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## Proceedings of the Annual Conference, Teachers of Vocational Agriculture, North Carolina

North Carolina Agricultural & Technical State University

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PROCEEDINGS OF THE  
ANNUAL CONFERENCE  
TEACHERS OF VOCATIONAL AGRICULTURE  
NORTH CAROLINA

June 27 - July 1, 1960

T H E M E:

"Curriculum Adjustment for Meeting the  
Changes in Agriculture"

The Agricultural and Technical College  
George Washington Carver Hall  
North Campus  
Greensboro, North Carolina



## I N T R O D U C T I O N

The special guests who appeared on the 1960 program of the Annual Conference for Teachers of Vocational Agriculture, were:

Dr. S. D. Proctor, President; Dr. W. T. Gibbs (at the time of the Conference, President); Dr. W. E. Reed, Dean, The School of Agriculture; E. F. Corbett, Director of Public Relations; R. E. Jones, Director, Extension Service; Dr. G. F. Rankin, Administrative Assistant to the President - all of A. and T. College, Greensboro. Major L. P. McLendon, Chairman, State Board of Higher Education; Joseph M. Hunt, Member of the Board of Trustees, A. and T. College and Member of the House of Representatives from Guilford County - both of Greensboro. A. G. Bullard, State Supervisor, Vocational Agriculture; H. M. Wilkinson, Associate Extension Editor, Agricultural Extension Service; Horace Godfrey, State Administration Officer, Agricultural Stabilization and Conservation Committee; Dr. H. L. Trigg, Member, State Board of Education; Dr. Gerald James, Assistant Director, Curriculum Study, State Board of Education; Dr. J. Warren Smith, State Director, Vocational Education; E. Y. Floyd, Director, Plant Food Institute; Dr. F. A. Toliver, Supervisor, Negro High Schools, Department of Public Instruction - all of Raleigh. Dr. M. C. Gaar, U. S. Office of Education, Specialist in Teacher Training and Service Studies; G. A. Scott, Manager, Scott Visual Aids Service; L. J. Washington, Agriculturist, U. S. Department of Agriculture, Farmers Home Administration - all of Washington, D. C. Hervey Evans, Jr., Manager, McNair Farms, Laurinburg; Rev. T. H. Brooks, Superintendent, The Colored Orphanage of North Carolina, Oxford.

Assisting with workshops (in addition to some names previously listed) were: Dr. C. A. Fountain, Professor of Horticulture; J. E. Grandy, Instructor in Horticulture; Dr. R. L. Wooden, Professor, Audio Visual Aids Service; Dr. S. J. Dunn, Professor of Agronomy; Sidney H. Evans, Assistant Professor, Agricultural Marketing; B. W. Harris, Director of Short Courses; Dr. H. F. Robinson, Professor, Agricultural Economics - all of the faculty of A. and T. College, Greensboro.

Devotions were conducted by: Rev. Cleo M. McCoy, Director, Religious Activities, A. and T. College; Rev. Lorenzo A. Lynch, Minister, Providence Baptist Church; Rev. G. M. Phelps, Minister, Union Memorial Methodist Church; Rev. O. L. Hairston, Minister, Shiloh Baptist Church - all of Greensboro.

During the Devotional Hour for the first day's session, The Women's Chorus, under the direction of Mrs. J. W. Warren, Jr., rendered two vocal numbers that were very well done and enjoyed by everyone.

We should like to express thanks and appreciation to all who participated on our program, including the teachers who cooperated in making this conference a success.

Those participating in the planning of the conference included: The District Supervisors, Vocational Agriculture; The Dean of the School of Agriculture; Teacher Trainers in Agriculture; and members of the Technical Staff - all of A. and T. College; with special conferences with President W. T. Gibbs and A. G. Bullard, State Supervisor, Vocational Agriculture.

W.T.J.



The special guests who appeared on the 1960 program of the Annual Conference for Teachers of Vocational Agriculture, were:

TEACHERS OF VOCATIONAL AGRICULTURE

who have rendered forty consecutive years

✦ ✦ ✦ ✦ ✦  
✦ ✦ ✦

**NOTE TO TEACHERS**

Since much of the technical material presented by the speakers is included in your 1960 Minutes, we hope you will file this copy for future reference.

1875



ANNUAL CONFERENCE  
TEACHERS OF VOCATIONAL AGRICULTURE  
NORTH CAROLINA

June 27 - July 1, 1960

Official Secretary of the Conference:

C. R. Downing (Hyde County Training School, Swan Quarter)

MONDAY, JUNE 27, 1960, 8:30 A.M.

Presiding - W. T. Johnson, District Supervisor, Vocational Agriculture,  
and NFA Executive Secretary

Secretary - J. J. Lanier (Pleasant Grove School, Burlington)

Devotions were conducted by Rev. Cleo M. McCoy, Director of Religious Activities, A. and T. College. He based his Meditation on the third Chapter of Daniel. "We should teach high school students to create a true sense of values," Rev. McCoy stated, and they should "stand firmly upon their convictions when subjected to pressure, or even isolation. Conformity is not always the best for the individual or the group."

The Women's Chorus (Seventh Day Adventist Church) rendered two vocal numbers. A special solo was given by Mrs. Willie Mae Norman, of the group.

The Welcome from the college was brought by Dr. W. T. Gibbs, President. His advice was, that we should stress the importance of farm and home ownership; and encourage youth to maintain the real estate and homes that have been acquired by their parents, or relatives.

In a statement of the Conference plans, W. T. Johnson, Co-ordinator, said:

"In planning this conference, we had each of you in mind - knowing that all of you are aware of the fact that we are living in a changing age, an age when many changes are taking place. Research and scientific advancement are revolutionizing the progress of this country.

"The theme of our Conference is: CURRICULUM ADJUSTMENT FOR MEETING THE CHANGES IN AGRICULTURE. You will hear from a number of educators and experts during the Conference, who will discuss with you some of the changes in curriculum planning - and adjustments we should consider.

"Those of you who have been teaching for twenty years can recall some of the practices we followed then:

1. HORTICULTURE AND LANDSCAPE WORK. Propagation was done in cold frames, hot beds and in greenhouses. These practices are still used, but there are new methods being used to a great advantage with less trouble and better results. We need to know them if we are to keep pace with the Rural Development Programs and provide the necessary leadership for our various communities.



(Mr. Johnson, continued. . .)

2. VISUAL AID: Twenty years ago our visual aid material did not compare with what is available now. We have the latest movie projectors and slides, and machines to make our own slides.

3. THE FARMING EQUIPMENT AND MACHINERY HAVE CHANGED: Twenty years ago mules could be found on nearly every farm. Today, there are very few. Tractors are very common. Our curriculum should be adjusted to meet these needs, along with desirable aids and techniques.

4. (PUBLIC RELATIONS: Twenty years ago we did not have Television and Radio Stations were not so plentiful. There were fewer newspapers and means of communication. Today radio stations are available to all our schools, so it is very easy to secure space on programs. TV stations are located in many of our communities, and they help greatly in keeping the public informed.

5. NEW FARMERS OF AMERICA: Twenty years ago we did not have an Award Program as we have now to promote the NFA activities. Today we have thousands of dollars available through the FFA Foundation, available to encourage our youth. Are we using it to the best of advantage?

6. FARM MANAGEMENT - has changed. Twenty years ago it was possible for a boy to grow into farming by starting as a laborer, tenant or owner. Today, it is hard for a boy to go into the farming business unless he inherits his father's farm or comes into possession of a large sum of money; or has nerve enough to marry a girl who owns a farm. Have you adjusted your curriculum to meet this change?

7. FARM CREDIT: Twenty years ago credit was very hard to get. Today we have our banks whose programs are more liberal, plus government loaning agents. To be able to assist the farm families under our supervision, we need to adjust our program.

"Let us review some of the specific changes that have taken place in your lifetime:

1. Transportation - you remember the old buggy. . . . .
2. Communication - you remember when we did not have TV. . . .
3. Food preparation - you remember the wood stove. . . . .
4. Fertilization - you remember the compost. . . . .
5. Styles of homes - you remember the log cabins and huts. . . .
6. Home conveniences - you remember the ice box. . . . .
7. Farm machinery - most of you remember the walking plow and the old reaper. . . . .
8. Livestock and poultry production - artificial breeding - poultry and swine mass production. . . . .

"Have YOU changed YOUR program and teaching techniques to keep pace with the many changes that affect Vocational Agricultural Education? Have YOU changed or reorganized your NFA program to keep pace with our rural youth? Are you guiding them in selecting some area of Agriculture as an occupation? There are many occupations in Agriculture other than farming. Our farm youth are leaving the farm, but if properly trained we are confident that they will enter occupations that will be beneficial to Agriculture. For college graduates, Undersecretary of Agriculture, True D. Morse said, that under farming technological development, 15,000 new jobs are created yearly. It has also been estimated that there are more than 500 distinct occupations in eight major fields of Agriculture.



(Mr. Johnson, continued. . .)

"In the May issue of The Farm Journal, Lipscomb specifies that people on the farm account for only 9% of the population. These are expected to feed the other 91% in our country, and also the economically less developed countries. The statements above give evidence that we need to adjust our curriculum.

"Mr. Dallas Herring, Chairman of the State Board of Education, said in an address to teachers of agriculture at Carolina Beach recently: 'If Agriculture is to survive the impact of radical changes and rapid adjustments - the state must reconcile itself to the absolute necessity for going forward towards the achievement of the great, good dream of Governor Aycock.' Mr. Herring further stated that 'we cannot achieve this goal on which the future prosperity of the commonwealth depends, through a return to 19th Century fiscal policies.' According to Mr. Herring's statement, the state is expecting teachers of agriculture to change their curriculum so as to cope with the many changes in agriculture and help the farmers and farm youth in North Carolina adjust their programs. It is a challenge! Shall we accept it and give the necessary help to get the farmer out of trouble?

"I am confident that a changed program will emerge from your meetings and discussions, and that CURRICULUM ADJUSTMENT IN A CHANGING AGRICULTURE will be remembered as the theme that awakened our teachers, so that we might fully fulfil our obligation to our farmers and rural youth of North Carolina."

A. L. Teachey, former Supervisor of Vocational Agriculture in North Carolina, was presented for remarks. He stated that the role of the agricultural teacher in areas of training and maintaining traits of good citizenship is more essential now, than at any other time.

Dr. W. E. Reed, Dean, The School of Agriculture, A. and T. College, discussed "How teachers of Agriculture may enhance the Science Background and Creative Ability of Students." He stressed the fact that our teaching should be thorough and based upon the latest and authoritative information.

E. F. Corbett, Director of Public Relations, A. and T. College, discussed "Public Relations Aspects of Vocational Agriculture." He stated that publicity is a part of public relations; public relations information should be informative and provide complete knowledge and understanding by all individuals involved. "You, as vocational agriculture teachers, your classroom and your program," said Mr. Corbett, "are the 'front door' of a multi-billion dollar corporation . . . the U. S. Department of Health, Education and Welfare. . .

"You, in vocational agriculture along with vocational agencies are chief educational arms. You are the folks, you are the system through which some of the broad aims, purposes and aspirations of this multi-billion dollar corporation are transmitted down to the point where they really count . . . to the 'grass roots' of America's giant agricultural industry, the people, either involved in it, or those close to it. . . . .

"Averell Broughton, New York public relations counsel and advertising executive sees public relations as, 'Any kind of activity designed to impart information by any means of communication. It is allied to publicity and advertising and frequently uses both. In short, it is the art of propaganda and a powerful social weapon to be used sincerely and with a full sense of social responsibility. A full knowledge and understanding of the art of public relations gives a key to the understanding and even the controlling of modern society.' " . . . . .



Major L. P. McLendon, Chairman, State Board of Higher Education, gave the keynote address. He asked that no apologies should be given for the profession we are following, as teachers. "Pronounce to the world that you are proud of your profession," he said. He cited improved training of future teachers, the examinations now being given those who plan to enter the field, other plans which will lift the standards of the profession, and the growing concern of people in the state about the schools as examples of a new emphasis on the educational program.

"A good education," he warned, "begins with good teachers." He said that much responsibility also rests with the teachers in helping to lift the standards of the profession. "All of the faults in our education," he said, "are not due to the public; the teacher does himself little good by always being on the defensive." Three things which need to be done now to lift the educational level in the state, he said, are:

"We need to restudy the curriculum for vocational agriculture, and the same is true for the entire field of teacher education."

"We need to develop new services for teachers already in the field."

"We need to continue to impress our youth that it is profitable to be educated."

A. G. Bullard, State Supervisor, Vocational Agriculture, spoke on "Challenges of the Sixties." He listed three major challenges which face Vo-Ag teachers during the coming years. He said these included a need to re-appraise each of the courses now being offered, to provide continuing education in agriculture after high school, and to reappraise teacher "know-how" and teaching tools in an in-service program for teachers. \*

Dr. Vernon Johnson, who is on leave from the Department of Economics, A. and T. College for Foreign Service, spoke briefly of the future need in new and undeveloped countries of the world for trained agricultural leadership; that the demand for persons highly trained in technical agriculture is very much in demand.

Committee Workshop assignments were made. (See back of Minutes).

The morning session adjourned for the meeting of the North Carolina Agricultural Teachers' Association meeting, with J. L. Faulcon, President, presiding.

1:15 - 3:00 P. M., Committee Workshops began their sessions.

\*Mr. Bullard's Address in its entirety, will be found in the back of Minutes.



TUESDAY, JUNE 28, 8:00 A. M.

Presiding - J. W. Warren, Jr., District Supervisor, Vocational Agriculture

Secretary - Thurston Spaulding (Hargrove High School, Faison)

Devotions were conducted by Rev. Lorenzo A. Lynch, Minister, Providence Baptist Church.

Next came a check on the progress of Committee Workshops. These reports were given by the Chairmen and/or Secretaries of the various committees.

Information concerning visual aids was then given the group by Glenn A. Scott, Visual Aids Service, Washington, D. C. He told us that additional information may be secured from Phillips' Petroleum Company, Bartlesville, Oklahoma.

R. E. Jones, Director, Extension Service, addressed the group on "The Role of Education in a Changing Agricultural Economy." In his very timely address he brought information on current agricultural changes; the fact that agriculture is changing from "making a living" to "HOW to make a living." . . . That the city is moving to the country, and the country to the city, thus complicating the line of demarcation. He emphasized the fact that in order to cope with these changes, training must be geared toward the individual, and that agricultural workers must apply knowledge to their field of work. "Agriculture is constantly being modernized," he said, and there are now 12,000,000 cars, trucks and tractors being used by farmers. In closing, he concluded that more research is being undertaken concerning how to feed livestock than how to feed people - and this is a present problem of great concern.

Following Mr. Jones' address, the group listened to an address by H. M. Wilkinson, Associate Extension Editor, Agricultural Extension Service, North Carolina. His topic was, "The Red Suit." Points of great value to the advancement of agriculture were given. Much of his address centered around public relations, and he warned that a public relations program cannot be good "if it stands out like a man dressed in a red suit." "A good program should have some red," he said, "but it must be woven into the fabric." He stated that it is a difficult job to change public opinion, due to the fact that it is in the basic nature of people to be suspicious of others who try to change them; that there should be more "public understanding" rather than public relationships. "Many of the prevailing problems are derived from ignorance, and facts are needed to fight ignorance, for facts are the backbone of understanding." He also emphasized the fact that emotions should be kept out of facts, if facts are to combat ignorance. In a statement concerning agricultural economy, he stated that the farmer's share of the dollar has gone down. He gave five steps in setting up a workable public relations program:

1. Inform self
2. Inform others
3. Inform family
4. Keep informed by reading and collecting clippings from magazines and editorials, and
5. Be aware of happenings.

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Following a brief recess, Dr. M. C. Gaar, U. S. Office of Education, Specialist in Teacher Training and Service Studies, Washington, D. C., spoke to the group on "Upgrading Instruction in Vocational Agriculture." He stated that "agriculture is an expanding program," and that what goes in a program and comes out of a program, depends upon the teacher. He also said that vocational agriculture is a program - not a subject, and that its present teachers must know the "hows" and "whens" of its program in order to achieve the best results. Teachers must know and use principles in this. He stated that farmers know more economics and chemistry now than they ever have before; that colleges must be able to prepare men for the best type of agriculture, and leave off the lesser type.

Other points given by Dr. Gaar, were:

1. Teachers should be critical about what they are doing.
2. The element of time is an important factor in education.
3. Workshops are needed for improving education.

He brought out the fact that the average teacher does not go beyond his college level while teaching, and that teachers should work very closely with Supervisors, according to needs. He emphasized the fact that agriculture is not vocational if it does not include student visitations. Therefore, this is important to an advancing agricultural program.

"New Horizons in Agri-Business" was the last address of the morning, brought by L. J. Washington, Agriculturist, U. S. Department of Agriculture, Farmers Home Administration, Washington, D. C.

Mr. Washington stated that some teachers err by emphasizing only the production aspect of agriculture. "Teachers must make their students realize that there is more, much more, to agriculture today than production," he said. He defined Agri-Business as a "170 billion dollar enterprise," and stated that it offered many associate jobs. He said that Agri-Business involved farming, marketing, production, research, and communication. A prospective man must know his business, and the agriculture teachers and leaders must act in the capacity of counselors in this. He stated that Agri-Business is a basic industry of our nation, and that ability and training are a MUST in America.

We then adjourned for lunch.

1:15 - 3:00, Committee Workshops continued their sessions.

1. Inform self
2. Inform others
3. Inform family
4. Keep informed by reading and collecting clippings from magazines and editorials, and
5. Be aware of happenings.



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WEDNESDAY, JUNE 29, 8:00 A. M.

Presiding - \*S. C. Anderson, Agricultural Teacher  
(Pender County Training School, Rocky Point)

Secretary - H. F. Mebane (St. Pauls High School, St. Pauls)

T. M. Reynolds led the group in the singing of "Study War No More," after which Rev. C. M. McCoy brought the Devotions. The Scripture Lesson was taken from the first Chapter of St. Mark, beginning at the ninth verse and ending at the eighteenth verse. A solo by Alfonzo Williamson, Vo-Ag teacher at the Pleasant Grove High School, Dunn, completed the Devotions.

Greetings were brought from The Colored Orphanage of North Carolina by Rev. T. H. Brooks, Superintendent. He expressed appreciation to the 29 Chapters of New Farmers of America who gave finances and assistance to the Orphanage during the year, and urged that everyone should feel a responsibility for his fellow-man.

Horace Godfrey, State Administrative Officer, Agricultural Stabilization and Conservation Committee, Raleigh, spoke on "The Farmer - Food - Public Relations." Lifted from his address are the following important facts:

Farmers produce the basic necessities of life - food and water; farmers get the smallest percentage of the housewife's dollar; farmers, their supplies and processors equal one-third of the working force in America; farm buying power is at its lowest level since 1940. He urged a public relations campaign on behalf of the farmers of North Carolina. "We should instill in the minds of our students, and all others, that farmers are good citizens and good customers but are not getting a fair break," he said.

Continuing his address, the following vital information was given:

WHAT A WORKER'S WAGES WILL BUY IN RUSSIA AND USA

Time Required by Average Worker

To Buy These Things	In Moscow	In New York
Man's medium priced wool suit	275 hrs.	23 hrs.
Woman's dress	73½ hrs.	4 hrs. 36 min.
Pair of men's shoes	61 hrs.	7 hrs.
Man's cotton shirt	15 hrs.	56 min.
Pair of nylon stockings	8 hrs.	37 min.
One pound of butter	184 min.	20½ min.
Dozen eggs	144 min.	17.4 min.
Pound of roast beef	82 min.	21 min.
Package of cigarettes	27 min.	7 min.

FOOD PRICES RISE - BUT FARMERS GET LESS OF THE MONEY

Since 1950

Housewife's Cost for a market basket of food . . . . . UP 9%  
Middlemen's Charges for processing and selling the food . . . . . UP 28%  
Farmer's Prices for the food in the basket . . . . . DOWN 12%

RESULT: Farmers get 38% of the housewife's food dollar, their smallest share since 1939.



(Mr. Godfrey's statistics continued . . . .)

# HIGHER OUTPUT MEANS GAINS - FOR EVERYBODY BUT THE FARMER

## Since 1950

Worker's Output in factories and offices per man-hour . . . . .	UP	21%
Worker's Wages per hour . . . . .	UP	58%
Farmer's Output per man-hour . . . . .	UP	69%
Farmer's Income from products they grow . . . . .	DOWN	1%

RESULT: Farmers ended the 1950's "a decade of progress" with income dropping despite increased efficiency.

FOOD not only a necessity but a good buy

FOOD is good buy because of efficiency of farmer

FOOD cheaper in United States than elsewhere - best buy in history.

Factory workers can buy 45% more food with one hour's pay than in 1947.

One farmer provides food for himself and 22 others.

80 years ago he provided food for himself and 1 other.

Farmers are first custodians of water supply.

Farmers produce 57% of raw materials for industry.

By 1975, farmers must produce:

36% more eggs

61% more broilers

56% more meat animals

60% more fruit and vegetables

48% more dairy Products

Farmers, their suppliers and processors, equal 1/3 of the working force.

Farmers have twice as much invested in machinery as the entire steel industry, 5 times as much as the auto industry.

Farmers buy more petroleum than any other industry.

Farmers buy one-half as much steel as the auto industry.

In 1958 farmers spent:

3 billion dollars for motor vehicles

3.2 billion dollars for fuel, tires, etc.

1.3 billion dollars for fertilizer

2 billion dollars for building materials and fencing.

## FARM BUYING POWER - LOWEST IN 20 YEARS

"Parity Ratios" - The official measure of purchasing power of farm products.

Ten Years Ago - 96% of the 1910-1914 level.

NOW - 77% of the 1910-1914 level.

RESULT: Buying power of farmers' products is at the lowest level since August of 1940.



(Mr. Godfrey's statistics concluded) . . .

Farmer's income is about half that of his city brother.

Net farm income per person in 1958 was \$1,066.

Non-farm person's net income in 1958 was \$2,066.

Farm person's net income rose 25.2% from 1947-49 average.

Non-farm person's net income rose 39.6%.

In 1946 average family spent \$767 for food.

In 1958 same food cost \$1,065.

Of the \$298 increase, the farmer got \$30.

Farm prices dropped 17% between 1952 and 1958.

"Change and the Curriculum" was the subject used by Dr. H. L. Trigg, Member, State Board of Education, Raleigh. Dr. Trigg stated:

"Changes in agriculture are multiple. The ones that concern us most are probably those that have the greatest impact on the manpower that has traditionally been occupied with agricultural production. These could be summarized principally in the word 'Mechanization.' World War II took the farm youth away to military duty and when they returned to their home communities they found the machine - often two tractors on the same farm. This change had begun earlier, but was given a tremendous boost in the period 1940 to 1945, and now the U. S. Department of Labor estimates that the decade 1955 to 1965 will see a 15 percent decrease in the number of farmers and farm workers.

"A parallel change is the trend towards concentration of farm land in large farms. It is estimated that in 1954, 10% of North Carolina's farms contained 46% of the land in farms; and that in the United States 3% of owners held 41% of all the farm land owned by individuals.

"It is not difficult to see in these changes and in their by-products the pressures that have reduced the agricultural production processes to mechanization, the migration of farm workers to urban centers, and have brought specialization in cooperative diversification.

"A third factor influencing farming east of the Mississippi has been the migration of cotton production to New Mexico, Arizona, California and Nevada. Cotton production has not only moved, but has also become mechanized and its manpower needs have decreased significantly. This does not mean that farms will produce less. They will probably continue to produce more than is needed, but with more machines and fewer men. Agriculture is far from being dead. So long as it produces the raw materials for food, clothing and shelter, it is very much alive. . . . There would be no men if there were no food, clothing and shelter. Thus you are the most important people in the world. You teach others to produce the goods and services that men must have to survive.

"Changes in occupational operations necessarily require adjustments in the curriculum which prepare persons to pursue any given occupation. Mechanization will logically demand more mathematics and science in the curriculum. This is not only true with production, but also with processing, distribution and marketing. Here lies the danger, however, in making curriculum adjustments. Mere technological content is not all of the curriculum. Nor do quality education, quality teaching, quality learning have meaning only in so far as the driver of a tractor understands the machine and is able to repair it and keep it going.



(Dr. Trigg's Address, concluded). . .

. . . "If it were possible to place you and agriculture in a vacuum, in total isolation from the world of people and things, the solution of your problems with one fell stroke would be simple. But you and agriculture are parts of a world of people and things, both of which are in process of constant change. . . .

"It is this world which you must see as a whole, and yourself and agriculture as component parts. Quality teaching and quality learning are meaningless unless they become inter-related parts of the quality education process, the growth of the individual into the capacity not only to participate in change, but also to become identified with it, and to give it intelligent direction in channels that improve the living of all the people of all the world. . . .

"You and I are fortunate enough to live in an economy of abundance while two-thirds of the world starves. We grumble and frown unless we get three balanced meals per day, while two of the three billion humans on earth are glad to get one good meal in each twenty-four hours. Are you content merely to "keep school" in your small community, with no awareness of the challenges to leadership in agriculture? Do you realize that our world grows smaller and smaller as distance in space is conquered by the inventive genius of men in many nations? . . . .

"We are a part of four and one-half million humans in North Carolina who have just faced a crisis in which it was necessary to look back into the 19th century and weigh the chances of survival by a return to the 1800's against a similar evaluation of the 21st century just around the corner and the challenge to a great people to unite and move forward if necessary, with more and bigger sacrifices into a new era of progress. . . .

"Have you faced the significance of the choice made at the polls on June 25? Do you realize that the faith manifest in that choice included faith in you and your ability and readiness to shoulder your share of the responsibility for moving forward, your share of the sacrifices needed to invest more of the State's wealth in a Quality Education for all of the State's children; faith in your determination to do Quality Teaching with a confidence in your profession, with a curiosity which drives you to do the research that produces better methods and devices for producing, processing and marketing a constantly better agricultural product." . . .

"Curriculum Study and its Implications for Changes in Agricultural Education" was the subject used by Dr. Gerald James, Assistant Director, Curriculum Study, State Board of Education, Raleigh. The following are excerpts from Dr. James' important presentation:

"Curriculum Studies in sections of North Carolina District V, consisted of 25 counties which involved 96 high schools, 99 farmers, 294 high school boys, 97 parents, 223 former Vo-Ag students, 96 principals, and 101 teachers of agriculture. Montgomery County Study: Received information from 25 farmers, 108 high school boys, 25 parents, 107 former students, 5 principals and five Vo-Ag teachers.

"District II Study: Composed of 13 counties, 114 high schools, and made a study of occupational status of Vo-Ag enrollees during the school year



(Dr. James' Address, concluded). . .

1949-50. One hundred twenty-eight Vo-Ag teachers participated. The average per teacher, 55 enrollees.

"A Young Farmer Study: Twenty-three schools participated in a study of two years' duration. The purpose of this Study is to measure the changes in people, attitudes, participation in organized activities, Farm Practices followed, level of living, level of communication, and rationality in decision-making.

**"Recommendations for Agriculture:**

1. Vocational Agricultural Education in public schools should be strengthened with stronger emphasis on Adult Education.
2. State Vocational Agricultural policies should be emphasized in local autonomy, local planning, and should not contain restrictions that are unnecessary.
3. State financial policies should promote curriculum development.
4. Competent personnel should be secured and held at all levels.
5. Programs of Vocational Agricultural Education should be planned in keeping with well defined educational objectives.
6. Enrollment in Vocational Agriculture should be limited to those with Vocational Agricultural objectives.
7. Agricultural techniques should be developed rapidly."

At the conclusion of Dr. James' presentation announcements were made by W. T. Johnson.

New teachers met with C. E. Dean and A. P. Bell, Teacher-Trainers.

Adjournment for lunch.

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1:30 - 3:00 P. M., Committee Workshops met to complete their sessions.

3:00 P. M., Group Meetings were held.

**\*Forty years of continuous service in the field of Vocational Agriculture**



THURSDAY, JUNE 30, 8:00 A. M.

Presiding - Dr. G. F. Rankin, Assistant to the President,  
A. and T. College

Secretary - W. T. Ellis, Sr. (Conetoe High School, Conetoe)

A very brief and inspiring Devotion was conducted by Rev. G. M. Phelps,  
Minister, Union Memorial Methodist Church, Greensboro.

Mr. Hervey Evans, Jr., Manager, McNair Farms, Laurinburg, spoke to the teachers on "Changes Taking Place in Agriculture." Mr. Evans pointed out that the teacher of agriculture has a great challenge today. He pointed out that farm people today constitute 12% - compared with 33-1/3% fifty years ago; the average farm size in the United States is 225 acres. He also mentioned the minimum wage law of \$1.00 per hour for any firm that carries on interstate commerce. "It is very important," he said, "that we, as farmers, adjust to changes; we must select enterprises for our farms with growth potential; also, we must become more efficient in our production, and efficient in all respects."

Mr. Evans mentioned some of the improved practices carried on at the McNair Farms, Laurinburg: Rex variety of cotton is being used; new varieties of tobacco are being tested there; a diversified pattern of agriculture is being carried on; a feeding program and testing program is being conducted with beef cattle and the use of cotton seed oil; with corn and potato crops and coastal Bermuda and Sericea Lespedeza.

Film strips were shown to explain the importance of deep plowing in farm operations. It was suggested that deep plowing is needed about every ten or twenty years. An invitation was extended to all teachers to visit the McNair Farms.

E. Y. Floyd, Director, Plant Food Institute, Raleigh, presented 20-year keys to the following teachers of Vocational Agriculture:

A. N. McCoy, Washington High School, Reidsville  
G. C. Wilson, Western Union High School, Waxhaw  
A. L. Scales, Dudley High School, Greensboro  
R. A. Broadnax, E. J. Hayes High School, Williamston,

for twenty years of continuous service in the field of Vocational Agriculture.

Using as a subject - "Is Agriculture Still Important? How are we going to keep the Importance before the people?" - Mr. Floyd gave us the following information:

"The vocational group is in the driver's seat with reference to keeping the importance before the people:

First, you live with the farm people of your community.

Second, you are in the best position to understand the problems and possibilities of the community.

Third, above all, you are privileged to train and develop the boys and girls of farmers of your community in the field of Agriculture.



(Mr. Floyd's Address, continued) . . .

"Agriculture is a most important job at any time, but particularly at this time. I say this due to the fact that one farmer formerly produced enough for himself and two or three others, but now one farmer produces for himself and twenty-three others.

"To further stress the point of importance of Agriculture - Remember there will be 8,000 more mouths to feed tomorrow and every day thereafter! To maintain our present high standard diet, United States Farmers by 1975 must produce:

36% more eggs  
61% more broilers  
56% more meat animals  
60% more fruits and vegetables  
48% more dairy products  
26% more grain and potatoes.

... "To give you some further indication of the values involved, I am quoting the latest available data, which is for 1956. If comparable figures were tabulated for 1960, I am sure they would be much higher. The records for 1956 show:

Retail value of items produced on N. C. farms in 1956 - \$3,394 billion.  
Marketing margin of commodities produced in N. C. in 1956 - \$2,391 billion.  
Farm receipts from commodities in N. C. in 1956 - \$1,003 billion.

"Farm machinery is used extensively in North Carolina as tractors on farms increased from 31,000 in 1945 to 126,000 in 1954. Motor trucks rose from 33,000 to 86,000 over the same period. Farmers also use credit extensively. Outstanding credit to North Carolina farmers on January 1, 1958 was estimated \$291 million. Commercial banks are the largest group of lenders to farmers. Contract farming and equipment dealer financing are also important sources of credit.

"Farm expenditures for production in North Carolina in 1956 amounted to the following:

Feed . . . . .	\$ 80,500,000
Seed . . . . .	9,400,000
Fertilizer and Lime . . . . .	77,400,000
Building Materials . . . . .	50,043,000
Petroleum . . . . .	41,875,000
Repairs . . . . .	15,129,000
New Vehicles and Machinery . . . . .	62,198,000
Supplies . . . . .	23,928,000
<b>TOTAL . . . . .</b>	<b>\$360,473,000</b>

"Tar Heel farmers now get around one billion dollars a year for their products. This represents a 33-1/3 per cent increase over ten years ago. The 1956 farm sales in North Carolina are broken down as follows:



(Mr. Floyd's Address, continued) . . .

Tobacco . . . . .	\$ 507,247,000
Cotton . . . . .	59,860,000
Other crops . . . . .	192,969,000
Poultry . . . . .	119,687,000
Dairy . . . . .	58,950,000
Other Livestock . . . . .	64,443,000
TOTAL . . . . .	\$1,003,156,000

"Since we all agree Agriculture is important, HOW ARE WE GOING TO KEEP THE IMPORTANCE BEFORE THE PEOPLE? In order to keep agriculture in the proper perspective, the people teaching and working as leaders in agriculture must be sold on the importance of agriculture.

. . . . . "When we examine the situation, we find that even our agricultural teachers and leaders of agriculture do not avail themselves of the opportunity to boost or to talk-up agriculture as do other industries. I cite as an example, our present Secretary of Agriculture. He is not a booster of agriculture, compared with the Secretary of Labor or the Secretary of Commerce. That seems to be rather typical of other agricultural workers. We can improve on this point. We need to examine ourselves, as well as the organizations to which we belong, to see how they stand with reference to agricultural problems. We must be alert in expressing ourselves and keeping the facts before the people. The real value of agriculture is not just an easy way of making a living, but to be a good farmer requires much education. . . . . A person must first have a determination and willingness to change with the times and take advantage of all research. When I say all research, I mean soil sampling, liming, fertilization, cultivation, irrigation, treating for insects, weeds, harvesting, marketing, processing, etc. To follow one phase of known research and not follow the other, is not taking advantage of all known research in agriculture. We must work with our neighbors, cooperate as a group, and consider first the advantages of our fertile soil which gives good yields and high production. These are a few of the musts in making a success and keeping the importance of agriculture before the people.

"Today the most important thing in teaching is being overlooked to a great extent; that is, well prepared demonstrations where all known research is compared with the method usually followed by farmers. Seeing for themselves is the best way for farmers to learn and to adopt new and improved practices.

. . . . . "As an example of this, in Princess Anne County, Virginia farmers cooperate with the Extension Service to demonstrate new and better ways of corn production. In one field each farmer follows all recommendations of the Virginia Polytechnic Institute Extension Service in producing the crop. In an adjoining field, he grows corn by his own method. He keeps an account of the costs and returns on both. At the end of the year, the demonstrators 'get together' to compare results and to determine which things have helped increase net profit. The information derived from the demonstrations is passed on to all corn producers in the county. The demonstrating farmers are enthusiastic about making such tests and assisting their fellow farmers in seeing for themselves. If this method of education is good enough for the farmers of Virginia, it should be good enough for the farmers of North Carolina.

"All types of demonstrations must be carried out in North Carolina, and the quicker we realize this and use them to the fullest extent, the sooner we will be able to realize the possibilities in agriculture. I will admit, it



(Mr. Floyd's address, concluded). . .

takes work to put on good demonstrations, just like it takes work to do good farming. As they are doing in Virginia, after good demonstrations are put out, as many people as possible should study them while the crops are growing, the results should be carefully recorded, edited and made available to all the people.

"A most effective form of teaching, is demonstrations. There is no method known in teaching today that is more effective than good demonstrations. Yet, if I asked the question here this morning, how many of you know how to put on demonstrations using all latest known research and know-how to look after the details after they are put out, I doubt if very many would raise your hands.

"We learn and always have learned, by doing. Other media of educational work is good, and we cannot get along without it, but it does not compare with good demonstrations. Seeing is believing.

"I would like so much for you to really think this over and begin to do something about it now. As soon as you return home plan to carry on some complete demonstrations. Very few people actually have good fall gardens. This might be a good field in which to conduct some demonstrations. Few farmers can, preserve, or freeze enough food to carry them through the winter. With the modern know-how and equipment, as well as our vocational teachers, home economics teachers, county agents, and home agents to instruct our farm people, this could be simple. Unless things along this line are done, we are just not doing our job in carrying the known research to the people of our state. People in North Carolina, with our seasonal climate, certainly should feed themselves from well planned gardens.

"Most of us realize we cannot exist, let alone make progress, unless we really study, plan and dedicate ourselves to a complete agricultural program. A complete program means increased income, regular employment, a better way of life, and stability of our labor. You cannot find well developed communities, schools, churches, etc., unless you have stable economy and this you cannot build with a one crop system.

"It is to this end that I am tremendously interested and I earnestly request the thinking and support of every person present. I do hope that your efforts in working with adults, as well as training boys and girls, will be in line with planned economy in agriculture that takes into account increased production, processing, and marketing.

"You have done a magnificent job in your work in the past and I hope in the future you will not miss an opportunity to turn your efforts in this direction. I do believe you can do a better job in keeping the importance of agriculture before the people by carrying out complete demonstrations. Let's all turn our thinking and planning in that direction and see what can be accomplished in the next few years. We have everything to gain and nothing to lose."

Dr. J. Warren Smith, State Director, Vocational Education, Raleigh, gave "A Salute to Vocational Agriculture." He commended Mr. Floyd and teachers of Agriculture for the establishing of pastures in North Carolina. He also saluted S. C. Anderson and R. E. Fitzgerald for their long years (40) of service.



(Dr. Smith's Address, concluded)

Statistics given by Dr. Smith, are:

There are 275 thousand farms and 285 thousand farmers in North Carolina. He encouraged a high quality program in all vocational agriculture, and stated that a full time man will be employed by the state to write up research material for teaching purposes. Other important items stressed:

Good counseling and guidance are very important. . . Good Supervised Farming Programs were lifted up as a good teaching device. . . Improvement in classroom instruction should be made. . . Miscellaneous jobs should be avoided by the teachers of agriculture when possible, but one should not evade this sort of request when it comes from the administration. . . .

At the conclusion of a brief rest period, we reassembled for reports on Committee Workshops, as follows:

- A. Horticulture and Landscaping - L. R. Redden
- B. Use of Visual Aids in Teaching - R. Greenwood
- C. Public Relations - Lester Moore

"Educational Implications Relative to Areas of Population Change" - an Address, was brought by Dr. F. A. Toliver, Supervisor, Negro High Schools, Department of Public Instruction, Raleigh.

Dr. Toliver assured us that agriculture is not dead in North Carolina; it is just facing a scientific change, or revolution; that the population movement has resulted in consolidation of schools; here in North Carolina the trend is towards a balanced school program, irrespective of the population concentration. Three points which were stressed:

1. We need to re-define our Vocational Educational program.
2. We need to look at the curriculum program on how to consolidate.
3. We need to look at the support of the schools for a balanced program.

These three points served as a climax to Dr. Toliver's address. . . .

11:00 - 12:00 M. - District Meetings were held.

1:15 P. M., Meeting of the North Carolina Agricultural Teachers' Association.



FRIDAY, JULY 1, 8:00 A. M.

Presiding - \*R. E. Fitzgerald, Agricultural Teacher  
(Central High School, Nashville)

Secretary - G. C. Wilson (Western Union High School, Waxhaw)

The Devotional Service was conducted by Rev. O. L. Hairston, Minister,  
Shiloh Baptist Church, Greensboro.

The first speaker of the morning was C. E. Dean, Head Teacher-Trainer,  
A. and T. College, who spoke on the subject: "Building Attributes that Cannot  
be Bought." Mr. Dean paid his respects to the service members of the organi-  
zation - R. E. Fitzgerald, S. C. Anderson and J. L. Bolden. Excerpts  
from his address, are:

"The boys we are working with today are a little different from the  
pattern you and I developed under. When many of us were developing on the  
farm or in the small village, our fathers were on the farms to work with us;  
mothers were at home carrying on - while today, Dad is away in public work  
and so is mother. Both have become 'bread-winners.' We have become so tied  
up in things that it takes a lot of money to keep us going. Boys frequently  
go by home, pick up a little something to eat and soon join their gang. . .  
We have more time with that fellow than any other teacher. We work with  
him in the classroom, shop work, NFA and at home. If he fails to make good,  
aren't we a little at fault? We also deal with his parents more than any  
other teacher. What about helping that young fellow to develop a good  
attitude?" He emphasized the fact that we should concentrate on changing the  
attitudes of our boys towards family, church, school, . . . . .

Reports of Workshop Committees was next in order, as follows:

- E. Current Farm Management - M. M. Woodson
- F. Securing Desirable Credit for Farmers - W. D. Neil, Jr.
- G. Improved Marketing of Farm Products - Haywood McKoy

(See back of Minutes)

Following a brief recess, Ed M. Henry of the Forney Arc Welding  
Company, High Point, gave some pointers on welding.

W. T. Johnson introduced the next speaker - Joseph M. Hunt, Member of  
the Board of Trustees of A. and T. College, and Member of the House of Repre-  
sentatives from Guilford County, who spoke on the subject: "Vital Changes  
Affecting Education Today." Excerpts from Mr. Hunt's address:

"We are now moving from a mechanical to an atomic age, and progress which  
we have considered fast will soon be looked on as a slow deal as we slip into  
the fast age of atomic power. New conveniences such as oil heat, air con-  
ditioning, refrigeration, will change overnight. Soon electric power could  
become so cheap that we could leave lights on all the time. Home and factory  
conveniences could change more in the next ten years than they have in the past  
fifty.

"In 1914 my father purchased a farm in Haywood County approximately 200  
miles from here. In 1916 it took twenty hours to drive to our farm by auto.  
Now by air in the same time you can make a round trip across our continent.



(Mr. Hunt's Address, concluded)

Continuing his address, Mr. Hunt spoke of other colossal changes which have taken place:

"In 1906, 75% of our population were farmers and in some areas the percentage was higher. It took that much of our population to feed ourselves. Today it takes 8% of our population to do that, and we are constantly fighting a surplus of food. No other country in the world does so much with so few.

"What has brought this about? Education, chemicals and mechanization are our answers. Our chemists have performed miracles. Fertilizers which used to come from livestock now comes in tanks and bags. Chemicals fight plant disease and provide insect control, and we have weed killer, etc. Machines now do work of many animals and human beings. Machines do the work of man more and more, and we are constantly displacing men on the farm with machinery. . . Since I started going to the Legislature the tobacco acreage has been reduced 20% More people are smoking than ever before, yet we are producing more tobacco than we can consume.

"You have got to stay on your toes if you survive as farmers. You, like industry, have got to learn our most modern methods. . . The makers of chemicals and modern machinery provide you with the implements. But you, through education, have got to keep up with the know-how. The vital changes in education today are affecting you and me, whether we are interested or not. . . You, as teachers, have got to be alert to the changes in agriculture and have got to use your imagination. In handling your students, try to stimulate them into grasping every opportunity to improve their chances. Teach them independence in preference to security. Did you ever stop to think of the hazards of the birds and wild animals in this country? They all have to stay alert to remain alive and free. Yet, when they are caged, with complete security where they have no worries so far as food, shelter and protection against harm is concerned, did you ever see a happy one with all this security? . . .

"Your challenge is a great one. Live a useful life. Inspire your students. Your life may be the only book or Bible that your students ever read."

Dr. M. C. Gaar, Specialist in Teacher-Training and Service Studies, Washington, D. C., gave a most interesting summary of the reports of the various workshop committees. After listening to this summary, everyone agreed that this session of our Annual Conference, Teachers of Vocational Agriculture, had been one of our most informative.

The 1960 Conference closed with a Luncheon honoring former President W. T. Gibbs upon his retirement. Dr. S. D. Proctor, who was serving his first day as President, favored us by delivering a very forceful address on the subject, "Who Am I to Decide What a Student Should Study in School?" In a very practical and forceful way Dr. Proctor reminded the teachers that in addition to teaching, their job should be one to inspire, encourage and guide students in selecting desirable occupations.

Thus rung down the curtain on what we regarded as a successful Conference.

\* Forty years of continuous  
service in the field of  
Vocational Agriculture



ANNUAL CONFERENCE  
TEACHERS OF VOCATIONAL AGRICULTURE  
NORTH CAROLINA

June 27 - July 1, 1960

I THE WORKSHOP COMMITTEES were held Monday and Tuesday afternoons. Each teacher was expected to attend the workshop assigned, both days.

II WORKSHOP COMMITTEES, DIRECTORS, and PLACES OF MEETING

1. Horticulture and Landscaping . . . . . Room 209  
Dr. C. A. Fountain, Professor of Horticulture  
J. W. Grandy, Instructor in Horticulture
2. Use of Visual Aids in Teaching . . . . . Room 262  
Dr. R. L. Wooden, Professor, Audio Visual Aids  
Glenn A. Scott, Visual Aids Service, Washington, D. C.  
A. P. Bell, Assistant Teacher-Trainer
3. Public Relations . . . . . Room 268  
E. F. Corbett, Director, Public Relations  
H. M. Wilkinson, Associate Extension Editor, Raleigh  
C. E. Dean, Teacher-Trainer
4. N. F. A. and The Award Program . . . . . Room 205  
J. W. Warren, Jr.
5. Current Farm Management Problems . . . . . Room 201  
Dr. S. J. Dunn, Professor of Agronomy  
Sidney H. Evans, Assistant Professor, Agricultural Marketing
6. Securing Desirable Credit for Farmers . . . . . Room 213  
B. W. Harris, Director of Short Courses  
L. J. Washington, Farm Credit Administration, Washington, D. C.
7. Improved Marketing of Farm Products . . . . . Room 207  
Consultants: Dr. W. E. Reed, Dean, School of Agriculture  
Dr. H. F. Robinson, Professor,  
Agricultural Economics

III. OUTLINE FOR WORKSHOP COMMITTEES:

1. List some of the critical problems
2. Set up procedures that may be followed by teachers of agriculture in solving the problems.

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# COMMITTEE ASSIGNMENTS - 1960

## I. HORTICULTURE AND LANDSCAPING (Group A)

Room 209 L. R. Redden, Chairman  
H. F. Flowers, Secretary

Bruce Patterson	Walter Price	G. L. Laws	P. E. Dubar
C. Roland	J. M. Murfree	B. T. Williams	W. J. Walls
J. A. Melton	J. E. Alston	J. L. Faulcon	W. H. Mitchell
C. M. Sawyer	James Rogers		

## II. HORTICULTURE AND LANDSCAPING (Group B)

Room 205 M. L. Campbell, Chairman  
R. Greenwood, Secretary

Bruce Hargrove	J. E. Forte	H. P. Richardson	Turner Battle
P. W. Bailey	F. M. Pullen	L. M. Burton	J. D. Lennon
W. A. Morgan	L. R. Wynn	G. E. Crenshaw	J. E. Wilson
E. C. Moore	W. M. Edwards	E. W. Draughan	J. E. Swayze
L. A. Baker	W. T. Ellis		

## III. USE OF VISUAL AIDS IN TEACHING

Room 262 B. W. Catling, Chairman  
J. W. Gorham, Secretary

W. A. Cherry	C. M. Stokes	J. A. Brown	G. C. Baugham
B. F. Hall	J. J. DeVane	M. M. Cordon	T. M. Reynolds
C. R. Downing	S. C. Anderson	M. D. Jarmond	E. R. Cause
Alexander Blaine	W. L. Graham	R. L. Davenport	Benj. Currence
A. W. Jones	R. E. Fitzgerald		

## IV. PUBLIC RELATIONS

Room 268 E. T. Revell, Chairman  
Lester Moore, Secretary

H. F. Simons	J. A. Adams	B. E. Morgan	L. R. Spells
D. J. Williams	I. H. Smith	G. W. Herring	Tom Thornton
J. T. Locke	J. B. Baird	William Womble	W. C. Artis
C. E. Motley	E. S. Quick	G. A. McDonald	C. H. Daniels
	Golden Roland	Morris McKoy	

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# WORKSHOP ASSIGNMENTS (concluded)

## V. CURRENT FARM MANAGEMENT PROBLEMS

Room 201

R. L. Pope, Chairman

M. M. Woodson, Secretary

E. F. Simmons	R. W. Thacker	R. K. Wright	C. L. Bond
J. L. Moffitt	W. H. Clark	E. C. Gilliam	I. A. Broadnax
Alexander Daniels	J. A. Francis	G. C. Wilson	J. E. Ormond
W. E. Foster	L. W. Wallace	Samuel Moore	M. A. Bullock
	E. R. Jeffries	J. J. Lanier	

## VI. SECURING DESIRABLE CREDIT FOR FARMERS

Room 213

R. L. Harper, Chairman

W. D. Neill, Jr., Secretary

G. K. McKeathan	D. E. Smith	R. A. Broadnax	C. C. Ray
A. M. Ward	A. N. McCoy	S. L. Williams	H. M. Hargrave
Thurston Spaulding	P. B. Brown	P. R. Reid	B. T. Elliott
I. C. Rogers	J. A. Williams	C. R. Griffen	William Wade
	M. B. Albright	J. J. Brown	

## VII. IMPROVED MARKETING OF FARM PRODUCTS

Room 207

Eugene Covington, Chairman

Haywood McKoy, Secretary

J. B. Case	R. A. Lewis	M. C. McMillan	G. W. Taylor
C. A. Jordan	W. L. Pierce	J. L. Coley	M. J. Pullen
J. J. Mitchell	A. Williamson	S. S. Jones	C. L. Fox
M. S. Sanders	H. F. Mebane	J. H. Dickens	G. C. Corbett
	R. D. Smith	R. W. Sawyer	



# REPORT OF THE COMMITTEE ON HORTICULTURE AND LANDSCAPING . . . . . GROUP A

This topic (Horticulture and Landscaping) was divided into two sections which was held on a two-day period under the supervision of Dr. C.A. Fountain, Professor of Horticulture, and Mr. J. W. Grandy, Instructor of Horticulture.

On June 27, 1960 Dr. Fountain as consultant, centered the afternoon discussion on plant propagation. Some of the common methods that were used are as follows: Asexual and sexual means of propagation. Asexual propagation was defined in this discussion as being the process of reproduction of a new plant from any means other than a seed. There were four methods discussed under asexual propagation, namely, (1) Division (3) Separation (3) Cuttage (4) Layerage and (5) Drafting. Due to the practical use of plant propagation in a great number of our communities, the method of layerage was emphasized more, whereby types of layerage were considered: Types such as common and tip layerage, continuous layerage, mount or stool layerage and air layerage. Following this brief discussion, sexual method of propagation was discussed.

In connection with the propagation methods just mentioned, preparation for planting and transplanting were emphasized. A suggested media that has been proven to be outstanding: A soil mixture of 2 parts loam, 1 part peat moss and 1 part sand with a recommended fertilizer of 3/4 pounds of ground limestone and 1/4 pound of a base fertilizer.

In light of the afternoon discussion, demonstrations were used to illustrate various points.

On June 28 (the second day of committee meetings) there were further discussions in horticulture concerning landscaping. Mr. J. W. Grandy served as consultant.

During this discussion there were many problems considered. Some of the problem areas and solutions were as follows:

## I - Landscaping Grounds

Suggested Solutions: (1) Select the site (2) Develop a plan using type, size and location (3) Divide areas into sections - public area, private area, and walking area (4) Rearrangement of drives and walkways (5) Development of special purpose gardens (6) Making the grounds livable, etc.

## II - Seeding of Grass

Suggested Solution: (1) Prepare soil, mix sawdust or similar material with soil (2) Apply recommended fertilizer (3) Use selected seed (4) Seed ground considering seasons, temperature and other factors.

## III - Having Wild Onion Lawn

Suggested Solution: (1) Use of recommended weed killer (2) Remove by root onions occurring in small numbers

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REPORT OF THE COMMITTEE ON  
HORTICULTURE AND LANDSCAPING - GROUP A (concluded)

IV. Suggested plants for Ground Cover

Suggested Solution: (1) Pachyscondra or Termmalis  
(2) Vincaminor or Periwinkle (3) Eyomymos.

V. General Dying Out of Trees and Shrubs

Suggested Solution: (1) Water at regular intervals  
(about 85% of A trees and shrubs die from lack of  
water) (2) Insect and disease control.

At the end of the landscaping period the group was well pleased  
after having received solutions to many of their problems.

L. R. Redden, Chairman  
H. F. Flowers, Secretary

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It was also pointed out that 85% of all plants die because of dying out.

4. What are some of the things to be done to check the water from  
running off lawn, or what type of grasses is best to be used.

5. Some basic ideas were pointed out concerning a complete land-  
scape job - things such as parking area, public area, private  
area and the service area - are the main points brought out in  
doing a landscape job on homes.

The second class in landscaping was conducted by Dr. C. A. Fountain.  
The class was primarily concerned with the propagation and different ways of  
doing propagation.

The two methods of propagation are Sexual and Asexual means.

1. Sexual  
(a) Seedage

2. Asexual  
(a) Separation  
(b) Division  
(c) Layerage  
(d) Cuttage

Each one of the methods was discussed throughout the class. Dr. Fountain  
went through each term and explained it very carefully, also giving a  
demonstration as to how it was done.

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REPORT OF THE COMMITTEE ON HORTICULTURE AND LANDSCAPING. . . . . GROUP B

The first day, the Landscaping class was in charge of Mr. J. W. Grandy for discussion.

Special questions:

1. Landscaping the home.
  - (a) Planting of flowers and shrubs around the home.
  - (b) The placement of walks and lawns.
  - (c) Types of trees to plant around the home so far as height.
  - (d) Should the home be changed from less flowers to more shrubs.
2. Preparation of lawn.
  - (a) Breaking of land, or is it necessary to break or cultivate the soil before fertilizing and seeding.
  - (b) How often should the lawn be watered, and when.
  - (c) What is the best time to water or sprinkle lawn.
3. What are the best plants to be used for ground cover:
  - (a) Cochysandra Lerminalis
  - (b) Vincaminor Periwinkle
  - (c) Euonymos

It was also pointed out that 85% of all plants die because of drying out.

4. What are some of the things to be done to check the water from running off lawn, or what type of grasses is best to be used.
5. Some basic ideas were pointed out concerning a complete landscape job - things such as parking area, public area, private area and the service area - are the main points brought out in doing a landscape job on homes.

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The two methods of propagation are Sexual and Asexual means.

1. Sexual
  - (a) Seedage
2. Asexual
  - (a) Separation
  - (b) Division
  - (c) Layerage
  - (d) Cuttage

Each one of the methods was discussed throughout the class. Br. Fountain went through each term and explained it very carefully, also giving a demonstration as to how it was done.

- continued



REPORT OF THE COMMITTEE ON  
HORTICULTURE AND LANDSCAPING - GROUP B (concluded)

Under the heading of Layerage, it was also explained and demonstrated  
- the different types of layerage that are used:

- (a) Simple
- (b) Compound
- (c) Tip
- (d) Continuous
- (e) Mound
- (f) Air Layerage

Each of the terms was discussed individually.

Also, from the standpoint of propagation, it was pointed out that a great deal of propagation is done by cuttage. Some of the different types of cuttings are listed below:

- |             |                   |
|-------------|-------------------|
| 1. Leaf     | (a) Softwood      |
| 2. Leaf Bud | (b) Semi-hardwood |
| 3. Root     | (c) Hardwood      |
| 4. Stem     | (d) Tuber         |

A demonstration was given on each term.

M. L. Campbell, Chairman  
R. Greenwood, Secretary

PICTURES

Pictures cut from magazines mounted on cardboard, will help distinguish plants or animals.

- a. Pictures of plants, animals and tools can be ordered from Companies, in order to help students to identify same.
- b. After preparing students in given field, appropriate studies or filmstrip, may be used to coincide.
- c. Visual Aids hasten the learning process, develop interest, appreciation, and basic understanding stimulate students to greater achievement.
- d. Local pictures taken by the vocational agriculture teacher of projects of their all-day boys, young and adult farmers will influence the interest of the students.
- e. Pictures taken of the S. B. Simmons Camp activities and made into slides will stimulate boys or give them a desire to attend WPA Camp.

B. W. Gatling, Chairman  
J. W. Gorham, Secretary



## REPORT OF THE COMMITTEE ON USE OF VISUAL AIDS IN TEACHING

It can be said that the intelligent use of Visual Aids will save teachers' time and stimulate students' interest. However, it can also be said that un-intelligent use of Visual Aids may hinder, instead of aiding the learning process. In order to obtain good results, an instructor must select a type of aid adapted to the problems being studied. He must know that Visual Aids has to offer and understand when it will contribute most to the learning process.

Some visual aids that were discussed in our Workshop:

### Chalk Talk (Chalk Board)

Illustrations	Demonstrations	Use simple drawing
Print on scrips	Use of pointer	Use of strings chalk

### Bulletin Board

Purpose:

Information	Clarification	Stimulate	Supplement
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Simplicity:

- (a) Locate it where clearance is made to keep eye level.
- (b) Develop source of material. (File for future use)
- (c) Mount on entire display
- (d) Tape pictures to tell story
- (e) Have all data even, or well spaced
- (f) All data suit local condition.

### PICTURES

Pictures cut from magazines mounted on cardboard, will help distinguish plants or animals.

- a. Pictures of plants, animals and tools can be ordered from Companies, in order to help students to identify same.
- b. After preparing students in given field, appropriate studies or filmstrip, may be used to coincide.
- c. Visual Aids hasten the learning process, develop interest appreciation, and basic understanding stimulate students to greater achievement.
- d. Local pictures taken by the vocational agriculture teacher of projects of their all-day boys, young and adult farmers will influence the interest of the students.
- e. Pictures taken of the S. B. Simmons Camp activities and made into slides will stimulate boys or give them a desire to attend NFA Camp.

B. W. Gatling, Chairman  
J. W. Gorham, Secretary



# REPORT OF THE COMMITTEE ON PUBLIC RELATIONS

The workshop for Public Relations met Monday and Tuesday afternoon with C. E. Dean, E. F. Corbett, and H. M. Wilkinson as Counselors.

Monday afternoon Mose Kiser, Jr., Public Relations Specialist for Guilford Dairy Cooperation Association, spoke to the group on the use of the newspaper as a means of public relations. He stated that public relations is a vital part of our program as agriculture workers in the community. Some of his remarks, follow:

1. Public relations is a two-way viewpoint to you and the public. It is doing good and letting the public know what you are doing.
2. Publicity is an important part of our program. Do not confuse it with public relations. He explained publicity as the first chapter of the Public Relations Program.

"Do's" and "Don't" - from the standpoint of newspaper writing.

## Publicity "Do's"

1. Put in all the pertinent facts. Let the editor cut your story.
2. Learn the deadline, and get your stories in a day or more ahead.
3. Set up a news-gathering staff within your organization in order to make your job as effective as possible.
4. Make sure that all names and addresses are correct as given in your story.

## Publicity "Don'ts"

1. Submit a story after an event has taken place. It is almost certain to be too late for the paper's schedule.
2. Ask the editor to print a story as a favor.

All news releases should include in the first paragraph - which is called the lead - the following:

1. Who      2. What      3. When      4. Why      5. Where

Other factors to consider, are:

1. Don't favor one newspaper too much if there are more than one in your town.
2. Never thank an editor.
3. Never threaten an editor.

Mr. Wilkinson, Associate Extension Editor, spoke to the committee Tuesday. Instead of using the term "Public Relations", he suggested Public Understanding. These facts were brought out:

1. Never have a competitive Public Understanding program with other agricultural agencies in your community and county. Your program must be an integral part of all agencies, because we are working for the same benefit.

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# REPORT OF THE COMMITTEE ON PUBLIC RELATIONS (concluded)

2. It is not what you say when speaking or writing; the important thing is, what people say after they hear you speak, or read what you write.
3. Each of us should have a written Public Understanding Program.
4. Have facts to substantiate what you say or write about your program.
5. Make use of radio, T. V. Stations and other agencies in your Public Understanding Program.

Other facts brought out by Mr. Dean and Mr. Corbett, were:

1. Label your work in the community.
2. Keep your principal, superintendent, merchants, board members, county commissioners, bankers, ministers and key persons on your program.
3. Evaluate your public relations program and put into practice what you have planned.
4. The people in the community must be sold on your program and feel they have had a part in preparing the program.

E. T. Revell, Chairman  
Lester Moore, Secretary

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## REPORT OF THE COMMITTEE ON FARM MANAGEMENT PROBLEMS

Our workshop was divided into four headings:

1. Management problems
2. Filing for Social Security
3. Outlook Information
4. Utilization of Farm Equipment

Under Management Problems, S. H. Evans led the discussion and stressed the following points:

- A. How best to utilize farm facilities of the individual farmer.
- B. The six basic steps of successful farm management.
  1. Utilization of resources
  2. Records and accounts
  3. Financing
  4. Budgeting
  5. Proper marketing
  6. Organization

Problems were taken from the group and discussed for recommendations. The foremost problem was, the "Financing of Small Farms." Other problems were: The size of productive farms, and part-time farming. These problems went back to farm financing. So, it was decided that the group would hear L. J. Washington, Farm Credit Administration, Washington, D. C., the following day.

The remainder of the period was devoted to "Filing for Social Security" which was discussed by Edward Malinary, Field Agent, Social Security Administration, Greensboro. He stressed the following points in which agriculture teachers could play a great part in instructing their farmers in qualifying for Social Security:

Topics suggested for instruction:

1. What is social security (compulsory insurance to replace lost earnings due to death, retirement, or disability.)
2. Qualifications for social security.
3. Proper filing procedures.

Mr. Malinary emphasized the importance of the following to the applicant:

1. Proof of age
2. Latest tax returns
3. Record of employment to show adequate credits for benefits.

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REPORT OF THE COMMITTEE ON  
FARM MANAGEMENT PROBLEMS (concluded)

A. G. Bullard, our State Supervisor, pointed out that education of the farmer is the role of the agriculture teacher, and not that of a liason agent.

On Tuesday, Dr. S. J. Dunn gave us the following sources to aid us in "Forecasting Farm Outlook:"

1. United States Department of Agriculture - Reports
2. Trade Journals
3. T.V. and Radio
4. Abstracts
5. Field demonstrations of new equipment, varieties, and chemicals
6. Indexes
7. Periodicals
8. Summary lists of State and Federal publications
9. Agricultural Review
10. Farm magazines
11. North Carolina Farm Enterprises
12. Doane's Agricultural Digest

Mr. Washington pointed out that supervision and guidance are needed more on our farms than credit. In order to get proper consideration for credit, a statement showing financial condition and net worth of an individual is highly important in obtaining credit. Credit should be used to increase the gross farm income and such should carry both a moral as well as a financial obligation. Credit with the least pledged security was the hardest to collect.

A suggested 8-point program for applying for loans from leading agencies--

1. Enterprise analysis
2. Increase livestock units
3. Adequate farm records
4. Planned marketing program (don't speculate)
5. Cash purpose program
6. Careful management of credit
7. Shop for credit
8. Borrow for construction purposes and necessary items.  
(Consolidate debts)

R. J. Pope, Chairman  
M. M. Woodson, Secretary

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REPORT OF THE COMMITTEE ON  
SECURING DESIRABLE CREDIT FOR FARMERS

On Monday afternoon a problem of farm finance was given the group by B. W. Harris, Director of Short Courses for the college.

The exercise was designed to illustrate how the borrower and lender may be able to determine how much money may be loaned and the terms of payment. The following points were made from the problem before a farmer can qualify for a loan, as the lender must have these questions answered:

1. How much do you own and owe?
2. What is your net worth?
3. How good a risk are you?

The group had a keen interest in securing credit, and a discussion of the problem was carried on for the afternoon.

On Tuesday afternoon the group assembled for the second session with Mr. Harris presiding, to continue the discussion of the problem. The following points were listed:

1. Description of the farm, and related facts
2. Value of crops and livestock
3. Debts
4. Age
5. Statement of net worth for beginning and ending of the year's inventories.

After discussing these points at length, the meeting was turned over to L. J. Washington, Agriculturist, Farm Credit Administration, Washington, D. C. Consultant for this group, of which R. L. Harper was Chairman.

Mr. Washington stated three methods to establish a family:

1. An adequate farm must be secured for his needs.
2. Find out if he owns any land at all.
3. How can the farm be financed.

He further stated that:

1. The average farm family needs more supervision and guidance than they need credit.
2. Credit with the best security required is the most difficult to college.
3. Do not use the "no down payment" plan in lending money.
4. What are the security instruments?
5. The types of credit needed - credit for food, seed, fertilizer, and family living.
6. Borrow for constructive purposes.
7. Loans for agricultural purposes are very seldom paid from other labor.

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REPORT OF THE COMMITTEE ON  
SECURING DESIRABLE CREDIT FOR FARMERS (concluded)

In concluding his talk, he gave eight points for a good credit program:

1. Marketing - sell crops and livestock on delayed basis.
2. Pay cash when possible, to prevent paying too much interest.
3. Stop and shop for credit.
4. Analyze the payment plan.
5. Do you know whether a lein was filed against anything you own.
6. Where it is possible, pay off indebtedness.
7. If possible, save some money.
8. Last, refrain from speculation.

In closing, he stated that the agriculture teachers could play an important role in helping farmers make statements of their net worth to be presented to a prospective lender, and it is a MUST that a farmer have this before he can secure credit. The teacher could further aid the farmer by accompanying him to the prospective lender's office to help him discuss the problem where the situation is known, and most of all, the farm needs to keep good records to determine his need for changes and new enterprises that will give him more income from the farm - to meet the needs of a changing agriculture in a changing world.

R. L. Harper, Chairman  
W. D. Neill, Jr., Secretary

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REPORT OF THE COMMITTEE ON  
IMPROVED MARKETING OF FARM PRODUCTS

Some of the critical problems and solutions to the problems discussed in the workshop, are as follows:

Problem 1. How should one establish local markets for vegetables such as tomatoes, string beans and cucumbers?

- Solutions:
1. Survey the local area
  2. Set up informal markets such as roadside stands and curb markets.
  3. Establish a formal market by organizing a Farmers' Cooperative Association.

Problem 2. How should one go about finding markets for fruits and vegetables?

- Solutions:
1. Subscribe for the Packer's Weekly Newspaper. This paper has the various agencies that handle farm products.
  2. Subscribe for the Packer's Year Book, which has all the agencies in the United States that render marketing services.
  3. Contact a Broker, or a Commission-man.

Problem 3. How can valid contracts be obtained?

- Solutions:
1. Educate the farmers with regard to their moral obligations as parties to a contract.
  2. The producer may negotiate with the processor.
  3. Contact the Department of Agriculture through the proper channels to see that the farmers are getting a fair deal.

Problem 4. How should products be prepared for the market?

- Solutions:
1. Seek information on sorting, grading, packing requirements, farm buyers. Then make every possible effort to meet such specifications.

Problem 5. Where are our best markets for fruits and vegetables?

- Solutions:
1. Local markets are located in Asheville, Faison, Raleigh, Charlotte, and Chain Stores.
  2. Terminal markets are located in Philadelphia, Pa., Cleveland, Ohio, New York, N. Y., Baltimore, Md., Cincinnati, Ohio and Boston, Mass.

Problem 6. How can one find a market for a new product?

- Solutions:
1. Contact the State Department of Agriculture
  2. Consult the Trade Journals such as the Packer's Year Book, Commercial and Marketing Atlas, and Who's Who in the Poultry and Egg Industry.

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REPORT OF THE COMMITTEE ON  
IMPROVED MARKETING OF FARM PRODUCTS (continued)

Problem 7. Where can we get information on Grading?

- Solutions: 1. United States Department of Agriculture  
2. State Department of Agriculture

Problem 8. How can one get into the processing business?

- Solutions: 1. Draft a proposal and have it evaluated.  
2. Consult the Department of Conservation and Development for assistance.  
3. Incorporate and Secure the necessary Capital to get started.

Problem 9. How does the law of supply and demand effect the market price?

- Solution: (a) Supply may be defined as the quantity of a commodity which will be sold, or offered for sale at a particular price.  
(b) Demand may be defined as the quantity of goods which will be bought at a particular price.

1. In general, a decrease in price will raise the demand and an increase in price lower the demand.

We would like to conclude by saying the general aim of our workshop has been to deal with the marketing problems of individuals located in various communities, rather than on the theory of marketing as a subject. Also, we would like for you to keep in mind that marketing of Agricultural Commodities at satisfactory prices is far more essential to successful farming today in this changing trend than it was in the past.

Eugene Covington, Chairman  
Haywood McKoy, Secretary



## "SOME CHALLENGES FOR THE 60's"

### An Address

By A. G. Bullard, State Supervisor  
Vocational Agriculture

Vo-Ag's challenges for the 60's are rooted in the fact that Agriculture is North Carolina's No. 1 industry - an industry with many important segments:

The first segment is our farms which number over 200,000 and produce a gross cash income to farm families of approximately 1 billion dollars with a potential income much higher with proper utilization of our agricultural resources and "Know-How". It is well to note also that in 1957 over 450,000 workers were employed in farming, including more than 260,000 farm operators.

The second segment is the hundreds of manufacturing and processing industries which are "Consumers" of raw products produced on our farms. Their continued operation and expansion depend not only upon a strong consumer demand for their products but also upon an efficient and profitable farm economy.

The third segment of which we should remind ourselves and others is the thousands of small and large businesses in our state engaged in providing important services necessary to keep our farms going.

These are the major segments of our Number 1 industry - Agriculture.

It is the first segment, our farms, where vocational agriculture has its primary responsibility, so we might take a look at this segment for the challenges that are ours during the 60's.

As one of our national leaders said a few weeks ago, it is much easier to score 20-20 vision on hindsight than on foresight. Never-the-less, a study of changes which have occurred and which are occurring and the use of information obtained will help us to improve our score on foresight. And I believe you will agree with me that foresight is essential in planning and executing an effective program of Vocational Agriculture. Whether or not we like the changes which are occurring in both agriculture and education we can not afford an attitude of complacency. The alert educator is one who will acknowledge the fact of change, analyze the forces causing the change, and develop programs which will help individuals to acquire the knowledge and skills needed to solve their problems in a continually changing environment.

Two or three months ago your district supervisor distributed copies of a publication entitled "North Carolina's New Agriculture in a New Age." This publication presents in a very effective manner some of the major changes or shifts occurring in farming and rural living in North Carolina. It should be required reading - or rather study - for each of you. In addition, I would urge you to study your own community to identify the shifts that are taking place there because these shifts have implications for adjustments in the content of courses as well as methods of teaching Vocational Agriculture.

As I have observed and studied the changes in agriculture and education which have occurred during the past decade and which shall continue during the decade ahead, and have examined them for implications related to

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(Mr. Bullard's Address, continued)

Vocational Agriculture, I have reached the conclusion that there are three major challenges for Vo-Ag in the decade ahead. I invite you to think with me for a few minutes concerning each of these challenges:

1. A reappraisal of each Vo-Ag Course in the high school program, including the role of the NFA.

As a basis for this reappraisal I would urge each of you to study your local community - more thoroughly, perhaps, than most of you are accustomed to do - to ascertain the sociological, agricultural, and educational changes in your community and the implications these changes have for adjustments in the instructional program for high school Vo-Ag students. May I suggest the following questions for our study and consideration during the months immediately ahead:

\* Are our specific objectives for each high course consistent with our major aims, up-to-date, and clearly defined to the extent that we can evaluate both pupil and teacher performance?

\* Is the content of each course appropriate to the needs of the individuals enrolled and challenging enough to motivate superior effort?

\* Are we using in our teaching the most modern agricultural technology in developing the individual's ability to solve problems in his farming programs and in his community.

\* Are we giving enough emphasis in our teaching:

- (1) to vocational guidance and counseling, particularly concerning the careers in agriculture.
  - (2) to farm mechanics, particularly the selection, operation, and maintenance of farm tractors and machinery and the selection of farm structures.
  - (3) to farm business management
  - (4) to marketing agricultural commodities, particularly an understanding of how our agricultural products get into and move to the consumer through modern marketing services?
- \* Are we making the most effective use of Supervised Farming Programs - real and potential - in carrying learning to the doing level?

Your district supervisor, with the help of several teachers, will present to you a publication developed by the State Staff. This publication is entitled "A Guide in Planning Courses of Vocational Agriculture". It was prepared with the idea that it might be valuable to you and to school administrators in planning a Vo-Ag program for the future.

We face both an immediate and continuing challenge in this matter of adjusting the content of Vo-Ag courses. Therefore, I would urge each of you working individually, in groups, and with the assistance and guidance of the State Staff - supervisors and teacher trainers - to the end that our courses in Vo-Ag shall be recognized by all educators for their up-to-dateness, for their quality, and for their effectiveness. To this task

- continued



(Mr. Bullard's Address, continued)

we dedicate our best efforts during the months ahead.

2. A reappraisal of Our Young and Adult Farmer Program.

Some of the studies in which we have been engaged during the past year or two have brought out several significant facts concerning our opportunities in young and adult farmer education, among them the fact that farmers need and want instruction in agriculture designed to help them solve the complex problems being encountered in "today's" farming.

It is apparent to me that some new approaches to meeting this need must be tried in order to find more efficient and more effective ways of expanding and improving this educational service. Because of the increasing complexity of obtaining resources for farming, the increasing importance of managerial ability in successfully producing and marketing the products of the farm, should we not begin now thinking about and planning for:

- \* teachers assigned special responsibilities for agricultural education with these groups, with adequate time, travel, and teaching aids to do an effective job?
- \* special young farmer programs in the area of a comprehensive high school (consolidated high school) designed to meet the special problems of this group as they continue their efforts to become established in farming.
- \* special young farmer programs within a county area with each teacher employed in the county contributing according to his specialized abilities.
- \* a "13th and 14th year" of Vocational Agriculture in the local high school - one-half day at school and one-half day on the farm.

Let us give serious consideration to these and other patterns of more effectively reaching young and adult farmers. Our staff shall be interested in working with you and your school administrators in setting up some pilot programs along these lines in counties where a favorable "educational climate" prevails.

3. A reappraisal of our teaching know-how and the "tools" used in teaching.

The 60's will offer great satisfaction to the agriculture teacher who assumes responsibility for up-grading himself professionally. It will offer little for one who is complacent about this responsibility. Finding time to do something about this responsibility seems to be a real problem for employed teachers. For most of you it means up-grading while on the job. While a solution to this problem may appear hopeless, to you, I should like to say it is not if you are willing to make the effort. The following are a few suggestions:

- \* take full advantage of the workshops planned for you each summer.

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(Mr. Bullard's Address, concluded)

- \* if "off-campus" courses in agriculture and agricultural education are available to you in the evenings or on Saturday, consider enrolling.
- \* keep an up-to-date library for personal study and for lesson planning.
- \* take full advantage of the experiments and testing programs at the Agricultural Experiment Stations and at commercial laboratories.
- \* join with your fellow teachers and your district supervisors in using more effectively the group meetings for professional growth by giving major attention to evaluation of instructional programs, to new approaches in teaching, to course planning and the like.

Collectively these activities should contribute much to up-grading our profession. Some of you might have the desire and money to work for an advanced degree. If so, I would encourage you to take time-off to pursue your work full-time.

In our new State Plan which is now being studied by school administrators, our staff has proposed a policy with respect to educational leave for employed teachers to up-grade them professionally. We are hopeful that the State Board of Education will act favorably on this proposal in order that the staff can provide a more efficient and more effective in-service program than is possible under our present Plan.

In conclusion, I should like to say that the decade of the 50's which ended last December 31 recorded many significant contributions by Vo-Ag to improving farming and rural living in the State. Because of many necessary but difficult adjustments, these were difficult years for all of us engaged in agriculture. I cannot promise less difficult years during the 60's but I do have confidence in you men and believe that we can and we will reappraise our program. That we will hold on to the good, discard the obsolete, try new approaches to more effective teaching - all to the end that we may continue to offer our high school boys, young farmers and adult farmers the best quality agricultural education possible. Let each of us dedicate ourselves to this challenging task.

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