Pictures of the month...
A contest open to all teachers of Vocational Agriculture and farm veterans

"Look, No Mammals"
Don Collum, Belmond, Iowa
Camera: Speed Graphic, Panco Press Type B 1/125, f/200

"Clean Test Plot"
W. A. Ravon, Concordia, Kansas
Camera: 4 x 5 Spd. Graphic, 1/250 at f/11
Pan Press type B film.

"Name Holders Made by the Agricultural Class"
Robert N. Classon, Oxford, N. Y.
Camera: Kodak 35 Mdl, 1/50 sec at f/16
XII film, Back filter, 1 press 25

Featuring...
Serving Out-of-School Groups
Preparing teachers for young farmer opportunities

A TRULY individual farming program is not a product of the free enterprise system. It can only be sponsored by the community. A complete program of education in a community is often considered to be determined by the total needs of all of its people at one time and as providing for the dynamic nature of the many interrelated social processes. It is even more important in the total influence upon the future of the community that a complete program of education be recognized with the broad conception of how education contributes to the development of the individual and community in the family and community environment, and how the individual's functions continuously throughout the life. It is agreed that formal system of teacher education should provide for the development of the individual for continuing professional development of the individual responsibility of each by each member for the success of the community's goals. The community as a whole is a mosaic of fifteen hundred people. For this reason, among others, the local Y.M.A. is clearly recognized as an educational leader in the total and personal social purposes of each of the members of the group. Therefore the education of the individual is focused through a carefully planned local program of activities.

There are several administrative and supervisory changes which need to take place in the near future. The question is how to determine the needs for more and what training should the parochial schools do. The Young Farmers Association numbers which number of parochial school teachers or supervisors in determining the relative importance of their programs. For example, supervisory parochial schools are subjected to the same state-wide PTA events and many type of parochial school in the United States, saving greater consideration can be given to helping him approach his problems in the sequence and with the inter-relationship of those to his individual abilities and home farm situation.

Teaching of agriculture need to de-velop close working relationships with the student body of the school and the home community. The successful young farmer work is the result of a group of problems. Many states are making an effort to help the master's degree. It is possible that the master's degree, in the case of the young farmer education, will be a group of problems to be solved. The master's degree in the case of the young farmer education, will be a group of problems to be solved.

The prerequisite for the parochial school teachers to join go their job having had an adequate period of practical teaching experience in schools where successful young farmer work is the result of a group of problems. Many states are making an effort to help the master's degree. It is possible that the master's degree, in the case of the young farmer education, will be a group of problems to be solved. The master's degree in the case of the young farmer education, will be a group of problems to be solved.
What's hindering the development of the young farmer program?

HAROLD R. CUSHMAN, Teacher, University of Vermont

WHY do so few teachers of vocational agriculture conduct young farmer programs? It is important to know what factors are hindering the development of the programs so that these factors can be overcome. A careful study of Vermont conditions and close observation of the program in other states was made to discover the reason for the lack of interest.

Procedure

All of the Vermont school districts which have agricultural education were surveyed. The principal of each school was interviewed by telephone, and the cooperating teachers were visited. The results of this study are described below.

Vermont conditions

In the state of Vermont, the area where the teacher's participation in school routine activities, pre-vocational activities, pre-vocational classes, and non-vocational instruction proved effective in providing school work for young farmers during the school year.

Some schools offered courses in farm management and business, building homes, and the like, but these courses were not considered part of the young farmer program.

Vocational agriculture students were also involved in non-school employment such as work on farms, in manufacturing, and in other vocational programs. The extension agent at the Vermont university supervised the program.

Lack of knowledge

Lack of knowledge of the number of young farmers who would be interested in a young farmer program was an important factor in the failure of young farmer programs. The teachers of young farmer programs were usually not knowledgeable about the program or the extension agent at the university provided extension services to them.

Lack of interest

The teachers had little interest in the program because they had not been trained in it. The teachers were not provided with information about the program or training in teaching it.

Lack of cooperation

The cooperation of the teachers was also lacking. The teachers were not provided with the necessary information to teach the program effectively. The teachers did not feel that the program was worth their time.

Conclusion

The study showed that the schools need to provide more training and support for teachers of young farmer programs to improve the program's effectiveness.

ADULT FARMER INSTRUCTION GOES INTO PRACTICE

Harvesting Bailey tobacco. A member of the evening class, Leicester High School, Barre city, Vermont, cuts his first crop. The tobacco will be air-dried and then cured by sunlight. (Photo by J. R. Coggin.)

ADULT education in the field of agriculture is beginning to grow. In the co-op high school system, for example, the evening classes in agriculture are being offered to adults. In addition, many vocational agriculture teachers are providing adult education programs.

The demand for adult education in agriculture is increasing. The adult education program in agriculture is providing a valuable service to the community by providing adults with the opportunity to learn about agriculture and related topics.

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Ne ver a dull moment in Collinville's adult study group

JOHN FOX, Ye-Ag Instructor, Collinville, Oklahoma

One of the major problems confronting many vocational agriculture teachers is how to organize educational activities for adult farmers. And once a program is organized, how to keep interest in the program alive.

Often, well-meaning teachers have tried to get farm people to come out to educational meetings. Others, after they have succeeded in getting a crowd to attend their meetings, have watched helplessly as the attendance dwindled away after a few meetings.

I do not profess to be an expert on organizing out-of-school groups. But I would like to tell you about the adult program we have in Collinville. Our adult program is still growing after seven years—proof that the program meets the approval of the farm people in my community.

When I came to Collinville to teach vocational agriculture, I inherited from my predecessor an adult program which he had organized five years before. I had done some expert grade work and a good job of getting the idea to farmers in the community, which had resulted in an initial meeting of a group of farmers and their wives and children. But we were at the Collinville Adult Study Group. They elected officers and, before the first meeting, the president of the group presided over the meetings.

Right here I would like to point out the importance of letting the adult group run their own programs with a minimum of “boss and bother” by the vocational agriculture teacher. The “Ag” teacher should step back as much behind the scenes as possible. He should be the good right-hand man of the elected officers of the group. He should make his services available to them at all times, but must let the farmers themselves “run the show.”

Only a few farmers attended our first meetings, but as programs become more interesting and more people learned about the monthly meetings, the membership increased. Today we have over 200 members enrolled in the adult class.

Programs Must Be Constructive

We learned early that farmers will not come out to meetings if they do not get something constructive that they can take home with them and use. This is especially true in my area where most of the farmers are dairymen and their time is valuable. The “Ag” teacher should work closely with the program committee to plan worthwhile and interesting programs.

We are careful to make sure that the agricultural problems that we discuss in our meetings are of current interest and that they are common problems to a majority of the group. For instance, it would be foolish for us to talk about marketing action for hogs when most of the group is worried about a disease that is currently plaguing their dairy cattle.

Another important thing is to set a definite time the year around for the meetings to be held. At Collinville we meet the second Monday night of each month. In a community like ours there is some kind of meeting almost every night. If you do not have your meeting night well-established in the minds of the members, it may be hard to get them to come out.

Family members of all ages attend sessions of the adult study group. A farm problem of interest to all is being discussed.

Effectiveness of institutional on-farm-training in Ohio

With implications for future programs in adult education

J. H. LINTNER, District Supervisor, Institutional On-Farm Training, Columbus, Ohio

The “proof of the pudding is in the eating thereof” and the best indication of the effectiveness of the Institutional On-Farm Programs is generally considered to be the number of veterans who continued to farm after they complete or interrupt their training.

A study completed in March of 1952 indicates that out of every 100 veterans who entered the program in Ohio, only 60 were actually farming either on a full-time or a part-time basis. Forty-four per cent of the veterans surveyed were engaged in full-time farming with 14.7 per cent on a part-time basis.

It should be recognized that Ohio is in a transition stage of increased industrial activity crowding out agriculturalists as the center of population moves westward. Accordingly, it is possible that the figure shows the true condition. However, it is believed that in the industrial areas of the state, a part-time farmer with regular off-farm employment may be equally as productive and secure as a full-time farmer. Accordingly both part-time and full-time farmers were considered as “established” with 75.3 per cent in the established group farming full-time and 24.7 per cent on a part-time basis.

The long time farming plans of the veterans were considered to determine the long time farming plans of the veterans who currently farming are shown in Table 1. The effect of the Korean situation and the unusual economic conditions on the farmers is indicated by the $3.5 cent per hour wage and the $1.5 cent per hour wage that the veterans were earning in November of 1951.

In interpreting the results of the study it must be realized that the random sampling included all veterans who had been in training, regardless of the length of their training, and were not interrupted either voluntarily or for cause. As the veterans surveyed were no longer in training their status in farming and the judgment of their own experience in the Institutional On-Farm Training are free from the influence of program and selection of the veterans. The veterans who had been out of training for a year or more after completing their training have the advantages of a more accurate appraisal.

The purpose of the investigation. The primary objective of the study was the determination of the proportions of veterans actually continuing in farming, the average income of veterans in farming and the average income of veterans in farm-related occupations. The purpose of this investigation was to determine the effectiveness of the Institutional On-Farm Training in Ohio in the light of its objective after five years of operation, with a view to seeking the way for modification in the present year and the application of successful features to the young farmers and adult farmers programs taught by regular instructors at the vocational agricultural colleges.

The specific objectives of the study are as follows:

1. How successful has Institutional On-Farm Training been in establishing farmers on either a full-time or part-time basis?
2. What has been the contribution of Institutional On-Farm Training toward the establishment of veterans in farming?
3. What further educational opportunities are desired by veterans after completing their training?
4. What features of the Institutional On-Farm Training programs should be modified in the remaining years of operation?
5. What features of the Institutional On-Farm Training programs should be adopted or included in future young farmers training programs?

Was the Institutional On-Farm Training program equally successful in all land use?
4. Establishment in farming is pos-
sitive for the personal and econ-
omic factors. None of the selected personal factors were significant in previous years, and the experience of time of entry into train-
ing, as measured in the 1941 study, had no significant effect in determining which veterans should be approved for training.

5. Farm and homestead operators are established in farming in the third year, and this suggests that the establishment of veterans in farming with the possible assistance of "other" assistance, which ranked lowest (Table 11).

Table II. Ranking of the Various Types of Instruction by All Veterans

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<thead>
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<td>Off-farm taught by instructor</td>
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6. All of the selected areas of subject matter were of value in establishing veterans in farming. The highest grade, ranking over the managerial aspects of farming, was followed in the next by the on-farm and homestead operations. (Table 12)

7. The third and fourth years of training, in content, as measured by the score of the veterans, were important in making a large difference in the establishment of the veterans. The score for the third year, 54.4 per cent of the total score, was the highest. (Table 13)

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<tr>
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<tr>
<td>Weed control and marketing</td>
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<td>Conservation of soil and water</td>
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10. A ranking of the various types of instruction by all veterans shows that the Individual on-farm program is the most important, followed by Small group on-farm, Off-farm taught by instructor, Off-farm taught by other, and Educational trips and tours. (Table II)

11. If there is anything I am selling it is the fact that most on-farm groups of the first-class on-farm group can really improve their program in many quick and often by bringing change which is not too much for them to bear. In such groups we can also foster the relations that will benefit our depart-

...
Institutional-on-farm training in Vermont

EDWARD D. EATON, Atlantic City Electric Co., Atlantic City, N. J.

A RECENT study of 100 farmers enrolled in the institutional-on-farm training program in Vermont revealed interesting things were involved. The study was conducted in a similar manner to that of the National Study of the Education of Farm Women, with certain exceptions. As in the national study, an attempt was made to determine the progress of the establishments of veterans in farming. The attempt to which they were established, and in some cases by the farmers, and those of their relatives in the institutions.

Probable
the pattern set in the institutional-on-farm training program was substantially the same. In Vermont there were differences in the amount of money that was spent in the training programs during the years of 1940 and 1950. The veterans who were enrolled in the program at the time of this study were those who had received 100% or more of the previous program. This set of findings shows that the quality of instruction carried considerable weight.

The Veterans were present for the part-time program and encouraged with the Veterans, who have cooperated with the Extension and Veteran Commission. These various services have been of invaluable service in making a program successful.

Adult education

While instructing adult farmers, I feel that visual aids and should be used, but excessively. The farmer can understand the content of the training more easily. The pictures are easier to understand than reading. A good job of determining what is the best way to instruct the training program for the Vermont farmers. The in-service training program with the program being emphasized in the institutions. As to managerial factors it was found that the training programs were at least as effective as those in the schools. The purpose of this study was to determine the effectiveness of the program in preparing farmers for entering the business world. It was found that the farmers who were enrolled in the program at the time of this study were those who had received 100% or more of the previous program. This set of findings shows that the quality of instruction carried considerable weight.

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YOUNG FARMER INSTRUCTION BRINGS RESULTS

Eileen K. Geoey, Right, Agricultural Instructor at Hillboro high school, Middlebury College, Vermont, explains the importance of grading meat to a group of young farmers. (Photo by courtesy of J. K. Copper.)
A program for the wives of veterans and young farmers

WILLIAM KNIGHT, Taxator of Veterans, Gaylord, Michigan

A PROGRAM that is not unique among the farming beginning farmers is the one that the farmers are beginning. Among the veterans, their farms are being turned over to them. While teaching a class of veterans, I noticed that many of the veterans were discouraged by the lack of opportunities for them. I thought of the opportunities for my farm family, and I realized that the veterans also had opportunities that were available to them.

The program that I have is centered around the idea of providing opportunities for the veterans to become farmers. The program is divided into two main parts:

1. Providing opportunities for the veterans to become farmers.
2. Providing opportunities for the veterans to become educators.

The first part of the program is designed to provide opportunities for the veterans to become farmers. This is done through a series of workshops and seminars that are held throughout the year. These workshops are designed to provide the veterans with the skills and knowledge necessary to become successful farmers.

The second part of the program is designed to provide opportunities for the veterans to become educators. This is done through a series of workshops and seminars that are held throughout the year. These workshops are designed to provide the veterans with the skills and knowledge necessary to become successful educators.

The program is designed to be flexible and adaptable to the needs of the veterans. It is designed to be a long-term program that will provide the veterans with the skills and knowledge necessary to become successful farmers and educators.

In conclusion, I believe that this program is essential to the success of the veterans and the future of agriculture.

William Knight, Taxator of Veterans, Gaylord, Michigan
Serving adult farmer needs in a community

ROBERT L. MOORE, Vo-Ag Instructor, Winfield, Texas

The vocational education teacher of today must recognize the fact that the farmer is rapidly losing a new pattern in agriculture. The trend is toward a greater dependency on capital equipment, on per unit production per year, and per unit land area.

This is being accomplished by mechanization, specialization, and through the efficient working relations between agricultural agencies and commercial companies.

If we are to serve the adult farmer in our community, we must understand the basic problems of farming and at the same time arrive to control the throttle on our improved practices.

This cannot be done by any one farmer or agricultural worker alone. It requires the total effort of all of us—those who are in the business of helping farmers, our leadership abilities and our technical information. To accomplish this goal, one can readily see that organized effort is required.

This is the way that large industries operate. Take the large industries over the country for comparison; their financial advisors, their missionaries, and their advertisers.

If there is good business in a large company then why should not a group of educators, the county agricultural agent, and the farmers profit from organized effort?

I can best illustrate how we can serve our community by describing a method that is working in my own Virginia county where we have organized programs to serve all types of diversified farming. The program is for the cattleman, the beef cattle farmer, and the dairy farmer can both benefit from such a program as demonstrated by our various groups according to their own interest and individual participation.

In the fall of 1959, I was able to get the dairy farmers to see a need for improvement through an intensive program in small group, small group field trips, and through the program to extend the work from one area to another. For this reason we organized several meetings for the dairy farmers to discuss dairy problems.

The two Holstein cows were purchased by the Walmer Grade "A" Dairy Association. The farmer and his dairy puzzled about their requirements. They requested to have a representative with a truck to Wilsonville and purchased the dairy cattle for the purpose of recording and to purchase dairy cattle with good production records.

The form of adult education varies

MARION T. JENKINS, Vo-Ag Instructor, Spartanburg, South Carolina

Extreme heat and Mr. Jenkins is reported to have been unusual in recent years. He is reporting a decrease in the number of dairy farmers in the area who have an annual income of over $100,000. After the foundation work had been completed a meeting was called for the purpose of forming a committee for the purpose of forming the Dairy Farmers Improvement. The first meeting group included the bankers, school administrators, and a representative of the Mutual Milk Company. The meeting was a success by a change of 600,000, and the number of dairy farmers in the area who have an annual income of over $100,000 increased from 40 to 60.

From the early beginning of vocational agriculture, the farmers have contributed with the problem of farming. Patterns have been used and have been stuck as "must" on the teacher of vocational agriculture. These questions which will arise quickly in each teacher's mind is never answered. "What is my biggest obligation fall with my all students? Is it the education of my students or my students' education? Is it the education of all students or the students' education? Is the education of all students or the students' education? Is the education of all students or the students' education? Is the education of all students or the students' education? Is the education of all students or the students' education? Is the education of all students or the students' education? Is the education of all students or the students' education? Is the education of all students or the students' education? Is the education of all students or the students' education? 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Is the education of all students or the students' education? Is the education of all students or the students' education? Is the education of all students or the students' education? Is the education of all students or the students' education? Is the education of all students or the students' education? Is the education of all students or the students' education? Is the education of all students or the students' education? Is the education of all students or the students' education? Is the education of all students or the students' education? Is the education of all students or the students' education? Is the education of all students or the students' education? Is the education of all stu...
Evaluation of methods used in I-O-F training in the Central Region

THE VETERANS enrolled in institutional training in the states of the Central Region have indicated that they want more time in their training program than individual on-farm instruction. This information was found in an investigation of the opinions of veterans who were used in the training program as a part of a study of a model of institutional farm training in the Central Region.

The model was a computer simulation of changes in administrative policies, course content, and methodology.

The form of adult education (Continued from Page 103)

<table>
<thead>
<tr>
<th>Individuals</th>
<th>Small groups</th>
<th>Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual</td>
<td>(all farm)</td>
<td>(all farm)</td>
</tr>
</tbody>
</table>

Shown in Table 1 is a summary of the responsibilities of the three methods of instruction in terms of mean scores. The mean scores were obtained by assigning numerical values to the responses to follow (much); in nearly, important; helpful; and very helpful, and guide him away from some of the teaching aids which are not very helpful. The veterans in Missouri rated the classroom and individual on-farm instruction to be of nearly equal value. Veterans in Nebraska found individual on-farm instruction rated high tended to rate classroom instruction accordingly.

Classroom instruction was rated highest in Table 1. Type of instruction by States (Mean Scores)

<table>
<thead>
<tr>
<th>State</th>
<th>Individuals</th>
<th>Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indiana</td>
<td>1.56</td>
<td>1.58</td>
</tr>
<tr>
<td>Iowa</td>
<td>1.60</td>
<td>1.28</td>
</tr>
<tr>
<td>Kentucky</td>
<td>1.78</td>
<td>1.47</td>
</tr>
<tr>
<td>Kansas</td>
<td>1.97</td>
<td>1.67</td>
</tr>
<tr>
<td>Missouri</td>
<td>1.59</td>
<td>1.63</td>
</tr>
<tr>
<td>Minnesota</td>
<td>1.51</td>
<td>1.24</td>
</tr>
<tr>
<td>Nebraska</td>
<td>1.55</td>
<td>1.35</td>
</tr>
<tr>
<td>North Dakota</td>
<td>1.54</td>
<td>1.45</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>1.77</td>
<td>1.84</td>
</tr>
</tbody>
</table>

From the responses of the veterans in each of the eleven states the demonstration that the preferred methods of classroom instruction are a demonstration that the preferred methods of classroom instruction are a demonstration that these methods in four of the states preferred was conducted. The data which are presented below indicate that the preferred method of classroom instruction is a demonstration that veterans are among the states with the exception of Kansas that the preferred method of instruction was the four methods previously mentioned.

No significant differences were found between the methods of instruction and the ratings of the instructors.

The percentages of the veterans who responded in the "poor" column concerning the value of the various methods were as follows: demonstrations, 27.7 percent; discussion, 73.5 percent; question and answer, 53.7 percent; laboratory, 54.1 percent; lecture, 48.2 percent; debate, 41.2 percent; group or individual report, 62.1 percent.

Sound sources that were read among the states in the ratings of sources of reference material for veteran to the following question: Of what value is the following reference material for adult education?

<table>
<thead>
<tr>
<th>Source</th>
<th>Indiana</th>
<th>Iowa</th>
<th>Kentucky</th>
<th>Missouri</th>
<th>Minnesota</th>
<th>Nebraska</th>
<th>North Dakota</th>
<th>Wisconsin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bulletins</td>
<td>1.61</td>
<td>1.38</td>
<td>1.76</td>
<td>1.54</td>
<td>1.55</td>
<td>1.58</td>
<td>1.51</td>
<td>1.87</td>
</tr>
<tr>
<td>Circulars</td>
<td>1.61</td>
<td>1.38</td>
<td>1.76</td>
<td>1.54</td>
<td>1.55</td>
<td>1.58</td>
<td>1.51</td>
<td>1.87</td>
</tr>
<tr>
<td>Pamphlets</td>
<td>1.77</td>
<td>1.47</td>
<td>1.84</td>
<td>1.59</td>
<td>1.63</td>
<td>1.55</td>
<td>1.45</td>
<td>1.84</td>
</tr>
<tr>
<td>Technical leaflets</td>
<td>1.56</td>
<td>1.40</td>
<td>1.77</td>
<td>1.54</td>
<td>1.45</td>
<td>1.59</td>
<td>1.51</td>
<td>1.87</td>
</tr>
</tbody>
</table>

The findings of this study indicate that adult and home economics reference books and bulletins; note- book and field trips have more value to the veterans. The results show that much use should be made of field trips, demonstration, motion pictures; specimen charts and self-educative effective programs. Special effort should be made to modify the methods in the Institutional On-Farm Training Program for young and adult farmers.

The conclusions of the study were supported in the Central Region, in that Veterans are more interested in instructional methods that are more stimulating to present the information. The results indicate that more value to the veterans are found in the methods presented. The observations and findings of the study were found to be of considerable importance to the educators of adult education.
Organizational procedures for young farmer programs

A study of successful programs in selected communities in North Carolina

T. H. HOBGOOD, J. P. SELZ, C. MATTOX, and C. G. SCARBOROUGH

How does a vocational agricultural teacher proceed in establishing a young farmer program in a community? Often the teacher at the very beginning of the undertaking has the question, "How do I get started with the young farmer program in my community?" The following account is a review of the steps taken by several vocational agricultural teachers in the state of North Carolina who have established successful young farmer programs.

Purpose

Recent histories of interest in young farmer classes is apparent on every hand. In North Carolina, this interest is due to several factors. Among the most significant of these are the administrative measures that major agricultural changes may be formulated. As a result of the efforts of the Vocational-Training Program, increased facilities available to the teacher and improved instruction received by teachers have greatly assisted the young farmers in their educational program.

Young Farmer Organization

Young farmers across the nation are being organized on a rapid scale. Some of these are small and others are very quickly growing. It has been the policy of the Department of Agriculture in the state of North Carolina to assist in the establishment of the young farmer organizations in the state. This has been done by giving direct assistance to teachers in organizing what has been called the successful young farmer programs.

Method and Limitations

The present study is based on the case study approach. A District Supervisor was asked to supply a list of schools which had established a successful young farmer program. Eight schools were selected, each of which had a minimum of 2 years of activities at the time of the study in 1952. The characteristics of these schools were personally interviewed and the teachers interviewed. An attempt was made to determine the reasons for the success of the program and to determine the factors which would aid comparable programs in other areas.

Case No. I

This case was unusual, because it was during the afternoon and the teacher had to limit the enrollment due to lack of time and facilities. The program was organized strictly on a voluntary basis due to the large enrollment of veterans, all-day students, and adult farmers, the young farmers were not given the privilege of using the shop. Afternoon work was given the teacher about setting a time each week when they could meet. They were told that this could be done provided that they could bring in a group of the individuals to meet the time allotted in the teacher's instruction time in this project.

The teacher surveyed the young farmers' wants and needs, and pointed out that they needed a little instruction on present farm problems. They all readily agreed and desired to spend every other meeting in the classroom. The next meeting was held in the classroom where the teacher elected officers, determined problems to be discussed and set up a meeting schedule.

Later an addition was made to the program. The agriculture teacher and the home economics teacher met and worked out a schedule for the group to meet once a week in the home economics classroom. The young farmers were asked to bring their wives with them. The team of the group met together when the discussion was suspended and the men and women were separated when the subjects became too personal. This was the first year for nine meetings and the meetings were concluded with a supper. This group of meetings was considered very successful by the teacher.

Case No. III

The number of young farmers available was decreasing. The teacher was considering the possibilities of having these young farmers available to the older students and graduates of the young farmer classes.

The minutes of these meetings were recorded as the group was interested in the organization and unusual suggestions and comments were given. This program was maintained by the group of young farmers. The married young men attended the adult class.

Case No. II

This teacher started his organization by a letter to the board of directors of the local newspaper. The articles consisted of explanatory information on the young farmer program. The program was explained to the FFA leaders of the extracurricular activities, and the program was explained to the FFA leaders of the extracurricular activities, and the program was explained to the FFA leaders of the extracurricular activities, and the program was explained to the FFA leaders of the extracurricular activities, and the program was explained to the FFA leaders of the extracurricular activities, and the program was explained to the FFA leaders of the extracurricular activities, and the program was explained to the FFA leaders of the extracurricular activities, and the program was explained to the FFA leaders of the extracurricular activities, and the program was explained to the FFA leaders of the extracurricular activities.
Organized and unorganized adult education

EDWARD E. GRIGGS, Vo-Ag Instructor, Halfway, Oregon

E D U C A T I O N is necessary to the adult farmer. It helps him keep informed on agricultural developments at the extension stations, colleges and other research centers. He becomes acquainted with new techniques and methods adaptable to his particular needs. He learns how his enterprises fit into the national agricultural plan.

When we speak of adult education, we are usually referring to organized classroom instruction. But do we ever stop to consider the unorganized phases of adult education? We certainly do see the benefits of organized programs, like soil testing, soil treating, livestock disease control or pest control. To what extent are these valuable programs stimulating the interest of farmers about these programs?

The all-day school program for the high school boys fits in very nicely with the unorganized programs. For instance, consider a farmer who needs a scythe. The high school boy can show him how to collect and test the soil and send the fertilizer recommendations to the farmer. The farmer learns what the local fertilizer lad needs for the crops he plans to raise and the boys learn how to test soil and determine fertilizer requirements.

A well-rounded adult program will enable the farmer to give at least one third of his instruction to the day-school classes in the field. Under proper conditions and equipment, the problems confronting the farmer today are the problems students in the field are also going to confront the boys tomorrow. What preparation can be made then under actual conditions? The organized or night meeting phase of adult education is just as important as the unorganized phase. A successful adult program on farming and soil management without including both phases is like a farmer who visitors and gives interest in his basic farming and soil work. Farm visitors will also be encouraged to take a more active part in his projects. Any program is bound to be successful, however, if it has an active and enthusiastic leadership.

For most communities it is recommended that the night meeting phase be scheduled during the winter months in January and February. At this time the farmers are not busy or large. A night meeting is also held during March and April. This is timed to give the boys a chance to work on at least one third of the night meeting. The purpose of this meeting was to discuss the early spring and winter months.
Help them to help themselves

CLARENCE BRIGGS, Vo-Ag Instructor, South Bend, North Dakota

FARM shop in modern farming has real appeal to youth.

In addition, it can serve as a useful tool in teaching the right approach to farm work, the proper use of farm tools, and the importance of cleanliness and order in the shop.
Evaluating the work of veterans' teachers

F. U. WOLF, VA-G, instructor, Instructional Programs Division, Veterans Administration.

The task of evaluating the work of veterans' teachers is not an easy or simple one. However, by taking certain steps, it is possible to arrive at a fair and equitable evaluation of the performance of such teachers.

1. The first step is to establish a satisfactory criterion of excellence for the work of veterans' teachers. This criterion should be based on sound educational principles and should be consistent with the goals of the veterans' program.

2. Once a satisfactory criterion has been established, the next step is to develop a system for measuring the teachers' performance against this criterion. This system should be based on objective and reliable data.

3. The third step is to conduct a thorough evaluation of each teacher's work. This evaluation should be based on a careful examination of the teacher's performance against the established criterion.

4. The final step is to use the results of the evaluation to improve the performance of veterans' teachers. This can be done by providing additional training and support, or by making changes in the program.

In conclusion, the evaluation of the work of veterans' teachers is an important and necessary task. By following the steps outlined above, it is possible to arrive at a fair and equitable evaluation of the performance of such teachers.

A.V.A.

Nov. 30-Dec. 5

Boston, Mass.
Young farmer program presents challenging problems
FRED H. CORNARY, Area Superintend, Richfield, Utah

THE year 1962 brings with it problems which will no doubt have some bearing on the future strength and success of the Young Farmer Program. It is a great number of our agricultural educational leaders in the communities across the nation who have provided a great deal of leadership and membership support to the organization, and the damage will be serious. This conclusion, coupled with the fact that the majority of farm youth who graduate from high school either enter college or are called into the armed services, further reduces the chances for the organization's success. These conditions, plus the fact that some teachers of vocational agriculture have never had experience through the realities of the Young Farmer movement, will certainly call on the organization to remain alert to the continued effectiveness of the programs we have developed. The more successful chapters have been very careful in the selection of qualified chapter officers. This has been accomplished through the use of nominated committees. It may take several years to establish a strong, functioning chapter, but it will demand months of your time.

Evaluating the work
(Continued from Page 125)
1. Recognizing the possibilities of the young farmer's program in the life of the community.
2. Meeting criteria with constructive information.
3. Evaluating and administering the operations of the various programs.
4. Developing the public concerning their programs.
5. Maintaining standards in accomplishing survey information.
6. Establishing confidence in reliable surveys.
7. Encouraging confidence in the work of the organization.
8. Personal status and situations:
   a. Formal schooling and training.
   b. Age and experience.
   c. Ability to understand the attitude, desires, needs, and problems of the farmer's status.
9. Personal status and situations.
   a. Understanding the acceptance of the farmer.
   b. Personal status and situations of the teacher and his family.
   c. Personal status and situations of all students.
10. Personal status and situations:
   a. Participation of the teacher and the child's family.
   b. Personal status and situations of all students.
   c. Personal status and situations of all students.
   d. Personal status and situations of all students.
   e. Personal status and situations of all students.
   f. Personal status and situations of all students.
   g. Personal status and situations of all students.
   h. Personal status and situations of all students.
   i. Personal status and situations of all students.
   j. Personal status and situations of all students.
   k. Personal status and situations of all students.
   l. Personal status and situations of all students.
   m. Personal status and situations of all students.
   n. Personal status and situations of all students.
   o. Personal status and situations of all students.
   p. Personal status and situations of all students.
   q. Personal status and situations of all students.
   r. Personal status and situations of all students.
   s. Personal status and situations of all students.
   t. Personal status and situations of all students.
   u. Personal status and situations of all students.
   v. Personal status and situations of all students.
   w. Personal status and situations of all students.
   x. Personal status and situations of all students.
   y. Personal status and situations of all students.
   z. Personal status and situations of all students.

Soil and Fertility, by Louis M. Thompson, pp. 359, Illustrations and drawing by McDowall, list price $1.00.
This text is written in simple terms for the use of high school students studying in chemistry and physics. Special emphasis is placed on the determination and classification of soils, soil fertility and the importance of soil conservation. This book is well written and illustrated with photomicrographs and chemicals. Additional chapters are devoted to soil conservation, erosion and pollution, and other problems related to soil and water conservation. The book is divided into six chapters with each chapter dealing with different aspects of soil and water conservation. The book contains a wealth of information and is well illustrated. The author, Louis M. Thompson, is well known for his work in soil science and has written several other books on related topics.

Barney's marketplace (Continued from Page 125)
Barney's marketplace is a great success. With the tremendous support of the leaders in the industry and the hard work of the dedicated staff, the first edition of this book was a huge success. It is now in its second edition and is available for purchase. The book is available at most major bookstores and online retailers. It is also available in digital format for those who prefer to read on their digital devices.

Organizational procedures
6. Specific objectives for the organization should be developed. These objectives should be based on the needs, interests, and abilities of the students. The young farmers should play a major role in this development.
7. Programs should be geared to the specific needs of the young farmers. The programs should be designed to meet the educational needs of the students.
8. All programs should be integrated. This means that all programs should be designed to meet the educational needs of the students.

Preparing teachers for young farmer opportunities
The young farmers' program is clearly a very important part of the educational process. It is important that we provide the best possible opportunities for young farmers. The opportunities should be broad and offer a variety of experiences. The opportunities should be designed to meet the educational needs of the students and should be developed in consultation with the young farmers themselves. The opportunities should be designed to be fun and engaging. The opportunities should be designed to be safe and secure. The opportunities should be designed to be fair and equitable. The opportunities should be designed to be inclusive and diverse. The opportunities should be designed to be challenging and exciting. The opportunities should be designed to be supportive and encouraging. The opportunities should be designed to be challenging and exciting. The opportunities should be designed to be supportive and encouraging. The opportunities should be designed to be challenging and exciting. The opportunities should be designed to be supportive and encouraging. The opportunities should be designed to be challenging and exciting. The opportunities should be designed to be supportive and encouraging. The opportunities should be designed to be challenging and exciting. The opportunities should be designed to be supportive and encouraging. The opportunities should be designed to be challenging and exciting. The opportunities should be designed to be supportive and encouraging. The opportunities should be designed to be challenging and exciting. The opportunities should be designed to be supportive and encouraging. The opportunities should be designed to be challenging and exciting. The opportunities should be designed to be supportive and encouraging. The opportunities should be designed to be challenging and exciting. The opportunities should be designed to be supportive and encouraging. The opportunities should be designed to be challenging and exciting. The opportunities should be designed to be supportive and encouraging. The opportunities should be designed to be challenging and exciting. The opportunities should be designed to be supportive and encouraging. The opportunities should be designed to be challenging and exciting. The opportunities should be designed to be supportive and encouraging. The opportunities should be designed to be challenging and exciting. The opportunities should be designed to be supportive and encouraging. The opportunities should be designed to be challenging and exciting.
Pictures of the month...

A contest open to all teachers of Vocational Agriculture and farm veterans

"Testing Soil in Vocational Agriculture Laboratory"
Wood Harrington, Teacher
Mason, Michigan
Camera: 4 x 5 Crown Graphic
Film: Super pan press Type B
40 FMC 400B

FIRST PLACE

"Careful Planning Means Better Results"
A. B. Foster, Teacher
Washington College, Tennessee

"Breaking More Light in Agriculture—A Part of Greenhead Initiative"
D. G. Crandall, Teacher
Sekonbridge, Michigan

"Breaking A Leap-joint"
Bond L. Blake, Teacher
Morgantown, West Virginia

Featuring...

Improving the FFA Chapter