

ED 328 374

RC 017 788

TITLE Farm Leaders and Teachers Plan Together. What Agricultural Leaders Want the Schools To Teach. Reports of Eight Regional Conferences of Agricultural and Educational Leaders.

INSTITUTION National Education Association, Washington, D.C. Dept. of Rural Education.

PUB DATE 47

NOTE 35p.

PUB TYPE Collected Works - Conference Proceedings (021) -- Historical Materials (060)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Agricultural Education; Conservation Education; *Educational Attitudes; Elementary Secondary Education; *Farmers; *Formative Evaluation; National Surveys; *Regional Attitudes; Relevance (Education); *Rural Education; Rural Urban Differences; School Attitudes; School Community Relationship; *School Role

IDENTIFIERS Urban Bias

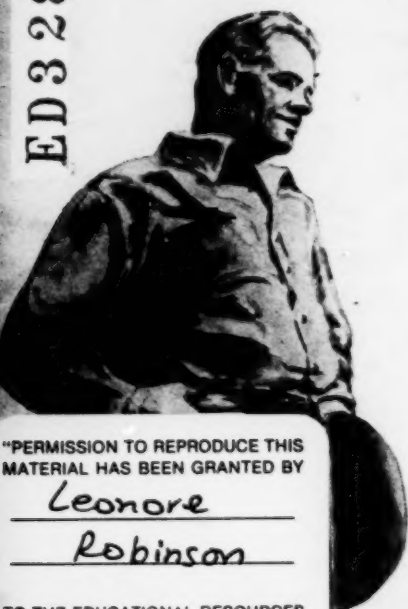
ABSTRACT

This booklet is a collection of recommendations from participants in eight regional conferences held in 1946 by the American Institute of Cooperation and the National Education Association. The conferences consisted of small groups of agricultural leaders and educators from every section of the United States, who discussed common problems of rural education. The attending educators remained in the background of the discussion, giving themselves an opportunity to hear what agricultural leaders wanted the schools to do. The conference summaries reflect some of the thinking that grew out of the discussions. Farm leaders often called for greater educational emphasis in the following areas: natural resource conservation, basic skills, community issues, family and community life, vocational education, guidance, and teacher training. Farmers also voiced the desire for stronger school-community ties. Also included in the booklet is a brief report of a questionnaire survey showing the opinions of U.S. farm leaders about rural education. Among other things, farm leaders were asked to rate the value of high school subjects to rural youth and to suggest what subjects rural schools should improve. Forty-six percent of the agricultural leaders believed that schools in small towns tended to overemphasize preparation for urban life. Seventy percent were in favor of paying teachers to give educational and recreational leadership during the summer months. (TES)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

Farm Leaders and Teachers PLAN TOGETHER

ED328374



"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Leonore

Robinson

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.

Minor changes have been made to improve
reproduction quality.

Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

RC017788

Farm Leaders and Teachers Plan Together

What Agricultural Leaders Want the Schools To Teach

LIBRARY
NATIONAL EDUCATION ASSOCIATION
WASHINGTON, D. C.

1947

*Reports of
Eight Regional Conferences
of Agricultural and Educational Leaders*

BEST COPY AVAILABLE

AMERICAN INSTITUTE OF COOPERATION

and

DEPARTMENT OF RURAL EDUCATION

of

NATIONAL EDUCATION ASSOCIATION

LIBRARY

NATIONAL EDUCATION ASSOCIATION

WASHINGTON D. C.

262
547

1150

COPYRIGHT, 1947

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 Sixteenth Street, Northwest, Washington 6, D. C.

*Permission to reprint is granted upon
acknowledgment of source.*

Sale price per copy, 25¢. Discounts: 2-9 copies, 10%; 10-99 copies, 25%; 100 or more copies, 33 1/3%.

TABLE OF CONTENTS

	<i>Page</i>
Foreword	5
Agricultural Leaders and Educators Work Together in Planning Educational Policy	7
Reports of Conferences of Agricultural and Educational Leaders	
Northwest Conference	9
<i>Montana, Oregon, Washington</i>	
South Atlantic Conference	10
<i>Florida, Georgia, Maryland, North Carolina, South Carolina, Virginia, West Virginia</i>	
Midsouth Conference	11
<i>Alabama, Arkansas, Kentucky, Louisiana</i>	
Great Lakes Conference	13
<i>Illinois, Indiana, Michigan, Ohio, Wisconsin</i>	
North Atlantic Conference	15
<i>Delaware, New Jersey, New York, Pennsylvania</i>	
New England Conference	17
<i>Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont</i>	
Midwest Conference	19
<i>Iowa, Kansas, Missouri, Nebraska, North Dakota, Oklahoma, South Dakota</i>	
Western and Rocky Mountain States Conference	22
<i>Utah, California, Wyoming, Idaho</i>	
Summary of Questionnaire Survey on What Farm Leaders Think about Teachers	25
Participants in the Eight Regional Conferences	27
Index	35

Foreword

During the year of 1946 the American Institute of Cooperation and the Department of Rural Education of the National Education Association jointly sponsored and arranged eight regional conferences in which small groups of agricultural leaders and educators from every section of the United States discussed the common problems of rural education. Each conference met for an entire day with an average attendance of about thirty people, approximately two-thirds of whom were agricultural leaders. In each instance the small group of educators present remained in the background of the discussion making the most of an opportunity to learn what agricultural leaders want the schools to *be* and *do*.

Summaries of these conferences reflect some of the thinking of agricultural leaders on educational policy. These summaries are not presented as a final and complete statement of policy, but as the thinking which grew out of a day's discussion of educational needs in the rural areas of the country. They are being published with the hope that they will be useful to state and local groups in further educational planning and discussion. Rapid changes taking place in American life make it imperative that adjustments be made in educational programs. Such adjustments should reflect the best thinking of both professional and lay people. If this report stimulates other well-planned conferences of this type, it will have been worthwhile.

Credit for initiating these conferences is due to the group of educators who attended the rural education workshop conducted by Dr. Frank W. Cyr at Teachers College, Columbia University, in the summer of 1945. There the need for such conferences was first recognized. Recommendations made by this group encouraged the American Institute of Cooperation and the Department of Rural Education to take the initiative in bringing agricultural and educational leaders together in these discussion groups. The leadership provided by Dr. Cyr in organizing the conferences is worthy of special recognition.

HOWARD A. DAWSON, *executive secretary,*
Department of Rural Education,
National Education Association

Agricultural Leaders and Educators Work Together in Planning Educational Policy

Raymond W. Miller

President, American Institute of Cooperation

Frank W. Cyr

Consultant on Rural Education, American Institute of Cooperation

THE American farmer has always been deeply interested in public education. Out of his hopes and aspirations and the work of his hands came the early common schools of the United States. A group of rural people in an open-country neighborhood or village would meet together, usually in someone's home, decide they needed a school in the community they were building on the edge of the frontier, incorporate a school district, arrange for a tax levy, erect a building, employ a teacher, keep the school accounts, and follow carefully the progress of the school from week to week thruout the year. Then, at the "annual meeting" of the district in the spring, the men, women, and children would meet together to discuss the past year's work, the authorization of a budget, the employment of the teacher, the making of repairs or erection of a new building, and other current matters.

Our deep-seated belief in public education, and the strength and virility of the American school system are due in large measure to the fact that the quality of the early-day school depended upon the people themselves—the interest they expressed in a tangible way. This source of vitality must not be lost. American farmers have always considered the school as one of the main avenues thru which their children could be prepared to enjoy a better way of life. They have a responsibility for keeping it a kind of institution that will accomplish this purpose.

During the past forty years, especially, many changes have come in rural schools. The original common school has been supplemented by the high school which experienced a tremendous growth, with enrolment nearly doubling every ten years between 1890 and 1930. Increased training required of teachers, new developments in teaching methods and in textbooks, and the utilization of modern transportation to and from school for rural children—all these have multiplied greatly the amount of education provided, and added to the complexity of providing it.

Today, the average farmer has a much smaller part in developing the elementary-school program and, in many states, takes practically no part in formulating policies that govern the high school. It is impossible to return to the practices of pioneer days where the people of each district provided and carried on their own school with little assistance and guidance from outside the district. But, our rural public schools cannot be schools of the people, by the people, and for the people, unless ways are found thru which both leaders and average citizens can study and understand the educational needs of their children and their communities, and participate in develop-

[7]

LIBRARY 7

NATIONAL EDUCATION ASSOCIATION

WASHINGTON D. C.

ing a program to meet them. Rural citizens must take a greater part in determining what the school shall teach, as well as in formulating other general policies which affect the welfare of the school. Their participation must be as effective as that of the pioneers who built the school building or cut the wood for fuel. Their efforts must be reflected in the general quality of the school program.

Today, we have people who are especially trained to build the buildings, install the plumbing, teach the children, and administer the school's program. The average citizen can no longer perform these tasks. He can help to decide, however, what the schools should teach. With one hundred and ten thousand local school districts in the United States, rural citizens can hardly do this job individually without losing the great benefits of educational research and experience. They must work together cooperatively in their county, in their state, thruout each region, and on a nationwide basis in deciding on an effective educational policy. This can be done best in cooperation with professional educators who are trained in the organization and operation of educational programs. These educators have the responsibility of helping lay leaders crystallize their hopes and aspirations into workable objectives, and the further responsibility of devising methods and technics for putting into effect the kind of education that the lay leaders desire.

The eight regional conferences of agricultural and educational leaders reported in this pamphlet represent a pioneering effort to bring together these groups thruout the nation to consider what the schools of rural America should teach. It is clear from analyzing these reports that there are many fundamental points of agreement which, if put into effect, would greatly increase the effectiveness of our public schools and unify our nationwide efforts to achieve true democracy. It is hoped that this small start may pave the way to regular and continuous means thru which agricultural leaders may clarify their ideas and help in the formulation of policies for the development of our rural schools.

Northwest Conference of Agricultural and Educational Leaders

Montana, Oregon, Washington

LOCAL arrangements for this conference of twenty-eight agricultural and educational leaders were made by Martin P. Moe, executive secretary of the Montana Education Association, who served as chairman. The conference was held in the Placer Hotel, Helena, Montana, on March 26, 1946.

Recommendations

1. Greater emphasis should be placed in our educational program on the development of human resources. Better preparation for family life and rural-community living should be provided. Improvements in agricultural production and marketing and conservation of our natural resources should contribute to better individual and community life. Schools should prepare young people so that they can choose their future life-work wisely and participate in it effectively whether in city or country.

2. Conservation of natural resources should be included in the school curriculum to a greater extent for the good of farmers and of society as a whole. The purpose of the conservation of natural resources is to conserve human resources. Conservation should be a part of all school activities—not a separate course on a particular level.

3. More work in our schools should be devoted to real problems of living such as is done in programs of 4-H Clubs and in Future Farmers of America organizations.

4. Teachers and pupils should be given greater opportunity to discuss current controversial issues. All sides of such problems as Missouri and Columbia River Valley developments, operation of local and state government, financing of

schools, taxation, political issues, international and national issues, should be thoroughly discussed so that the greatest measure of understanding is secured.

5. Schools should teach about fundamentals of democracy and the American economic system, including problems of agriculture, business, labor, cooperatives, and the like.

6. All education cannot be crowded into the first few years of a child's life; it must be continued thruout life. Changing conditions require continued study. Adult education should be for the benefit of adults themselves and for understanding the educational needs of children.

7. Teacher-education institutions should prepare for living and working effectively in rural communities. Teachers should have an understanding of farm organizations, of work done on the farm and in farm homes, and of possible uses of resources available for teaching in rural communities.

8. Major lay groups of the state should work closely (thru representative leaders or individually) with educators in determining school curriculums and in making school policies.

9. Teachers should be judged by the same social standards as other members of the community.

10. Since rural school buildings are tax-supported, they should be made available for such community activities as meetings of farm organizations, recreational activities, political meetings, canning centers, moving pictures, and library services.

11. Schools should develop closer relationships between farm and town people. Farm children attending school in a village center should have opportunities equal to village children to participate in all school activities. Farm people should have opportunities to take part in making the policies for the schools their children attend.

12. Good teachers should be hired and encouraged to continue in rural communities by providing adequate salaries, proper school buildings and facilities, bet-

ter living conditions in the community, and opportunities for social life.

13. Schools should make use of the press and radio in discussing issues of community living.

14. More research should be done which would improve methods of teaching. Facts should be made available so that current controversial issues are presented fairly and common problems of living are more completely understood.

15. Some ways suggested for strengthening the educational program of the public schools are: provisions for state and federal funds for education, a continuous twelve-month program, work with homes and farms, adequate recognition of the work of the children, more effective organization of school districts, and better preparation of teachers.

South Atlantic Conference of Agricultural and Educational Leaders

Florida, Georgia, Maryland, North Carolina,
South Carolina, Virginia, West Virginia

THIS conference was arranged locally by O. C. Aderhold, University of Georgia, chairman, and attended by thirty-two farm-organization officials and educational leaders. It was held at the Piedmont Hotel, Atlanta, Georgia, on April 3, 1946.

Recommendations

In a five-hour discussion, educational and agricultural leaders from five South Atlantic states came to substantial agreement on the following objectives of rural education in this section:

1. The future of America depends on the education of its people. The problems of rural life are a major challenge to the schools. School people and lay groups should work together in planning

programs of rural education which will improve the quality of rural life.

2. Such agricultural organizations as cooperatives, Farm Bureau, Grange, dairymen's associations, and cotton, melon, and fruit growers associations should work for the improvement of rural education.

3. The teachings of rural schools should be built around the existing problems of the rural community.

4. The rural-school curriculum should be broad enough to meet the needs of all rural youth whether they will remain as citizens of rural America or migrate to the city. In one state more than 60 percent of the boys and girls reared on farms leave the rural communities for service in the urban centers. Their varied needs should be considered in planning the rural-school program.

5. The rural school should provide an adequate guidance program which will enable young people to make wise vocational decisions.

6. The training of rural teachers should emphasize an understanding of the problems of rural communities and provide opportunity for practical experiences in dealing with these problems.

7. The rural school should foster a higher standard of living for rural families and emphasize in its program practical ways of obtaining a better standard of living.

8. The program of the rural school should provide instruction for all pupils in the following areas:

a. Conservation of natural resources.

b. Individual and community health.

c. Home and family life.

d. Community recreation.

e. Sex education.

f. Political issues important to rural people.

g. American democracy and the American way of life.

h. Training for membership in general farm organizations, cooperatives, and rural-youth organizations.

i. Labor organization and the farmer's relation to the industrial worker.

9. Adults should study the economic life of the community to discover how better economic values may be realized.

10. Rural educational agencies should cooperate in promoting a continuous program of adult education thru which adult interests may find expression.

11. The programs of vocational agriculture and homemaking now given in the public high schools are rendering a valuable service to rural youth. Those programs should be extended and enlarged to include a greater percent of rural youth.

Midsouth Conference of Agricultural and Educational Leaders

Alabama, Arkansas, Kentucky, Louisiana

THE Midsouth Conference was arranged locally by W. G. Eckles, State Department of Education, Jackson, Mississippi, who served as chairman. It was attended by thirteen farm-organization officials and educational leaders and held at the Edgewater Gulf Hotel, Edgewater Park, Mississippi, on May 1, 1946.

Recommendations

1. It is essential that the American farmers have adequate income to maintain a decent standard of living, including modern homes, health services, educa-

tion, and recreation, while at the same time using modern agricultural machinery and methods of conserving and developing the natural resources on which

agriculture depends for its existence. The schools should train future citizens in attacking and solving the problems involved in attaining this end.

2. Educational agencies in the agricultural field have done an excellent job of educating people in efficient and economical production of farm products, but they have done a very poor job of educating for processing and merchandising farm products and for acquiring farm supplies which affect the cost of production. It is now essential that these educational agencies undertake an all-out educational program which will enable our rural people to understand and meet these problems.

3. The school should teach children to understand the life, resources, and opportunities of their own community and the interdependence of its welfare with the welfare of other communities and the rest of the world.

4. Problems arising from misunderstanding between individuals, between special-interest groups, between communities, and between nations, are created by failure to recognize the basic principles which are involved in cooperative human effort. The science and ethics of human relationships are, and must continue to be, a proper phase of the educational program in the public school if people are to learn efficient ways of living and working together in a complex and constantly changing world.

5. The schools have a responsibility for developing moral and human values conducive to a higher type of citizenship.

6. Real experiences provide the best basis for rapid and accurate learning. Better understanding and use of English and mathematics can be obtained by using the environment of the rural child as the source of these experiences. Schools should adapt instructional materials to situations which make good use of all community resources.

7. Opportunities for vocational education should be expanded, particularly in agriculture and other occupations in which many rural children will engage as well as adults. Since rural areas furnish surplus population to industrial and trade occupations, the education of rural youth for such occupations must be considered in any comprehensive school program.

8. Schools should provide a program of recreation in the rural community with the youth taking part in planning it. Special provisions should be made to carry it on thruout the whole year including the summer months. School buildings should be planned to house community and recreational activities.

9. A continuous program of recruiting and training teachers who understand rural youth and rural community life is basic to an educational program such as this. Without a well-organized effort of this kind, the competent and effective educational leadership needed in rural communities cannot be provided.

10. Provisions of adequate educational opportunities in rural areas equal to those in urban areas should be the first concern of agricultural and educational leaders.

Great Lakes Conference of Agricultural and Educational Leaders

Illinois, Indiana, Michigan, Ohio, Wisconsin

LOCAL arrangements for this conference were made by Joseph Ackerman, associate director of the Farm Foundation. It was attended by forty farm-organization officials and educational leaders. The conference was held in the LaSalle Hotel, Chicago, Illinois, on May 21, 1946.

Recommendations

Education is a continuing process that ends only with life itself. In the education of the American citizen, the home, the church, the school, and the community should cooperate to the fullest extent. Each should assume its particular responsibility to the end that individual initiative and enterprise are developed. Every person needs to be qualified and willing to participate in effective group action and thereby establish and preserve the democratic processes in all phases of social living.

All education should be directed toward the end of preparing pupils in the art of living together. We believe this can be done best by the application of the principles of Christianity and the Golden Rule.

The school should be a part of, rather than apart from, the community and should prepare the children effectively to think thru and meet the everyday problems of life they must face.

To equip rural children and youth adequately to meet these problems, education must give emphasis to the following considerations:

1. The basic skills, including reading, writing, arithmetic, and the skills of communication, should be mastered and should be so taught that they contribute to the art of living. This includes teach-

ing the methods and skills needed by individuals and groups in communicating their aims and purposes to others so as to reach a common understanding and course of action.

2. A functional, well-rounded program in health education is needed which includes physical and mental health, nutrition, safety education, social hygiene, first aid, control of communicable disease, community health, and methods of providing adequate health and medical service.

3. In order to appreciate and preserve our American ideals, a broad program of citizenship education is needed. This will involve study of local, state, and federal government. Experience should be provided which will point out clearly the responsibilities of each individual as well as specific benefits he derives from government.

4. Education must be a proper blending of preparation for making a living and living a life. There should be inclusion of the fine arts, and appreciation and preservation of the cultural values of rural life.

5. A full understanding of the American way of life, in its historical perspective as well as in its present functioning, requires an understanding of the farmers' movements instituted for the pur-

pose of fostering methods of bettering different phases of rural economic and social welfare; an understanding of the history, objectives, and programs of farm organizations and other organizations and movements closely related to rural life, such as the PTA, the extension services, and cooperative enterprise; and a similar understanding of labor, industry, and government.

6. The school should give children the opportunity to learn the art of living together thru working, playing, planning, and sharing together. This experience should be an essential element in both elementary and secondary schools. It should be extended to include the community, the state, the nation, and the world.

7. The schools should help children to understand what contributions can be made by each of the four basic ways of doing business—as individuals, as participants in a corporation where investment of capital controls voting power, as members of voluntary cooperative groups, and thru public enterprise—with emphasis on pitfalls, advantages, and problems of each.

8. The schools should teach the need for, and means of, implementing a pro-

gram of conservation of natural and human resources.

9. The public schools should provide a program of adult education adapted to community needs, where such needs are not met by other agencies. Without such adult education the schools themselves cannot be properly supported.

10. Textbooks should be modified to give proper emphasis to rural life in order that pupils can see the advantages of living in the country and the challenges inherent in rural life.

Public schools in rural areas of the United States are at varying stages of progress toward these objectives. Their effective attainment requires modification and redirection of present programs and greater emphasis on such matters as effective education for teachers in rural areas; the use of such new developments as visual aids and radio; the reorganization of school units; the adequate financing of education; and the use of circuit teachers, modern transportation and mobile units for such services as health clinics, libraries, and other instructional resources adapted to use in the small community. Both methods and contents of teaching should be directed toward the objectives set forth.

North Atlantic Conference of Agricultural and Educational Leaders

Delaware, New Jersey, New York, Pennsylvania

THIS conference was held at the Men's Faculty Club, Teachers College, Columbia University, in New York City on June 19, 1946, under the chairmanship of J. Cayce Morrison, assistant commissioner of research, State Education Department, Albany, New York. It was attended by thirty-three farm-organization officials and educational leaders.

Recommendations

1. Schools should teach young people to do something constructive; not to expect the country to owe them a living. They should be taught that any useful, honest work is honorable; that they must do something worthwhile for society if they expect society to take care of them. They must realize that freedom for one means equal freedom for all, and that every right and privilege is accompanied by a responsibility.

Schools should impart knowledge and facts, but more important still, they should teach fundamental skills of living. Boys and girls should be taught to face and solve problems; to seek out unbiased information and to sift out misinformation; to see both sides of a question; and to evaluate and differentiate. Schools should teach them that this is not only a personal asset, but their civic duty.

2. Education in a democracy should provide a way for every individual to reach his greatest potential growth as a person and as a citizen. Educational programs, whether in school or out, should be judged as to their influence upon the total growth of each participant, and the group as a whole, towards greater social understanding. This criterion is not a new one, but the atomic age has made it one of the chief imperatives of the present.

Schools should move toward teaching social understanding and responsibility for all rural children in open country and town. They should seek to break down unfair prejudices against agriculture and raise the level of respect for country life. The rural child should get at the true reason why economic life on the farm is difficult and should have a good general understanding of the whole problem of country living. But, at the same time, he should learn about, and understand, the problems of people in industrial centers.

3. Vocational agriculture and home economics should be taught in all rural high schools and in urban schools that serve rural areas. Where there is reluctance on the part of local administration to install such departments, farm organizations and individual farmers should make their desires known. Both town and farm boys should be admitted to agricultural classes. This will make it possible for more people to have an appreciation of farming, farm life, and farm problems. Vocational agriculture thru its farm-shop program serves as a prevocational course for persons who may wish to become established as tradesmen in such occupational groups as carpenters, blacksmiths, motor mechanics, or plumbers.

The teacher in a vocational-agriculture or home-economics department should understand the problems and needs of rural youth, have the confidence and active support of the adult population, and be able to cooperate with agricultural leaders in the area served by the school. Farming is becoming more complex. This makes it imperative that high quality boys and girls be guided into farming and other rural occupations, and that the best known methods of farming and the best information available in regard to family life should be taught in the schools.

Rural high schools should provide vocational courses dealing with the practical problems of persons already established in farming, since there is little opportunity for such training to be secured in land-grant colleges or other special institutions.

4. Education for living in one world involves learning to live with minorities and with groups of all kinds. The principles and practices of democracy should be taught in the classroom where there is a sense of sharing and community participation and where the teacher is one of the group.

5. Reading, writing, spelling, and arithmetic need to be taught more effectively so that they will be usable in everyday life. To accomplish this, children must understand what they are learning and use it in practical, meaningful situations.

6. We are living in an age when methods of education are changing rapidly. In order to keep informed of these changes, farm organizations and educational agencies should work together in exploring sources of reliable information and presenting it concisely and understandably.

7. Are people (consumers) willing to

pay enough for food? Students in city schools as well as in rural areas should be taught what it costs to produce the food which they eat every day and where the costs arise. They should be taught what "good food" really should mean in terms of nutrition and health. Consumers now require lima beans to be harvested before they are fully grown; yet, they would carry more food value and be much cheaper to produce if left to grow a few more days in the field. Peaches must be picked green in order to stand shipment undamaged to market; grading standards also result in picking before maturity; yet, when consumers do have a chance to buy tree-ripened peaches, experience shows that sales have multiplied as much as ten times even tho these fruits were ungraded and some might be bruised. Better education in both city and rural schools would teach factual recognition of real quality in farm products and result in more satisfactory living.

Inefficient methods of distribution may more than double the city price of many farm-produced foods. Pupils should be made aware of the more efficient distribution methods rapidly evolving. They should learn how they are related to the economic life of the nation. They should know how the nutritional value of this food is related to the type of soil from which it came, to its degree of maturity, and to how it was harvested and handled. Commercial advertising stresses "eye appeal." Students must learn that other qualities are just as important when that food reaches the table. Some sacrifice in eye appeal may mean a better-fed family.

Many restrictive laws and regulations which tend to interfere with the rapid and efficient flow of farm products to the city, and of manufactured products to the rural areas, could be avoided thru

better understanding of rural-urban relationships. Educators in both rural and urban areas can contribute to an understanding of these problems.

8. Educational leaders are needed who can see the things which need to be done in the school and can find ways to do them. Teachers should be progressive, open-minded; they should be eager for new knowledge, feeling that their educational background has provided them with readiness for new ideas—not that their own education is complete.

Teachers should keep in constant contact with research (not propaganda) and should use it in meeting classroom and community problems. Such periodicals as farm journals, and other materials widely read by rural people, should be read, analyzed, and compared for different points of view. Teacher-training courses should develop the ability to analyze such materials since it is an important factor in molding public opinion in rural communities.

Probably the most crucial need is the development of each teacher's own personality. Special emphasis should be given to the development of self-confidence, especially in those students who fall in the lower 25 per cent of their college class. The sense of fair play should be developed thru working and playing with others. Opportunity for co-operative projects in which they work with others should be part of all teachers' preservice education.

9. Some methods of working toward the development of schools that will provide the kind of education called for above are: securing a board of education that represents the whole community, including the open country; development of improved administrative units; increased public funds equitably distributed; and effective cooperation of farm organizations in defining and supporting the kind of education they want in the public schools.

New England Conference of Agricultural and Educational Leaders

Connecticut, Maine, Massachusetts,
New Hampshire, Rhode Island, Vermont

LOCAL arrangements for this conference were made by Ernest Nybakken, State Department of Education, Canaan, Connecticut. Edgar Fuller, New Hampshire commissioner of education, served as chairman. The group consisting of thirty-four farm-organization, educational, and other community leaders met at Keene Teachers College, Keene, New Hampshire, on June 23, 1946.

Recommendations

1. Education should recognize that rural life is of major importance to the welfare of the nation.

2. The economy of the nation is dependent on agriculture, labor, and indus-

try like the three legs of a stool. Education can be of great service in helping to inform the people so there is the understanding that when one leg becomes shorter than the others, the stool topples

over. For prosperity, each must contribute and receive its fair share.

3. We want for our rural children education for living and making a living in the country that is comparable in quality to that given in the city. Since many farm children must make a living in the city, what is taught in the rural school should be broad enough to fit youth for either rural or urban living. Cities need farm children for replacements, and more children grow up in rural areas than can earn a livelihood there.

4. Opportunities for education of rural children should be comparable to those of city children, but should relate to rural life. We want our children to have an education centered around today's problems. Science, mathematics, English, music, the arts, bookkeeping, commercial law, etc., are needed in rural living as in city living.

5. Education should provide work experience as well as academic learning. It should relate activities to life, thus developing principles based on student needs.

6. Since the American home is the most important unit of living, education should stem from the needs of family life and the relation of its members to the outside world.

7. Closer relationships of home, school, and church are necessary for better rural life. All the burden should not fall on the school, but parents, too, should participate in planning and assume some responsibility in carrying out educational aims. Learning to build up the home is the most important job in America today for every boy and girl.

8. Youth should have a chance to prepare himself for what he is going to do. Vocational education is highly important in doing this. Vocational education

should be a broad program which develops the understanding and attitudes, as well as the skills, necessary for effectiveness in vocations generally. This education should culminate in specific vocational training either in the high school or in the youth's later educational experience immediately preceding an employable age. The rural child should learn to understand and appreciate the culture in which he lives, as well as prepare for a vocation.

9. The inefficiency and ineffectiveness of our system of distribution of goods and services require increased emphasis on education for its improvement. This will include the study of cooperatives and their principles as well as other forms of business organization. This will also contribute to the teaching of co-operation with others which is an essential characteristic of good citizenship. There is need in American life for increased emphasis on service rather than personal gain. The world does not owe man a living.

10. Latin is of little or no value to rural living. (For example, one member of the group who studied high-school Latin in 1877 had not yet found it of practical value.)

11. Guidance in the rural schools is very important. To do his work well the guidance person should know the family life of the child and the cultural background of the school.

12. There is need for more adult education. Better services at less cost can be received by a more careful coordination of the rural organizations and educational agencies providing it. Adult education should contribute to, and reinforce, the program of education at earlier age levels. It will complete the cycle of educating the parents, educating the children, generation after generation.

13. Agricultural leaders should have a greater voice in establishing educational policy. The three areas of responsibility in regard to educational policy are (a) that of the layman who sets the framework, (b) that of the educator whose function it is to use the available resources as efficiently as possible within this framework, and (c) an area where educators and laymen continue to get together to redefine their joint and individual responsibilities.

14. No school on earth needs good teachers more than a rural school. The teacher should understand the rural child and his environment. The best teacher is usually the teacher who has come from a rural area; outstanding rural youth should be encouraged to prepare for teaching in rural communities.

Some of the ways in which the kind of teaching we want can be provided are by securing good teachers, by providing adequate finance, and by setting up areas

which are not too large or too small for effective educational administration.

15. Country life can be made more satisfying for more people by increasing the number of ways in which a living can be earned in a rural environment. The country should be not only a place where people sleep, but also the place where they work. For example, many who are mechanically minded and professionally capable could be kept in the country if we encouraged the growth of industry and the expansion of services in rural communities.

An exploration of local resources by a planning committee often will bring to light opportunities for diversified employment, sometimes in ways and materials once prominent but which have been forgotten. Even agriculture, reviewed in the light of modern living, may yield varied jobs and more of them thru better preparation of products, and better packaging and marketing.

Midwest Conference of Agricultural and Educational Leaders

Iowa, Kansas, Missouri, Nebraska,
North Dakota, Oklahoma, South Dakota

THIS conference of forty-two officials of major farm organizations and other farm leaders with administrators and teachers of state and local educational systems met at Kansas City, Missouri, on October 20, 1946. Professor Barton Morgan of Iowa State College was chairman of the conference.

Recommendations

A. General conclusions:

1. The primary aim of rural education should be the development of good citizens—citizens adequately prepared for meeting the responsibilities of life.

This aim includes developing a philosophy of living and a sense of values that lead to better social understanding and a keener sense of social responsibility.

Education is more than imparting facts; it is not learning what to think, but how to think. Schools should present facts not as ends in themselves but as means to the development of skills, appreciations, and attitudes.

2. The main motivating force should be the realization of some common goal rather than competitive striving for individual excellence. Students should compete with their own best records rather than against each other. Only so, can they be trained to achieve the good of the community, the good life for all.

3. A proper balance should be maintained between specialized vocational or technical training and general education.

4. An effective program of rural education is essential to rural life and agriculture, and equally essential to the welfare of all America. Schools should be concerned with the education of rural youth who will remain in rural America and also with the education of the rural youth who will inevitably leave the rural communities and become a part of the urban life of the nation.

5. It is taken for granted that the language arts, mathematics, and science will constitute a large part of the curriculum of the schools. These subjects should be taught so as to make their maximum contribution to good citizenship and better living.

B. Specific recommendations:

In the light of the foregoing basic considerations, the conference agreed upon the following specific recommendations:

1. *Social studies.* The study of the community, population trends, organizations in the community, human relationships, and history as the basis for understanding the economic and social problems of today, should all be taught through

out the school program, both in elementary and secondary schools.

2. *Economics and business.* This is a specific part of the social studies. All people, both urban and rural, should have a clear understanding of the channels through which business is transacted in the distribution of goods from producer to consumer. This presentation of business activity should be an integral part of the school curriculum, and should include an unbiased presentation of the different forms of business enterprise for the performance of these functions: individual proprietorships, partnerships, corporations, and cooperatives. The last-named economic activity is particularly important in rural life because of the continued and important growth of cooperative organizations.

3. *Conservation.* No country is more prosperous than the fertility of its soil. Conservation must include soil, minerals, water, wild life, forests, and human resources. Conservation of all natural resources should be an integral part of all elementary and secondary education.

4. *Agriculture.* Every strong civilization has been built on a strong agriculture. This is a fact which all persons, urban and rural alike, should understand. On it we can base a sound philosophy of the nobility of agriculture and agricultural labor. We must not wait until the boy reaches high school to offer him technical agricultural information, nor must we confine agricultural teaching to the boys.

5. *Home economics.* The home is the germ cell of our whole social organism. Homemaking education should be offered in every grade. Boys as well as girls should be trained for home responsibilities.

6. *The fine arts.* Appreciation of beauty in all its forms should be a goal of good

education, and rural children should not be deprived of it. Music, art, and drama should be provided in the program of every rural school.

7. *Health education and services.* The fact that the proportion of selective-service rejections for health defects was higher in rural than in urban sections of the nation reveals the urgency of the need for rural health education and health services. Adequate provision should be made for health examinations for correction of physical defects thru school or other public agencies. Special attention should be given to nutrition.

8. *Recreation.* Mechanization of farm and home is increasing the leisure time of rural people. Recreation should be provided for all rather than a program of competitive games for the few.

9. *Guidance.* A sound program of guidance in vocational and personal problems should be a goal for all schools. Specially trained personnel should be provided by schools acting jointly. Students in rural schools should have ample basis on which to choose between agricultural and other occupations.

C. Means of attaining these objectives:

1. Altho the conference was called to consider what farm leaders want the rural schools to teach, the farm leaders participating in the conference repeatedly emphasized their support of the following changes in public-school organization and support as necessary means of

attaining the improvements in rural education listed above:

- a. State financial aid to help equalize opportunities for all school children of the state.
- b. Reorganization of school districts into more efficient and economical units operating around the natural community center.
- c. Better - qualified and better - paid teachers.
- d. Improved living conditions for teachers.
- e. Tax reforms.
- f. Liberal use of movies and other forms of visual education.
- g. Federal aid for education.
- h. Coordination of the various community agencies with educational programs.

2. Finally, the conference agreed that farm leaders and educators should meet together frequently to discuss such problems and that the ultimate responsibility for accomplishing the desired reforms of rural education would rest with rural people themselves. The rural communities of the nation are today better able financially to make their contribution to those reforms than ever before. To achieve these ends, the conference urges that everywhere organized groups work together in the old town-meeting tradition to focus attention on problems of rural education and to secure the action necessary for their solution.

Western and Rocky Mountain States Conference of Agricultural and Educational Leaders

Utah, California, Wyoming, Idaho

THIS conference met under the chairmanship of Clyde E. Edmonds, president of the Utah State Poultry Growers Association, in the Hotel Utah, Salt Lake City, Utah, on November 11, 1946. It was attended by thirty-eight officials of farm organizations, professional educators, and other rural leaders.

Recommendations

In considering the question of what the schools should teach in order to serve best individual and community life in rural areas, members of this conference expressed the following opinions:

1. Greater emphasis should be given to mastery of the basic fundamentals of education in the elementary grades with a view to improving abilities in reading, writing, spelling, and common arithmetic.

2. More attention should be given in many of the schools to the growing misconception among children, youth, and adults that they can get something for nothing—that the world owes them a living. It is a fundamental problem of the schools to help people understand and accept the basic principle that worthwhile values can be created only from honest endeavor.

3. The preparation of teachers for positions in rural schools should give them better acquaintance with the basic elements of rural social and economic life. Persons who are not thoroly familiar with the problems of rural people, the values that shape their way of living, and the forces with which they must deal, cannot make much contribution to the improvement of rural living.

4. The school should more clearly recognize its obligation to improve the standard of rural living by acquainting farmers with types of research that need to be carried on, by encouraging greater use of modern farm and home conveniences, by improving social and recreational advantages for youth and adults, and by educating farmers to understand the problems of maintaining a high level of farm income.

5. The school must recognize that a large percent of farm youth will, and must, migrate to urban centers for employment opportunities. Its program must be broad enough to meet the needs of those who will go to cities, as well as those who will remain on the farm, so that all will be able to use such abilities as they have to the best possible advantages.

6. The school should give emphasis to the native values of rural life. These are values in the relationship between people and the land which cannot be measured alone in terms of dollars and cents. The school should help people become aware of these values so that rural living will be enriched. Too frequently the unique values of urban life have been given emphasis while similar elements of rural life have been neglected.

7. The school should accept the responsibility of teaching people how to make progress thru their own efforts.

8. The program of the school at the secondary level should be vitalized by making more work experiences possible.

9. The educational program should give serious attention to assisting young people to become farm owners. A survey of dairy farmers in California who owned and operated their own farms shows the following age distribution:

<i>Percent</i>	<i>Age Group</i>
19	65 or over
24	55-64
27	45-54
19	35-44
9	25-34
2	Under 25

10. The school should give more concern to the discussion of current legislative programs, governmental policies and problems, and social-civic affairs.

11. The school should give more attention to discovering new fields of use for farm commodities so that the market will be expanded. Research agencies should carry on a more extensive program of marketing research involving the packaging, grading, storage, and handling of farm commodities, methods of distribution, supply and demand, and price cycles.

12. Marketing in its general aspects should be taught in the school program:

- a. A general unit on the basic principles of marketing in the social-studies program of the secondary schools for all pupils.
- b. A more specialized course in the vocational agriculture classes, including experience with cooperative marketing and dealing with grading, packaging, storage, shipping, and various methods of distribution.

c. A general course at the college level in which all students can enrol, dealing with economic principles involved in distribution and its relationship to the well-being of the life of the family, community, and society as a whole.

d. A more specialized college course dealing with marketing research, factors shaping demands, methods of estimating demands, etc.

e. A correspondence or extension course that would meet the needs of adult groups.

13. Farm leaders should assume responsibility of working more closely with the schools in the study of farm problems. Valuable assistance can be given by sponsoring contests, conducting marketing tours of 4-H Club members, addressing school groups on special types of farm problems, and by making various types of information available.

14. Farm organizations and agricultural colleges should give greater attention to making the findings of research available in simplified form that can be read and understood by people of high-school age and by adults who have not had specialized training.

15. More attention must be given to special crops. Indications are now that farmers engaged in newly developed types of specialized farming, as for example, celery growers in Utah, are likely to take great losses during the next few years. Individual farmers and communities need more information regarding consumer demands, price trends, and the amount of such commodities being produced. Schools have a responsibility for developing better methods of harvesting, packing, and marketing such crops.

16. Since so many farm youths migrate to cities and must become identified with labor groups, the school should accept

the responsibility of thoroly acquainting them with labor organizations, their methods of operation, and their relation to the functioning of our economic system.

17. Conservation of natural resources is of paramount importance to the stability of community, state, and national life. Well-organized conservation programs which teach sound conservation practices thru the wise use of natural resources must be introduced into the school system at the elementary, secondary, college, and adult level.

Course of action recommended:

The legislative committee of the Utah Cooperative Councils should study the problems of the trends-of-marketing courses which should be introduced in the school system, and upon this basis of study, make recommendations to the State Department of Public Instruction.

Farm leaders should assume the responsibility of conferring with local boards of education in adopting policies leading to an improved educational program for rural communities.

Summary of Questionnaire Survey on What Farm Leaders Think about Teachers

THIS is a brief report of the questionnaire survey showing the opinions of farm leaders of national, state, or county officials of the four major farm organizations—the Grange, the Farm Bureau, the Cooperative Councils, and the Farmers Union. This survey by the American Institute of Cooperation was based on 321 replies which represent a 25 percent return on the questionnaires sent out. The county farm leaders were in the seventy-one laboratory counties which have been carefully selected by the United States Department of Agriculture as representative of rural America.

Following is the report which was used in opening the discussion of each of the eight regional conferences:

1. Agricultural leaders believe schools should prepare their pupils better in:

Percent Favorable

Conservation of natural resources	98
Individual and community health	96
Home and family life	93
Farmers' cooperatives	92
Community recreation	87
Political issues	78
Sex education	74

2. Agricultural leaders rated the value of high-school subjects to youth in rural areas—Excellent, Good, Poor, as follows:

<i>Excellent:</i>	<i>Percent</i>	<i>Good:</i>	<i>Percent</i>
* Vocational Agriculture	82	Fine Arts	70
Vocational Home Economics	80	Typing	67
Mathematics	68	Social Studies	55
English	59	Physical Education	49
Science	56	Industrial Arts	48
Bookkeeping	52		

<i>Poor:</i>	<i>Percent</i>
Latin	74
Modern Foreign Language	55

* This should be read: Vocational agriculture was rated excellent by 82 percent of the agricultural leaders, etc.

3. Forty-six percent of the agricultural leaders believe that schools in small towns tend to overemphasize preparation for city life.

4. Farm leaders believe that a high-school education is as important for rural youth as it is for city youth.

5. Seventy percent of the farm leaders are in favor of paying teachers to stay in the community during the summer months to give educational and recreational leadership.

6. Eighty-eight percent of the farm leaders believe that teachers should have the same right to express themselves on political and economic matters as other citizens in the community.

7. Agricultural leaders believe that rural schools in general do not (a) take enough responsibility in community life, (b) use community resources enough in teaching, (c) effectively serve the rural-community needs.

8. Altho 72 percent of the agricultural leaders feel that teachers are better trained today, 75 percent say that rural teachers are not adequately trained for the specific job of teaching in rural areas. Fifty-two percent of the agricultural leaders say that the quality of the teaching today is better than when they went to school, while only 17 percent say the quality of the teacher as a person is better.

Participants in the Eight Regional Conferences

Northwest Conference

M. P. Moe, executive secretary, Montana Education Association, Helena, *chairman*
Mrs. Ray Angell, president, Montana Farm Bureau Women, Bozeman
Esther Anson, Eastern Montana State Normal School, Billings
Russell C. Bolin, superintendent of schools, Park City, Mont.
Ben Buisman, editor, *Oregon State Grange Bulletin*, Portland
Harry A. Burke, superintendent of schools, Great Falls, Mont.
Mrs. Rita Carstens, home-economics chairman, Washington State Grange, Harrington
D. W. Chapman, state president, Montana Farmers Union, Great Falls
Shirley Cooper, assistant director, Rural Service, National Education Association,
Washington, D.C.
Frank W. Cyr, consultant on rural education, American Institute of Cooperation and
professor of education, Teachers College, Columbia University, New York, N.Y.
Ernest F. Eaton, lieutenant governor of Montana, Billings Polytechnic Institute,
Billings
Charles E. Hood, superintendent of schools, Big Sandy, Mont.
R. L. Irle, superintendent of schools, Glasgow, Mont.
A. W. Johnson, supervisor of Vocational Agriculture, Bozeman, Mont.
Orin P. Kendall, secretary, Montana State Grange, Thompson Falls
Albert H. Kruse, commissioner of agriculture, Department of Agriculture, Helena,
Mont.
Maurine Laber, Oregon State Teachers Association, Portland
H. L. Lawrenz, executive secretary and treasurer, Montana State Farm Bureau,
Bozeman
Clyde McKee, dean of College of Agriculture, Montana State College, Bozeman
John H. Morton, director of elementary education, Eastern Montana State Normal
School, Billings
Wilferd Pederson, state secretary-treasurer, Montana Farmers Union, Great Falls
A. G. Peterson, president, Eastern Montana State Normal School, Billings
E. A. Perregaux, American Institute of Cooperation, Washington, D.C.
Del Rayburn, Public Relations, Montana Education Association, Helena
Mildred E. Stoltz, state director of education, Montana Farmers Union, Great Falls
H. B. Tootell, director, Montana Extension Service, Bozeman
Winton Weydemeyer, master, Montana State Grange, Fortine
Luke Wright, *The Tribune*, Great Falls, Mont.

South Atlantic Conference

O. C. Aderhold, University of Georgia, Athens, *chairman*
Neil Bass, Chief Conservation Committee, Tennessee Valley Authority, Knoxville
Mrs. F. C. Beverley, Whitmell Farm Life School, Whitmell, Va.
Julia P. Brinson, nutrition consultant, State Board of Health, Columbia, S.C.
Reba Burnham, county supervisor, Oglethorpe County, Lexington, Ga.
Frank W. Cyr, consultant on rural education, American Institute of Cooperation and
professor of education, Teachers College, Columbia University, New York, N.Y.

Elizabeth Donovan, instructional consultant, Georgia Department of Education, Atlanta

Guy W. Fior, Jr., Cotton Producers Association, Atlanta, Ga.

*L. G. Foster, general manager, Florida Citrus Canners Corp., Lake Wales

Glenn Francis, Producers Marketing Association, Athens, Ga.

Jane Franseth, director, Education of Supervisors, University of Georgia, Athens

C. B. Funder Burk, Cotton Producers Association, Atlanta, Ga.

C. A. Furr, superintendent of schools, Calhoun County, Concord, N.C.

C. G. Garner, Agricultural Extension Service, Athens, Ga.

W. A. Hambright, master, South Carolina State Grange, Blacksburg

H. Cliff Hamilton, supervisor of elementary schools, State Department of Education, Charleston, W.Va.

G. F. Holsinger, Virginia Farm Bureau, Harrisonburg

Wellington Hughes, *Atlanta Constitution*, Atlanta, Ga.

J. A. Johnson, Georgia Agricultural Extension Service, Athens

Mrs. J. A. Johnson, Athens, Ga.

J. O. Knapp, director of extension service, West Virginia University, Morgantown

Mrs. Mary Lins, Social Education Department, Florida Farm Bureau, Women's Division, Miami

Ralph Lyons, Georgia Teachers College, Statesboro

Lucile McGraw, rural supervisor, Cabell County, Huntington, W.Va.

George S. Mitchell, Southern Regional Council, Atlanta, Ga.

M. D. Mobley, director of vocational education, State Department of Education, Atlanta, Ga.

W. E. Pafford, director, Division of Supervision, State Department of Education, Atlanta, Ga.

R. Flake Shaw, secretary, North Carolina Farm Bureau, Greensboro

T. E. Smith, Georgia State College for Women, Milledgeville

*D. E. Timmons, secretary, Florida Council of Farmer Cooperatives, State College of Agriculture, Gainesville

Beverly Wheatcroft, Library Extension Service, Library and Textbook Division, State Department of Education, Atlanta, Ga.

*C. E. Wise, Jr., secretary-treasurer, Maryland Farm Bureau, Baltimore

W. E. Yount, superintendent of schools, Alamance County, Graham, N.C.

Midsouth Conference

W. G. Eckles director, School Building Service, State Department of Education, Jackson, Miss., *chairman*

Larry J. Babin, superintendent, Ascension Parish Schools, Donaldsonville, La.

Frank W. Cyr, consultant on rural education, American Institute of Cooperation and professor of education, Teachers College, Columbia University, New York, N.Y.

J. Lewis Henderson, Bay St. Louis, Miss. (represented Evon Ford of the Farmers Union)

A. L. Jordan, secretary, Tennessee Council of Farmer Cooperatives, Nashville

*S. H. Kyle, chairman, Educational Policy Commission, Delta Council, Clarksdale, Miss.

Mrs. W. C. McLeod, president, Associated Women of the Kentucky Farm Bureau Federation, Madisonville

* Did not attend conference, but reviewed report.

- H. E. Mauldin, director of vocational education, State Department of Education, Jackson, Miss.
 William Morgan, president, Future Farmers of America, State College, Miss.
 Graydon L. Morris, president, Tennessee Council of Farmer Cooperatives, Springfield
 F. W. Murphy, dean of education, University of Mississippi, Greenville
 Sue M. Powers, superintendent, Department of Education, Shelby County, Memphis, Tenn.
 *B. E. Stollones, secretary, Texas Federation of Cooperatives, Houston

Great Lakes Conference

- Joseph Ackerman, associate director, Farm Foundation, Chicago, Ill., *chairman*
 Paul Alexander, Division of Education, Purdue University, West Lafayette, Ind.
 W. G. Armstrong, master, Michigan State Grange, Niles
 D. L. Bailey, director of rural education, Western Illinois State Teachers College, Macomb
 Pearl Barnes, president, Illinois Home Bureau Federation, Preemption
 Frank C. Beall, Indiana Farm Bureau Co-Operative Association, Clarksburg
 N. G. Bennett, president, Ohio Farmers Grain & Supply Association, McComb
 E. B. Bowen, executive secretary, Co-Operative League of U.S.A., Chicago, Ill.
 Lois M. Clark, Division of Rural Service, National Education Association, Washington, D.C.
 R. B. Corbett, secretary-treasurer, American Farm Bureau Federation, Chicago, Ill.
 John K. Cox, director, Rural School Relations, Illinois Agricultural Association, Chicago, Ill.
 H. W. Culbreth, Organization Division, Ohio Farm Bureau, Columbus
 Frank W. Cyr, consultant on rural education, American Institute of Cooperation and professor of education, Teachers College, Columbia University, New York, N.Y.
 Mrs. R. J. Douglas, Associated Women of the Wisconsin Farm Bureau, Juda
 Gertrude Eastmen, county commissioner of schools, Ludington, Mich.
 P. T. Egan, National Society of Accountants for Co-Operatives, St. Paul, Minn.
 L. O. Grieser, National Live Stock Producers, Chicago, Ill.
 H. M. Hamlin, professor of agricultural education, University of Illinois, Urbana
 W. C. Jackman, superintendent of elementary schools, Elmhurst, Ill.
 Otis Keeler, assistant superintendent, State Department of Public Instruction, Springfield, Ill.
 D. E. Lindstrom, American Country-Life Association, University of Illinois, Urbana
 Mrs. Lois G. Nemic, assistant professor of education, University of Wisconsin, Madison
 Mrs. U. S. Newell, chairman, Michigan Farm Bureau Women, Coldwater
 Herschel D. Newsom, master, Indiana State Grange, Columbus
 Warren O'Hara, Education Department, Indiana Farm Bureau, Indianapolis
 Neal Peck, master, Wisconsin State Grange, Peshtigo
 Ralph E. Petersen, director, Wisconsin Farm Bureau, Berlin
 Mrs. W. C. Roberts, social and educational director, Farm Bureau, Heltonville, Ind.
 W. McKinley Robinson, director, Department of Rural Life and Education, Western Michigan College of Education, Kalamazoo
 Mrs. Harold Robison, director, Ohio Farm Bureau, Ashtabula

* Did not attend conference, but reviewed report.

Hassil E. Schenck, president, Indiana Farm Bureau, Indianapolis
 Mrs. Benjamin Scott, second vicepresident, Indiana Farm Bureau, Clayton
 Mrs. Charles W. Sewell, Associated Farm Women, American Farm Bureau Federation, Chicago, Ill.
 Charles B. Shuman, president, Illinois Agricultural Association, Chicago
 D. R. Stanfield, Ohio Farm Bureau, Columbus
 T. L. Stearns, Rural Education, Michigan State College, E. Lansing
 Helen Stenson, graduate student, University of Chicago
 Milo K. Swanton, executive secretary, Wisconsin Council of Agricultural Co-Operatives, Madison
 F. K. Wadsworth, president, National Society of Accountants for Co-Operatives, St. Paul, Minn.
 Mrs. Evelyn Witt, state educational director, Wisconsin Farmers Union, Chippewa Falls

North Atlantic Conference

J. C. Morrison, assistant commissioner for research, State Education Department, Albany, N.Y., *chairman*
 R. N. Benjamin, executive secretary, Pennsylvania Farm Bureau Cooperative Association, Harrisburg
 Genevieve Bowen, elementary supervisor, Bucks County, Wrightstown, Pa.
 Julian E. Butterworth, professor of education, Cornell University, Ithaca, N.Y.
 Melda W. Chambré, helping teacher, Hunterdon County, Flemington, N.J.
 C. M. Chaney, American Cranberry Exchange, New York, N.Y.
 Lois M. Clark, assistant director, Rural Service, National Education Association, Washington, D.C.
 Thomas L. Cleary, editorial director, American Institute of Cooperation, Washington, D.C.
 J. C. Corwith, farmer, vicepresident, Cooperative GLF Exchange, Water Mill, N.Y.
 Robert M. Coughlin, supervising principal, Nunda Central School, Nunda, N.Y.
 Frank W. Cyr, consultant on rural education, American Institute of Cooperation and professor of education, Teachers College, Columbia University, New York, N.Y.
 Thomas J. Durell, assistant state commissioner of education, Elementary Division, Trenton, N.J.
 Mrs. Martin O. Eshleman, Pennsylvania Farm Women's Society, Quarryville
 Kenneth H. Fake, legislative representative, New York State Grange, Cobleskill
 Harold R. French, district superintendent of schools, Loudonville, N.Y.
 A. K. Getman, chief, Bureau of Agricultural Education, State Education Department, Albany, N.Y.
 Mrs. Mae S. Gibson, helping teacher, Monmouth County, Freehold, N.J.
 Ralph E. Johnson, district superintendent of schools, Ulster County, New Paltz, N.Y.
 W. H. Jump, Delaware State Farm Bureau, Houston
 Mrs. W. H. Jump, president, Associated Women of the Farm Bureau, Houston, Del.
 H. B. King, assistant superintendent, State Department of Public Instruction, Dover, Del.
 D. L. MacDonald, Division of Vocational Education, American Institute of Cooperation, Washington, D.C.
 Walter W. Maule, trustee, American Institute of Cooperation, and Mushroom Growers Cooperative Association, Kennett Square, Pa.

E. Clyde McGrew, assistant manager, American Cranberry Exchange, New York, N.Y.
 Waldo R. McNutt, president, Eastern Division, National Farmers Union, Trenton, N.J.
 J. M. Pierpoint, National County Agents Association, Clarksburg, W.Va.
 Mrs. W. H. Potter, farmer's wife, New York State Federation of Home Bureaus, Truxton
 Warren A. Ranney, Cooperative GLF Exchange, Ithaca, N.Y.
 Ralph R. Smith, New York State Horticultural Society, Poughkeepsie
 Troy L. Stearns, Rural Education, Michigan State College, E. Lansing
 P. Alston Waring, farmer, New Hope, Pa.
 Julia Weber, helping teacher, Warren County, Belvidere, N.J.
 Ed Yeomans, secretary, Eastern Division, National Farmers Union, Trenton, N.J.

New England Conference

Edgar Fuller, state commissioner of education, Concord, New Hampshire, *chairman*
 Jennie C. Allingham, state helping teacher, Southwest Vermont, Rutland
 C. Marsden Bacon, director, Eastern States Farmers' Exchange, Middletown, Vt.
 E. E. Baker, New Hampshire Farm Bureau Federation, Concord
 E. Carroll Bean, master, Maine State Grange, Augusta
 Mrs. Charles H. Brown, Pittsfield, Mass.
 Charles H. Brown, overseer, Massachusetts State Grange, Pittsfield
 Mrs. Kate B. Cargill, president, Associated Women of the Vermont Farm Bureau, Island Point
 Lois M. Clark, assistant director, Rural Service, National Education Association, Washington, D.C.
 Frank W. Cyr, consultant on rural education, American Institute of Cooperation and professor of education, Teachers College, Columbia University, New York, N.Y.
 W. S. Dakin, formerly state director of rural education, Hartford, Conn.
 Scott F. Eastman, secretary, New Hampshire State Grange, Goffstown
 Wilfred Gamble, assistant in rural education, Teachers College, Columbia University, New York, N.Y.
 Mrs. Philip H. Jones, president, Associated Women of the Connecticut Farm Bureau, Shelton
 Gertrude M. Lewis, director of elementary school services, State Department of Education, Concord, N.H.
 W. G. Loveless, Vermont Cooperative Council, Montpelier
 Mrs. Lottie E. Mead, president, Associated Women of the New Hampshire Farm Bureau, Laconia
 Ralph E. Noble, state commissioner of education, Montpelier, Vt.
 Ernest Nybakken, field superintendent, State Dept. of Education, Canaan, Conn.
 Harry L. Page, master, Connecticut State Grange, Guilford
 George M. Putnam, president, New Hampshire Farm Bureau Federation, Concord
 Alfred D. Simpson, Harvard University, Cambridge, Mass.
 W. F. Sinclair, United Farmers Cooperative Creamery, Johnson, Vt.
 Frieda A. Sloop, Eastern States Farmers Exchange, West Springfield, Mass.
 H. A. Stoddard, master, Vermont State Grange, Bellows Falls
 Mrs. Mildred G. Stoddard, home-economics chairman, Vermont State Grange, Bellows Falls

Maynard C. Waltz, instructor, Keene Teachers College, Keene, N.H.
 C. M. White, chief, Division of Markets, State Department of Agriculture, Augusta,
 Maine
 Clifford O. T. Wieden, principal, Aroostock State Normal School, Presque Isle,
 Maine
 Eli Wiggins, Eastern State Farmers Exchange, West Springfield, Mass.
 Harry C. Woodworth, Department of Agricultural Economics, University of New
 Hampshire, Durham
 L. P. Young, president, Keene Teachers College, Keene, N.H.
 Everett L. Austin, state supervisor, Elementary and Secondary Education, Providence,
 R.I.
 Mrs. Everett L. Austin, Providence, F.I.

Midwest Conference

Barton Morgan, director of teacher education, Iowa State College, Ames, *chairman*
 George E. Anderson, executive secretary-treasurer, South Dakota Association of
 Cooperatives, Huron
 Dan Arnold, executive secretary, Oklahoma Farm Bureau, Oklahoma City (also
 Oklahoma Agricultural Co-Operative Council)
 Roy Bender, secretary-treasurer, Farmers Co-op Grain Dealers Association of Okla-
 homa, Enid (also Oklahoma Agricultural Co-Operative Council)
 Viola Brandt, public school supervisor, State Department of Education, Kirksville,
 Mo.
 Edward G. Brown, president, Sioux Honey Association Cooperative, Sioux City,
 Iowa (also director, Plymouth Co-op Oil Company, LeMars, Iowa)
 Mrs. E. G. Brown, farm homemaker, Sioux City, Iowa
 Max Brown, secretary, Nebraska Cooperative Council, Lincoln
 L. D. Clements, supervisor of vocational agriculture, State Department of Public
 Instruction, Lincoln, Nebr.
 C. C. Cogswell, master, Kansas State Grange, Topeka
 M. L. Cushman, associate professor of rural education, Iowa State College, Ames
 Frank W. Cyr, consultant on rural education, American Institute of Cooperation and
 professor of education, Teachers College, Columbia University, New York, N.Y.
 Don E. Edison, secretary, Farmers Grain Dealers Association of Iowa and president,
 Iowa Council of Cooperation, Des Moines
 Glenn S. Fox, director of finance, Consumers Cooperative Association, Kansas City,
 Mo.
 William M. Franklin, member of Oklahoma Farmers Union, Oklahoma City
 Mrs. William M. Franklin, member of Oklahoma Farmers Union, Oklahoma City
 Loyd E. Grimes, assistant superintendent, State Department of Education, Jefferson
 City, Mo.
 Herman M. Haag, director of research, Missouri Farmers Association, Columbia
 Mrs. John Heline, farm homemaker, Pierson, Iowa
 Oscar Heline, president, Farmers Grain Dealers Association of Iowa, Marcus
 Mrs. M. Hendrikson, home and community chairman, Kansas Farm Bureau,
 Atchison
 George Kramer, manager, Farmers Co-op Elevator Company, Waukee, Iowa
 Clarence Lindle, Iowa Grange, Rural Schools, West Liberty
 Mrs. Clarence Lindle, lecturer, Iowa State Grange, West Liberty

D. L. MacDonald, American Institute of Cooperation, Washington, D.C.
 Mrs. Linwood Martin, state home and community chairman, Missouri Farm Bureau Federation, Centralia
 Merlin G. Miller, education director, Consumers Cooperative Association, North Kansas City, Mo.
 Raymond W. Miller, president, American Institute of Cooperation, Washington, D.C.
 Jay A. Person, president, Nebraska Cooperative Council, Wauneta
 Elmer Petree, director of inservice training, Central State College, Edmond, Okla.
 R. A. Praeger, president, Kansas Farm Bureau, Claffin
 Charles A. Richard, executive secretary, Kansas Co-Operative Council, Topeka
 Vance M. Rucker, secretary, Wichita Bank for Cooperatives, Wichita, Kans.
 Mrs. Raymond Sayre, state chairman, Women's Committee, Iowa Farm Bureau Federation, Ackworth
 F. L. Schlagle, superintendent of schools, Kansas City, Kans.
 H. E. Slusher, president, Missouri Farm Bureau Federation, Jefferson City
 Mrs. Haven N. Smith, state chairman, Associated Women of Nebraska Farm Bureau Federation, Chappell
 W. H. Stacy, extension rural sociologist, Iowa State College, Ames
 Alfred M. Stumley, director, South Dakota Association of Cooperatives, Brookings
 Adel F. Throckmorton, county superintendent of schools, Sedgwick County, Wichita, Kans.
 Floyd L. Wilkerson, executive secretary, South Dakota Farm Bureau Federation, Huron
 Earle W. Wiltse, superintendent of schools, Grand Island, Nebr.

Western and Rocky Mountain States Conference

Clyde C. Edmonds, Utah Poultry Producers Cooperative Association, Salt Lake City, *chairman*
 N. J. Barlow, assistant superintendent of public instruction, State Department of Education, Salt Lake City, Utah
 E. Allen Bateman, superintendent of public instruction, State Department of Education, Salt Lake City, Utah
 R. F. Campbell, head, Department of Elementary Education, University of Utah, Salt Lake City
 G. Alvin Carpenter, secretary, Utah Cooperative Council, and Extension Marketing Specialist, Utah State Agricultural College, Logan
 A. W. Chambers, farmer, Smithfield, Utah
 A. W. Christie, field manager, California Walnut Growers Association, Los Angeles
 R. H. Cronshey, director of public relations, Challenge Cream and Butter Association, Los Angeles, Calif.
 Shirley Cooper, assistant director, Rural Service, National Education Association, Washington, D.C.
 Frank W. Cyr, consultant on rural education, American Institute of Cooperation and professor of education, Teachers College, Columbia University, New York, N.Y.
 E. J. Erikson, director, Utah Poultry Producers Cooperative Association, Salt Lake City
 Frank Evans, secretary, Finance to First Presidency, Church of Jesus Christ of Latter Day Saints, Salt Lake City, Utah
 R. B. Farnsworth, Department of Agronomy and Animal Husbandry, Brigham Young University, Provo, Utah

[33]

LIBRARY
 NATIONAL EDUCATION ASSOCIATION
 WASHINGTON, D. C.

L. W. Frick, president, California Cotton Cooperative, Bakersfield
 W. H. Gardner, vicepresident, Utah Poultry Cooperative Association, Salt Lake City
 F. L. Hansen, general manager, Idaho Potato Growers, Idaho Falls
 Ernest M. Hanson, assistant superintendent of schools, Salt Lake City, Utah
 E. A. Hayen, Wyoming State Grange, Shoshoni
 James A. Hooper, manager, Utah Wool Manufacturing Cooperative, Salt Lake City
 L. R. Humphereys, professor of agricultural education, Utah State Agricultural College, Logan
 I. H. Jacob, Producers Livestock Marketing Association, Salt Lake City, Utah
 E. A. Jacobsen, dean of education, Utah State Agricultural College, Logan
 A. Ladru Jensen, professor of corporation law, University of Utah, Salt Lake City
 P. N. Mark, Tri-Valley Packing Association, San Francisco, Calif.
 Thomas L. Martin, agronomist, Brigham Young University, Provo, Utah
 Joseph Merrill, member, Council of Twelve, Church of Jesus Christ of Latter Day Saints, Salt Lake City, Utah
 Raymond W. Miller, vicepresident, San Joaquin Valley Walnut Growers Association and president, American Institute of Cooperation, Washington, D.C.
 Albert Negaskis, Utah Poultry, American Fork
 Mark Nichols, director, Agricultural Education, State Department of Education, Salt Lake City, Utah
 C. J. Olsen, assistant regional forester, U.S. Forest Service, Ogden, Utah
 J. R. Peavy, farmer, Spanish Fork, Utah
 John H. Schenk, president, Cache Valley Dairy Association, Logan, Utah
 Frank G. Shelley, Salt Lake City, Utah
 J. Harold Stanley, Advisory Board, California Canning Peach Association, Linden
 *R. H. Taylor, executive secretary, Agricultural Council of California, Sacramento
 W. P. Thomas, head, Department of Agricultural Education, Utah State Agricultural College, Logan
 J. L. Weidemann, president, Utah Poultry Producers Cooperative Association, Honeyville
 J. F. Weltzin, dean, School of Education, University of Idaho, Moscow
 George C. Yates, president, Idaho Farm Bureau, American Falls

BEST COPY AVAILABLE

* Did not attend conference, but reviewed report.

INDEX

WHAT THE SCHOOLS SHOULD TEACH

- Agriculture, industry and labor, 9, 11, 13, 14, 15, 17, 23, 24
- Appreciation of rural way of life, 9, 10, 13, 14, 15, 20, 22
- Art of living together, 10, 11, 12, 13, 14, 15, 16, 18, 20
- Basic skills, 12, 13, 15, 16, 18, 20
- Basic ways of doing business, 14, 18, 20
- Conservation and development of national resources
Human, 9, 14, 20
Natural, 9, 11, 14, 24
- Consumer education, distribution and marketing, 9, 12, 16, 18, 20, 23
- Cooperatives, 9, 11, 14, 18, 20
- Curriculum that starts with community problems and uses community resources, 9, 10, 11, 12, 13, 15, 16, 17, 18
- Current issues, 9, 10, 11, 20, 23
- Dignity of labor, 15, 20
- Fine arts, 13, 18, 20, 21
- Fundamentals of democratic citizenship, 9, 11, 12, 13, 15, 16, 18, 19, 20
- Guidance (personal and vocational), 9, 11, 15, 18, 21
- Health of the individual and of the community, 11, 13, 14, 16, 21
- Home and family life, 9, 11, 18, 20
- Moral and spiritual values, 12, 13, 15, 19
- Personal development, 13, 15, 19, 20, 22
- Raising the standard of rural living, 10, 11, 15, 20, 22
- Recreation, 10, 11, 12, 21, 22
- Responsibility for a life of service, 15, 19, 22, 23
- Rural organizations, 9, 11, 13, 14, 20
- Rural-urban relationships, 10, 11, 15, 16, 17, 18, 20, 22, 23, 24
- Vocational education
Agriculture, 9, 11, 12, 15, 16, 20, 22, 23, 24
Broad program, 9, 11, 12, 15, 18
For city as well as country, 9, 11, 12, 17, 18, 20, 22
Homemaking, 11, 15, 16, 18, 20, 22
- Work experience, 9, 10, 18, 23

SUGGESTED WAYS FOR IMPROVING THE SCHOOLS

- Better teachers
Living conditions, salaries, and status, 9, 10, 21
Teacher recruitment, 10, 12, 17, 19
Teacher training, 9, 10, 11, 12, 14, 17, 19, 21, 22
- Closer bond between school and community
Adult education, 9, 11, 14, 18, 22, 23
Agricultural organizations and the school, 10, 16, 17, 18, 19, 21, 23, 24
- Financial support
Adequate funds, 10, 14, 17, 19, 21
Equality of opportunity, 12, 17, 18, 21
- More aids to teaching
Instructional resources, 9, 14, 16, 21
Research, 10, 16, 17, 23
- Reorganization of school districts, 10, 14, 17, 19, 21