look at the adult program, if they looked, as one belonging to the vo-ag teacher and not the school.

Today in the decentralized system of American public education, the local school administrator is the key figure. The adult educational program in agriculture will depend more upon him than upon any other single person.

A much longer article could be written applauding the foresight and the wise decisions of our national leaders of the past fifty years. However, at this critical period it seems imperative that we take a new and a big look at the adult phase of our program.

Time for Improvement

It appears logical to say the public school should be the center for the adult educational program of the community. It also appears safe to add that in many communities important areas of instruction are agriculture and related occupations. It appears to me that 1964 is the year of decision in adult education. Are we ready and willing to lead in this great new adventure? If the answer is "yes" I have the following suggestions:

1. Sell the school administrators. It is unlikely that the adult program of a school can become any better than the administrator's vision or desire.
2. Give the vo-ag teacher enough time to study, plan and help conduct a worthwhile program. A vo-ag teacher cannot direct a full-time day school program (4 hours of teaching per day plus on-farm instruction) and at the

same time develop a complete adult program.

3. Think of the adult work in agriculture as a yearly program directed and sponsored by the school with assistance from all agricultural agencies of the community.
4. Forget about "age" as the division factor in determining classes. If a unit of instruction on farm machinery is scheduled from two to four p.m. each afternoon for five weeks, fill the class with students who need and want the instruction.
5. Form an agricultural education committee to correlate all educational programs of the community. Give everyone credit for what is done. Explain to the community that the school provides the facilities, the administration and some of the instruction. □

Local Study Can Improve the Y.F.A.

N. K. QUARLES, Teacher Education, East Texas State College



Young Farmer work on an organized basis is spreading like wildfire in Texas. According to the Texas Education Agency there has been a tremendous growth in the number of Young Farmer Chapters affiliating with the state association as well as an increase in enrollment in local chapters. Yet, in spite of the success stories from across the Lone Star State, there are still problems that must be faced by teachers of vocational agriculture who are sponsors of the local chapters. Of all the problems mentioned, increase in membership and attendance seem to be the most common.

Why They Don't Attend

The Roxton, Texas Young Farmer Chapter affiliated with the state association in March, 1960. According to Charles Whitener, (1) the vocational agriculture teacher, there are 148 farmers in his school district. Only 30% of these farmers attend meetings. This gave the chapter a membership of 44 members, which is very good for a small school, but Charles wanted

to know why the rest of the farmers did not attend.

To find the answer to this problem, he selected 20 farmers at random from those that did not attend. Charles had a personal interview with these 20 representative farmers during which he asked them 18 questions each. The main reasons given for those not attending meetings were as follows: (1) felt that they were too old for Young Farmer Chapter meetings, (2) were not informed about the meeting, (3) did not know the nature of the programs, (4) felt that unqualified personnel were used to present the program, (5) meetings conflict with other meetings, (6) wife objected to staying at home alone, (7) most of the subjects discussed did not apply to his farming programs, and (8) there were not enough demonstration type programs.

Program of Work Needed

Roy King, (2) vocational agriculture teacher and advisor to the Clarksville, Texas Young Farmer Chapter also made a recent study of his group. Roy

conducted a survey among eighteen of his members on the *Problems Involved in Organizing and Maintaining a Young Farmer Chapter in Clarksville, Texas*. His members listed the following problems in maintaining a chapter: (1) organizing a program of work for the year, (2) setting up committees to accomplish the program of work and getting committees to function properly, (3) setting dues and fund raising activities, (4) setting time and intervals of meetings, (5) procuring outstanding speakers for educational programs, (6) having balanced program of work with emphasis on education, leadership, cooperation, and recreation, (7) maintaining good attendance, (8) proper publicity before and after each meeting, (9) keeping officers functioning at all times, (10) participating in area and state activities, and (11) maintaining membership.

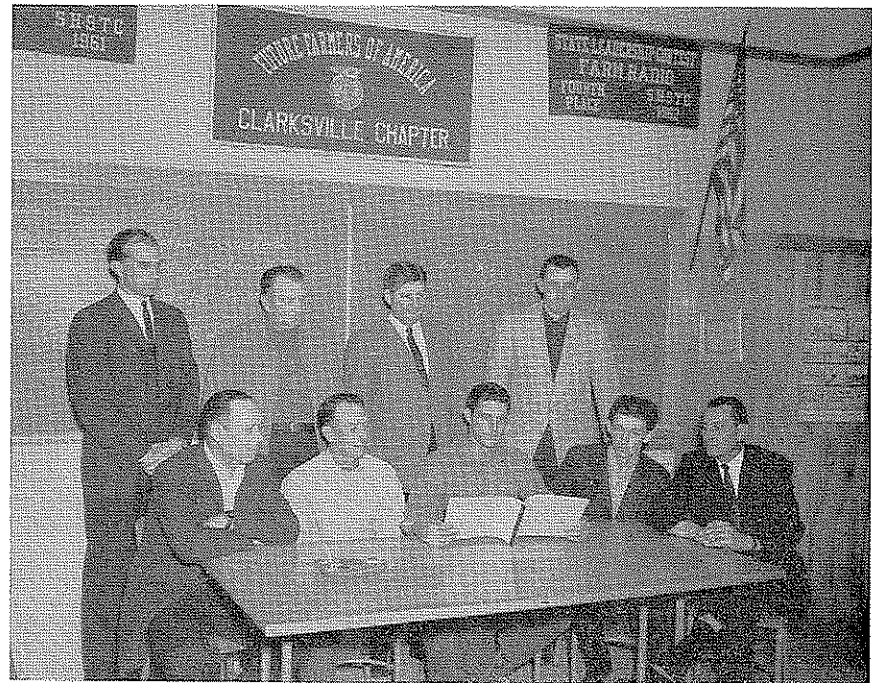
More Full Time Farmer Members

Jerry Linger, (3) Graduate Assistant in the Department of Agricultural Education at East Texas State College,

by questionnaire, got 18 members of the Ennis, Texas, Young Farmer Chapter to suggest ways for improving their chapter. The following ways were listed: (1) increase membership; (2) increase number of full-time farmers; (3) have more field trips; (4) increase member interest; (5) use more resource personnel; (6) make better use of publicity; (7) encourage a closer relationship among members; (8) conduct a membership drive; (9) have more short courses; (10) adopt a regular form of meeting and make better use of parliamentary procedure; (11) improve communications between members and between members and advisors; (12) have more recreational activities; (13) take a more active part in community civic projects; (14) place a time limit on meetings.

Weaknesses to Be Corrected

The problems encountered in the above mentioned surveys may not be common to all groups throughout the country, but they do point out certain weaknesses that must be corrected if our young farmer chapters are to survive and grow in strength and numbers. It is mostly up to the teacher of vocational agriculture to make a study of his own chapter and devise ways and means of improving the organization in every way possible. Able and responsible leadership will do much to keep these groups off high-center. Enthusiasm is contagious. The teacher must be enthusiastic, plan



The first set of officers elected at the Clarksville Young Farmer Organizational Meeting.

well, work hard, make a lot of personal contacts, and carry on a public relations program second-to-none if he is to achieve his desired goals and his young farmers are to profit by having been a member of that organization. □

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In Our Adult Farmer Program You Start with a Farm Management Core

A. G. BULLARD, Supervision, Raleigh, North Carolina



As yet, most local boards of education have not adopted definite policies which assign adult education as a function of the comprehensive high school, nor have they assigned responsibility for vocational education in agriculture for adult farmers to their departments of vocational agriculture. Traditionally, they have been much more concerned with programs of education for high school youth. Perhaps most state staffs have given more time to the high school program because the door was open, and the pressure greater. The break-through on adult farmer education may depend upon

our ability to persuade local boards of education to accept adult farmer education as a function of the local comprehensive high school. When this occurs we will have a green light all the way from the national level to the local level to push ahead toward a realization of our goals in adult farmer education.

Needed—Better Farmers

The Nation's Need for Adult Farmer Education

In no period of history has the need for vocational education in agri-

culture for adults been greater. Consider some of the reasons:

- Farms are becoming larger as measured by acres managed, investment per worker, total capital invested, output per worker, etc. Managerial ability is a *must* on a modern farm, and every farm worker must have abilities for new techniques not known a decade ago.
- Research and development is producing new technology, new materials, and new machines and equipment at a rate that astounds one's imagination. Of what good is

research and development unless farmers know about the results and have the ability to apply the knowledge to their farm business in order to benefit society and themselves?

- Many persons operating farms in the nation today received eight years or less of formal education. This means that many of today's farmers were never enrolled in high school vocational agriculture. Those who took advantage of vocational agriculture in high school several years ago need retraining for today's complex and highly competitive farm business.
- There is considerable evidence that today's farmer has a thirst for knowledge and skills which will improve his position in farming. He is more eager to commit himself to enrollment in adult classes than has been true, generally, in the past.

Adult Farmer Programs Are Unique

The most home-grown of all the educational efforts for farmers is vocational agriculture instruction offered by local public schools. The adult vocational agriculture program is characterized by:

- its association with the public school program.
- its use of teachers who have specialized training in methods and techniques of teaching agriculture.
- its formality—systematic or organized instruction in a teacher—pupil setting, adapted to fit local needs and interests.
- its use of individual on-farm instruction as a follow-up of formal group instruction.
- its use of special facilities—classrooms, shops, equipment, and laboratories especially designed for teaching agriculture.
- the clientele enrolled, people with closely related interests from a small geographic area.

In most schools until about 1960, the pattern was to hold about 10 to 15 farmers' meetings annually, with all farmers invited to attend. Numerous topics and problems were discussed. Too often the topics selected were of greatest interest to the teacher; consultation and planning with the farmers themselves was not a common practice. Enrollment in such programs was small and attendance was

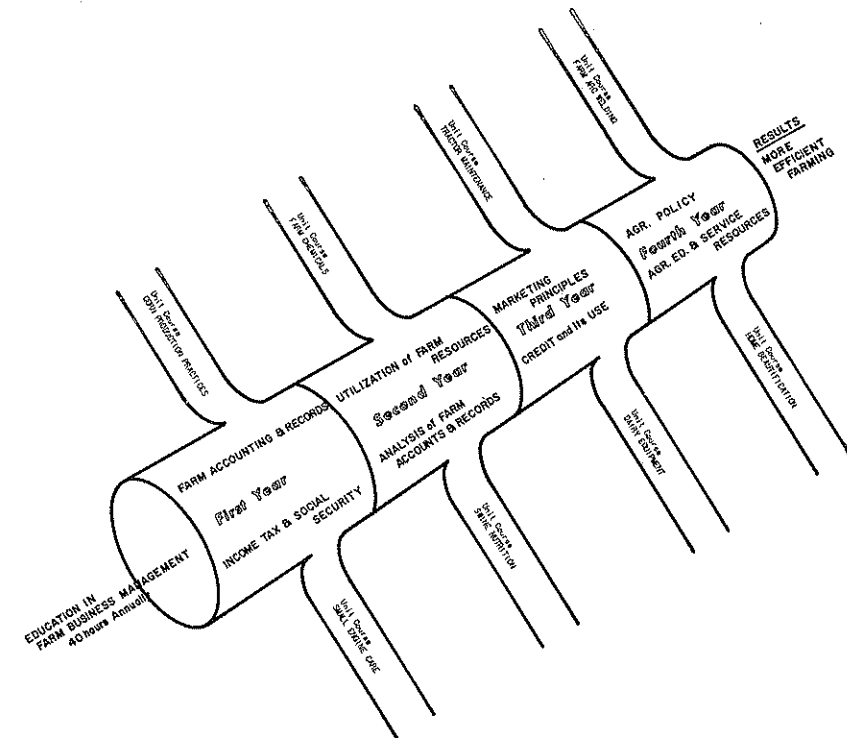


Figure 1. A diagram of the relationship of unit courses to the core program of education in farm business management.

sporadic. Despite the limitations of this approach, much good resulted. However, agricultural education leaders recognize that such approach is too superficial to meet the needs of today's farmers.

Some Trends and Some Questions

Teachers in some states have been moving away from the traditional evening class to more highly specialized courses of 15 to 30 hours duration. Also, attempts are made to identify the real problems of farmers locally as a basis for course selection and course planning. Local advisory committees have a hand in the planning. While this approach is much better, it might be well to ask these questions—

Are our offerings still too superficial in terms of depth, breadth and quality of teaching?

Does our adult farmer education structure provide for year-to-year continuity of instruction?

Do we follow up group instruction with adequate on-farm individual instruction and supervision?

Do we have a base to which we may relate the many short unit courses being promoted?

Are we emphasizing farm business management sufficiently? (The National Panel of Consultants on Vocational Education says this area needs greater emphasis.)

A consideration of these questions has resulted in the development of a modified approach to our program of vocational education in agriculture for adult farmers which the writer presents for the profession's consideration.

A New Direction in Adult Farmer Education

The direction of progress in adult vocational education in agriculture for North Carolina appears to be moving toward a fairly clear pattern, not yet adopted by all teachers and advisory committees, but worthy of close examination. This pattern might be discussed in two parts: (1) business management and (2) complementary or specialty courses.

Instructional Core in Farm Business Management. Practically all farmers need, and most of them realize their need for more understanding and working ability in principles and practices of management regardless of the kind of enterprises which make up their farm businesses. At least three groups of farmers might be identified as having slightly different needs which can be met through groupings. These groups are:

- Owner operators. These are men and women who live on farms and operate them full-time or substantially full-time.
- Renter operators. These are men and women who do not own the

farm real estate which they operate but acquire its use through lease or rental contracts.

- Nonresident farm owners. These are men and women who own farms and make some of the major decisions in operating them but live elsewhere, and in many instances work in nonfarm occupations.

While the instructional program for each of these groups might have somewhat different orientation, the basic idea of a *Farm Business Management Core* as recommended in this paper is a sequence of 40-hours (plus or minus a few hours) of group instruction annually over a period of 4 to 6 years, with adequate on-farm individual instruction. Examples of some of the units for this long-range program are:

- Farm accounting and records
- Income tax and social security
- Analysis of farm accounts and records
- Utilization of farm resources
- Credit and its use
- Marketing principles and practices
- Agricultural policy
- Agricultural education and service resources

A vital part of the Farm Business Management instruction is individual on-farm instruction where the teacher guides the farmer in analyzing his records and using them in replanning his farm business.

Complementary or Specialty Unit Courses. Normally the other part of the modified approach should be an offering of specialty courses to develop certain skills and understandings that are needed immediately by a certain group of adult farmers. The approach is flexible: a person may enroll in any of these units that he needs with or without enrolling in the core management program. These unit courses would vary from community to community depending upon the prevailing agriculture in the area and any new enterprises under development. The specific unit courses to be offered would be determined after study and after consultation with the local advisory committee. Some examples of specialty unit courses are:

- Ornamental plant production
- Commercial egg production
- Swine production
- Tobacco production
- Corn production
- Small engine care and maintenance

- Tractor operation, care, and maintenance
- Crop drying (oriented to a specific crop)

Such unit courses are offered every year according to local need and interest. The length of a unit course averages 20 hours. Each specialty course is designed to update the farmers in latest technology, new skills or in the production of a specific commodity.

Implementing the Modified Approach

In North Carolina, the first step toward a *Farm Business Management Core* program has been achieved in approximately one-half of the schools. Since 1960 teachers have moved from the traditional hit-and-miss adult evening class to unit courses. The next big step is to provide a *core* of instruction in Farm Business Management. Our experience with unit courses thus far indicate some special needs:

- We must give much greater emphasis in our pre-service and in-service education of teachers to farm business management training and to teaching adults.
- Local schools, the State Board of Education, the agricultural colleges, and other agencies must provide the teachers with up-to-date curriculum and subject matter materials, and other teaching aids.
- State aid should be provided for the employment of special teachers in technical courses or parts of courses which are beyond the competencies of the regular local teacher of agriculture.
- The teaching staff of multiple-teacher vocational agriculture departments at the high schools must be organized to make the best use of the individual competencies of teachers for one or more units or parts of the proposed adult program.
- The *Farm Business Management Core* approach must be told and "sold" to ourselves as teachers, school administrators and school boards, and to prospective enrollees. We should use their collaboration, advice, and planning ability, especially as they see local needs.
- Local policies to implement the program must be developed with officials concerned.
- Adequate funds are needed at all levels, and particularly at the local level. This, at first appearing to be

the hard part, is much simpler when a clear-cut, locally developed and endorsed program is presented for approval. □

Ten Ways to Please Adult Farmers

ROBERT L. ANDERSON
Teacher of Vocational Agriculture
Tekamah, Nebraska

Our adult farmer program in this Missouri River community in eastern Nebraska is neither unique nor elaborate. The Adult Program is designed to fit the needs of the rural community by those who attend.



1. The first meeting consists of outlining all possible meeting topics with emphasis on new developments in the various components of agriculture, e.t. Livestock, Crops, Soil Conservation, Mechanics, etc. The class may pick 20 or more topics they wish to discuss but by democratic voting, 10 or 12 topics are finally decided upon. Choices are also made of the evening of the week to meet and the time to begin the meetings.
2. Any changes the Vo-Ag teacher may have concerning the classes must be gradual and deliberate and meet the approval of the class members.
3. We use local talent for meetings whenever possible, as requested by class members. (You would be surprised how often they ask for the vo-ag teacher.)
4. We have at least one joint meeting during the year, with both Adult and Young Farmer class members in attendance. It has been argued that it is unwise to separate classes for all meetings when they share the same problems and the young adults can pick up so much information from the experiences of the older class members.
5. We start on time and are careful about having the meetings too long. Adults respect punctuality.
6. We serve coffee and refresh-

- ments at the conclusion of each meeting. This tends to bring out points, during the visiting, that some of the more timid members would fail to mention during the more formal class period.
7. We conduct classes on an "open discussion" basis. Specific key points of the problem are not overlooked.
 8. We emphasize the dollar and cents value when possible.

- Farmers, both young and old, are in business with profit in mind.
9. We send out reminder cards so that students will receive them on the day of the scheduled class meeting or the day before. A news article listing future meetings and their dates as well as a story on past meetings helps those who may be hesitant to attend.

10. We follow up the class sessions during the year with good on-farm-instruction, and not merely "visiting."

Adult classes may not inspire the class members as much as they do the Vo-Ag Instructor but a teacher is "missing the boat," if he does not conduct adult classes. They help sell him to the community and the community to him. □



A "Packaged" Young Farmer Program

AVERY E. MARSHALL, Teacher of Young and Adult Farmer Classes
Richland Center, Wisconsin

How can we develop an effective young farmer program when the competition for the young farmer's time is so great? There are so many places for people to go, and seemingly, almost an unlimited number of activities for each evening of the week. The fast pace of our society, a society of people "on the go," has made the scheduling of young farmer classes, in a large central high school district, on an evening convenient to all potential class members, nearly impossible. The most careful kind of program planning is needed to cope with the situation of the times.

At Richland Center, we have borrowed an idea from merchandizing to help us in our program planning. The big secret in successful merchandizing is appropriate packaging. Produce is marked in small convenient, attractive packages in stores accessible to the customer. We questioned "Why not wrap our educational programs in smaller packages, and take these packages out to the rural areas where our young farmers live?" We tried it. It worked!

Selecting the Four Centers

Our first step in developing the decentralized program was to obtain a list of potential young farmer class members in the school district. A thorough knowledge of the school district and farmers in the school district was essential in preparing the list. Then each potential class member was contacted personally. There is no substitute for the personal face-to-face contact. Postcards or letters may be

mislaidd, and telephone calls forgotten, but a personal visit is a tangible expression of interest which is long remembered. Further, the personal visit affords an excellent opportunity for pre-enrollment in the class. Pre-enrollment is important. Once a prospective student signs a pre-enrollment form, he develops a feeling of obligation to his commitment.

Training centers for the "packaged" young farmer program were selected on the basis of enrollment and available facilities. We have used four centers for our program, equally spaced in the territory served by the high school district with the high school as the hub. The best available facilities in each center—either a new school, a town hall, or a church—were selected for the meeting place. We attempted to limit our enrollments in the young farmer classes in each center to 15 students, even if we have to place some prospective students on a waiting list. The practice of using a waiting list actually stimulates interest in the program. The small groups, organized in a relatively small geographic center, create a feeling on the part of the rural students that they are a part of the program, and, at the same time, make for more personalized training. Moreover, small groups are easier to handle, and the instructor can do a more effective job. In addition, by taking the program to the people we are more likely to avoid conflicting meetings on the same date and reduce the possibility that the young farmer student will think "I would like to go to the meeting to-

night if it weren't so far away, and, gosh, I'm tired."

Although we found the personal visit to be the best technique for stimulating interest and obtaining enrollments, we used other techniques to stimulate interest. We contacted lending agencies—the Production Credit Associations, the Farmers Home Administration, and the banks—and they gladly helped us. The representatives of these agencies are interested in advanced education for young farmers. They endorsed the program and encouraged their clients to attend. The government agencies—The County Agricultural Extension Office, the Agricultural Stabilization Conservation Service and the Soil Conservation Service—gave similar help. So, too, did feed and implement dealers. We also used news articles and radio announcements.

Democratic Organization

Each group was organized, in a democratic manner, at the first meeting of the class. An advisory committee, consisting of three members, was elected to assist in planning and coordinating the program and to plan for and provide refreshments after the meetings. Roll call sheets were prepared, and attendance at subsequent meetings was checked carefully. Postcards or telephone calls were used as reminders of meetings, especially for students who missed a meeting. Some specific suggestions for operating the classes follows:

1. Hold all classes on the same night of the week, and at the same place; that is, be systematic.
2. Start and end the class sessions at the designated hour, even though some classes are started with only one member present.
3. Use about two-thirds of the allotted time for the planned lesson, and the remainder for discussion of topics of interests.
4. Do not mix business and pleasure; if socializing is desired, it should occur after the meeting or at some time designated by the committee.

(If the instructor sets the pattern for the classes early in the session, the students will learn quickly that the sessions are for education, and not for socializing. And if the work is planned carefully, and the proper interest created, supplementary activities such as basketball tournaments will not be necessary to maintain attendance. On the other hand, a social hour after the meeting, over refreshments, provides the opportunity for the members to talk about local problems, and serves to bind the group together.)

Plan Three Years of Instruction

The organization of the instructional program in the "packaged" young farmer program does not differ markedly from organization in a centralized program, except that, generally, more informal techniques may be used with the smaller groups. Some suggestions for organizing the instructional program, which have proved successful at Richland Center, are listed below:

1. The instructional program is planned on a long range basis, for a period of not less than three years. Specific subjects are treated in a series of consecutive meetings, but we try to have not more than five consecutive meetings on any one subject.
2. Each class session is planned around a teaching objective, and the goal constantly is instruction to the point of action. We try to "pack a punch" with each lesson. At least two hours of preparation are required for each hour of instruction. The importance of keeping up to date on developments in agriculture as well as on the results of scientific research cannot be overly emphasized.

3. A variety of teaching techniques stimulates and maintains interest. Further, teaching procedures which involve some physical activity by the students is desirable, especially when the young farmers have been busy in the field during the day. Such activities as keeping notes, working problems, judging samples, evaluating quality, or examining samples help in this respect.
4. As a further stimulus to action, a concrete object—a calculator, ruler, tape, sample, or perhaps a bulletin or mimeograph, many of which items may be obtained at no cost—is distributed at the close of the class meeting, whenever possible.
5. The heart of the young farmer instructional program is the on-farm instruction and supervisory visit. These visits are essential if class instruction is to be adapted to the needs and problems of the individual student. These visits are planned as carefully and systematically as the classroom instruction. We plan to make one visit per month, scheduled in advance of the visit. Although some time is allowed for social amenities, especially if children are around, the instructor should "get down" to business as soon

as possible. With experience, the problems of the individual student can be grasped quickly, and the problems attacked directly.

6. Although not directly part of the instructional program, it is imperative that school administrators be advised as to the nature and progress of the instructional program at all times, perhaps more so with the decentralized than with the centralized program. Administrators should be provided with schedules of class meetings and individual visits. Occasional meetings with the school board, and invitations to administrators and school board members to attend advisory committee meetings facilitate the interpretation process.

Important Advantages

The operation of the decentralized or "packaged" young farmer program was tried at Richland Center in order to avoid conflicts in dates as well as to make it more convenient for students to attend meetings. In addition, the instructional program may be planned around the interests of students in the smaller groups, and a larger number of the students may be involved directly in planning the program where the decentralized system is used. □

Studies in Progress in Agricultural Education

A list of studies in progress which will be completed during the coming year has been published each year in an early summer issue of this magazine. Graduate students and others in Agricultural Education who are about to develop a study can very well make use of such a list. It should be a required reference for students enrolled in research courses in Agricultural Education. In this way, it would serve two functions: That of providing ideas for a study which may be undertaken and that of providing information concerning studies related to one underway. There is no question but what research effort in Agricul-

tural Education would be strengthened if several persons conducting related studies were able to keep in touch with the developments of others prior to the completion of research.

For those who are not engaged in research this list provides an indication of the type of research which is underway in the profession and of some possible forthcoming answers to professional problems.

G. L. O'Kelley, Professor of Agricultural Education at the University of Georgia and who is chairman of the Research Committee of the Agricultural Section of the American Vocational Association was responsible

for securing this information with the help of representatives in each of the regions. □

NORTH ATLANTIC REGION

Compiled by Dr. Glenn Z. Stevens,
Pennsylvania State University

- AL-SALMAN, MUHSIN H., "The Role of Pre-Vocational Agriculture in the Junior High School." Dissertation, Ph.D., Agricultural Education Division, Cornell University.
- ALLGOOD, EARL V., "Prediction of Academic Success of Freshman Students at a Southern Land Grant College." Thesis, D. Ed., Department of Agricultural Education, The Pennsylvania State University.
- ANNIS, WILLIAM H., "Five Year Follow-Up Study of Graduates and Drop-Outs of Vocational Agriculture in New Hampshire." Staff Study, Department of Agricultural Education, University of New Hampshire.
- BACH, LESTER E., "Determining the Tools and Equipment Needed to Effectively Teach Agricultural Mechanics in a High School Vo-Ag Department." Essay, M. Ed., Agricultural Education Division, Cornell University.
- BAIL, J. P., CUSHMAN, H. R., PEARCE, F. C., "The Educational Needs of Beginning Farm Operators." Staff Study in cooperation with Agricultural Experiment Station, Agricultural Education Division, Cornell University.
- BAILEY, DAVID S., "Drill-Box Survey and Demonstration Plot Methods of Teaching Principles of Seed Quality." Paper, M. Ed., Department of Agricultural Education, The Pennsylvania State University.
- BECKET, JAMES W., "The Role of the Supervising Teacher in Secondary Education." Dissertation, Ph. D., Agricultural Education Division, Cornell University.
- BURGETT, DONALD C., "A Study to Determine the Effectiveness of Programmed Instruction in Teaching Vocational Agriculture." Thesis, M.S., Agricultural Education Division, Cornell University.
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- CARDOZIER, V. R., and McDONALD, H. M., "Follow-up of Vocational Agriculture Graduates in Maryland." Staff Study, Department of Agricultural and Extension Education, University of Maryland.
- CARDOZIER, V. R., and SULLIVAN, DOROTHY, "An Experimental Study of a Plan for Teaching Reading in Vocational Agriculture Classes." Experiment Station Study, Department of Agricultural and Extension Education, University of Maryland.
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- DRAKE, WILLIAM E. and HASH, J. ALEX, "Parent Understanding of Supervised Experience Programs in Vocational Agriculture." Staff Research, Agricultural Education Division, Cornell University.
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- GINGERICH, GARLAND E., "Effectiveness of Three Types of Learning Experience in Dairy Management for High School Students in Southeastern Pennsylvania." Paper, M. Ed., Department of Agricultural Education, The Pennsylvania State University.
- HANNEMANN, JAMES W., "The Effectiveness of Teaching Parliamentary Procedure Through Use of Programmed Instruction." Thesis, M.S., Agricultural Education Division, Cornell University.
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- HASH, J. ALEX, "What Constitutes an Acceptable Teaching Load for a Teacher of Agriculture in Southwest Virginia as Viewed by School Administrators and Agricultural Educators." Thesis, M.S., Agricultural Education Division, Cornell University.
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- HUFFMAN, CHARLES M., "Procedures Useful in Designing a Program of Continuing Vocational-Technical Adult Education in Agriculture in a Local School Area." Paper, M. Ed., Department of Agricultural Education, The Pennsylvania State University.
- JARMIN, MARTIN V., "The Prediction of Achievement in Student Teaching of Prospective Teachers of Vocational Agriculture." Dissertation, Ph.D., Agricultural Education Division, Cornell University.
- KANTASEWI, NIPHON, "A Comparison of the Effectiveness of the Conventional Method and the Programmed-Instruction Method of College Teaching in Microbiology." Thesis, Ph.D., Department of Agricultural Education, The Pennsylvania State University.
- KATZ, GIDEON, "The Vocational Needs of Rural Youth Preparing for Agricultural Occupations in Newly Developed Areas of Israel." Dissertation, Ph.D., Agricultural Education Division, Cornell University.
- KEBRET, MAKONNEN, "Agricultural Education and the Rural Development of Ethiopia." Dissertation, Ph.D., Agricultural Education Division, Cornell University.
- LORD, CARLTON R., "Facilities and Equipment Available for Teaching Agricultural Mechanics in New Hampshire." Special Problem, Department of Agricultural Education, University of New Hampshire.
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- McCLAY, DAVID R., "Pre-employ-

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- BEALS, HAROLD, "Scholastic, Social and Economic Factors Associated With Migration of Wisconsin Youth Into or Out of Farming." Dissertation, Ph.D., Department of Agricultural and Extension Education, University of Wisconsin.
- BEAR, FORREST, "Matriculation, Progression and Employment Status of Agricultural Engineering Graduates from Iowa State University of Science and Technology." Dissertation, Ph.D., Department of Education, Iowa State University.
- BECHER, WERNER, "An Analysis of Camp Counselor Training in Northwestern Ohio." Master's Thesis, Department of Agricultural Education, The Ohio State University.
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- BENDIXON, JOE, "Relation of High School Vocational Agriculture to Achievement in College Courses in Animal Husbandry." Thesis, M.S., Department of Education, Iowa State University.
- BLAKE, DUANE L., "Relation of Training in Vocational Agriculture to Subsequent Establishment in Farming and Participation in Farm Organizations." Dissertation, Ph.D., Department of Education, Iowa State University.
- BODENHAMER, SCHELL, "The Effect of Visual Aids Upon Learning in Cooperative Extension Groups." Dissertation, Ph.D., Department of Agricultural Education, The Ohio State University.
- BRADLEY, HOWARD R., "A Five Year Study of Graduates in Vocational Agriculture—Fourth Year Phase." Staff Study, Agricultural Education, Kansas State University.
- BRUCE, HERBERT H., "A Study of High School Boys and Their Opportunities for Taking Vocational Agriculture and Practices Used by Teachers in Enrolling Them." Department of Agricultural Education, University of Kentucky.
- BRUM, HERBERT D., "Opportunities for Agricultural Occupations in

CENTRAL REGION

Compiled by Dr. Walter T. Bjoraker,
University of Wisconsin

- AGAN, R. J., "A Study of Farm Related Agricultural Occupations in Kansas." Staff Study, Agricultural Education, Kansas State University.
- AXELSON, BO AXEL, "Vocational Education in Forestry as Carried Out by the County Forestry Board in Sweden." Thesis, M.S., Department of Agricultural and Extension Education, University of Wisconsin.

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- BYRAM, HAROLD M., "Development and Demonstration of Procedures for Evaluation of a Comprehensive Program of Vocational Education in the Public Schools." Staff Study, College of Education, Michigan State University.
- CHAMBERLAIN, HERBERT D., "Trends in Opportunity to Farm in Jackson County, Ohio." Master's Thesis, Department of Agricultural Education, The Ohio State University.
- CLARY, JOE R., "Guidelines for Initiating Technician Training in Agriculture in Area Vocational Schools, Comprehensive Community Colleges, and Technical Institutes." Dissertation, Ph.D., Department of Agricultural Education, The Ohio State University.
- CRABBE, L. F., "Use of Mass Media by Teachers of Vocational Agriculture in Public Relations Activities in Ohio." Master's Thesis, Department of Agricultural Education, The Ohio State University.
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- EGGENBERGER, U. LEWIS, "An Analysis of High School Vocational Agriculture From Evaluations by Graduates in West Texas." Dissertation, Ph.D., Department of Education, Iowa State University.
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- HEEBINK, ROBERT, "Developing an Educational Program in Vocational Agriculture to Meet the Needs of the Farmers in the New Richmond Area." Colloquium, M.A., Department of Agricultural Education, University of Wisconsin.
- HEIMLICH, RICHARD, "The Nature of Programs in General Agriculture in Ohio Schools." Master's Thesis, Department of Agricultural Education, The Ohio State University.
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- LINSON, MARVIN G., "A Procedure for Evaluating State Supervisory Programs of Vocational Education in Agriculture." Dissertation, Ph.D., Department of Agricultural Education, The Ohio State University.
- LOVELY, CORBETT, "An Evaluation of an Ohio County Vocational High School." Master's Thesis, Department of Agricultural Education, The Ohio State University.
- MABON, ELWOOD J., "Competencies in Agriculture Needed by Males Employed in Country Elevator Grain Marketing." Thesis, M.S., Department of Education, Iowa State University.
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- McBRIDE, ROBERT, "Employment Patterns of Students One Year After Graduation From High Schools in Allen County, Ohio." Master's Thesis, Department of Agricultural Education, The Ohio State University.
- MC CORMICK, FLOYD G., "Procedures for Measuring Understanding Principles of Farm Management." Dissertation, Ph.D., Department of Agricultural Education, The Ohio State University.
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- MC NUTT, RICHARD, "The Vocational Status and Aspirations of Recent Graduates of Vocational Agriculture in Licking County, Ohio." Field Study, Department of Agricultural Education, The Ohio State University.
- MERCER, FRED, "Development of a Teaching Unit in Farm Management to Fit the Burlington, Wisconsin, School Community." Seminar Report, M.S., Department of Agricultural and Extension Education, University of Wisconsin.
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- ROSS, BERMAN, "Development of an Agronomy Program for Warren County, Ohio." Master's Thesis, Department of Agricultural Education, The Ohio State University.
- SEELING, DALTON, "Farming Opportunities in the Bemidji High School Area." Colloquium, M.A., Department of Agricultural Education, University of Minnesota.
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- TOEDTER, PHILLIP, "Evaluation and Grading of Vocational Agriculture Departments." Colloquium, M.A., Department of Agricultural Education, University of Minnesota.
- VORHIES, RALPH M., "The Present and Future Role of the Junior College in Training Agricultural Technicians in California." Dissertation, Ed.D., Department of Agricultural Education, The University of Missouri.
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Corn Contest Sparks Adult Course

PAUL E. BURNS
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Tecumseh, Michigan



After teaching vocational agriculture for eight years and having an adult farmer class for as many years I thought there must be some way to eliminate the uncertainty associated with attendance

at adult farmer classes. There was also a need to create a spark, something which would tie the group together academically as well as interest-wise. Since we are located in a corn-livestock area, a corn growing contest looked like a good possibility.

At one of our meetings in 1957 the idea of a corn growing contest was presented to the adult farmers. They were all for it, and at the last meeting of the year we set up the rules and regulations for the contest.

Corn Contest Rules

The rules which were set up are as follows:

1. To enter the contest 50% or more of the class meetings must be attended. This is the only place where the instructor used his authority. I felt this was permissible since attendance was one of my main objectives of the contest.
2. No irrigation was to be used. The group felt someone might have an unfair advantage in this area.
3. Any tillage practice, plant populations, and fertilization practices would be acceptable.
4. Each contestant was to pay a one dollar entry fee to pay for an engraved trophy. A local elevator sponsored a five year plaque which was to be given to the farmer having the highest yield at the end of the five year period. The high yield and farmers name was recorded on this plaque each year.
5. The plot was to be identified at planting time or as soon after as possible.
6. Each farmer was to keep a record of his expenses and practices. The

records to be compiled for the group at the end of the season.

- The winner to be on high yield only.

At the end of the first year we found the information which the farmers recorded was very beneficial in writing up a summary and in evaluating the expenses and practices used. One practice which surprised most of the group was that the more fertilizer a farmer used the lower the cost of producing one bushel of corn. We have not found the point of diminishing returns as yet since extra large amounts of fertilizer have not been used. Another observation of the entire group was that sampling one-one hundredth of an acre was not as accurate as desired. This year the group

decided to have the complete acre picked and have the elevator determine the yield at 15% moisture.

The Contest Summary

Each year the mimeographed summary of the contest includes the farmers name, the variety planted, the spacing, the fertility program and similar information.

The planting date was added in 1962 since the group thought that early planting helps to increase yield.

From the information presented by each farmer, one class meeting is used to estimate cost of producing one bushel of corn, plant populations, average amount of fertilizer and nitrogen applied, tillage practices are dis-

cussed, and the average yields are compared with the county average yield. For the last three year period the farmers entering the contest averaged 50.3 bushels over the county average.

The contest exceeded my expectations on the educational side. The group learned a great deal on improved practices for corn production. The enrollment of the class did not increase; but the members attended more regularly and had more interest in the classes.

This year we have opened the contest to any interested farmer in the school district. To date the number of contestants has ranged from nine to fourteen and several of the farmers have entered all five years. □



Re-Planning High School Programs in Agricultural Education

HAROLD M. BYRAM, Teacher Education, Michigan State University

There has never been a better time or a time of greater urgency than the present for replanning high school programs of agricultural education. This is a belief being expressed not only by leaders in this field but also by educators outside of agriculture. Some of the well recognized leaders in this country have served warning of the need for revising objectives, overhauling curricula, and improving methods.

Dr. Walter Cocking, retired editor of *The School Executive*, now called *Overview*, and a man of considerable experience in administration of programs including agricultural education, made this statement, "Vocational agriculture either will have to adjust its objectives and programs to the dynamic and rapidly changing occupational complex or it will gradually recede or be crowded out by programs that are so adjusted."

Why is now the time to replan high school programs of agricultural education? It is because it is becoming increasingly apparent that the pendulum is starting to swing back. There is a reawakening to the true importance of vocational education. The "Sputnikitis" with which many people and some schools became afflicted after

October 1957 has about run its course. The argument for artificial standards and high selectivity, and that students should all take more mathematics and science in order to establish or re-establish world technological leadership is wearing very thin. There is a growing realization that only a minority of students can master higher mathematics and can successfully major in specialized aspects of the physical and biological sciences. There are evidences in many quarters that our best educational leaders have reappraised the situation and are seeing it in true perspective. They realize that the majority of youth will not pursue higher education for degrees. There is increasing awareness of dangers of having large numbers of young people out of work and with no salable skills.

II

Let us first scrutinize some of the things that have been visible in programs of agricultural education, but that may need to be carefully examined with a view to designing a new model for the high school program.

There is a growing conviction that some errors have been made in guidance. The first of these is that some

teachers have assumed that adolescents have made a more solid and specific decision regarding vocational intentions than would be justified, especially in the light of recent research studies. Super, Ginzburg, and others have left little doubt about the instability and developmental nature of occupational choices and aspirations announced by adolescents at the early high school levels.¹ The presumption of specific or narrow choices by youth at this age is in many, if not most cases, unwise and may actually be harmful.

Coupled with the assumption of specific vocational choice has been the over-adherence to the goal of farming as the sole objective of instruction in agriculture. This has tended to perpetuate the image of agriculture as farming only, and the image of vocational agriculture as preparing only for farm operation. The assumption of youth's goal of establishment in the home community as a farm operator had contributed, of course, to the very

¹Donald E. Super, Phoebe L. Overstreet and others, *The Vocational Maturity of Ninth-Grade Boys-Career Pattern Study*, Monograph two, New York, Columbia University Press; and Eli Ginzburg and others, *Occupational Choice: An Approach to a General Theory*, New York, Columbia University Press, 1951.

sound and laudable practice of making the home farm the center for supervised farming activities. But the practice that has put many programs in "the doghouse" has been the insistence upon farm residence of enrollees, accompanied by almost complete dependence on the home farm as the laboratory to be used for individual instruction and the teaching of operational and managerial skills. In no other public school program is the place of residence of the enrollee questioned, so long as he lives within the service area of the school. The public school is accustomed to acceptance of responsibility for providing many of the facilities for vocational education in other fields, and should be expected to do so in agriculture.

III

We turn to the matter of content of the program and the methods of instruction. On the content side we would have to admit that in many courses small blocks of time have been retained that are devoted to "trivia," or to traditional so called "jobs," many of which are obsolete. Examples in farm mechanics might include soldering, rope work, and certain types of farm carpentry and repair. Examples in other areas would include livestock judging and some of the judging of dairy, poultry, and livestock products. With the chemical control of weeds centering on pre-emergent and post-emergent sprays, what farmers must be able to identify is the sprouted weed seed and seedling and to understand how plants start to grow. Can teachers afford time for teaching crop variety identification when they know that a new variety is likely to come along shortly?

On the side of procedures, we need to ask whether we have over-emphasized adoption and carrying out of farming practices to the neglect of development of thorough understandings of the scientific principles underlying these practices. The *application* of learnings in life situations has been stressed for years in vocational agriculture. But farm practice adoption and use too often have been considered as the sole basis for evaluation of teaching. What good will it do to train youth only to use practices that are valid today but all of which will be superseded by better practices a few years from now? The preoccupation of teachers with farm practices, to the minimizing of the scientific

basis of these practices—where this may have occurred—would provide partial justification for the contention that has been expressed in some circles that agriculture as a school subject is not a science, or that students in agriculture do not learn science, and hence are less well educated than students not in vocational agriculture.

The stress on farm practices, if not accompanied by thorough development of understandings on the part of the individual, may have led some critics to believe that teachers—not to say other educators in the field of agriculture—are more concerned with the farm than with the farmer; with the farming program than with the student. Teachers have probably done a better job of recognizing and stating agricultural objectives than they have educational objectives.

IV

If educators are to replan programs of vocational agriculture in the light of these trends, what should be the nature of the new patterns? These suggestions may or may not apply generally, but they are some of the needs as we see them now.

1. We must develop plans for helping youth, teachers, and parents discover or identify youth's interests, aspirations, and problems, through the use of modern techniques. Then we must plan to *raise the level* of educational aspiration of youth.
2. We should plan for the teaching of farming abilities in such a manner that students will be able to see how they apply to several occupations in agriculture and to competencies needed by workers in these.
3. We must identify and make use of information about the basic principles of agriculture that are important to workers in off-farm agricultural occupations. Researchers should classify them as those appropriate to teach in the public school, those to be taught in post-high school programs and those skills that should be learned on the job. We teachers must help students understand these principles in their relationships to the other studies in the curriculum of the school.
4. We should help students to plan their farming programs not alone on the basis of entrance into farming, but so as to get a wide

variety of experience of value in several occupations in agriculture. These experiences should include those of an exploratory or background nature, as well as those for developing new abilities.

5. In high school courses of study we shall have to recognize the tentative and changing nature of students' occupational choices and aspirations and to adjust instruction to these.
6. We shall need to plan more for the cooperation of teacher and counselor to help youth and their parents develop realistic and suitable plans for reaching educational and occupational goals.
7. We should plan for more individualized teaching and learning—provide opportunities for the student to learn by himself or in small groups, as well as in large groups.
8. We should make greater use of post-high school programs for more of the instruction that is specifically aimed at advancement in farming.
9. We should place greater emphasis on the analysis and improvement of the farm business as a whole in programs of adult education, and do less prescribing of farming practices.
10. We should consider the needs of increasing numbers of persons who only farm part time while also engaging in another occupation.

We now have taken an overview of the program planning needs in vocational education in agriculture. This part is overshadowed, however, by the final step which is more difficult and in some respects complex. What lies ahead is the task of re-examining the role of the teacher, deciding on priorities, sloughing off the less important activities, and developing guidelines for the more effective or efficient use of teacher time.

But there is one final question. Will we have the courage and the vision to do what must be done? At what stage is agricultural education in the public schools today? Do our programs of agricultural education exhibit youth and vigor, or are they characterized by emphasis on operation of the safe and sane? Will we have the courage to do what needs to be done when we realistically look at the present status of our programs?

Teach Small Engine Repair to All Age Groups

ARNOLD LINGLE, Teacher of Vocational Agriculture
Salisbury, North Carolina

Do you hear the steady roar of a four-cycle engine or the high-pitched tones of a two-cycle engine? If so, you might be near East Rowan (North Carolina) High School Agriculture



Department in early spring because that's the time of year the Vocational Agriculture teachers there include the fundamentals of small engines in their course of study.

This spring 118 boys in Vocational Agriculture helped to operate and maintain 395 small engines at their homes. This was an average of 3.35 small engines per student—what a challenge and opportunity for teaching something needed.

Show us a Vo-Ag boy and we'll show you a person eager to think about, use, and repair a small engine.

Work with Live Engines

During the past three years East has accumulated some fifteen or more various makes of small engines. Most of these are castaways given by interested patrons and students. These engines are ideal for the students to dismantle, study the operating parts and adjust all clearances, check tappets, valves and air gap between flywheel and coil, condenser, points, spark-plugs, the carburetor components, and so on. Our work with these engines is according to the service manual furnished. The shop maintains a small-engines kit of tools.

Teaching Aids

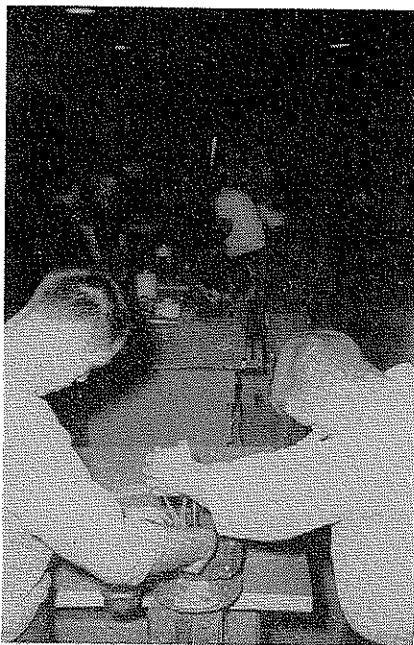
Such teaching helps as charts, cut-away engines, completely disassembled engines, drawings, and many different models and makes of engines are used. Running models of the two- and four-cycle engines are also used.

Curriculum

The first- and second-year students study the fundamentals, and learn to make adjustments on the engines.

They are encouraged to bring in their own engines for tune-up and clean-up.

The third- and fourth-year boys review fundamentals and continue into disassembly and major overhaul on the shop engines. Then they bring in their own engines for work under instruction.



Practical experience is provided every student by Mr. Lingle.

If you are not including small engines in your course of study, a short survey might prove you're overlooking an important phase of our agriculture engineering program. We think every department could offer wisely at least 10 to 20 hours of small engine instruction. The boys will certainly go for it. And, so will the adults. East is conducting an adult evening program, and the men in the community are making the most of it. □

Themes for Future Issues

- Copy is due 3 months prior to date of issue
- February—Better Communication
 - March—Teaching Farm Mechanics
 - April—Guidance for Agricultural Occupations
 - May—Modern Classrooms and Shops

Our Young Farmer Enrollment Has Doubled

ROSS E. JAMES
Teacher of Vocational Agriculture
Elgin, Iowa

The young farmer program of the Vocational Agriculture Department is a challenge to the instructor. Why is it that many instructors do not operate such a program? Answers to this question are varied, as I have talked to teachers, but here are two common responses. "I cannot get them out and keep their interest." and "We are required to have more meetings for a young farmer class than an adult farmer class so I just have two adult classes."



Many teachers find themselves faced with changes in their departments including smaller enrollment in high school classes. The teacher then finds it is necessary either to offer a young farmer program in his department or teach some academic subjects. The path selected in teaching other subjects often causes lack of devotion to the vocational agriculture department, student interests sag—the department sags—and then fades away to other pressures in the school.

The vocational agriculture department at Elgin added the young farmer program in the 1957-58 school year. The results were discouraging.

In 1959 after completing my Master's Thesis study on "Factors Affecting Young Farmer Class Participation" it was found that some centers had higher average attendance per meeting than did others. In the high attendance centers it was found that the young farmers rated "Group Discussion," the number one instructional method. This was followed in order by: instructor demonstrations, films and slides, lectures, shop work, speakers, and on-farm instruction.*

The study attempted to determine how well the young farmer program was satisfying the interests of the participants.

It was found that the programs were inadequately satisfying the hobby, social and recreational activities, and the interests of becoming

*A look into the Young Farmer Program. The Agricultural Education Magazine; Vol. 32; No. 12; June 1960.

established in other occupations.

Armed with this information, group discussion became the main method of instruction for the young farmer class at Elgin. We add some shop activities, speakers, films, field trips, and allow the group to determine the recreation activities. On-farm instruction and visitation was increased and arranged to keep in personal touch with the young farmer and his farming program.

The young farmer program at Elgin has taken on new importance. In the past four years the program has improved until it is truly one-fourth of the vocational agriculture program.

Give your young farmers a chance. Give them what they want in a program and they will support the vo-

Scope of participation in Elgin young farmer program by years.

Year	Enrollment	Av. Attendance/ Meeting
1958-59	10	4.3
1959-60	16	8.1
1962-63	24	12.6

ational agriculture department in the school.

What do they want, and what can the vocational agriculture program give them?

This will help.

1. Education.

They have real problems and they will get some answers from the discussion. Help them on farm visits.

Use some of the same material covered in high school classes but you can go into it deeper.

2. Fellowship.

Here the agriculture department can be a center for these young men of like interests and problems.

The instructor also needs to keep in the fellowship.

3. Recreation.

The group provides opportunity where they can all participate without the high costs of today's entertainment.

Food is a desirable addition to the groups participation. They can supply homemade goodies and enjoy doing so. □



Record Book Daze— Diagnosis and Treatment

ALLAN L. UTECH, Asst. Supervisor, Agr. Ed., Springfield, Illinois

Several years of experience as a teacher and supervisor have convinced me that one of the most common ways to waste teacher and student time is the present practice followed on so-called "Record Book Days." I would hasten to add that this isn't always the case nor should it be. It is my contention that record book work is extremely important and provides the key for opening the door to a worthwhile program in vocational agriculture. The quality of students' records of farming programs and how these records are used helps to determine how far the door is opened. In addition, records can provide the foundation for programs emphasizing the farm management approach to teaching.

Causes of Poor Records

A number of factors can contribute to poor record keeping:

1. The teacher may be inadequately trained in the use of records. Teacher trainers and others should equip teachers to cope with this problem. Continued in-service training and exchange of ideas sessions should be helpful.

2. The teacher is not sold on the value of records. This too is a matter

of education. Education and understanding will instill confidence.

3. Student record books are at home. It is difficult to give classroom guidance and instruction in records when the necessary materials are not readily available. Duplicate forms can be provided for home use. The record book should not leave the classroom once the business agreement is signed unless it is used for on-farm instruction. Lost records are always a problem. Teachers have been known to lose them too. A student's career in the vocational agriculture program can be jeopardized by the loss of one record book. An inaccurate record is nearly as bad as no record at all.

4. Record day is a break in the schedule when the lesson plan runs out and/or you need something to fill in.

5. Record work isn't planned with the students so that they will know when the work is to be done, nor how long they will have to do it. It goes without saying that I believe there is not enough time allotted to records and record keeping in most vocational agriculture departments.

6. The length of period devoted to record keeping is governed by the student with the smallest farming program. When these students complete

their few record entries, they become a hazard to classroom discipline. The student with a broad farming program is working under a terrific handicap.

The P.S.D. Treatment

What then can be done? A number of suggestions have already been made that are being followed by successful teachers, but in addition, why not try a P.S.D.? What is a P.S.D., you ask? It could be a prescription for your ailing "Record Book Daze." Now that your curiosity is aroused, you will be interested to learn that I am prescribing a liberal dose of "Project Study Days."

Your vocational agriculture students need to be prepared for a P.S.D. Advance planning is needed if you are to avoid harmful side effects. One of the preliminary features of this program is to examine your total program. What needs to be done? Students will have production enterprises, improvement enterprises, supplementary practices, and their accompanying record books. You may be a teacher who requires reports of magazine articles, units, bulletins, etc. FFA committee work, officer training and planning are additional possibilities. A number of students will want

to use problem solving techniques in doing individual problem solving. This will provide students with minor projects an opportunity to give extra study to those areas that are sometimes slighted in the course of study. The student notebook may be designed and organized to give guidance in the use of this technique. A portion of the time will be devoted to group discussion and explanation; but in the main, it will be individual work with individual instruction.

Each teacher will need to adjust the schedule of work to meet the peculiar needs of his own program. It is advisable to develop an order of precedence for conducting the P.S.D. Students should give some help in making these decisions. The most obvious candidate for number one honors is the area of production enterprises. Adjustments in order of precedence can be made as needed.

Student should turn in a proposed agenda at a time prior to the P.S.D.

that will allow for teacher examination and recommendation. On-farm supervision and an examination of record books will help to determine student needs.

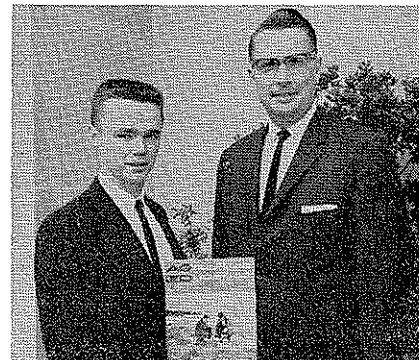
Evaluating Progress

The project study day is not complete without an evaluation. A short student report on accomplishments of the day can be given in either written or oral form depending on the nature of the work accomplished. A more comprehensive evaluation can be made in noting changes in understandings, farming programs and record books. In all situations, it would seem advisable that a teacher-student conference precede the next P.S.D.

The P.S.D. is an action program that can be used wholly or in part. It will not completely replace the incidental work that might need to be done from day to day, but it should help to cure some of the ills of "Record Book Daze." □

Magazine during the forty years in which he participated in the program. □

With a June total of 8708, subscriptions to the "Magazine" hit a high point in recent years. Biggest increases in number of subscribers came from Florida and Louisiana.



One of the public relations ventures of Agricultural Education majors at Ohio State University is that of providing complimentary subscriptions to selected individuals of the university. Here Robert Rannells, T.A.E.S. Treasurer, presents a copy of the Magazine to Dean Roy M. Kottman of the College of Agriculture.

News and Views of the Profession

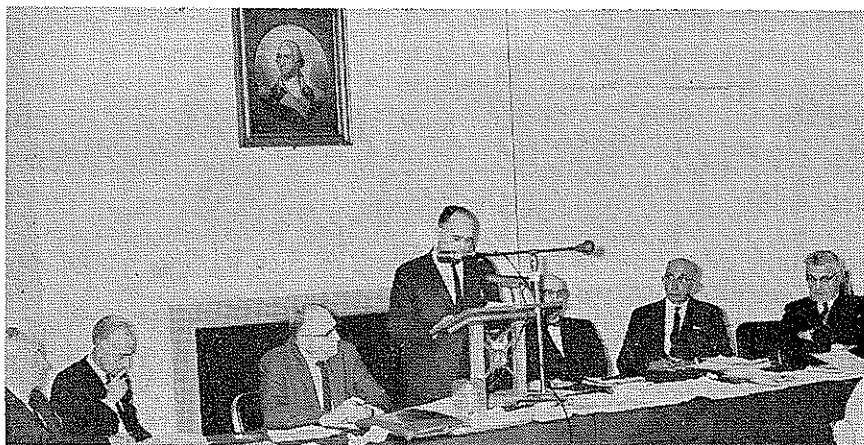
Dr. W. Howard Martin is on a six months assignment in Northern Rhodesia as a member of a contract team from the University of Connecticut. His duties involve developing curriculum materials for training extension workers and consultation with regard to the development of a system of agricultural education, including a College of Natural Resource and Conservation.

Benton K. Bristol formerly of the Department of Agricultural Education at the University of Pennsylvania, will join the Ohio State University Project in India for a two year assignment beginning September 1, 1963. His address in this country for the next two years will be 1140 Eighth Avenue, East Twin Falls, Idaho.

Dr. R. W. Montgomery says that two of his staff members of the Department of Agricultural Education at Auburn University have accepted new assignments. Dr. John E. Deloney was elected president of Livingston State Teachers College, Livingston, Alabama. Dr. Tom W. Gandy became vice-president of Berry College, Rome, Georgia, on July 1. Both has served on the Auburn Staff since 1960. Dr. Gandy is the immediate past editor of the Agricultural Education Magazine.

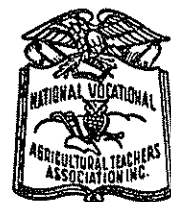
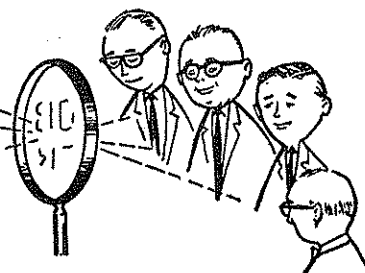
Harlan E. Ridenour is a new staff member in Ohio. Ridenour, formerly a teacher of vocational agriculture in Fredericktown, is serving as coordinator of curriculum materials for teachers of vocational agriculture. Lloyd B. Fidler, assistant state supervisor of vocational agriculture in Ohio retired July 1. Many of Mr. Fidler's articles dealing with adult education appeared in the Agricultural Education

The role of the teacher of vocational agriculture is diffuse in that it covers a large array of sub-roles. The teacher is expected to fulfill the role of teachers in general plus those of counselor, guidance worker, adult educator, agricultural specialist, program administrator, and representative of agricultural interests, according to the Central Regional Research Conference in Agricultural Education, Michigan State University, August 13-19, 1963.



A symposium panel comprised of vocational agriculture supervisors and teacher educators is shown as it summarized the 43rd Annual North Atlantic Regional Conference, agricultural education, held in Philadelphia, April 1-5, 1963. The group recommended the establishment of post high school programs in agriculture in vocational-technical institutes, the expansion of instructional programs for young and adult farmers, especially in farm management, and the broadening of the Day School program to meet the needs of both urban and farm youth. Included in the picture left to right are Archie Holdridge, Connecticut, Session Secretary; H. E. Edwards, Supervisor, West Virginia; R. C. S. Sutliff, Supervisor, New York; David McClay, Teacher Trainer, Pennsylvania; V. Ray Cardozier, Teacher Trainer, Maryland; H. M. McDonald, Supervisor, Maryland; Wallace Elliott, Supervisor, Maine.

BOOK REVIEWS



N.V.A.T.A.
News

James Wall
Executive
Secretary

NVATA NEWS

Over 50 teachers of vocational agriculture, teacher educators and state supervisors from 20 states, attending the 35th Annual Meeting of The American Institute of Cooperation recently held in Lincoln, Nebraska, took time from their busy schedule to attend an "open house" at the NVATA office.

A sectional meeting for ag teachers was also held in connection with the AIC. The advisors of the four chapters winning the regional awards in the AIC sponsored Co-op contest served on a panel, moderated by James Wall, NVATA Executive Secretary. Each panel member briefly related the Co-op activities engaged in by his chapter which resulted in his group winning the regional award. Each of the winning chapters received \$100 and an additional \$1600 was prorated to the four chapters based on distance to the institute. Winning chapters and their advisors were:

North Atlantic Region, Greenville Chapter, Greenville, N. Y. Harry M. Ketcham, Advisor.

Southern Region, Dickson Chapter, Dickson, Tennessee. Harold D. Lineberry, Advisor.

Central Region, Kearney Chapter, Kearney, Nebraska. Richard F. Welton, Advisor.

Pacific Region, McClave Chapter, McClave, Colorado. Sidney E. Koon, Jr., Advisor.

Harold Duis, Program Specialist, U. S. Office of Education and Glen Strain, State Supervisor, Nebraska, served as Co-Chairmen of the meeting.

* * * * *

All Vo-Ag personnel attending the FFA Convention in Kansas City are invited to a "Coffee Hour" sponsored by NVATA. The place and time will be announced at the convention. The executive secretary, his wife and Wrenroy Smith, NVATA President, will have tickets for the affair and they will be available near the registration area in the municipal auditorium. There will be no charge for the tickets.

HANDBOOK OF AGRICULTURAL OCCUPATIONS, by Hoover, Norman K., Danville, Illinois. The Interstate Printers and Publishers, Inc., 1963, 254 pages, \$4.50.

Handbook of Agricultural Occupations fills the need for a reference for high-school students long recognized by teachers of agriculture and school counselors. It is written in language that students can understand. The author has included 67 illustrations, of which about two-thirds show the worker in an occupational setting.

The two chapters on farming occupations contain good descriptions of types of farmers, although not much is said about how to enter or progress in farming. The chapter on farm service occupations fills a gap that has existed for years in the available occupational briefs, pamphlets, or brochures.

In chapters VI-XI information is given under four headings, namely: description and nature of work, working conditions, education and personal qualifications, and how to enter and advance. Wisely, the author has avoided any attempt to report salaries, wages, or earnings. A total of 53 occupational briefs are given covering the fields of: farm machinery sales and service; farm supplies and equipment; livestock industries; crops, forestry and soil conservation; and ornamental horticulture; wildlife and recreation.

Under professional occupations the fields or areas listed are classified as research, education, industry, business, specialized services, communications, and conservation and recreation.

This is a book that should be on the shelves of all school counselors and placed in school libraries. Teachers of agriculture probably will want several copies in their libraries.

Harold M. Byram
Michigan State University

APPROVED PRACTICES IN PASTURE MANAGEMENT by Malcolm and H. McVickar and John S. McVickar, published by The Interstate Printers and Publishers, Inc., Danville, Illinois, second edition.

First edition 1956. 316 pages, 1963. Price \$3.25.

The second edition has been revised to include some current research in pasture management. The twenty-four chapters are filled with research data from all parts of the country.

The book includes managing pastures for all types of livestock, with chapters on fertilizing, controlling weeds, irrigating, pasture diseases, and insects. One chapter, devoted to demonstrations and contests for pasture, silage, and hay, might be especially helpful to VO-AG departments.

The book is suitable for high school students and as a reference book in VO-AG libraries.

Duane Marlin
Supervising Teacher
Michigan

A DICTIONARY OF AGRICULTURAL AND ALLIED TERMINOLOGY Michigan State University Press, 1962, price \$15.00.

A general dictionary of old and new agricultural terms is now available from the Michigan State University Press at East Lansing.

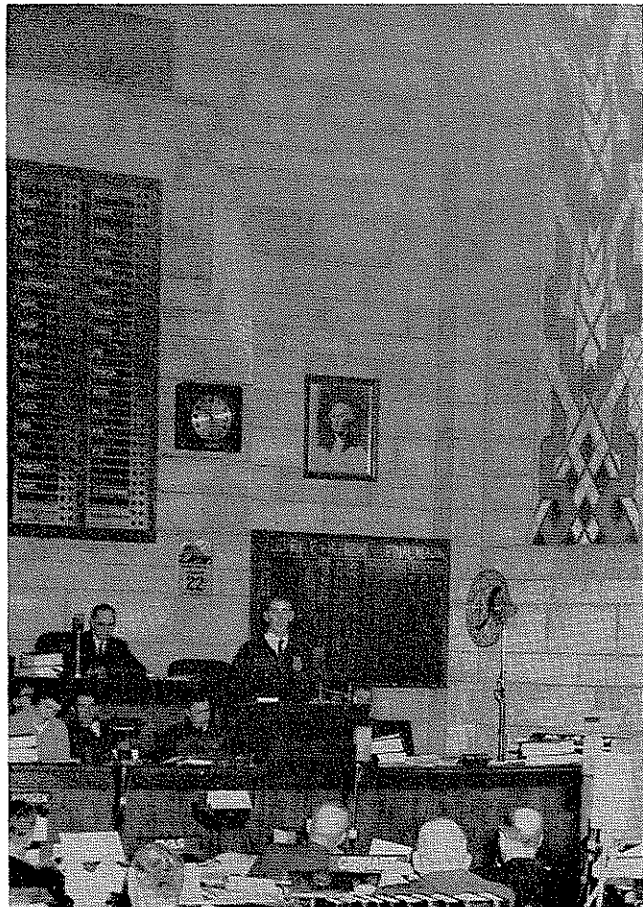
The dictionary is 905 pages in length and contains 33,000 entries or definitions. Published in 1962, it is the result of 12 years of scholarly research by many staff members at Michigan State University.

In compiling the dictionary, special efforts were made to include definitions of the newest terminology now in use in agriculture. The type used in the book is very readable. The expert as well as the amateur will find much that is of interest and value in this, the latest dictionary of agriculture.

E. B. Hill, Professor
Agricultural Economics
Michigan State University

College Park, Md.—Two additional fellowships have been awarded the University of Maryland by Massey-Ferguson, Inc. of Detroit (Mich.) for training state leaders in the Future Farmers of America organization. This brings to four the number that will be available during 1963-64.

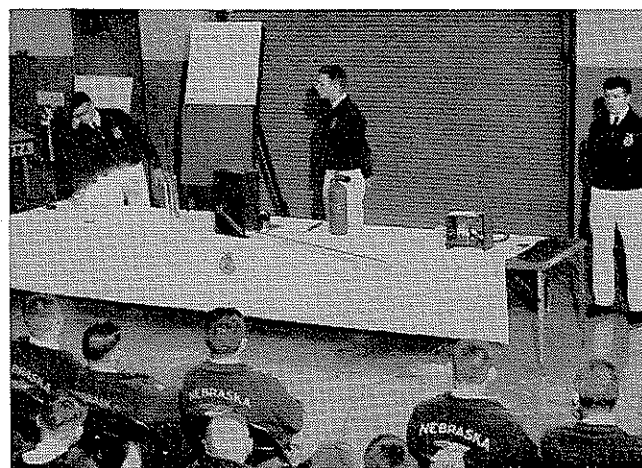
Stories in Pictures



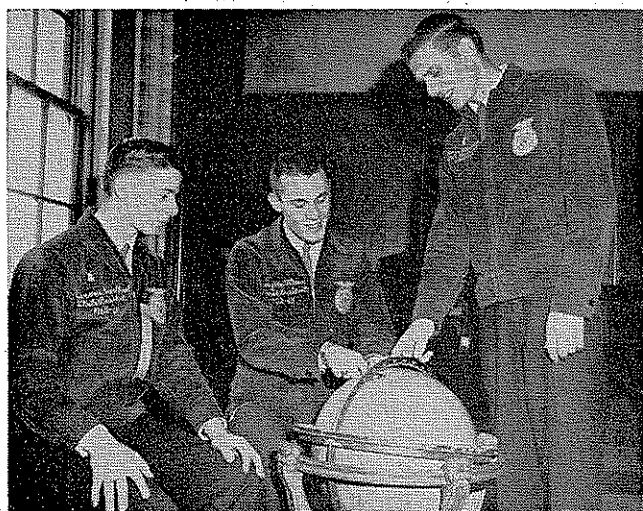
1961 State FFA President Licht, addressing the Nebraska State Legislature.



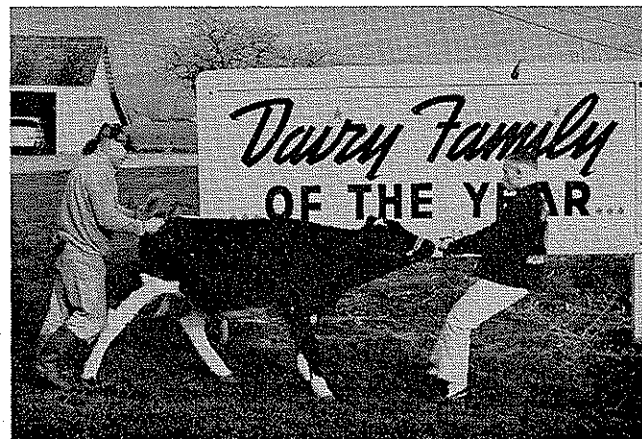
L. to R.—Everett W. Crowley, N.V.A.T.A. Veep, presents an honorary life membership in N.V.A.T.A. to Dr. M. C. Gaar at the Southern Regional Conference at Miami, Florida.



The Waverly, Nebraska, FFA demonstrates farm fire safety at the Nebraska State Fair.



During the Montana FFA Leadership Conference, Kenny McMillan, National FFA President, uses a globe to point out his home in Illinois to Jerome Broadhead, left, North Dakota State FFA President and Larry Thompson, FFA president in Montana.



1963 Mount Vernon FFA State Farmer and 1963-64 chapter president, Don McMoran is getting aid in posing one of registered Holstein heifers for the camera from his father Harold McMoran. The McMorans were the Skagit County Dairy Family of the year for 1962-63.