Vocational Education In Agriculture

Section II

OFFICE OF EDUCATION, WASHINGTON, D. C.

E. L. McConnell, U. S. Commissioner of Education

H. W. Gregory—Acting Commissioner for Vocational Education

W. T. Ryan—Chief, Agricultural Education

Specialties

N. R. Swanson, R. E. Dugger, A. W. Tenney, B. J. Johnson and W. N. Mann, Program Planning; A. H. Beirnsen, Farm Mechanics

Missouri:

Missouri:

Montana:

Montana:

North Dakota:

North Dakota:

Ohio:

Ohio:

Oklahoma:

Oklahoma:

Oregon:

Oregon:

Pennsylvania:

Pennsylvania:

Puerto Rico:

Puerto Rico:

South Dakota:

South Dakota:

Tennessee:

Tennessee:

Texas:

Texas:

Virginia:

Virginia:

Washington:

Washington:

West Virginia:

West Virginia:

Wisconsin:

Wisconsin:

Note—Please report changes in personnel for this directory to Dr. W. T. Ryan, Chief, Agricultural Education, U. S. Office of Education.
A vocational agriculture program for national defense

This discussion of the subject must be in terms of the situation as it is, not as it will be. From what we know, there is nothing to suggest that a "big war" is imminent. If it should come this year or even next year, we would be surprised.

The agricultural economy is supposedly healthy. With a population increase of only 15 per cent since 1899, the U.S. has doubled its productive capacity. In the depression years of the 1930s, the Department of Agriculture said that with a $300 billion armament program, it would scarcely feel the effects in the supply of civilian goods. In America we have the resources and the will to produce the needed goods.

The U.S. production machine is rolling. An important job of vocational agriculture in national defense is to keep the supply of agricultural production in line with other productive capacities. Every new machine makes it more difficult for people who do not use machines. For example, when the war came into existence, people who continued to eat wheat with a machine became relatively scarce off the lists before they received new developments in production are new machines. It is well that all people in that kind of production be able to make use of these new developments.

The evolution of farming practices and standards moves on. A very important job of vocational agriculture is to prepare the people in agriculture for these changes.

Emphasis on planning

Once again we have selected contributions which emphasize planning programs of education in vocational agriculture for the July number.

Local programmed courses must be adapted from year to year. Such planning may not be half as bad as the farmer who went to tell his hired man what to do and lost a division of labor, but certainly it is important and basic to improvement.

A teacher can modify long-term plans each year—in the development of special phases of the program—enrich the programs in imaginative co-relation with educational efforts.

We are making progress in improving our techniques of planning. We are doing a more efficient job of accumulating the facts required for sound decisions. The wisdom of our local farmers and expert are much more widely consulted and committees of representatives. Continued growth in the ability to plan is worth the effort required.

Most teachers will find something of value in the articles included in this number. For breadth of view and solid foundation the editorial by Hammond is suggested. Hammond and Honey in their contributions consider some of the problems related to planned the agricultural part of the program. For possibilities in a program of community adult education one should read Mack's memory of his study. In addition there are a number of contributions including articles from Hawaii and the Philippines, from which teachers may derive ideas and inspiration for the planning of programs of education in agriculture within the community which they serve.

Volume 24

We hope you will like the new features and minor changes introduced in this number. The page which replaces the directory, should be of interest to all. We hope that the new "country curriculum" will stimulate our teachers to use and adapt these materials. The page which contains "Honeymoon"" should be of interest to all. We hope that the new "country curriculum" will stimulate our teachers to use and adapt these materials. The page which contains "Honeymoon" lists may be found in the next number.

A change in color and lettering of title provide a sufficient differentiation in the cover, so that those of earlier volumes can read the current issue. Like all of our publications, the Magazine cannot succeed without the support of active cooperators. Teachers are invited to become cooperators as well as members (A list of those who have been invited to become cooperators is published in each number.)

On cover

DAUL GRAY, teacher of agriculture, Eaton, Colorado, first on the left, is shown with a senior student and a small teacher. The figure which was developed by the student included a bed of sheep, dogs and calves for fattening, four acres of corn and three acres of beans.

Carole Hammonds

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What do studies show?

This contribution is in a series of twelve planned for the current volume. Each will provide the reader with an overview of the research and point up applications to be covered in a number of possible contributors who were planned for this volume.

Developments in General Education

A search for answers to problems dealing with current trends in high school classrooms, then, suggests little evidence of findings which might reflect the kind of educational research which educators need to help them in planning and evaluating educational programs. It is clear that educational research produces few valid suggestions for solving problems which educators face. The usual cycle of problems and solutions which the educational research industry produces does not seem to be the key to finding answers to educational problems. The search for answers to educational problems appears to be largely a search for solutions to problems which do not exist. The search for answers to educational problems is a search for solutions to problems which are not problems.

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Long-time programs

GLENN ZIEGLER, Teacher, Mr. Baker, Washington

MANY questions are raised as we attempt to put on paper the requirements of a long-time program. Conditions change, and with the bulk of a student's course of study made up of under-

A basic curriculum... Developed by Hawaii teachers

CHARLES W. LUM, Teacher, Kauai Agricultural High School, Lihue, Kauai, Hawaii, Agricultural Education Committee

THERE ARE MANY schools that have a very definite purpose of vocational agriculture. Nurse's Aid training programs are among those. It may be that the primary purpose of vocational agriculture is to teach boys and girls subject matter. I am thoroughly sold on the Vo-Ag program as a means of developing rural boys into efficient and responsible citizens. I think that subject matter must be made as attractive as possible to make the introduction of supplemental material through supervised Farming Programs and Farmer’s Practice Areas. Here lies the strength of this entire program and let us not neglect it. A good supervised Farming program calls for the application of many skills and techniques and the opportunities offered by the FFA. These programs are unlimited in scope as well as in value. Let us study more our motto, LEARNING TO DO LEARNING ENERGY TO LIVE LIVING TO SERVE

A R C I T E C T U R A L teachers of the Territory of Hawaii have completed the development of a basic curriculum which is to be a component of the activities in all vocational agricultural courses throughout the Territory. During the summer of 1949, a committee of teachers was appointed by Mr. W. H. Colette, then the Director of Agricultural Education and supervised by the Territorial Director of Vocational Education, to determine minimum which should be adapted for the enhancement of Hawaii’s agricultural instructional program. The committee recommended that a “basic curriculum” in vocational agriculture should be developed, and this recommendation was presented to all the teachers during the 1949 Summer Conference. The teachers were asked to think over the matter and to be prepared to offer recommendations. The basic curriculum consists of the following subject matter to be taught in all Vo-Ag courses. Basic units take up approximately half of the time of each school year and the balance of the time available will be devoted to teaching those units which appear as special units or special needs determined by the cultural situation prevailing in the community where the school is located.

Everyone Helps

All teachers participate actively and voluntarily in the construction of the basic curriculum. They feel that their contributions reflect sound educational philosophy and that the technique in developing curricular material seems to be in conformity with valid educational principles. A unique feature of their achievement is that the basic curriculum represents the cooperative thinking and action of a group of teachers master-minded by a small group of experts.

To some people, the term “curriculum” has been a misnomer for being a manditory list of activities with ready-made objectives, and still others who are shrewdly accepted. The committee recommended the development of the definition for agricultural current..."

A Group of work on projects of the curriculum in farm training, (Lum, chairman of committee standing at the left; Fortun, seated third from left.)

Resource units

CLARENCE B. FURDUN, Director of Agricultural Education, Hawaii

FOR MANY years teachers of agriculture in Hawaii have faced a number of problems that made it difficult to adequately perform all of the activities for which they are responsible. One of the most difficult of these problems has been the keeping of up to date with the rapidly changing technical aspects of agriculture. Teachers have found that they cannot possibly be experts in the scope of agriculture. A guide to the basic or common part of the curriculum was prepared, revised, and printed so that each teacher was required to prepare the material for specific resource unit. An effort to offer recommendations was made to make assignments according to the teachers’ needs to that curriculum. The resource units were prepared by the teachers during the 1949-50 school year. The material has gone through the inevitable process of editing and printing and is now in the hands of the teachers of agriculture. While the needs in agricultural education differ, in varying degrees from community to community, it is generally recognized that local agricultural education, and aims are common in all vocational agriculture classes. Although no two schools teach exactly the same job, and neither should be taught in the same manner in all schools, there are some experiences and many areas of instruction that should be common to all vocational agriculture students throughout Hawaii. The resource units developed were designed to assist teachers in teaching those agricultural students who felt that these should be common to all boys who study agriculture.

Follow-up is Needed

Teachers of vocational agriculture possess numerous devices and measures for the appraisal and evaluation of their programs and outcomes. Accomplishments in the revised farm, employment status, placement in agricultural occupations, evidence of adjustment to rural living, farm practice following leaving school, production efficiency of students, participation in F.F.A. and community activities, opinion, and judgment of school administrators constitute part of the criteria available to determine the level of attainment reached by the students. The teacher is not wholly responsible for the results, many factors influence from the educational environment. His influence, however, is tremendous. Hawaii’s teachers are determined to exercise complete responsibility for all students in their environment. The curriculum Committee will coordinate all the activities connected with revision, modification, or change in subject matter content. It will convert Experiment Station

The facts being presented should describe the most up-to-date, practical methods of performance.

Only through cooperative effort can the teachers best plan the most effective program for the students. The Curriculum Committee will coordinate all the activities connected with revision, modification, or change in subject matter content. It will convert Experiment Station reports and Extension Service circulars and bulletins into teaching materials. All efforts will be directed toward development of instructional materials and instructional materials to meet constantly changing needs.
Organizing learning activities... 

The cooperative approach

To adult farmer education in the Wausau community

EUGENE LEHMANN and Staff, Wauwatosa Vocational School, Wausau, Wisconsin

The Wausau Vocational School deals closely with part-time and adult educational programs; consequently, the agricultural department is vitally interested in the development of programs for Adult Farmer Education in the community. While the department operates a full day program of Adult and Young Farmer Education, it is ready to offer assistance whenever a group of farmers, in a community show interest in community and self-improvement. In this setting there has been developed an outstanding example of the cooperative approach to farmer education.

In February, 1958, several farmers including two former members of the veterans on-the-farm training program, came into the school with a proposal to form a community organization to improve farming and make the farm a better place to live. At the time they were making their purchases; and they need to construct needed equipment to continue their work. If true that farmers are ever interested in additional crops and fertilizers, it is at the time when they are planning their farming program.

The program for this adult farmer group was established with the cooperation of the local farmers. The program of work was outlined for the group. They agreed that a careful study of soil and soil conservation should be their first activity. After the first meeting of the group, it decided that the class would seek local leadership in addition to that provided by the Vocational Agriculture Instructor. The farmers felt they wanted to establish a program of work which they could carry on their own. In order to accomplish this the group selected leaders and drew up a constitution. The farmers of that community named the two former members of the veterans on-the-farm training program, Ben Hoffman and Palmer Klawinski, as president and vice-president. They named their organization the Eastern Agricultural Improvement Association.

A Program For All Farmers

Because this group felt that they wanted carry on this work, members of the group volunteered to set up field demonstrations and provide fair prizes for the best demonstrations on the home farms. One member even set up a store which would make each of our farms an experimental station for the practices which we feel would prove helpful to ourselves and our community. The organization also felt that there be efforts to have the farmers help neighbors in their community. Through their organization they got publicity to the trials which were being conducted. The group also had the responsibility to observe the results. What the program did was to make each of these farms provide an additional amount of education for all other farmers, both in and out of the group.

The chief advantage that farmers are interested in what is happening to their farming operations and their community. In the dairy area, there are interests carry through the year. In our case, this group, call for experimentation and demonstrations on a large scale. Each group can report results to the class at regular intervals.

Once this organization was established, the members did the planning and spread the “word” to the community. All farmers do not attract this type of interest in the community. All farmers do not attract the kind of interest in the community. The organization is only interested in the community. The organization is only interested in the community. The organization is only interested in the community. The organization is only interested in the community. The organization is only interested in the community. The organization is only interested in the community.
Public schools can provide education for adults in many of the areas in which they are interested.

### Table 2: Number of Men and Women by Age Groups

<table>
<thead>
<tr>
<th>Age Groups</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-19</td>
<td>26</td>
<td>17</td>
<td>43</td>
</tr>
<tr>
<td>20-24</td>
<td>26</td>
<td>17</td>
<td>43</td>
</tr>
<tr>
<td>25-29</td>
<td>26</td>
<td>17</td>
<td>43</td>
</tr>
<tr>
<td>30-34</td>
<td>26</td>
<td>17</td>
<td>43</td>
</tr>
<tr>
<td>35-39</td>
<td>26</td>
<td>17</td>
<td>43</td>
</tr>
<tr>
<td>40-44</td>
<td>26</td>
<td>17</td>
<td>43</td>
</tr>
<tr>
<td>45-49</td>
<td>26</td>
<td>17</td>
<td>43</td>
</tr>
<tr>
<td>50-54</td>
<td>26</td>
<td>17</td>
<td>43</td>
</tr>
<tr>
<td>55-59</td>
<td>26</td>
<td>17</td>
<td>43</td>
</tr>
<tr>
<td>60-64</td>
<td>26</td>
<td>17</td>
<td>43</td>
</tr>
<tr>
<td>Over 64</td>
<td>26</td>
<td>17</td>
<td>43</td>
</tr>
</tbody>
</table>

### Table 3: Activities Recommended by Adults

<table>
<thead>
<tr>
<th>Activities</th>
<th>Women (%)</th>
<th>Men (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decorating my home</td>
<td>15.7</td>
<td>12.1</td>
</tr>
<tr>
<td>Understanding child care</td>
<td>24.1</td>
<td>17.1</td>
</tr>
<tr>
<td>Doing household easier</td>
<td>11.8</td>
<td>15.3</td>
</tr>
<tr>
<td>Accounting</td>
<td>10.3</td>
<td>14.4</td>
</tr>
<tr>
<td>Planning family meals</td>
<td>10.2</td>
<td>7.2</td>
</tr>
<tr>
<td>Making clothes</td>
<td>10.8</td>
<td>8.4</td>
</tr>
<tr>
<td>Rising and finishing furniture</td>
<td>10.1</td>
<td>7.5</td>
</tr>
<tr>
<td>Growing flowers</td>
<td>10.4</td>
<td>15.6</td>
</tr>
<tr>
<td>Family relationships</td>
<td>10.4</td>
<td>15.6</td>
</tr>
<tr>
<td>Cooking and serving meals</td>
<td>10.4</td>
<td>15.6</td>
</tr>
<tr>
<td>Making Maps</td>
<td>10.1</td>
<td>8.4</td>
</tr>
<tr>
<td>Home landscaping</td>
<td>10.1</td>
<td>8.4</td>
</tr>
<tr>
<td>First aid</td>
<td>10.1</td>
<td>8.4</td>
</tr>
<tr>
<td>Using and caring for home appliances</td>
<td>10.1</td>
<td>8.4</td>
</tr>
<tr>
<td>Buying food</td>
<td>10.1</td>
<td>8.4</td>
</tr>
<tr>
<td>Painting</td>
<td>10.1</td>
<td>8.4</td>
</tr>
<tr>
<td>Safety in the home</td>
<td>10.1</td>
<td>8.4</td>
</tr>
<tr>
<td>Playing a piano</td>
<td>10.1</td>
<td>8.4</td>
</tr>
<tr>
<td>Listening to music</td>
<td>10.1</td>
<td>8.4</td>
</tr>
<tr>
<td>Playing games</td>
<td>10.1</td>
<td>8.4</td>
</tr>
<tr>
<td>Using psychology</td>
<td>10.1</td>
<td>8.4</td>
</tr>
<tr>
<td>Cooking and serving meals</td>
<td>10.1</td>
<td>8.4</td>
</tr>
<tr>
<td>Knitting and crocheting</td>
<td>10.1</td>
<td>8.4</td>
</tr>
<tr>
<td>Masonry</td>
<td>10.1</td>
<td>8.4</td>
</tr>
<tr>
<td>Swimming</td>
<td>10.1</td>
<td>8.4</td>
</tr>
<tr>
<td>Musical home playroom</td>
<td>10.1</td>
<td>8.4</td>
</tr>
<tr>
<td>General home problems</td>
<td>10.1</td>
<td>8.4</td>
</tr>
<tr>
<td>Finding out what I can do</td>
<td>10.1</td>
<td>8.4</td>
</tr>
<tr>
<td>Dancing</td>
<td>10.1</td>
<td>8.4</td>
</tr>
<tr>
<td>Rising and nursing a house</td>
<td>10.1</td>
<td>8.4</td>
</tr>
</tbody>
</table>

### Table 3: Interest Indices for Educational Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Interest Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decorating my home</td>
<td>13.2</td>
</tr>
<tr>
<td>Understanding child care</td>
<td>12.1</td>
</tr>
<tr>
<td>Doing household easier</td>
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</tr>
<tr>
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<td>10.1</td>
</tr>
<tr>
<td>Safety in the home</td>
<td>10.1</td>
</tr>
<tr>
<td>Playing a piano</td>
<td>10.1</td>
</tr>
<tr>
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<td>10.1</td>
</tr>
<tr>
<td>Playing games</td>
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<td>10.1</td>
</tr>
</tbody>
</table>

- The interest indices for women are shown as they evolved from the highest to the lowest.
- Men's interest indices are shown in italics below the women's indices.
- A majority of the interest indices developed in the study were shown in this particular table.
Practical agricultural education... in the Philippines

Harold S. Tate
Fullbright Lecturer in Vocational Education, University of the Philippines

Words meanings
Class pass: 80.00
Grade: a part of a subject that is widely understood or known
Gardener: a person who tends and looks after plants
Horse: a domestic animal kept for riding or work
Agriculture: the science of raising crops and livestock
Horseman: a person skilled in the art of horse riding

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The agricultural education program in the Philippines is designed to equip students with the skills and knowledge necessary for successful agricultural ventures. By offering a range of courses and practical training, the program aims to prepare young people for a variety of roles within the agricultural sector. This includes work in crop and livestock husbandry, horticulture, forestry, and related fields.

The benefits of agricultural education extend beyond immediate employment opportunities. It fosters a deeper understanding of the environment and the importance of sustainability. This knowledge is crucial in addressing global challenges such as climate change and food security. Furthermore, it promotes a sense of pride in local produce and encourages the preservation of traditional farming practices.

In conclusion, the agricultural education program in the Philippines plays a vital role in the development of a skilled workforce and the advancement of agricultural practices. It is an investment in the future of the country, ensuring a sustainable and prosperous agricultural sector for generations to come.
Facilities to carry on the program in vocational agriculture

H. E. McCracken, Teacher, Ruffton, South Carolina

The primary purpose of a course in vocational agriculture is to add individuals in local communities, especially in the rural areas, to carry on a program that will assist farmers and ranchers, and to the maximum extent possible, provide a means of developing a cooperative network of farmers and ranchers. This network will provide a cooperative way of living and working, and the farmers and ranchers can then make use of the facilities and services available to them. The success of this program will depend on the cooperation of farmers and ranchers in the local community.

A cooperative was established in 1946 to preserve wood, lumber and other farm products. The cooperative was initiated by adult farmers and ranchers, and it became a cooperative with a membership of 1,000 farmers and ranchers in the local community. The members of the cooperative have a shared interest in the success of the program, and they work together to achieve the goals of the program. The cooperative is financed through the sale of membership stock, which is purchased by the members of the cooperative. The membership stock is used to finance the operation of the cooperative, and the cooperative has been successful in providing a source of income for the members of the cooperative.

The cooperative is managed by a board of directors, which is elected by the members of the cooperative. The board of directors is responsible for the direction of the cooperative, and it is charged with the responsibility of ensuring that the cooperative is managed in a way that is consistent with the interests of the members of the cooperative. The cooperative has a strong commitment to the success of the program, and it works hard to ensure that the program is successful.

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State associations... Programs... activities... relationships

NELL JOHNSTON, Teacher, Chippewa, Iowa

As the result of the executive com-
mittee of the meeting the officers of the
National Vocational Agricultural Teach-
ers’ Association, on August 5, a survey form was sent out to approximately forty state Vocational Agriculture Teachers’ Asso-
ciations. From this survey some thirty-
eight replies were received. The follow-
ing is an attempt to summarize the information given by these state associations.

In the question as to the number of students that were used for association business, there was quite a variation between the states. The majority have three or more students involved in association business in some way. In some cases, the majority of cases this is held during the summer. A few are scattered through the fall and spring as well as the Christmas vacation.

In the question as to the number of that time that was used for association business, there was quite a range in the replies. The majority have three or more hours devoted to association business in the school year. For some, it was few hours; very few were less than three hours and almost all had some time spent. The conditions felt that they did not have the time to devote to association work.

In the question as to the number of meetings of the state associations during the time that they were in session and the time that they were not in session, some had as many as ten different meet-
ings a year, while others had none. Of course, the meetings that were attended and the most satisfac-
tory.

State Officers

In the matter of selecting candidates for state offices, the majority of the states provided nominating committees and voted on the candidates nomi-

nated only. All have systematic methods of selecting their officers, their methods vary from year to year along with the old-timer-secretary-treasurer, and the vice-

president, and secretary-treasurer, and that requires that the president be elected by the committee. A majority of the states have a district chairman on their executive committee. A majority of the states provide for area by area representation.

The number one hundred percent of the states replied that any retirement sys-
tem they had was in the form of lump sum payments to other teachers in the state. One hundred percent indicated that a retirement system of one hundred and fifty dollars per month was not satisfied by one hundred percent of the state replies to the question regarding the way state associations paid the retirement figure of one hundred dollars per month. The average seemed to be between seventy-five and one hundred dollars per month.

The question concerning group insurance programs, it was shown that most states do not have a group insurance plan for their members. Some states provide for some group insurance such as life, sicken, or accident insurance.

One state made provision for a widow’s pension fund. When asked the question as to whether their group insurance plan provided for the retirement of the teacher, the states were equally divided as to whether they were contributed words, one-half liked them and one-half did not.

In making a code of ethics broad enough to include the fact that two-thirds of the states have a “State Teacher of the Year” award, the states were equally divided as to whether they were contributing words, one-half liked them and one-half did not.

Shelby in Policy Making

Most states have a policy statement in their state associations that relate to the national associations.

Seven states indicated that they felt they had a satisfactory number of people in determining policies in connection with this statement.

Annual Professional Days

In the matter of professional days there was a great variation between the states than any other particular question. The low number listed was one day per year, the high listed was twenty-two days per year. The largest range was between ten and twelve days per year. These days were usually all inclusive; that is, they included the N.V.A.T.A., A-A.V.A., The Agriculture Education Magazine, their State Vocational Association, and other local items.

In the balance of the questions taken care of was left to the State Teachers Association’s Teachers’ Advisory Council for it.

The responses from the majority of the states depended almost entirely upon the members as to their interest in school, income, how much, self printed books, project record books, how many, how much, and similar types of information.

One state in particular indicated that this was an impossible task to determine policies in connection with these conditions.

The state conference meetings, which, as indicated above, would have a lot of influence on the time that one of the teachers of the replies indicated that teachers from the state were invited to par-
ticipate on their conference programs, further indicated that this had not been the practice. The ex-
periance indicated that it was of very little use of the teachers who were interested in the subject of interest to them had not been so far.

One state replied that the state divisions had in regard to the per cent and extent of participation in the affairs of the states in their state conference.

Developments in 1951

To take a look at a group in 1951 in areas of special interest including: general state and county officers, special areas for agricultural education, advisory com-
munities, national officers, state and local combi-
nations, and state and national officers.

A joint session was also arranged for all groups. As indicated by the meeting of the local chapter of Alpha Tau Alpha, presented in a different manner for this year and the one hundred percent of the state replies to the question regarding the way the state associations paid the retirement figure of one hundred dollars per month. The average seemed to be between seventy-five and one hundred dollars per month. The average seemed to be between seventy-five and one hundred dollars per month.

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The American Agricultural Education Magazine, 1952, 16

Illinois advisory groups get together

MARTHA J. SCOTT, Teacher Educator, University of Illinois

A SURGE of new advisory councils and programs in our schools re-
sults from the fact that all states are now seeing more active cooperation with the local school authorities. The number of general state advisory councils is on the increase. A majority of state advisory councils are now under the direction of the Advisor of advisory groups which have been so popular in agriculture education.

A rapid increase in the number of advisory groups has brought problems, frustrations, and misunderstandings concerning the essential work of advisory groups in the public schools. School ad-

ministrators, teachers of vocational agri-
culture, numbers of boards of education and advisory groups, have felt a need to get together and share experiences and needs. So much interest was shown that the University of Illinois Farm and Home Service held two sessions for individuals interested in advisory groups, November and December 1951. Attendance at the meetings has increased each year over the previous one. This year approximately 200 people from over 50 communities attended the ses-
tions.

State associations...
Practical agricultural education... (Continued from Page 13)

A vocational agriculture program... (Continued from Page 1)

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An evaluation of the institutional on-farm training program in Arkansas

H. G. HOTZ, Research Specialist, University of Arkansas

Over 35,000 farm veterans in Arkansas have participated in the on-farm training program. This program provided veterans with opportunities to acquire new skills and to be of assistance to farmers. Most of these veterans have become valuable participants in the state's agricultural activities. Those who have completed the on-farm training courses have a better chance of returning to their farms after military service. The training programs have been found to be helpful in increasing the efficiency of farm operations and in improving the overall productivity of the farms. The training courses are designed to provide veterans with the skills and knowledge necessary for successful farming. The training programs have been sponsored by the University of Arkansas and other educational institutions.

Young farmers on parade

ELVIN DOWNS, Supervisor, Salt Lake City, Utah

The Utah Association of Young Farmers held its Ninth Annual Convention at Salt Lake City last Friday and Saturday, May 9th and 10th. The state convention has increased in scope and importance, and has become a valuable asset to the young farmer group in Utah. The conventions are held to provide a forum for exchange of ideas, reports of accomplishments, and discussion of various problems facing young men engaged in farming. There were over 100 farm representatives from the various counties of the state in attendance. The convention included a wide range of topics, including soil conservation, crop production, and marketing.

Community Service

Five hundred (6000 members of the Young Farmers' Cooperative). The main objectives of the convention were to provide a platform for the exchange of ideas and to encourage young farmers to participate in local farm organizations. The convention included several events, such as a visit to the state capital and a tour of nearby agricultural facilities.

Cooperative Activities

The cooperative activities included the following:

1. Purchased 40 tons of Dreyer-Super Phosphate for members' use.
2. Remodeled old shop for young farmer use; this included welding, building of work benches, painting, and installation of equipment.
3. Built a dairy barn for one of the less fortunate young farmers of the area.

Recreational Activities

1. Young farmers entered a basketball team in county league.
2. Canyon party for young farmer and partners.
3. Social such as in cooperation with Young Farmers' Societies.

The pictures below were sent to us by John Mack (p. 10). We received one copy of our magazine which we sent to him on the June issue.

"Public Speaker of the Year"

The award was given to a young farmer who has made outstanding contributions to the delivery of educational programs. The award is sponsored by the Utah Association of Young Farmers and the National extension service. The award is given to a young farmer who has demonstrated excellence in public speaking and has provided valuable information to the audience. The award is open to all young farmers who have participated in public speaking activities in the previous year.

Treaty repair and adjustment is popular with young farmer groups.

WASHINGTON, D.C., May 12, 1957

The Washington Post reports that the Treaty repair and adjustment is popular with young farmer groups. The treaty is a significant step in the progress of the farming community towards a fair and equitable solution to the problems faced by farmers. The treaty is designed to provide a mechanism for the adjustment of disputes, to resolve conflicts, and to ensure a fair and just resolution of issues.

The treaty has been endorsed by a number of organizations, including the American Farm Bureau Federation, the National Farmers Union, and the National Association of Farm Workers. The treaty is a significant step in the progress of the farming community towards a fair and equitable solution to the problems faced by farmers. The treaty is designed to provide a mechanism for the adjustment of disputes, to resolve conflicts, and to ensure a fair and just resolution of issues.

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National F.F.A. contests ... Plans and major changes for 1951

E. J. Johnson, Program Manager, U. S. Office Education

The Special Steer Committee for F.F.A. National Contests has recommended a total of 71 points in all classes for the 1951 contests, which will be held at Kansas City in January. The recommendations were based on the points awarded for the winners of the 1950 contests. The committee, which is composed of members from each state, has recommended the following changes:

1. The points for cattle classes have been increased to a maximum of 35 points per class. This change is being made to provide a greater incentive for students to participate in the contests.
2. The points for dairy cattle classes have been increased to a maximum of 20 points per class. This change is being made to provide a greater incentive for students to participate in the contests.
3. The points for small animal classes have been increased to a maximum of 15 points per class. This change is being made to provide a greater incentive for students to participate in the contests.
4. The points for poultry classes have been increased to a maximum of 10 points per class. This change is being made to provide a greater incentive for students to participate in the contests.

The committee has also recommended the addition of new classes and the deletion of some of the existing classes. The new classes include:

- A class for horses and ponies
- A class for small animals, such as rabbits, guinea pigs, and hamsters
- A class for poultry and small animals

The deletion of the existing classes includes:

- The class for dairy cattle over one year old
- The class for poultry under one year old

The committee has also recommended that the contests be held in three sessions, with each session lasting for four hours. This change is being made to provide a greater incentive for students to participate in the contests.

The contests will be held on Monday, Tuesday, and Wednesday of the week of January 23, 1951, at the Kansas City Convention Center. The contests will be open to all F.F.A. members who are enrolled in agriculture programs.

The committee has also recommended that the contests be held in three sessions, with each session lasting for four hours. This change is being made to provide a greater incentive for students to participate in the contests.

A Toast to the Montello F.F.A. Chapter (Dedicated to the FFA Who Played Basketball Under My Coaching) This is the sixth fish in my chain Of tangibles combining woods, fields, and grain... And I'm proud to sit in this club this way With my movies, instructions, and fun to do. I too, we're from youth; I can't name The challenges farm boys have to face... But that before the power machine Altered the rural life and scene... I've seen these boys come, and I see them go... The quick, the honest, and the slow... But through it all the pattern is there For the F.F.A. boys foursquare... Whether they work by machine or hand Their ideal one's rare or sound resolutely, For their honest, honorable, homely tail May God bless them till the soil...

C. S. Scarborough, Teacher Education, North Carolina State College

Horticulture shortage here... C. C. Scarborough, Teacher Education, North Carolina State College

Here's a unique addition to the horticultural problem at a student teacher's level. Three Dowdy, teacher of vocational agriculture, Hillboro High School, Orange County, North Carolina, wanted a better living situation for student teachers under his supervision. Reconsidering poor living conditions in his own student teaching days, his objective was to improve these conditions for prospective student teachers at Hillboro. The opportunity came last year when the vocational agriculture building was being remodeled. Funds were available for an addition to the shop. However, it was soon apparent that with the additional space, there would be a better opportunity to reduce the number of student teachers and make the shop more efficient. The result was that the Hillboro school and community appreciated, and cooperated in, the student teaching program. They feel that it is an asset to the school.

An analysis ... (Continued from page 20) on-farm training is highly valuable, a small majority thought the cold classroom instruction was more helpful than the cold classroom on-farm training. A small majority of the veterans said that the individual visits of instructors on their farms was more valuable than the cold demonstration and field practice conducted with small groups.
PICTURES of the month...
A contest open to all teachers of Vocational Agriculture and farm veterans

This is an entries in the picture of the month contest. A $10.00 award for the first place will be made each month and an additional $50.00 award for the picture adjudged the best of the year. Details of the contest appeared in the April number of "The Agricultural Education Magazine." All pictures should be mailed to J. K. Coggin, State College Station, Raleigh, North Carolina.

ABOVE
Name of contestant: Ralph E. Reynolds
Bar 34
Blind, Virginia
Name of school: Blind High School
Vo-Ag Teacher
Camera used: Yashica 630
Exposure Lens: Opening, f8
Shutter speed, 1/50
Title of picture: "Practical Application of Classroom Teaching"

LEFT
FIRST PLACE
Name of contestant: William Paul Gray
Eaton, Colorado
Name of school: Eaton High School
Vo-Ag Teacher
Camera used: Kodak II Rolly 620
Exposure: Lens, f 11
Shutter speed, 200
Film, Super XX
Title of Picture: "End of a Perfect Day"

RIGHT