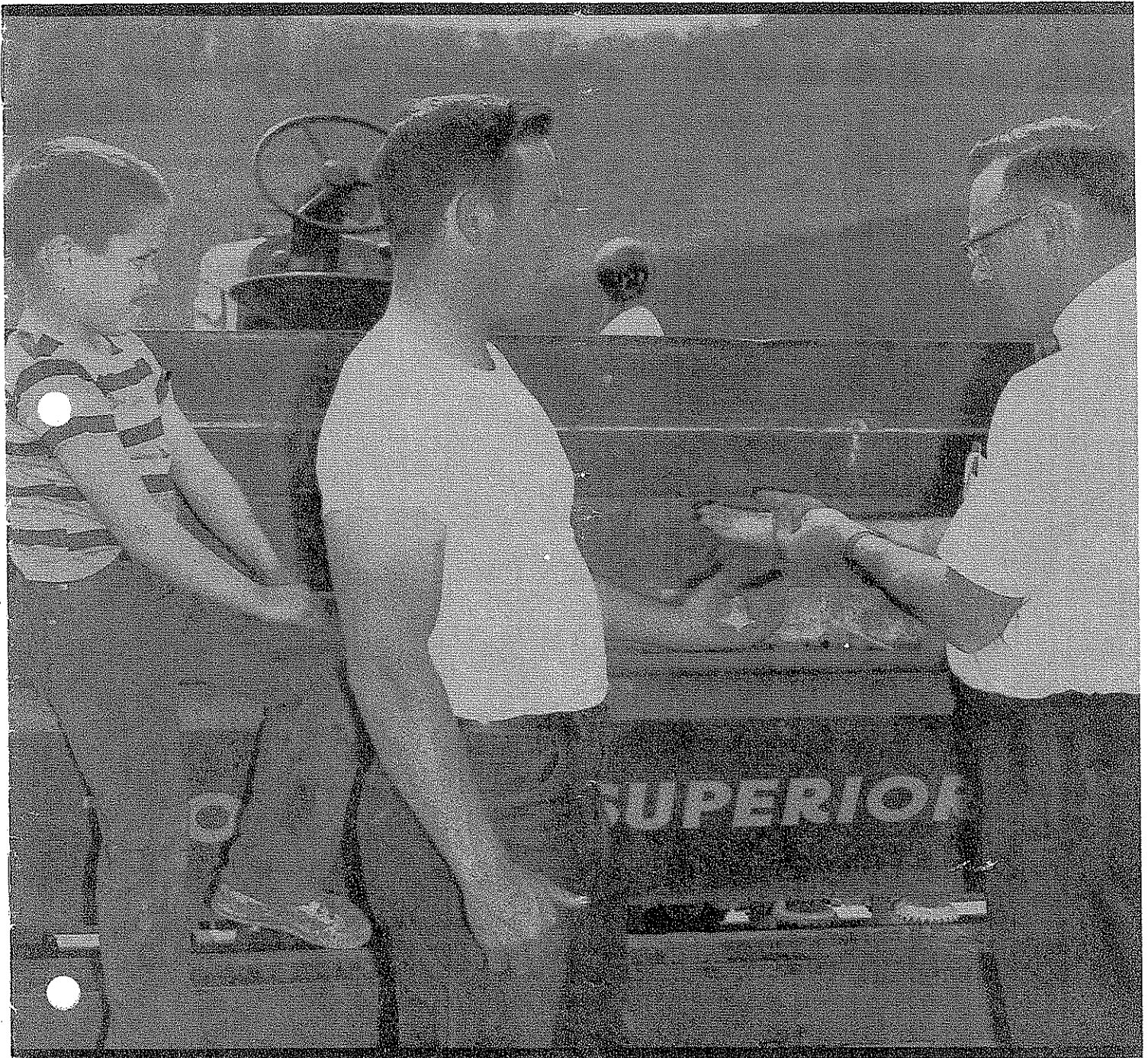


# Agricultural Education

*F.M. Condit*

NOVEMBER 1964



**Featuring — Aiding Young Farmers**

The professional journal of Agricultural Education. A monthly, managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Interstate Printers and Publishers, Danville, Illinois.

# The Agricultural Education Magazine

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## The Cover

Thomas E. Herman with teacher Edward Litwhiler, Danville, Pennsylvania, discussing oat seed variety and purity while son Eddie looks on. The planting and fertilizer rate was adjusted to fertility level, according to soil tests previously made. Many Pennsylvania teachers have used the drill box survey to determine the quality of seed being planted. This survey has also pointed out that many unwanted weed seeds are sometimes planted.

Want to help improve this magazine? Send us your suggestions in our reader survey.

## Editorials

From the Editor's Desk . . .

### New Help For Young Farmer Programs

The major criticism of young farmer instruction in vocational agriculture is that it has not reached enough young farmers. In too many communities education for farming stops with high school graduation and in too many states young farmer instruction is not a part of vocational agriculture.

This situation exists in spite of the fact that young farmers are usually most appreciative of the assistance they receive from the vocational agriculture program and that becoming established in farming becomes more difficult each year. We have also noted that seldom does a teacher who has had a successful program for young farmers give up this program. Similarly those few states which have had active young farmer programs find that they prosper and grow, but few states have added young farmer programs in the past decade.

Perhaps the most important reason for lack of growth of young farmer programs has been a lack of teacher time. Probably many of today's young farmer programs represent an "overtime" responsibility which has been undertaken by conscientious teachers. It seems likely that further development of this important aspect of agricultural education will depend upon providing the teachers needed to do the job.

The national vocational education act offers some clear cut solutions to this problem. The purpose of the act states that it is to assist the states to "maintain, extend and improve existing programs." This applies to the states with young farmer programs. For other states the purpose is given "to develop new programs . . . so that persons of all ages in all communities . . . will have ready access to vocational training . . . suited to their needs, interests and abilities. . . ."

The use of additional funds to provide instruction for young farmers is certainly suggested in the purpose of Public Law 88-210.

We hope that each state will develop plans for using these new funds to strengthen programs of young farmer education.

We have long recognized that four years of vocational education in high school is insufficient for preparing the kind of farm operators which are needed in the years ahead. We should not be in the position of abandoning one of our most important groups at the time when they are most in need of our services. □

*Ralph J. Woodin*

### The Young Farmer Numbers Racket

Guest Editorial . . . JOHN H. RODGERS, Teacher Education, Clemson University



John H. Rodgers

During the past several years many teachers of vocational agriculture have attempted to meet the educational needs of young adults engaged in farming. Teacher efforts have met with varying degrees of success and have received varying degrees of support. Even when local administrators support programs, teachers sometimes become frustrated because they are required to portray the fruits of their labor with numbers. The report forms demand that numbers be placed by items such as "meetings" and "young farmers". Then these items are often construed to be evaluative criteria. This, of course, is absurd as any experienced teacher knows. It can be tantamount to evaluating the effectiveness of a teacher in terms of the number of pupils enrolled. Additional emphasis is often bestowed by requiring that a certain number of young farmers be present before a class can be reported. Such a requirement ignores the important body of research on the adoption of ideas and practices.

Teacher experiences give credence to the findings of researchers concerning the adoption process. Hence, it is well known that a meeting with three farmers might eventuate in the adoption of many more practices than a meeting with forty or fifty. These facts do not alter the reports that teachers complete, nor should they. Reports

given to teachers are fabricated to reflect information required by a higher echelon. This numbers racket starts at the top and is passed down. Fine numbers do not make fine programs.

Perhaps all this would not be so bad if these pseudo goals on report forms didn't tend to replace the real objectives of education as young teachers formulate their educational programs. Only when educational activities are formulated and evaluated in terms of specific objectives will we reach a professional status. Young farmers will be among the beneficiaries of this professional effort.

Many studies report that young farmers indicate an interest in attending classes designed to satisfy their interests or educational needs. Fulfilling these interests and needs should become teacher objectives. Teachers of agriculture who attempt to base programs on these objectives might find themselves needing help. For instance a teacher might need help in teaching farmers to set up records systems and analyze farm records. Such help should be available from business education. There are many opportunities for formulating greatly enhanced programs for young farmers cooperatively with other vocational services. The efforts of all educational agencies and services are needed to provide the knowledge, skills, attitudes and appreciations needed by young farmers who supply our sustenance and who will be the guardians of our economic well-being in the decades to come. □



J. M. Campbell

## Mobilizing A State's Efforts For a Young Farmer Program

J. M. CAMPBELL, Supervision, Richmond, Virginia

Virginia's young farmer program in vocational agriculture has grown in quality and scope during the past 12 years. At the end of the 1962 calendar year, 2644 young farmers were enrolled in 169 classes. The 1959 agricultural census revealed that there were about 10,000 farm operators in the State under 35 years of age. So we are reaching a relatively small percentage of this group through the young farmer program. These 169 classes held an average of 16.8 class meetings during the year for an average of about 40 hours of instruction. Individual members received an average of 4.4 on-farm instruction visits by their vocational agriculture teacher. We believe that greater emphasis should be placed on well planned on-farm instruction. One of our greatest problems is that of providing sufficient time in the schedule of some teachers of vocational agriculture for adequate on-farm instruction. We are, however, making some progress in this direction.

More and more young farmer classes are scheduling intensive periods of instruction which seems to do a lot towards stimulating interest. These periods of instruction are usually devoted to some phase of farm management of farm mechanics. They may be a series of weekly class meetings for two or three months devoted to developing and analyzing the previous year's records, farm machinery operation, adjustment and maintenance or any other subject needed by class members. In many schools we have added to our mechanics laboratory additional equipment that permits us to offer intensive periods of instruction in certain areas of farm mechanics, especially is this true of the metal working area. Many of our shops are now equipped with 8 arc-welders which permit holding an intensive period of instruction in arc-welding. We are also improving training facilities in the area of farm electrification which is also an area of instruction badly needed by most young farmers.

In most of the schools the young farmer program is conducted on a year-round basis. Planning the instructional program on a long time basis is perhaps the key to successful young farmer programs. This type of planning should help assure a program with continuity and not one that "scatters the shot" in all directions.

### Young Farmer Organizations

Ninety-four of the young farmer classes in our State are organized and affiliated with the Young Farmers of Virginia. Their organization was formed in 1951 and now serves approximately 1600 members. Not only does each local association provide opportunity for leadership training, but each area of the State has its own organization with its president a member of the State Executive Committee. A local organization is one of the best means of stimulating and maintaining interest in a young farmer program. Young farmers, like most individuals, desire recognition and a chance to demonstrate their ability. They like to have some organization to bind themselves together in order to better promote their interests as well as those of their community. An organization will increase attendance at class meetings especially during the busy summer months and encourages year-round programs. An organization provides an excellent opportunity for training in leadership.

For the past seven years the Young Farmers of Virginia and the Young Homemakers of Virginia have been meeting together for their area and State meetings. At the local level can you think of a more fitting setting for an effective instructional program than a class of young farmers analyzing their problems in the vocational agriculture department and at the same time their wives (the Young Homemakers) are discussing their problems under the supervision of the home economics teacher, or a joint session involving both groups? Currently in our State about 600 young homemakers in 34 schools are enrolled in such programs and the de-

mand and interest is increasing. We believe that by working together both programs are strengthened.

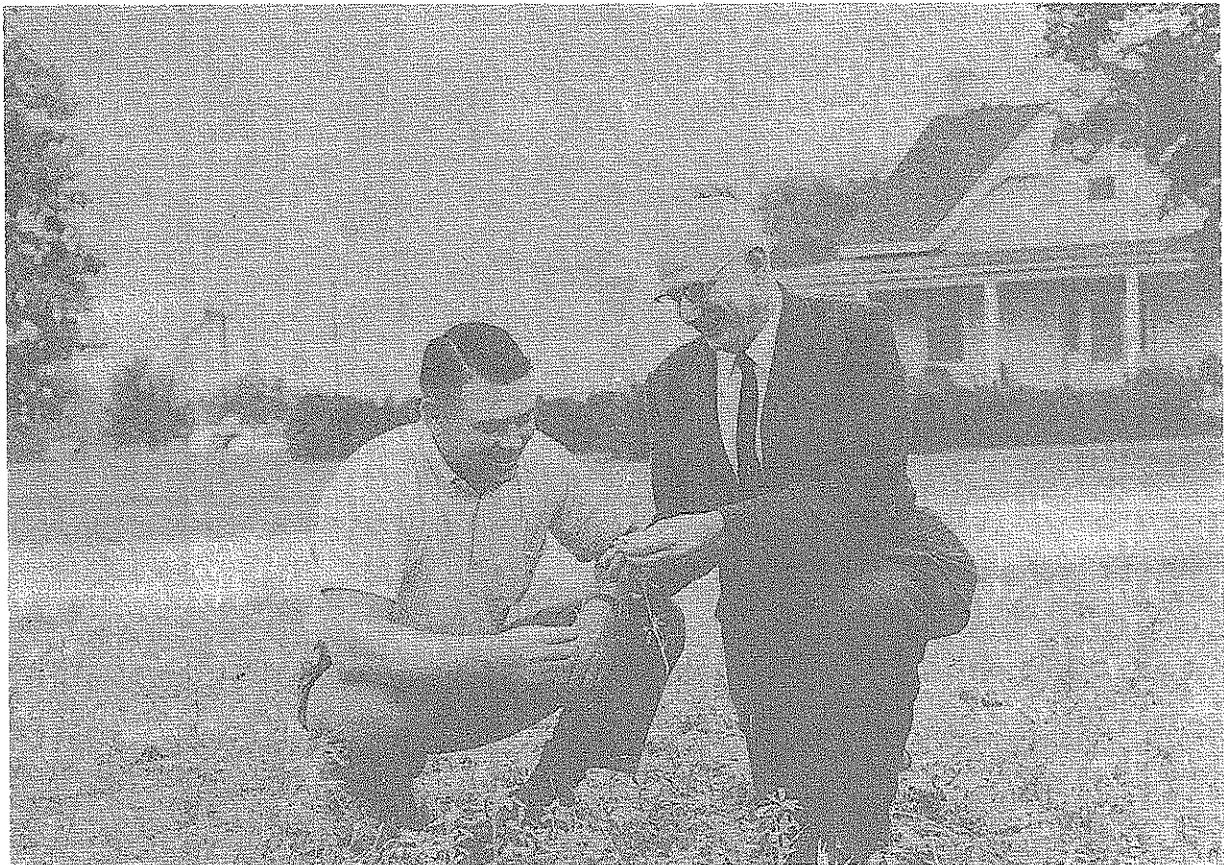
### Areas of Emphasis to Meet Needs

In view of the trends in farming towards larger units, increased specialization, increased mechanization, higher capital requirements, and the like, we believe that more instructional time must be devoted to the management phases of farming. With some groups emphasis is needed on certain basic units in agriculture, such as, soils, fertilizers, metals, insects, chemical weed control, and other similar units. Of course, more individual on-farm instruction devoted to farm planning, record keeping and individual problems and practices is important. In recent years our instructional program for young farmers has shifted somewhat from an improved practices and enterprise instruction basis to one of managerial decisions and basic instruction. In my opinion, we must move further and more rapidly in this direction.

We believe it is important that teachers continue to give emphasis to getting the young farmers to look at their total farming program from the standpoint of sound business management. For example, what does a young farmer do that realizes a profit and what are those enterprises or practices that fail to yield a profit? Is a particular piece of machinery justified in the operation or is the investment in machinery out of balance with the number of crop and livestock units produced? It seems that we have reached a point in farming where it is no longer a need for teaching how much fertilizer to use for maximum production, but how much fertilizer we should use for economical production. By the same token, we need not be as concerned with the pounds of concentrate a dairy cow will consume, but how much can we afford to feed her.

Where will the modern farmer find the answers to these and similar questions which we must use in planning and operating an efficient farm busi-





J. Byron Rockwell, vocational agriculture teacher, discusses points in renovating a forage stand with William E. Blalock, a Virginia Young Farmer member.

ness? These answers must come from accurate farm records and accounts which have been analyzed, studied and interpreted. These records should become the basis for the instructional program. In view of the fact that a vast majority of farmers do not keep and use adequate farm records, perhaps this should be the first major objective in the farm management instructional program.

#### In-Service Training

As we have moved into instructional programs with increased emphasis on farm management, teachers have looked to the supervisory and teacher training staffs for assistance through in-service training programs and in the preparation of teaching materials.

In 1960, we employed a staff member at VPI to devote full-time to in-service training of teachers in the area of farm management. We have used several approaches in establishing an in-service training program in this area.

1. Our first approach calls for the selection of a laboratory farm in each of the supervisory areas in the state. A thorough study is made of each farm and a plan developed to make the best use of

the farmer's resources. Groups of eight to fifteen teachers meet with the farm management specialist and develop plans for the laboratory farms. For further application, each teacher participating is expected to select a farm in his community and apply the knowledge gained from the training sessions. It is recommended that each teacher use the farm selected in his community to teach farm management by the same procedures used in the in-service training.

The second and perhaps the most important characteristic of material covered is that it emphasizes basic farm management or economic principles. These principles are important to farm management since a farmer must decide how his resources will be used.

2. The second approach which we have used is through two-week summer school sessions in farm management for selected and interested teachers. Here again, emphasis was placed upon basic farm management and the application of economic principles.

3. The third approach is through individual assistance and follow-up. During the current year our farm

management specialist is making a special effort to work individually with the teachers who have participated in the in-service farm management training program.

Although, there are a few modifications being planned and, of course, certain limitations, we believe that this approach to in-service training for vocational agriculture teachers is making a significant contribution toward improving and emphasizing farm management instruction. Of course, in-service training is needed, and is being provided in other areas, such as; soils, forestry, and agricultural mechanics. This discussion not only points up the tremendous in-service training needs for greater emphasis on farm management instruction, but also the need for pre-service education in this area for teachers of vocational agriculture.

#### Summary

When we look at the total needs for young and adult farmer training programs in our state we realize that we are only "scratching the surface." Herein lies one of our greatest challenges.

Looking to the future, in my opinion, greater emphasis should be given to providing more specialized training. This may be done by providing

special in-service training to different teachers, especially in multiple teacher departments. With a steadily increasing number of multiple teacher departments, it is possible to have some degree of specialization of teachers. Perhaps this should be encouraged where administrative arrangements can be worked out and qualified teachers can be employed.

The teacher must have enough time to study, plan and conduct the program. In this endeavor, we need the backing and support of the school administration rather than going our way alone. We must involve the school administration and school officials in planning for young and adult education programs in agriculture. □

It appears that adult education is being recognized more and more as a responsibility and a legitimate part of public education. If this trend continues, it should provide a much improved climate in which to develop effective, practical instructional programs for young and adult farmers. □

## Farm Tours Emphasized in Iowa YFA Program

WALLACE F. REIDEL, JR., Teacher of Vocational Agriculture, Calmer, Iowa



W. F. Reidel, Jr.

With the possible exception of your F.F.A. chapter the young farmer program is probably your best public relations program that your department can have. Young farmer class members know and they tell others that the vo-ag department is not only a high school program. Adult farmer classes can do the same thing but they don't seem as enthusiastic as young farmers. Young farmers are the men looking for help in solving their problems and if they find it in the vo-ag department they will tell others. If a school is thinking of dropping vocational agriculture or a school administrator is "anti vo-ag" I think that the young farmers would be a good asset to combat this for the department.

The members of a young farmer class are the best source of farmer replacements within a community. They are young enough to be able to assume a debt load, but old enough to be good credit risks for lending agencies. Without a young farmer program, a community is apt to lose this supply of young people to bigger cities, but with a young farmer program they might stay at home because they have an opportunity to share problems with the vo-ag instructor and possibly even more important class members in the young farmer program.

### Program Initiated in 1959

The young farmer program in my school is relatively new. The program was started in the 1959-1960 school year. The program includes a six member Young Farmer Council that advises on classes that they would like scheduled, sources of material and speakers, and special events that

they would like scheduled. The classes start each year in December and this allows us to get our twenty meetings in before field work gets too heavy. At one time classes were started after the first of the year, but when field work starts attendance drops.

The types of meetings we have are probably the same as most young farmer classes in any department. Some examples of meetings in the past are meetings on: Outlook, Taxes, Fertilizer, Record Keeping and Analysis, Credit, Cooperatives and others, but I would like to talk about some other phases of our program that supplement the classes.

### Two Farm Tours Each Year

Every year we take at least two tours with the young farmer group. We leave from school about 9:30 in the morning and return early enough for the class members to get home for chores. (This requires a good principal and superintendent because it means missing two of the three high school classes in my case, but the young farmer program is important and it is worthwhile, and the high school students can be working on something for vo-ag in the study hall.) We have taken industrial tours to meat packing plants, milk drying plants, feed companies, agricultural chemical companies and research farms. Tours within the school district have included, one conservation tour and several livestock management tours. Sometimes we visit only beef farms or hogs farmers but usually the tour is planned to include "all" livestock so that every young farmer will see something of interest. Plan livestock management tours in

advance so that the farmer that you visit will know when to expect the group and don't only include farms with expensive and fancy facilities. Pick farmers that are doing a good job of managing their operations with the type of equipment that the young farmers might have at home.

### Recreational Activities

After each young farmer class we use the high school gymnasium for basketball, volley ball or jumping on the trampoline. Young farmers are often right out of high school or at least young enough that these things appeal to them, and they look forward to a hour or two of recreation after the meeting. Recreation can't be the tail that wags the dog but it does help build the program.

Farm visits are important not only to visit with the young farmer about his farming program but just to let him know that you are interested in his establishment in farming and what he is doing and how he is getting along. I think that many times an instructor is likely to feel he didn't accomplish much on a farm visit if something concrete didn't develop as a result of his visit, but farmers like to have you visit because they know that you feel they are important and this goes a long way in helping your program and department. □

**J. R. Clary**, North Carolina, received his Ph.D. from Ohio State University and changed from assistant state supervisor of Vocational Agriculture to a similar position in the general vocational program. His responsibility in the new position will be with a new program, Introduction to Vocations.



P. J. Myers

## For Teachers of Young Farmers

PRINGLE J. MYERS, Coordinator of Vocational Agriculture, Chatham, Virginia

J. Powers Pullen taught vocational agriculture for more than 40 years. During those years his work with young and adult farmers won high praise from everyone who knew him, especially his fellow teachers and supervisors. Because "Jack" Pullen (as his close friends know him) retired June 30, 1964, as teacher of vocational agriculture at Whitmell High School, Dry Fork, Virginia, this seemed an appropriate time to seek suggestions from him which have implications for teachers of young-farmer classes. The suggestions stated by this experienced teacher during an interview are summarized below.

1. The extent to which a young-farmer class is successful depends mainly upon the local teacher of vocational agriculture. To be successful the teacher must like his work, possess enthusiasm and impart it to others, be a wise counselor, and realize that much teaching is done by precept and example. There is much truth in the statement: "the secret of happiness is not doing what you like but liking what you do."

2. Enrollment in a young-farmer class should be limited to approximately 30. (A waiting list for enrollment in the young-farmer class at Whitmell High School has been kept for a number of years. Those on the waiting list are enrolled as conditions permit to maintain a total of about 30.)

3. The young-farmer class should be an organized group similar to a local chapter of the Future Farmers of America. Class officers should be elected and should carry on the business of the association.

4. The instructional program should be planned with the young farmers. No adequate substitute has yet been found for an advisory committee whose members are enrolled and are vitally interested in the young-farmer program. The officers of the local association might serve as the advisory committee. Each enrollee should be given some responsibility and should actively assist in carrying out the program.

5. Available specialists should be used as resource people, but the teacher of vocational agriculture should accept responsibility for the instruction and should do the teaching, including the follow-up phase.

6. A recreational family get-together should be included in the program at least once a year. The wives look forward to such events as much as do the young farmers.

7. Frequent visits by the teacher to the farm of each young farmer enrolled to learn the conditions on the particular farm and the problems faced by the farmer is a "must". To be most effective, each such visit should be planned in advance to avoid, as far as possible, interrupting the young farmer's work and to permit the teacher and young farmer to make any preparations necessary. In connection with what a teacher should do during a visit to the farm of a young farmer, the following practices were stressed:

a. Greet the young farmer and make a special effort to speak to his wife and other members of his family. A man highly respects anyone who shows an interest in the members of his family. Also, the wife, if sold on the young-farmer program, will remind her husband of meeting dates, have his meals on time, and otherwise aid him in attending class meetings regularly.

b. Give special attention to those things in which the young farmer expresses interest.

c. Evaluate with the young farmer his progress toward solving each problem previously recognized, especially if the problem has been studied and discussed.

d. Carefully inspect such things as crops, livestock, timber, ponds, buildings, equipment, and tools.

e. Note new problems mentioned by the farmer as well as those discovered by the teacher during the visit. The teacher should keep in mind that the instruction he provides should be based on the problems of his students.

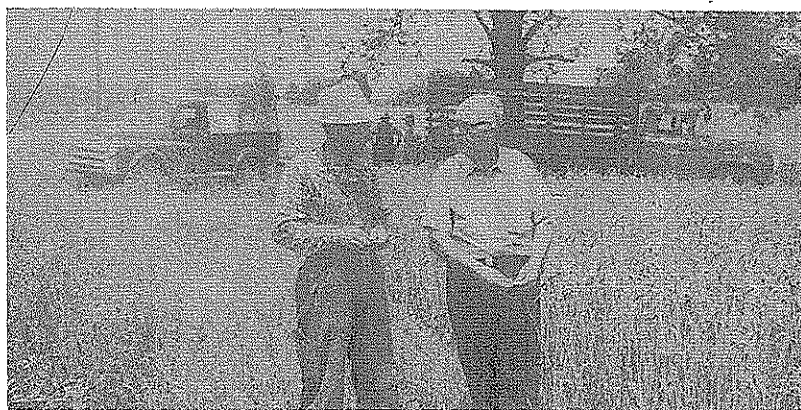
f. Check the farmer's farm records for completeness and accuracy. Farm records should provide the farmer information for making decisions in connection with the operation of his farming business.

g. Assist the young farmer whenever possible. For example, help him locate land which may be purchased and aid him in making financial arrangements for purchases.

h. Make constructive suggestions but do not bluff. If you do not know the information the farmer needs, make a note of it and secure the information for him as soon as practicable.

i. Constantly be on the alert for

(Continued on Page 122)



Young Farmer, Luther Payne, (L) discussing harvesting and marketing wheat with vocational agriculture teacher, J. Powers Pullen.





H. D. Brum

One of the significant trends in Young Farmer work is the organization of a State Young Farmer Association. The State Young Farmer Convention is usually the high point of the activities of state associations. Young Farmers and their wives look forward to the convention. They expect it to be a function of a caliber which will demand the respect of other groups in our society.

Young Farmers and their wives are dynamic and intelligent young people and as America's businessmen farmers, they expect their convention to help them in their profession. They also want it to help them receive recognition from their neighbors.

Young Farmers and their wives have tremendous leadership and organizational ability. Too often, they are not encouraged to exercise these abilities in planning and conducting their convention. When Young Farmer and Young Homemaker officers are encouraged to take the lead in convention planning, programs are more likely to be in keeping with the desires of the members.

State Staff members who work with Young Farmers should encourage them to take the lead in making and carrying out decisions concerning convention planning. Staff members often fail to recognize the fact that although the Young Farmers they are working with are competent young adults, well educated, and capable of making decisions involving thousands of dollars, they hesitate to let them take the initiative and assume the responsibility for planning a state convention.

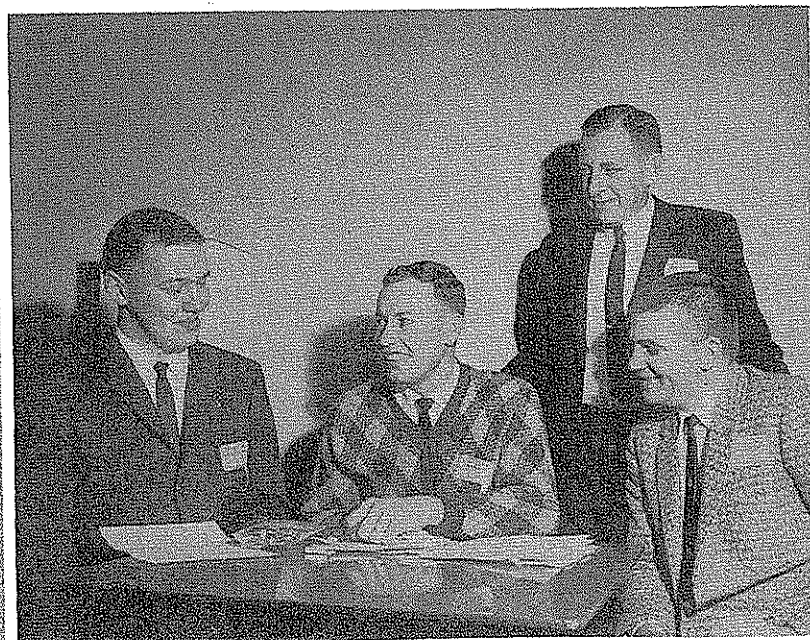
Young Farmers and wives can assume a leadership role in organizing successful Young Farmer Conventions. Their ideas concerning the location of the convention and program content are likely to appeal to all members. State Staff members can do a great deal to promote successful conventions by encouraging Young Farmer leaders to take the initiative and assume responsibilities for planning and conducting the program. Programs planned, organized and conducted by Young Farmers are better able to meet the educational, inspirational and social needs of those who attend. □

## Organizing the State Young Farmer Convention

H. D. BRUM, Supervision, Columbus, Ohio



Young Farmers and their wives are interested in receiving awards for outstanding accomplishments. A Young Farmers success often depends on the help received from his wife and vocational agriculture instructor. Vocational agriculture instructors serve in a key advisory capacity to Young Farmers in convention planning. Here is the Ohio Young Farmer of the Year and his wife being presented a plaque and check by his vocational agriculture instructor.



Young Farmer officers carefully plan the business meeting part of the convention. Here a committee of Young Farmers assisted by a state staff member are interviewing a prospective YFA officer.

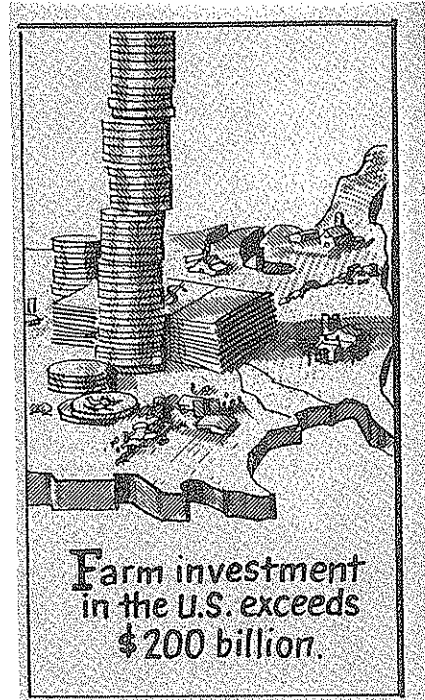




Young Farmers and their wives enjoy having their convention in plush surroundings. These three couples are shown as they arrive at a famous Columbus Inn for the Ohio Young Farmers Convention.



Good planning on the part of Young Farmers and Young Homemakers pays off. A program for Young Farmers wives is an important part of the convention. The smiles on the faces of committee members indicate the success of their planning.



**G. H. Morrison** was promoted to professor and teacher trainer in Agricultural Education, June 1, 1964 at Sam Houston State Teachers College.

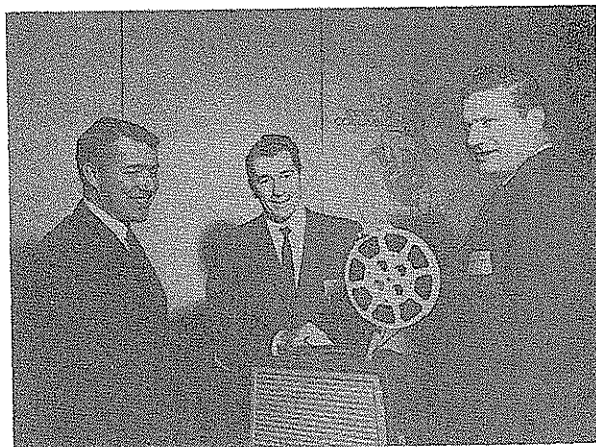
**Vannoy Stewart** was advanced to associate professor and teacher trainer in Agricultural Education June 1, 1964 at Sam Houston State Teachers College.

**T. J. Honeycutt** was appointed as instructor in Agricultural Education June 1, 1964 at Sam Houston State Teachers College.

"No man lives without jostling and being jostled; in all ways he has to elbow himself through the world, giving and receiving offence." Thomas Carlyle.



Other agricultural agencies are often involved in good Young Farmer Conventions. Here the President of the OYFA is presenting an outstanding services award to the State Director of Agriculture for his part in making the program a success.



Good Convention programs involve friends from business and industry. Here Lowell Brooks, of Massey-Ferguson, prepares to introduce their film "The Businessman Farmer", which features the Past President of the Ohio Young Farmers Association. Looking on are the OYFA President on the left, and the author and Executive Secretary in the Center.

## Both Sides

# Young and Adult Farmer Classes Should be Separate!

RICHARD HUMMEL, Teacher of Vocational Agriculture, Spencerville, Ohio



Richard Hummel

past.

It would seem that there should be no question but that if the courses are to be effective, they should be designed to meet evident needs. If this be true then most all vo-ag departments should conduct separate courses for young and adult farmers. Too much emphasis in the past has been the department that has gathered in large numbers of farmers using "gimmicks" to secure these people so the final report of the course looked good to those concerned.

There are several points of view to consider as reasons why separate courses should be offered.

### Young Farmers More Progressive

The primary point in favor of separate Young and Adult Farmer classes relates to the teaching done in the classes. In general, the young farmer of today is more progressive and more eager in his quest for agricultural knowledge than the older farmers. In order to demonstrate this in the evening classes, this group has told me many times they feel "free-er" to discuss these problems when in their own age group. When a mixed class is held, these young farmers won't respond as readily because it seems the older farmers will dominate the discussions.

The trend today is to break these classes down more into smaller groups to teach, e.g. "Analysis of Farm Records in Farm Management" to groups

of six or eight farmers. This type of teaching gives the teacher and the farmer a greater opportunity to teach and learn, especially in the area of farm management. There seems to be more problem solving on an individual basis taking place and the relationship between the vo-ag teacher and the farmer is more desirable.

Having separate classes for young and adult farmers enables the teacher to set up series of meetings covering the areas these farmers desire. For example, the young farmer may need material covered on subjects in which the adult farmer may already be proficient. Most young farmers have a great desire to study fertilizers more in detail even so far as the chemistry involved with soils and the chemistry of fertilizers and fertilizer materials. In the area of farm finance, young farmers have different problems than do older farmers. Adult farmers may on the other hand be more interested in farm law, deeds, wills, social security and other problems facing them later in life.

### Young Farmers More Adept in Farm Mechanics

Another real advantage in separate classes is in the area of teaching farm mechanics through planned two or three day workshops. The needs in this area vary. The adult farmers usually have had little or no welding instruction where the young farmer group has had welding instruction in detail while in the high school vo-ag program. This enables the teacher to teach a new skill to the adult farmers, and, if some in the young farmer group has had no training, a shift in groups can be made and a real teaching situation exists.

Many young farmers are capable of completely servicing a farm tractor, whereas some older farmers may not want to attempt this skill. Sep-

arate classes enables the teacher to set-up workshops to meet the needs of his group in the various areas of farm mechanics.

Another point, not to be overlooked, is the variance of the social needs of the young and adult farmer age groups. Most of the farmers in the adult group are already members of many organizations, both social and civic, in the community. Therefore the vo-ag department doesn't need to help fill this area for the adult group. However, the young farmers are just beginning to become active in community social and civic activities. I think this is an important function of the vo-ag department in sponsoring an active Young Farmer program to meet the social needs of this group. Young Farmer Associations on a state and local basis are becoming stronger. Here is the chance to get the entire young family involved in farm and industrial tours, Young Farmer camping programs, and social functions. Let's not waste the great wealth of leadership developed while in F.F.A. during high school days. The adult groups are already involved in the leadership capacities of the various organizations in the community.

Separating these groups is a real method of reaching more farmers in the community in a multiple teacher department where separating the groups works best. The trend seems to be to more of these departments where one teacher can work with each group. Team teaching can be used, and occasionally men from each group can assist the other group. It has been said many times that a good young and adult farmer program can sell the vocational agriculture department to the community as the agricultural education agency in the area. Conducting separate classes surely will do this for any community. □

# of the Issue

## Young and Adult Farmers Can be Combined!

H. C. HORSTMAN, Teacher of Vocational Agriculture, Anna, O.



H. C. Horstman

As teachers of vocational agriculture we are all interested in developing an effective young and adult farmer program. How this is to be done will depend on the interest and cooperation of the young and adult farmers in the local community.

In the year 1962-63 296 Ohio Vo-Ag teachers conducted a young and/or adult farmer program. Only 76 teachers conducted a separate program for both groups. The preceding year only 46 teachers conducted a separate program.

Having conducted both combined and separate programs, I find there are advantages in having a combined program. The chief advantages found in conducting this type of class is that (1) it reduces teacher load, (2) young farmers can benefit from adult farmers' experiences, (3) many problems of both groups are similar, (4) and teaching of both age groups presents no particular difficulty.

### Reduction of Teacher Load

Whether you spend from 40 to 70 hours a week on the job depends on many things. The fact remains it takes time to plan and conduct the total vo-ag program. Besides the all-day program—FFA, civic, community, church, and social activities take up much time.

Most vo-ag teachers like to spend at least one night a week with their family. With both young and adult farmers in a separate class means two evenings per week. Considering all the other activities, time spent with the family is certainly doomed. Ask the wives of vo-ag teachers. We do have a responsibility to our families. Divorce, separation, and juvenile delinquency are much too high. Most

of our families are reasonable in their requests. But let's not sell them down the river.

In addition to the above, many of us participate actively in our professional organizations. In addition to this some of us use another night improving our professional growth by attending a college course.

How thin can we spread ourselves without sacrificing quality in our instructional program? The energy we have is limited too. In terms of horsepower, we need plenty of it.

### Young Farmers Can Benefit From Adult Experiences

Our evening classes provide a good place for exchange of ideas. These young farmers appreciate the adult viewpoint. Above all it's coming straight from the horse's mouth. The chance of getting poor advice from a group of adults in the presence of a qualified teacher should be practically nil.

I have had quite a few young men, who were quite verbal in class, that have enjoyed this relationship.

### Many Problems of Both Groups Are Similar

While many advocate that the needs and problems of young farmers are different than that of their elders, one can also find many similarities. For example, the yearly farm outlook, recommended seed varieties, farm programs, production problems, weed control and others.

A few separate meetings slanted toward the young farmer might be more successful if there is a need. However, it is surprising how many classes can be successfully combined with some care given to the selection of the topic and in planning the class session.

If this is the case, why hold two meetings on the same subject unless the size of the group served would warrant separating it. Or unless young farmers expressed a need for a separate group.

If we were to hold a class meeting explaining the upcoming 1965 wheat program, wouldn't it be pretty ridiculous to ask the young farmers to come in one night and the adults another, just for the sake of having two meetings or serving two different age groups.

### Teaching of Both Age Groups Presents No Particular Problem

Here again some of the proponents of separate classes would like to have you believe that we get into all kinds of problems when we mix age groups. They contend the younger group will be less verbal because they lack experience and confidence. I believe that the topic under discussion may have some bearing on the contribution by each, however, if new facts are presented by the teacher and learning takes place instead of merely rehashing what already is commonplace knowledge, then contribution to the class will be freely made by both groups.

I am sure many of you have attended college classes where we have experienced both young and old and have found the class to be successful. To be sure we always find exceptions where a "crack-pot" or a "know it all" likes to monopolize the situation. This is also true when we have separate classes.

In conclusion I feel that each teacher must size up the situation in his local community as whether to have a separate or combined class. Certainly the needs and wishes of the farmers in the community should be the guiding yardstick.

In some communities, out-of-school education in agriculture is thriving while in other places it is falling flat on its feet. The fact remains that education does not stop when we graduate from high school. Farmers who are served by a vocational agriculture department are fortunate in that they can receive a continuing education. The benefits are truly theirs. □



L. M. Jewell, Jr.

# Some Guides for On-Farm Instruction for Young Farmers

L. M. JEWELL, JR., Assistant Supervisor, Vocational Agriculture, Richmond, Virginia

One of the primary purposes of every young farmer program is to provide instruction that will meet the needs of each young farmer in carrying out a successful farming program. If this is going to be accomplished the importance of on-farm instruction cannot be over emphasized. Classroom instruction is an important phase of the instructional program, but instruction must not stop here. Many of the jobs taught to the group in the classroom must have individual follow-up and supervision on the farm.

Each young farmer has individual problems in connection with his farm program. If the instructor of vocational agriculture is going to make a real contribution to the young farmer's successful operation, he must use every opportunity to assist him in reaching sound management decisions. In many instances the individual's farm is the best place to assist him in reaching these decisions.

## Planning for the On-Farm Instruction

Before making each visit to the farm the teacher must be thoroughly prepared on the job to be taught and ready to assist the young farmer in solving any problem that may arise at the time of the visit. In order to better prepare himself, there are several things that should be done prior to the visit.

1. Know the farm, the farm program and the young farmer.

In order to lead the young farmer in making sound decisions the teacher must know the farm and the farm program. He must be familiar with the farm enterprises and the practices carried out on each. He must know the soil and its capabilities. He must know the young farmer—his interest, abilities, and limitations.

2. Prepare for the instruction to be given.

The instructor should prepare himself on the subject to be taught. He should have the latest approved information on the subject and be prepared to pre-

sent it in such a way that it will be most useful to the young farmer.

3. Assemble visual aids, equipment, supplied and other teaching materials.

Many areas of on-farm instruction should go beyond the telling stage. Students learn by seeing and doing. Demonstrations are often an effective means of teaching. The instructor may want to give a demonstration and then have the young farmer perform the job while he is present to assist and supervise.

4. Make the instruction timely.

Plan your on-farm instruction so it will be timely. The young farmer will be more interested in the subject if it is one that needs his immediate attention.

5. Try to anticipate new problems that may arise and be prepared to assist the young farmer with them.
6. Notify the young farmer prior to the visit.

Let him know what time you plan to arrive at his farm, and determine whether the time is suitable for him.

## Conducting the On-Farm Instruction

1. Be on time.

Young farmers are busy. If they are going to receive the most from your instruction they must plan their schedule to be with you while you are on the farm. Try to be there at the scheduled time.

2. Accomplish your objective.

Use the teaching techniques that will be the most effective in accomplishing your objective. Keep your objective before you and accomplish it whenever practical. However, keep in mind that there may be occasions when the young farmer may need your help on problems that are more pressing and more timely than the in-

struction you had planned. Try to anticipate such problems and be prepared to assist him in making sound decisions. In case you do not teach the job you had planned, make arrangements to visit him later to discuss the subject.

3. Provide the young farmer with any bulletins, plans, approved practices, or other written material that will be helpful to him.
4. Make use of small group instruction.

Two or more young farmers may have a similar problem and need instruction in the same area of work. It may be helpful to bring them together on the farm of one of the young farmers that offer the best teaching situation. This will provide the teacher with a good teaching situation and give each young farmer an opportunity to participate in the discussion. This instruction may need follow-up and supervision on each individual's farm.

5. Plan for future instruction.

Observe the practices being used by the young farmer on his farm. Make use of each visit to become better acquainted with his needs and problems and use these observations as a basis for future instruction.

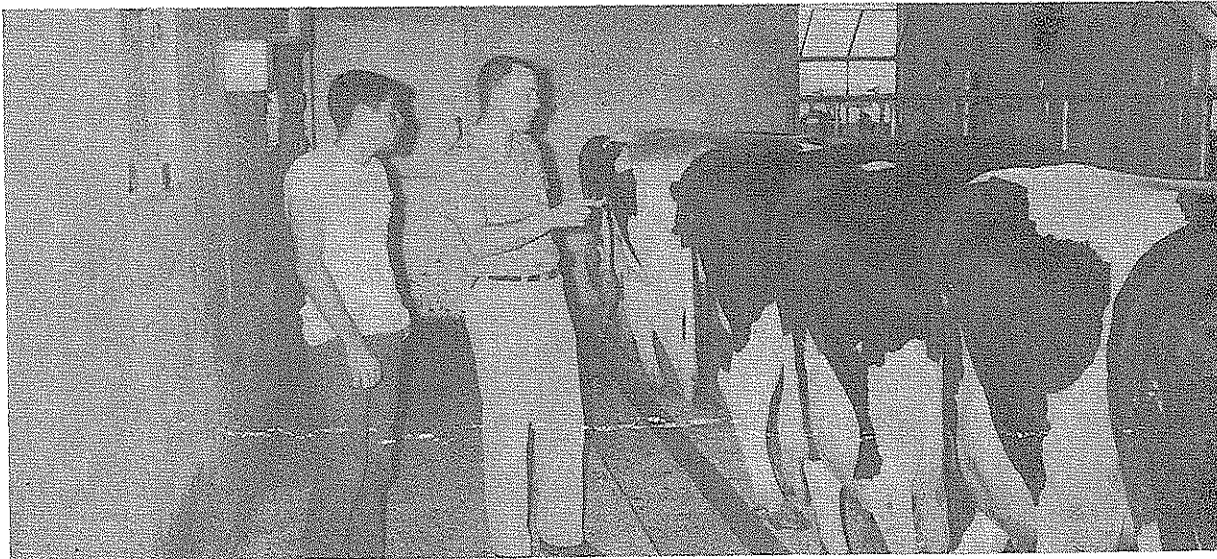
## Evaluating the On-Farm Instruction

An evaluation of the on-farm instruction will be helpful to the teacher in determining the effectiveness of his instruction and serve as a basis for improving future instruction.

The instruction can be evaluated in terms of the contribution it is making to the success of the farming program. Several examples of things which should be considered are:

1. The attitude and interest of the student.
2. Approved practices being used as a result of the instruction.
3. Livestock and crop production





D. Mason Ware, a Virginia teacher of vocational agriculture discusses mastitis control with a Louisa County Young Farmer, Robert Norton.

records.

#### 4. Efficiency factors.

Evaluation of the on-farm instruction should be continuous and the instructor should strive to improve the effectiveness of this important phase of the instructional program. □

#### Virginia Young Farmer Association

The history of Virginia's Young Farmer Groups goes back to the twenties. They were an outgrowth of "part-time classes". Many of the "part-time classes" elected officers, set up objectives, and planned their local programs. Before the State Association was formed, young farmer groups were entirely local organizations of individuals enrolled in these classes. By 1951 the interest of local young farmers, teachers, principals, and superintendents in a state organization had become so great that a meeting was held in Roanoke, Virginia on March 23-24 to decide whether or not an organization should be formed. The delegates enthusiastically voted to form an organization of, by, and for young farmers.

In the first year of the organization 37 charters were issued to local associations. The number of chartered associations increased to 58 in 1952 and there has been a steady increase in the number of local associations affiliated with the State organization.

The State Association holds an annual convention, sponsors certain contests, and provides guidance and assistance to the local associations. During the convention the winners of the State sponsored contests, such as, Outstanding Young Farmer Family, Outstanding Young Farmer Association, and Corn Growing Contest are recognized. Time is provided in the

Convention Program for the State committees to plan the activities of the association for the coming year. The State Young Homemakers Association hold their State Convention at the same time and a joint banquet of these two organizations highlights the Convention Program.

During the past year 199 Virginia teachers of Vocational Agriculture conducted local young farmer programs as a part of the total program of vocational agriculture. These teachers enrolled 2,390 young farmers in their organized classes and held an average of 17 meetings per class. In addition to the organized group instruction, individual instruction on the farm played an important part in the instructional program of each young farmer. Virginia teachers made 10,661 farm visits—an average of 4.5 visits per member—to provide individual on-farm instruction.

During the past few years increased emphasis has been placed on problems in farm management. Many of the problems can best be handled by working with members on their individual farms. Through on-farm instruction the teacher is able to lead the student into making sound management decisions. Planning the crop and livestock program, determining a winter feed supply, and planning the wise use of farm credit are only a few of the areas considered in student-teacher planning. □

—————  
 "That judges of important causes should hold office for life is not a good thing, for the mind grows old as well as the body." Aristotle.

### People in the News

**Dr. D. L. Blake** was promoted July 1, 1964 from instructor to assistant professor in the Department of Education, Iowa State University.

**Dr. Forrest Baer** who teaches a special methods course in Agricultural Mechanics, Iowa State University, was promoted to assistant professor of agricultural engineering.

**Clarence E. Bundy**, professor of Education, Iowa State University, was named Outstanding Educator of 1964 by the Beta Chapter of Phi Delta Kappa

**Professor Von H. Jarrett** was transferred from the College of Engineering to the department of Agricultural Education, College of Agriculture, University of Utah February 1, 1963 and was advanced to associate professor July 1, 1964.

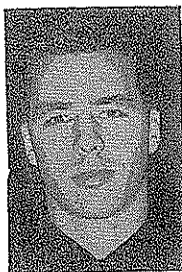
**J. L. Moses** was advanced to professor and director of Agricultural Education, June 1, 1964 at Sam Houston State Teachers College, Huntsville, Texas.

**Dr. H. E. Beam**, North Carolina, has been promoted to associate professor. He received a grant for special study in adult education at the University of Chicago for the 1964 summer session.

**C. H. Rogers**, North Carolina, was advanced to assistant professor.

The name of **South Dakota State College** was changed to South Dakota State University July 1, 1964.

**Professor Jacob J. Tejada** was appointed July 1, 1964 as Extension training officer in the new department of Agriculture and Extension Education. He was a member of the Extension Service, University of New Mexico.



Clive Sutherland

Picture a Vo-Ag department in a medium-sized high school set in the heart of Michigan's fruit belt. Twenty-five boys file into the classroom and take seats at the work tables. After answering to roll call, six boys huddle in the corner of the room to continue studying pear blight—its causes and some ways of curbing the disease that has wrought havoc among local orchards. Five boys gather around the instructor who helps them plan their next activity.

Meanwhile, fourteen boys eagerly head through a door to the workshop. Four of them begin work on a tractor engine which needs repair. Three others use the welding unit and start shaping pieces that will become a tractor-mounted snow-plow. The remaining students group themselves around the sheet-metal center where they observe a demonstration by an expert in the trade. At one point the demonstrator stops momentarily to remind the boys of the safety precautions which must be taken when working with sheet-metal tools. His manner is kindly, yet business-like. His entire approach to the task commands attention from the boys. It is apparent that he knows the trade and is enjoying the session.

At first glance this scene of constructive learning appears to be typical of a high school Vo-Ag department. Unusually efficient, you say, but nevertheless the sort of thing you expect to see in a modern high school. Knowing that not all boys want to become full time farmers, the school has provided a variety of training to allow each boy to make the most of his potential. This is not an unusual philosophy for a school to hold regarding its educational program, yet there is an unusual feature to Fennville High School's Vo-Ag department. This is the use of a team of specialists. The specialist in instruction is the regular teacher, Clive Sutherland. The specialist in applied skills, the extra feature of this program, is assistant teacher, William Bushee.

Mr. Bushee's presence in the Vo-Ag program is no accident. Fennville's Agriculture department and administration, faced with the question of how best to provide the maximum in



Ag Mechanics students practice skill under watchful eye of assistant teacher Bushee

## I Use an Assistant Teacher

CLIVE SUTHERLAND, Teacher of Vocational Agriculture, Fennville, Michigan

opportunities for its students, concluded that a team approach might be the answer. Intensive study of the Vo-Ag program indicated that the variety of skills to be taught was so great that one teacher could not be expected to cope with all facets. It appeared that a second person was needed, one whose talents would complement those of the regular teacher and whose efforts would help provide situations for much individual instruction. In Mr. Bushee the school found the right qualities for the job. Here was a man whose ability to work with young people was especially suited to the assigned task and whose work experience could serve well in helping boys acquire skills which would suit them for the work world.

### Mechanical Experience Needed

Mr. Bushee is first of all a man of varied experience. "I was born and raised on a farm," he related in a recent conversation. "By the time I had finished high school I had experience in dairy, beef, and fruit farming, including the operation and maintenance of much of the machinery that is a part of such farm management." Being a man of few words, Mr. Bushee gave no indication of how this background led him into the field of gas station work in his early adult years. Perhaps it was the experience with farm machinery that landed him the job of mechanic at the station. His duties included body bumping,

painting, and the refinishing of automobiles, skills which he is able to demonstrate in the Vo-Ag classes when called upon.

During World War II he was employed at the Borg-Warner Corporation where he successively operated lathes, milling machines, and drill presses. For the past fifteen years Mr. Bushee has owned and operated a sheet-metal shop, training his sons in the trade as he developed the business. At the present time, since his work at school is a full time job, Mr. Bushee's son is in full charge of the sheet-metal shop.

Besides the actual skills which he brought to the job of Assistant Teacher, Mr. Bushee has an unusual talent for working with young people. His quiet manner brings out the best in the boys with whom he works. Not only does he help them develop competency in their work, but he helps them acquire an attitude about their efforts which shows in improved deportment of the boys throughout their school program. Students respect him, both for the skill with which he carries out his duties, and for the standards of excellence that he pursues.

### Planning Sessions For Team Approach

Working in cooperation with the Vo-Ag teacher involves a variety of clerical assignments, as well as the demonstration situations, and this teaming of specialists calls for joint sessions to plan units of work. While



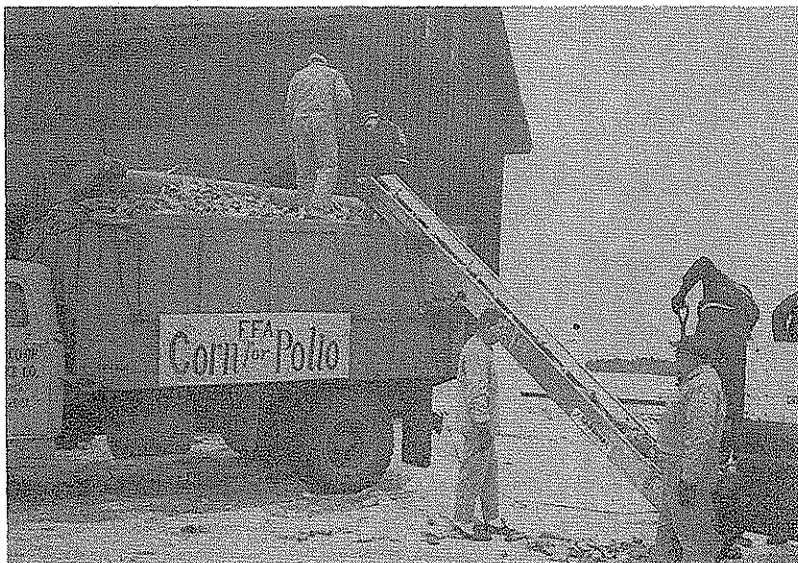
Vo-Ag teacher Sutherland and assistant teacher Bushee work over their plans.

the Vo-Ag instructor establishes the content of the units and considers the teaching aspects of the plans, the assistant teacher is able to make suggestions about techniques of teaching skills from the viewpoint of the experienced workman.

This brief summary of the role the assistant teacher plays in the team approach to Vo-Ag instruction hardly tells the whole story of the interaction between teacher and assistant teacher. As the program moves ahead there will undoubtedly be additional opportunities to improve the team approach. This assistant teacher has been with the department for a year now and it is already obvious that in selecting him for the team-mate, the administration made a wise choice.

One final comment seems pertinent at this point. This assistant teacher is active in this community's civic affairs. Having been on the town's council for many years, he is now serving a term as mayor. It is such links between the school and the community which do much for improved school-community relations. Though this aspect was not considered when he was chosen for the Vo-Ag program, it seems to be a bonus for which the school can be grateful. On the other hand, this man is not all one-sided. His is not a life of all work and no leisure. Last week as he sat over his coffee in the faculty lounge the conversation turned to folk music. His blue eyes sparkled as he related that for three hours on the previous Sunday his family had sat around the phonograph listening to the Burl Ives' album of *Folk-Music in American History*.

Fennville feels that its team-specialist approach to Vo-Ag instruction is a long step toward providing the educational opportunities which its students need and deserve. No small part of the success of the plan has been due to the special qualities which the assistant teacher brought to his job. □



## Wisconsin FFA Project— Corn for Polio

DONALD R. LaBERGE, Teacher of Vocational Agriculture

Each year the FFA chapters in Eau Claire County, Wisconsin, conduct their "Corn for Polio Drive." The FFA members of Augusta, Fall Creek, and Eau Claire chapters collect corn, small grains, hay, straw, old batteries and other objects of value. The donations are sold to local elevators and the proceeds are turned over to the March of Dimes. Also considerable cash donations are accepted.

On January 18, 1964, about 100 FFA members covered the rural area of Eau Claire County, taking donations for the March of Dimes. The group collected over 60 tons of corn, 7600 pounds of oats, 1300 pounds of shelled corn, rye, and soybeans, 1 ton of hay, 100 batteries, a few potatoes and \$640 cash for a total of \$2689.39. This program is highly accepted by the rural area, as it is often easier to give corn or grain, rather than cash.

The FFA coverage of the rural area has been so thorough that other March of Dimes solicitations have been dropped.

The program is planned by the FFA officers. The available members are divided into groups, and each group has a definite area to cover. All trucks are donated and driven by the FFA members.

The advantages of the program are:

1. All FFA members participate. This gives Greenhands an active part in some chapter activity. □

2. A community service activity.
3. Good public relations for the chapter. Extensive coverage on radio, newspapers, and television.
4. It meets the needs of the rural people.
5. It gives the members a chance to demonstrate leadership and cooperation.
6. It gives the members a chance to meet and deal with the public.

The mechanics of the program are quite simple. Representatives of the three chapters set the date several weeks in advance. Publicity is prepared to cover all areas. Markets and prices are determined beforehand. Each donated truck has three FFA members, to work in a predetermined area. All members work in their home area, where they are known by the people. All collections are turned in at a central point.

All trucks and members have proper identification and March of Dimes receipts are given for every donation. Each chapter keeps an individual record of donations, and then a county total is given.

The FFA chapters have received national recognition by the March of Dimes program. It is certainly worth the effort put into the program, and a wonderful feeling to know that maybe you have helped save someone's life. □



W. B. Coleman

# Young Farmer Program Keeps Members Busy

WICKHAM B. COLEMAN, Teacher of Vocational Agriculture, Ladysmith, Virginia

The primary purpose of a local young farmer organization is to educate the members of that organization. A challenging local program is the best way to accomplish this objective.

Certainly no group of farmers are confronted with more complex problems than our young farmers today. Anyone who is familiar with farming conditions is conscious of the fact that each young farmer wants and needs help. Farming has become complex and expensive. It takes more technical "know how" than ever before to become successfully established in farming. Young farmers recognize these challenges that they face and are eager to participate in programs that are designed to meet their needs.

### Broad Programs For Diversified Agriculture

Any successful young farmer program must be based on the interests and needs of the young farmer members. In many cases the members are operating many types of agricultural enterprises. With this diversification it is extremely important to include in the yearly program of work teaching units that will help solve the problems of the young farmers in many areas. Many of these problems have to be solved with the young farmer on an individual basis on his home farm during a well-planned visit.

Any effective program should be planned by the members, with the assistance of the local advisor. This should be done previous to the first meeting of the year and copies of the year's program distributed to all members. It is extremely important that each member have committee experience on at least one major committee each year.

Good instruction with members participating in the meeting is a key factor to the success of a local program. In instructing young farmer classes, it is well to use a combination of teaching methods. The program chairman and the instructor usually decide on the best method of presentation for the particular meeting.

### Officer Responsibility

The officers of the local association should assume the leadership role in conducting the business of the association. This provides a wonderful opportunity for the members to develop leadership, under the direction of their teacher of agriculture. The business session should be brief, usually not over one-half hour. Young farmers tend to lose interest if business sessions are long and poorly planned. Parliamentary procedure should be used in conducting all business sessions.

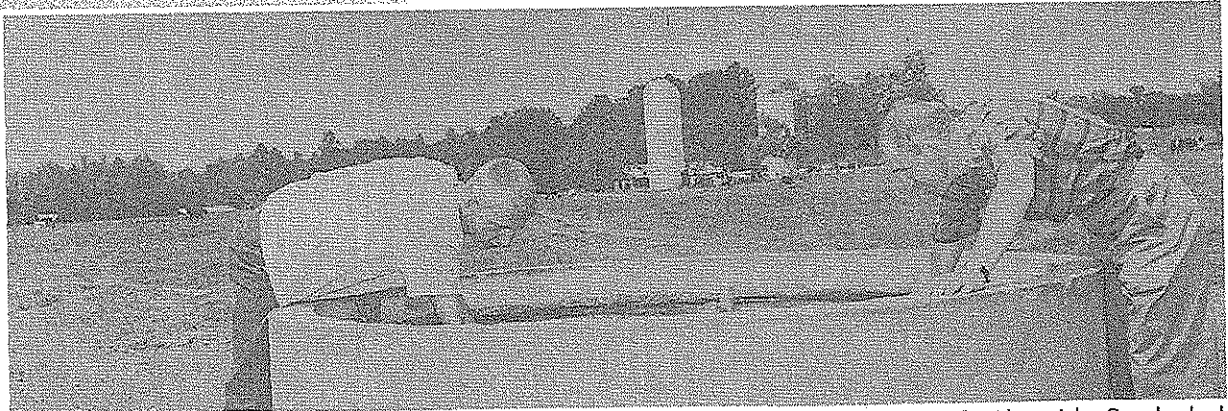
Many young farmer associations utilize extra activities to increase the interest of the members. Socials are held by some young farmer groups

at the end of each meeting. This gives the members an opportunity to socialize and discuss their problems informally. It may be appropriate for this part of each meeting to be a joint affair with the local young homemaker group, especially if both groups meet the same night. Such activities have a definite place in the program, but should not be allowed to replace the instructional period.

Each member in a good young farmer association is kept busy during the year carrying out the objectives of the organization. Through this participation the member will feel that he is a member of an organization that will not only help him solve his problems, but also an organization that is making his community a better place in which to live. □

### From Former Issues

Writing in the April, 1932 issue, S. S. Sutherland said, "The reason that most of us fail to get our pupils to make good project plans, may be summed up in one sentence: We expect 14 and 15 year-old-boys, who have had neither the opportunity nor the training to do much thinking for themselves, to do one of the most difficult types of thinking of which the human mind is capable—original planning. The result is, the carelessly worded, generally stated, paragraph length project plan of which all of us is more or less familiar."



Vo-Ag Instructor, W. B. Coleman, C. T. Smith High School, Caroline County, Virginia, and Young Farmer President, John Orrock, check one of the automatic waterers installed by young Orrock on his farm. Source of water is a farm pond. Orrock is a past State FFA Vice President and at present is President of his local Young Farmer Association. He farms in partnership with his father and two brothers on the 900 acre home farm.



# Do We Take Our Work as Agricultural Educators for Granted?

HOWARD P. ADDISON, Teacher Education, University of Maryland, College Park

Is it too much taken for granted by North Americans? In conducting our vocational programs, do we overlook or underplay key principles of vocational agriculture and the aspects of its development so vital to the success of the program?

Is too much taken for granted by North Americans? In conducting our vocational programs, do we overlook or underplay key principles of vocational agriculture and the aspects of its development so vital to the success of the program?

I've been prompted to raise these questions because of my contact with groups of Brazilian educators during the past two summers. These men were directors and supervisors of agricultural education in their country. In visiting our country these Brazilian leaders wanted to see how vocational agriculture, rural youth clubs and other organizations function in the United States.

## Some Key Questions

As I worked with these men, several questions began to come to the front. What is meant by the problem-solving approach to teaching? Is it effective? How can an instructional program be oriented to the theme "learning by doing"? Why should students be asked to follow the rather difficult procedures involved in the project method? Is vocational teaching really different from sound academic instruction? If so, in what ways and why? Why should the public schools undertake an adult education program?

Through discussion of these and other questions our visitors came up with several conclusions which they felt to be significant, and which they are now attempting to put into their own programs. I am repeating some of their conclusions along with the questions which inevitably follow.

1. A nation is only as great as its agriculture. Do we take this for granted? Did Edward T. Chase take this for granted in his Harper's Magazine articles? If agriculture means so much to Brazil and to other countries, should we be careful to preserve our leadership in agriculture? What will happen if we do not preserve this leadership?

2. For a high level of agricultural productivity it is necessary to prepare the farmer. What part has the formal training in vocational agriculture played in the agricultural productivity and high standard of living enjoyed by the American people? Is it necessary for us to continue this high

agricultural productivity? If so, what is the role of vocational agriculture in preparing the farmer and agricultural worker for this work?

3. To prepare farmers for their task all available agencies must work cooperatively. In the past have we had a high degree of cooperation among all agricultural agencies? What agencies of the community are interested in the agricultural program?

4. The "active" school method is "learning by doing." Do we sometimes tend to let our program slip into an academic rather than a vocational approach? What vocational experiences will prove to be the most worthwhile to our students in the future?

5. To conduct a progressive vocational program the Department must have the support of the community. What are the benefits of community support? What type of public relations program is essential if we are to gain community support?

6. In order to select the areas of specialization for a departmental program a carefully planned curriculum and work plan must be formed. How much objective information do we use, upon which to plan our curriculum and work schedules? From what sources can we gather objective data? What persons in the community can give us information vital to the success of our program?

7. Classes for adults of the community are essential to the program as follow-up of high school instruc-

tion and as an important source of guidance for secondary instruction. In many communities are we stopping only halfway through with our responsibility of instruction? Are we effectively using the adults in the community as a source of guidance for instruction at the secondary level?

8. The instructor must be pupil-oriented, know his subject and be a good teacher. Do we take this for granted? How often do we become more concerned with covering subject matter than with teaching pupils? Do we often pass up the opportunity to become better qualified in subject matter material or in methods of instruction?

Apparently others have not taken our work as agricultural educators for granted. Should we? If we thoroughly think about and analyze each of these points and then act accordingly, the general effectiveness of our own programs can be greatly improved. Only after we take the time to evaluate the contribution of agricultural education to the total economy and make the necessary adjustments in our program can we expect others to see us as we see ourselves—the possessors of one of the finest educational programs in existence. □

## Themes for Future Issues

Issue	Themes	Deadline For Copy
March 1965	New Courses of Study	Nov. 20
April 1965	Developing State Programs	Dec. 20
May 1965	Agriculture Education Around the World	Jan. 20
June 1965	Making Your Summer Count	Feb. 20

## L E T T E R S

Sir:

The article by Mr. John Walter on horticulture was refreshing. I hope this reflects teacher outlook on the new era in vocational agriculture.

What if any are the hidden dangers in this outlook? In my opinion most of them are to be found in failure to consider alternatives in depth. For example, horticulture is only one of several major alternatives. Marketing and processing may be equally important.

Let us grant though that horticulture has

a priority in some communities. In that case do we not need to look toward a full fledged independent one-, two- or three-year course of study rather than adding units to an existing course of study? Won't the development of named courses of study in a total program of vocational agriculture prove beneficial? I think so. Teachers, pupils, parents, and employers will be clearer as to the goals and methods.

I judge Mr. Walter in his own school is following pretty much a vocational horticulture program. Therefore, why does he

advocate—"adding or expanding horticulture units in the Vo-Ag curriculum"?

In our outlook we want to keep our instruction vocational. We must prepare youth for career opportunities in agriculture. We can't prepare the same pupils for opportunities of all kinds and levels.

W. HOWARD MARTIN  
University of Connecticut  
Storrs, Connecticut

Sir:

It was interesting to note in the article, "We Adjusted Our Program to Urbanization," that vocational agriculture is providing a service to the youth in some of our large urban high schools.

It would seem to me that the individual vo-ag teacher in a single teacher department will need to study proposals very carefully and remember that he cannot be all things to all people. If he were to try to offer instruction in very many areas of ag-related industry, I am afraid he could find himself involved in a program which would be impossible for one person to administer.

There exists a real challenge for vocational agricultural education to adjust to the changing times. We must be careful, however, or our students could lose the agricultural background found to be essential, in order to be successful in many of the ag-related occupations.

WALTER L. BOMELI  
President, NVATA

Sir:

I have seen the excellent review of the posthumous book, *Man And His Earth*, George Scarseth, in the July issue of AGRICULTURAL EDUCATION, and I do want to thank you for your part in making this possible. Doctor Clark of Michigan State recommends the book so wholeheartedly, it warms my heart.

Yours very truly  
MRS. GEORGE D. SCARSETH

Sir:

McClay's editorial "Our Future in the Urban School" presents an urgent responsibility for agriculture teachers. I'm pleased to see his emphasis on both adult education and the urban school. The principles that provoke attention to the new frontiers he described. I see as follows:

1. The ratio of intellectual investment to physical investment in agricultural production is accelerating rapidly. The risks associated with a lack of agricultural knowledge are therefore high for farm operators. The need for adult instruction in farming is thus obvious.

2. It is essential that the educational component be available to the incentive and reward phenomenon in the myriad of occupations which pivot on agricultural knowledge.

3. The most important purpose for the present and future is to make agricultural instruction available to those who need an agricultural compartment in their intellectual tool-kit for winning and enjoying their livelihood. Obviously changes will occur in form of packaging, in duration and in intensity. (organization and curriculum)

The frontiers described by McClay are a part of the series of systematic stages of growth in the response of agricultural educators to technological advance in agriculture. They signal the opportunity which will permit future historians to chronicle the orderly way in which this challenge was met by the profession. Conversely, there is

some peril in ignoring the gentle urging of Professor McClay. Perhaps his urgings are too gentle!

GORDON I. SWINSON,  
Consultant  
Ford Foundation  
Rio De Janeiro, Brasil

Sir:

Congratulations to J. Roland Hamilton on his outstanding article in the August issue.

Few of us have dared attack "problem teaching" or "learning by doing" in vocational agriculture, and no one should deny the virtues of these methods. However, developing concepts and understandings in students for solving tomorrow's problems would seem to be even more valuable than learning to solve today's, as Hamilton has stated.

Isn't it time we removed "problem teaching" from atop its high pedestal? It has a valuable place alongside the illustrated lecture, demonstration, and many other aids and methods which should be the tools of fine teachers. We have observed teachers faithfully spending class period after class period solving (or at least discussing) problems of students. But, interestingly, when time is of essence, as when training contest teams, they turn to the lecture and other methods, which they apparently consider more efficient.

Hamilton has cited important educational needs of our students. Let's be resourceful enough to find appropriate teaching methods to implement them.

EARL T. CARPENTER  
University of Missouri

### ... Teachers of Young Farmers (Continued from Page 111)

teaching situations. Perhaps the most effective teaching aid is a project completed in the community. For example if a farmer has constructed a cattle loader, a storage barn, or a trench silo, arrange for the class to visit the completed project and have the details of its construction explained by the farmer.

- j. Inspire the farmer. Every farmer faces discouragements from time to time. In some cases such situations are numerous. The inspiration provided by a sincere teacher has helped many young farmers endure severe hardships.

The experienced teacher, who voiced the ideas expressed above, believes that instruction and supervision provided on the respective farms of the enrollees is the key to the success of a young-farmer association. □

A man worries about what the future will have in store, but a woman worries about what the stores will have in the future.

—Robert Cummings

## My Philosophy of Adult Education

SAMUEL M. CURTIS  
Teacher of Vocational Agriculture  
Middlebury, Pennsylvania



Samuel M. Curtis

Abraham Lincoln made this statement: "I view education as the most important subject which we as a people are engaged in . . . by which we may duly appreciate

the value of our free institutions."

Education has been and still is one of the most basic needs of a free democratic society. The goals of education have often been evaluated, criticized, and redefined. This is necessary for growth.

One of the more recent developments in educational history has been the growth of adult education. It has taken many forms; some successful, others only partially so. Therefore, the philosophy of adult education is not static, but a continually developing phenomenon. To this, I shall add what I consider the more important facets of adult education as a part of our educational system.

### Three Goals of Adult Education

Primarily, there are three goals which education should achieve. These are political maturity, economic advancement, and social development. Adult education can establish its place in all of these categories. In fact, because the adult is consciously aware of and continually exposed to his shortcomings in all of these areas, he frequently becomes a more apt student than he was at an earlier age when these demands of useful citizenship were still in the future. He wants education now because it is now that he needs it. Therefore, adult education must be realistic; it must meet the needs of those it wishes to serve. By the same token the converse is true. In order for adult education to be accepted the adult population must know what they need. It is perhaps ironic, but sometimes (perhaps often) education itself must point up the need.

More specifically, adult education must serve its constituents in the three areas previously mentioned.

Political Maturity

Political maturity cannot be obtained without information and its digestion. Adult education can help with the dissemination of information. Even more important it can help develop critical and analytical analysis of the responsibilities of citizenship.

It is in the area of economic advancement that adult education has been most widely accepted. The reasons are obvious. Here the needs of the individual are directly dealt with. The adult receives satisfaction from the adult education program. Furthermore, education for economic purposes will greatly facilitate adult education in other fields. Vocational adult education, I believe is the starting point in any all-inclusive adult education program. Directly, the

needs of the individual in making a living are satisfied by the education program. Indirectly, the needs of the individual in the other areas are also realized in the vocational education program. This is particularly true in the field of social development. Who is to say where one area begins and the other ends?

Individual Instruction Best

At this point, I would like to interject method rather than philosophy although both are interdependent. From my experience in adult education I have observed that face to face individual instruction becomes more meaningful to the adult than does highly organized classroom procedure. Both are needed, but plainly the individual-on-farm instruction of the young farmer program in the public schools has lighted a beacon

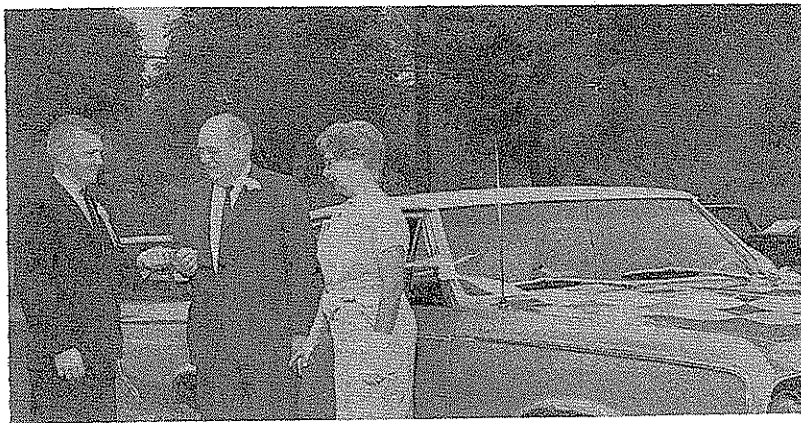
in adult education methods that other adult classes would do well to imitate.

Adult education for social development has been severely criticized. In fact, all forms of adult education have suffered in public opinion because of undue emphasis on the recreational facet of social development. However, there remains a tremendous need for leadership training and other aspects of social growth.

Adult education is a many-sided geometrical figure. Each part is dependent upon the others directly or indirectly.

The inter-relationships are numerous. They can be used to advantage by the alert and resourceful instructor. Adult education is here to stay and will be greatly expanded. We must seize the great opportunity which it holds forth for our communities. □

## Young Farmers Present Teacher with New Automobile



Bill Jennings, Dresden Young Farmer, R. G. McMurray and Mrs. McMurray.

When R. G. McMurray, Teacher of Vocational Agriculture at Dresden, Ohio, retired this summer, the Dresden Young Farmers Association took the lead in organizing a program of appreciation which included presenting Mr. McMurray with the keys to a brand new F85 Oldsmobile. McMurray taught at Dresden more than 30 years. Among former students appearing on the recognition program were Forrest Huff, a member of the 1940 National Championship Dairy Judging Team, Richard Graham, a 1942 American Farmer, Glen King,

member of the 1942 State Dairy Judging Contest, Charles Holt, another Champion Dairy Judge, David Ross, a 1955 President of The Ohio Association of Young Farmers of America, Kenneth Martin, the outstanding young farmer of Ohio in 1956, Paul Doughty, Champion Corn Grower for 1963, Robert McBride, State Vice President of the Young Farmers of America, and Dale Vandebark who with his father were both graduates of McMurray's class. A copy of the Appreciation program is shown at the right.—*Editor.* □

THE JEFFERSON CHAPTER  
of  
*The Young Farmers of  
America*  
Present  
☆  
A PROGRAM of APPRECIATION  
For  
*The McMurrays*  
Sunday, June 7, 1964  
2:00 P. M.  
☆  
JEFFERSON HIGH SCHOOL GYM  
Dresden, Ohio

PROGRAM

Special Music . . . . . Bel Canto Stereophonic Tape Rec.  
Bill Jennings . . . . . Master of Ceremonies  
W. H. Williams (Letter) . . . . . Boyhood Friend  
D. K. Matthews . . . . . 1924 Vinton, Ohio  
Lawrence Sarbaugh (Tape Rec.)  
1938 State F. F. A. Officer  
Forrest Huff . . . . . 1940 National Judging Team  
Paul E. Lacy (letter) . . . . . 1940 National Judging Team  
Richard Graham . . . . . 1942 American Farmer  
Glen King . . . . . 1942 State Judging Team  
A. O. Tom . . . . . Honorary State Farmer  
Charles Helt . . . . . 1946 State Judging Team  
David Ross . . . . . 1955 State Y. F. A. President  
Kenny Martin . . . . . 1956 State J. C. Young Farmer  
Paul Doughty . . . . . 1963 State Reserve Champion  
Corn Grower  
Robert McBride . . . . . 1963 State Y. F. A. Vice President  
Norbert Kurtz . . . . . Jefferson School System  
Executive Head  
Warren Weiler . . . . . State Vo. Agriculture Supt.  
Dale Vandebark . . . . . Father and Son Graduates  
of Mr. "Mac"  
A RECEPTION FOLLOWS THE PROGRAM



Arthur M. Mellor

## Could You Visit My Project Today?

ARTHUR M. MELLOR, Agriculture Department Head, Lodi, California

If an agriculture teacher taught no classes, made no assignments, corrected no papers, but only visited projects, he would still be doing a great deal of good. The feeling of satisfaction experienced at the end of an afternoon of visiting is one proof of this, the welcoming reception accorded by the parents is another, and if more proof is needed, the boy's grateful response provides it. Yet, project visiting is often, unintentionally, so slighted that a feeling of dismay at being so far behind comes over the teacher and inhibits, still further, his program of visiting.

The question may arise, "Are projects that valuable, and are they generally possible?" Opinions on this vary. Also, project possibilities vary with districts. However, in an agriculture department that throughout its history has insisted that each boy have a project, the maintenance of such a program is simplified. Incoming students, counselors, the administration, parents, the currently enrolled students, even the local press and, certainly, the Young Farmer (agriculture alumnus) group, being aware of the program's past success and being desirous of keeping it so, would, almost automatically, endorse the project program. Where the project program has been allowed to slip, the rebuilding of it is uphill all the way.

The more one strives to maintain a steady visiting program, the more urgent seem the visits. John and Craig have an undersized feeder pig that should be separated at feeding time and given a little milk. Luigi stated he was going to have three ducks as his project. You don't tell him directly, "No." Luigi's family farms three hundred acres of rich Delta land. The father died recently. The mother is trying to carry on. The brothers are very capable—one quite brilliant. Luigi is mentally slow and you are trying to get him into the already overcrowded remedial reading classes. The older brothers have successively had good project programs. You have just made a project visit to Luigi but another is badly

needed and yet, here it is December and there are some boys you haven't even visited yet. Diana, a freshman and one of the two girls in agriculture, has a fine start, but she is adding eight acres of alfalfa as a second project. She can have it if she does her own irrigating, cutting, and raking. She has asked if you could come out and help her open up her accounts on the new enterprise. Here is interest at its best. Should you go there, or should you go to Luigi's? How about the unvisited ones? How about the many others that need it? You look ahead. It is Monday. Section meeting tonight at 6:00 p.m. about forty miles away. Perhaps you could get in one visit before you go home to take a bath and change for the trip. Wednesday there is a department head meeting, and so it goes.

### How Many Visits?

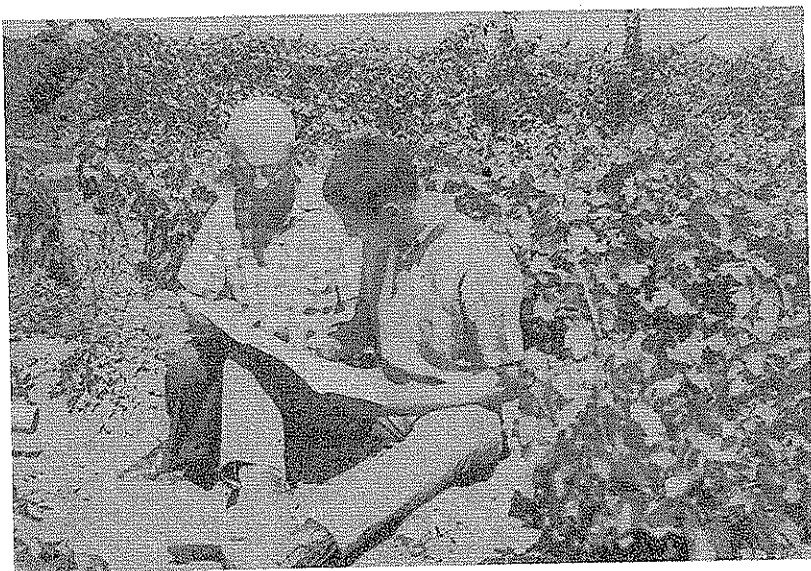
How many projects can one visit in a week? At once the question arises, "With how much time?" Let's say one's classroom day ends with two periods set aside, one a preparation period, the other definitely a project visitation period. (Never allow a teacher from another department to speak of these as "free periods.") They aren't free, not with seventy-three boys to visit. Let us further assume that the teacher's wife

normally expects him home at 6:00 p.m., and finally, let us assume that the teacher tries not to visit projects on Saturday.

Now, how many project visits should one be making a week? One might say, "That depends on the length of the visit." They vary, so length of visit can be left out. How about the distances covered? Most of one's traveling can be done at around a mile a minute, so distance isn't of major importance.

A discussion on a reasonable goal for project visits per week once went about like this: "How about ten, that would be an average of two per afternoon?" "Suppose one had a teachers' meeting or a section meeting one night?" "How often do you have a meeting?" "How about eight visits a week?" "Would you really expect to maintain a schedule of eight visits a week?"

The discussion finally ended at six visits per week as an average to be maintained steadily. Some might say, "too few," and probably with very good reason. Some might say, "too many," also with sound reason. But one result of the discussion has been noticeable, with a goal to work toward, it has been easier to maintain a fair average of visits.





The above discussion was held some years ago. It resulted in the keeping of a record on the number of visits made during the school year. (This does not include summer vacation.) The old, yellow, loose-leaf binder that holds the project visitation pages (one for each student) has a stiff page near the front entitled, "Project Visit Averages." The records for one teacher show:

	Pupils	Visits	Average per pupil
1954-1955	62	204	3 $\frac{1}{3}$
1955-1956	78	159	2 $\frac{1}{4}$
1956-1957	51	147	2.9
1957-1958	36	115	3.2
1958-1959	Accurate records were not kept.		
1959-1960	Records were not kept.		
1960-1961	38	94	2.6
1961-1962	39	90	2.3
1962-1963	74	70	1—

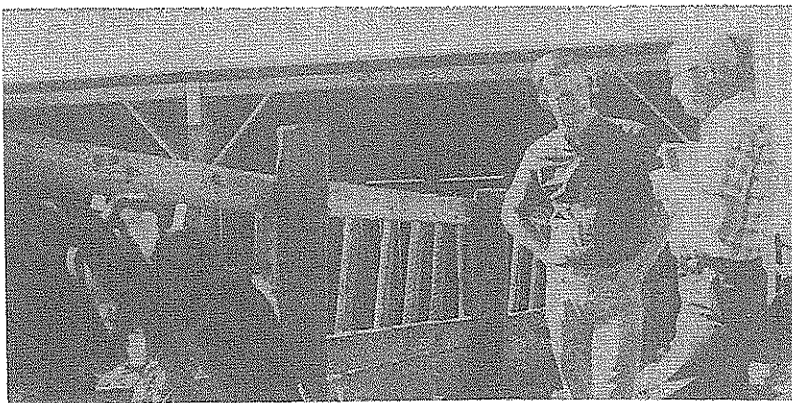
The above figures show a decline. There is a note after the 1957-1958 figures "Was president of the high school teachers' association this year." There is a note after the 1959-1960 figures, "Took over as head of department this year." The final note, the one after the 1962-1963 figures, reads, "Records inaccurate, changed from a four-man department to a three-man department, carried on extra judging team, headed up a department, and feature exhibit booth."

#### What Constitutes a Visit?

Possibly that serious thinking has been made manifest in the change of figures so far this year: 73 pupils, 57 different pupils visited, 72 visits in all (some have been visited as many as three times where need was great) by December 18th.

Direct contact with a pupil and his project is counted as a visit. A visit to the home, inspection of the project, maybe a chat with mother or dad and the boy, is a "visit." So is a trip with the boy—perhaps to his steer on rented pasture at an adjacent farm, or a trip with the boy to look for feeder pigs or to look at a piece of land that he plans to rent for barley. Taking the class to see the student's project is also counted as a visit. Working with the boy on his project book at school after school is out (the boy being picked up at an allotted time by the parent) is not counted as a project visit.

Project visits can be so handled as to make them seem an honor and worthy of being sought after. Always, in speaking of a visit, one stresses the pleasure he is looking



Farm visits are the hub of many aspects of teaching.

forward to in the visit. The place of meeting is definite and written down on a page at the beginning of the roll book; "See you at the flag pole at 3:30 p.m.," or "I'll work here at the desk until you get here." Sometimes as many as three names are down on the visiting page for one evening. If the three students know each other, so much the better. A little discussion is held before starting. Which is the best route to cover all three? Will any one of the mothers worry at lateness? If so, "Let's phone before we start out." Do we need anything? "Do you all have your project books?" "John, better bring your notebook; maybe I can help you a little on it." One boy might say, "You were going to look at the 'pinkey' in my calf." So you mentally check over what medicines you have with you.

#### Visits Honor Students

Students do feel honored by a well-planned project visit, with their interests in mind from the moment of signing up, right on through getting settled for the trip with a quick survey to see that all essential materials are in the car; the conversation on the way out (all about the boy and his interests); a business-like checking over of the project, followed by a few careful notes; and, if possible, a few minutes for "hello" with mother or dad, still, if one can do so, stressing the boy.

In the back of the Project Visiting Binder, there are counseling notes, such as, prospective four-year course plans whereby a boy can take four years of agriculture and still prepare to step into college; sheets of subjects open to sophomores, juniors, etc.; sheets showing requirements for graduation from high school and requirements for entry into state colleges, universities, etc. A few extra of these sheets are carried so that, on request, they can be left with the boy

or his parents.

#### Visits Help in Understanding Boys

Hidden facets of the boy are uncovered during a project visit, that reflect light into understanding of his efforts and strivings. Often a brief note to his counselor, written somewhere on the road home, folded over, with the counselor's name on the back and put into the clip on the steering column, can be handily stapled next morning and stuck under the absence slip clip on the classroom door. The counselor gets the note that morning. It is fresh, to the point, and possibly the very information he or she has needed to complete a picture of the boy that was lacking something before. They need and appreciate just such information as the agriculture teacher can supply. And it is but a short step from appreciation to an almost unconscious re-evaluation in the counselor's mind, of the agriculture department and the work it is doing. And there is again almost unconsciously a tendency to counsel more students into the agriculture program.

As a beginning agriculture teacher thirty years ago, project visiting for the writer was an ordeal because of shyness and because of lack of ability to understand its full value. As the years passed it seemed that the overall value of the total work done rose in direct proportion to the stress placed on well-planned project visiting. Now it is almost as though the aim had become the starting point, with project visiting the hub from which recruitment of students, course planning, preparation of teaching materials, field trips, curricular activities, and all the various other tasks to be carried out, radiate in natural sequence like the spokes of a wheel, to be encircled and bound into a working whole by the efforts and heartfelt interest of the agriculture teacher. □

## News and Views of the Profession

### Pennsylvania Conference Explores Vocational Ag Possibilities



Left to right, David R. McClay, head of the department of agricultural education at Penn State; Leland L. Beik of the College of Business Administration at Penn State; H. Neville Hunsicker of the U. S. Office of Education, Washington, D. C., and Kenneth M. Pfeiffer of the Department of Public Instruction, Harrisburg, Pa.

Vocational education in agriculture will be vastly different in the future due to an expanded educational program resulting from the Federal Vocational Education Act of 1963, educators from 10 states heard during a conference on agri-business at The Pennsylvania State University this summer.

The new Federal legislation makes it possible for public schools to offer any educational program needed in agricultural occupations in addition to farming, reported H. Neville Hunsicker, program specialist for agricultural education in the U. S. Office of Education.

Various types of programs were described for developing the "new look" in vocational agriculture. Listed were educational programs in both rural and city high schools, adult education for farmers and persons engaged in other agricultural occupations, post high school vocational-technical training for persons who have graduated or left school, and programs for handicapped persons.

David R. McClay, head of the department of agricultural education at Penn State, reported a statewide survey of agricultural occupations shows

there are as many employment opportunities in agri-business as there are in farming. He said the changes in vocational training will help meet the needs of persons wanting employment in agri-business.

Attending were 75 educators from Pennsylvania, Maryland, Connecticut, Delaware, Louisiana, Indiana, Rhode Island, Ohio, North Carolina, and Illinois. Delegates came as teachers, teacher educators, deans of resident instruction in land grant colleges, and state supervisors of agricultural education.

### Peddicord Named Nevada Supervisor



J. R. Peddicord

tired June 30

Mr. Peddicord has served as Vocational Agriculture Instructor in the

Douglas County High School, Gardnerville, for the past 10 years. Prior to coming to Nevada, he taught in the Kansas public schools for three years and served in private industry in the farming, automobile, machinery and construction businesses for a number of years. He received his Bachelor's Degree in Agricultural Education from Kansas State College and has completed course work for a Master's Degree.



Claud C. Marion

**Dr. Claud C. Marion** was honored June 30, 1964 by the Maryland Vocational Association for 25 years of distinguished service to Vocational Education. He was presented a gold watch from Sears-Roebuck Foundation. He taught vo-ag for nine years and has been associated with the teacher training department at Maryland State College for 16 years. Professor Marion assisted in the merger of the NFA and the FFA in Maryland.

**Dr. Raymond J. Agan**, head teacher trainer Kansas State University continued his research under a Carnegie Grant in Costa Rica during the summer of 1964.

**Professor Howard R. Bradley**, associate professor of Agricultural Education at Kansas State University, served as director of the Peace Corps training program during the summer of 1964.

**John Lacey**, executive secretary of the Kansas FFA Association, has been appointed director of the Agriculture Division of the area vocational-technical program in Kansas.

**Harold Shoaf**, assistant supervisor for vocational agriculture, has been named the new executive secretary of the Kansas FFA association.

**C. O. Jacobs**, assistant professor in Farm Mechanics at Kansas State University, has returned from a year's study at the University of Missouri.

**Dr. John B. McClelland**, professor of Education, Iowa State University, returned to the staff in agricultural education September 1 after completing four years in Decca, Pakistan as a leader in charge of a Ford Foundation project of the University of Chicago.

"Dost thou love life? Then do not squander time, for that is the stuff life is made of." Benjamin Franklin.

Four leaders in vocational agriculture have been awarded National F.F.A. Fellowships for study at the University of Maryland during 1964-65. They are: **C. Coleman Harris**, Galveston (Ind.); **Virgil L. Wilkins** of Hundred (W. Va.); **Charles N. Skeans** of Madras (Oreg.); and **Jarrod T. "Jerry" Davis**, Grass Valley (Calif.).

The fellowships are provided by Massey-Ferguson, Inc. of Detroit (Mich.) to make it possible for pres-

ent and prospective leaders in the Future Farmers of America organization to prepare themselves for positions as state executive secretary and other leadership positions in the F.F.A.

The training program includes graduate study in agricultural education at the University of Maryland and part-time observation and participation in the activities of the National F.F.A. Office in adjacent Washington (D.C.).



**N.V.A.T.A.**  
**News**

**James Wall**  
**Executive Secretary**

Alton Ice, Executive Secretary of the Vocational Agriculture Teachers' association of Texas, will serve on the National Advisory Committee created by the Vocational Education Act of 1963. The Committee will be chaired by U. S. Commissioner of Education Francis Keppel. In addition to one representative from each of the departments of Commerce, Agriculture and Labor, twelve other persons will serve on the committee, of which not more than six are professional educators.

Each state association affiliated with NVATA is entitled to have one voting delegate at the National Convention for each 50 members or major fraction thereof plus the state president. Voting delegates must be teachers of vocational agriculture.

The NVATA Executive Secretary, James Wall, represented the organization at the National Safety Congress in Chicago, October 26-29. Mr. Wall represents NVATA as a member of the Farm Conference.

Walter Bomeli, NVATA president, has represented the organization at several meetings recently. Included on his travel agenda have been the National County Agents Convention at New Orleans, The FFA Convention at Kansas City and The NFA Convention at Atlanta.

James Wall, NVATA Executive Secretary, served as one of the judges for the recent National FFA Public Speaking Contest. President Walter Bomeli served on the committee to select the FFA Star Farmer of America.

Many state associations are making an all-out effort to secure 100% membership in the professional organizations. Teachers of Vocational Agriculture who have not paid their dues should forward them to the proper person today. The NVATA, the AVA and the affiliated state associations have been largely responsible for the favorable position enjoyed by Vocational Education today. Support the organizations that are interested in your welfare and the welfare of the people with whom you are privileged to work.



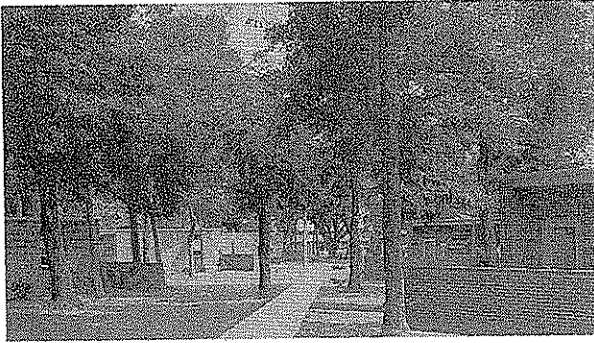
The group of four Directors of Agricultural and Veterinary Colleges in Brazil visited the Clinton Prairie High School near Frankfort, Indiana last May to discuss the vocational agriculture program and become familiar with a comprehensive high school having classroom, laboratory, farm shop and school farm facilities. They had the opportunity to observe classes being taught and to visit with the vo-ag students about their farming programs, values of vo-ag, etc. with the view toward encouraging the further development of vo-ag programs in Brazil as a part of that country's public secondary education system.



The Region IV NVATA Leadership Training Conference held at Bunker Hill Resort, Missouri, June 20-22.

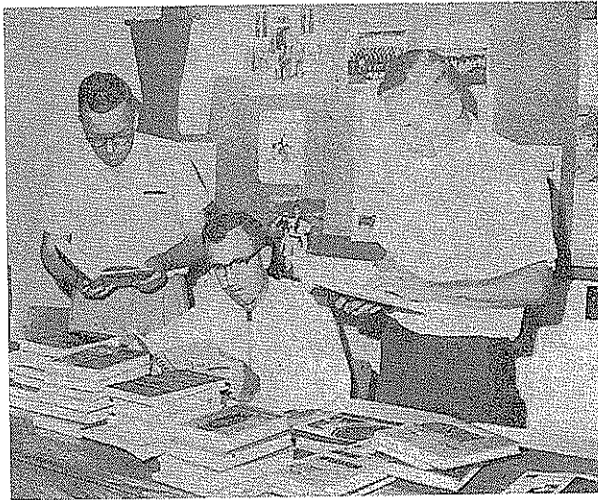
**1st Row, Kneeling** — Glen McDowell, Kentucky, Past President; Jack Pedigo, Kentucky, Secretary-Treasurer; Walter Penrod, Indiana, District Director; Noble Roos, Indiana, President; Ben Burns, Kentucky, President; **2nd Row, Kneeling** — Left to Right — Jim Owensby, Kentucky, Past President; E. L. Rice, Illinois, President; **Standing, L. to R.** — Norman Bucher, Missouri, Secretary-Treasurer of Southeast District; Jerald Page, Missouri, State President; Ward Harrington, Missouri, MVA President; J. A. McKinney, Missouri, District Supervisor; Carl Humphrey, Missouri, Director of Agricultural Education; Roger Hiller, Ohio, Vice-President; Norman Hilgedick, Missouri, Vice-President; Don Waliser, Ohio, President; Wayne Wolfe, Missouri, Secretary-Treasurer; Rayph Estes, Kentucky, Vice-President; Lloyd Morningstar, Michigan, President; Winnie Weaver, Indiana, NVATA Vice-President; Ed Dowdy, Michigan, Secretary-Treasurer; and George Irvine, Illinois, Past President.





Attractive brick cottages are a part of the facilities of the state FFA Camp at Cherry Grove Beach in South Carolina.

## Stories in Pictures



### EVALUATE TEXTS

Montana State College summer school students are shown evaluating texts for the Montana State High School Course of Study in Agriculture. The evaluation instrument used is the USAFI form 8A1-1 used by the U. S. Armed Forces Institute of Madison, Wisconsin. Class members pictured left to right include Henry Haagenstad of Deer Lodge, Montana; Hayden Porter of Wasilla, Alaska; and Robert Staley of Spangle, Washington. Leo L. Knuti was the instructor of the course on teaching aids.



Vo-Ag students at Jacksboro High School, Jacksboro, Texas, are shown receiving arc welding instruction from Glynn Boykin, high school vo-ag teacher. The Jacksboro shop has five booths for arc welding practice. The school also has facilities for acetylene welding.



The North Carolina Agricultural Teachers Association honored the past presidents of the association at the 1964 Awards Banquet during the Summer Conference for vocational agricultural teachers at A. & T. College, Greensboro, N.C. July 6-10. Each past president presented a gavel with his name and years of service inscribed on a gold band and a certificate of service. Reading from left to right K. A. Williams, E. W. Draughan, J. L. Moffitt, J. D. Lennon, W. E. Foster, J. L. Faulcon and J. A. Francis. Not shown are J. M. Murfree and H. M. Hargraves.