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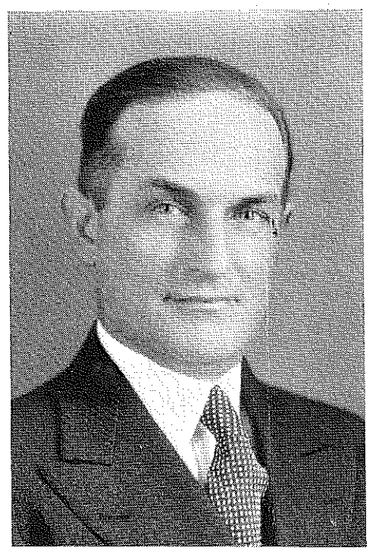
# THE AGRICULTURAL EDUCATION MAGAZINE



Thomas H. Quigley, Newly Elected President, American Vocational Association (See page 143)

We will stand with anybody that is right, we will stand with him as long as he is right, when he is wrong we will part ways.—Lincoln

# The Agricultural Education Magazine

A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by the Meredith Publishing Company at Des Moines, Iowa.

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# Editorial Comment

## Thomas H. Quigley

AT THE Baltimore convention Thomas H. Quigley was elevated to the position of President of the American Vocational Association.

Tom, as he is affectionately known by his friends, was employed for a few years in the builder's hardware factory of P. and F. Corbin. Graduating from Indiana University, Quigley turned to teaching and served as a teacher of grade and high school subjects, with a major interest in industrial arts, and as principal of a country high school. He then turned to college teacher-training in industrial arts.

After the passage of the Smith-Hughes Act, Mr. Quigley became Professor of Industrial Education at the University of Florida and State Supervisor of Industrial Education for Florida. From this position he went to the Federal Board for Vocational Education as Regional Agent for the Southern States. For a short time he was Director of Vocational Education of the Parker District of South Carolina.

In 1926 he became Head of the Industrial Education Department of the Georiga School of Technology, which position he still fills. In this capacity he conducts the training of trade and industrial teachers throughout the state of Georgia. In addition, he has served for several years as one of the members of the Summer Session faculty of Colorado State College. —*M. D. Mobley, State Director, Georgia.*

## Past President Getman Comments on Mr. Quigley

THE success of a professional association depends in large measure on the vision, the resourcefulness and the energy of its leader. At no time in the history of our American Vocational Association have our members chosen their President more wisely than was done at Baltimore last December because Mr. Quigley brings to this high office the qualities which will assure rapid gains and new high achievements for 1938. It was the writer's rare privilege to serve with President Quigley as a member of the executive committee during the past six years. Few experiences have ever come to the writer which have been more productive of personal inspiration and satisfaction than Mr. Quigley's friendly counsel, precise judgment, and high ideals. The readers and friends of this magazine may be assured that the welfare of the AVA is in the hands of a trained leader and that President Quigley's strong character will be felt in shaping new policies and in executing old ones.—*A. K. Getman, New York.*

## Mann of 1837 to Men of 1938

HORACE MANN accepted the first secretaryship of the first State Board of Education in Massachusetts, June 30, 1837. During the current Centenary year, as often in the intervening years, he has, again and again, been proclaimed the founder of the Public School System in America—tax supported, publicity controlled, and operated primarily for the public good.

We marvel at the soundness of his initial philosophy. We marvel at the ardor of his efforts. "When," he cried, "will society, like a mother, take care of *all* of her children?" The italics, here, are his.

We have seen his century-old utterances quoted with profound present approval. Among them, the following:

"Our means of education are the grand machinery by which the 'raw material' of human nature can be worked up into inventors and discoverers, into skilled artisans and *scientific farmers*, into scholars and jurists, into the founders of benevolent institutions, and the great expounders of ethical and theological science." The italics, here, are ours.

May 20, 1848, he resigned his Massachusetts post in order to give full-time service to new and broader educational duties elsewhere. This is how, on that poignant occasion, he epitomized his primary personal and professional concern: ". . . the well-being of *all* the people, thru the instrumentality of education." The italics here, again, are his.

The men we met from far and near in the Agricultural Section at the recent convention in Baltimore of the American Vocational Association, bore abundant testimony, by their bearing, by their philosophies, and by their planning, that torches are still lit from the flaming spirit of Horace Mann and his unquenchable kind.

Responding, therefore, to a request for a few words of editorial comment for the opening of the New Year, we may appropriately offer the Mann of 1837 to the men of 1938. He is timeless. His are eternal verities. We may well treasure in all hearts, what in his "parting words" he besought his generation to do, and accept, as if addressed to ourselves, his parting challenge to all educators:

*"Be ashamed to die until you have won some victory for humanity."*

—*Rufus W. Stimson.*

## Nearly of Age

VOCATIONAL Agriculture in this country is now nearly of age. It has been legally authorized on a national basis since 1917.

It has begun to put aside a good many childish things that it had need of in its early youth. Some of these are: more or less formal courses of study, academic years of work, formal set-ups in schools that were dominated largely by academic thoughts and procedures and many other things that are now going out of use.

The needs of people employed already in farming, and those who are being prepared for farming, are dominating more definitely the plans and procedures of programs in vocational agricultural education. Teachers and supervisors are devoting their energies more to studying the actual vocational needs of the people enrolled in the classes. Formal years of work, academic requirements, and such matters are disappearing, at least to a considerable extent, for more fundamental vocational and educational issues.

Participation training for teachers has become as important as participation training for farmers. Training for teachers in service, especially thru more effective supervision, is coming rapidly into the picture. The public school system has finally accepted vocational agriculture as a part of its program and its responsibility, not always so gracefully but in the main with a definite consciousness of the effectiveness of training as carried on thru vocational education.

Subject matter is being considered in the light of the needs of the people enrolled in the classes. Human, economic, and social problems are beginning to dominate the leadership of education in vocational agriculture in this country rather than information and formal procedure. Supervisors and teachers are anxious to use all available teaching material in the most effective way to help farmers to a better understanding of their opportunities and responsibilities.

The matter of research as related to problems in teaching vocational agriculture and in the learning of farmers is rapidly taking its place on the program. The effectiveness of research will depend upon a candid, open-minded approach to the vital problems of farming and vocational education on the part of research workers. It will be altogether possible for research materials to become excess baggage and a handicap to the thinking of the leadership of the program unless it is handled thoughtfully and carefully and in the light of human needs.

The economic and social needs of the farm people in this country are rapidly dominating the thinking of the leadership in Agricultural Education and bringing about a switch of emphasis from production practices to human values.

As the program broadens out to reach all the interests of all the farm people, more intelligence, more unselfishness, and more charity will be needed from the leadership of the program in this country.—*Verd Peterson, South Carolina.*

A. K. GETMAN

# Professional

R. W. GREGORY

## Why I Teach

J. A. STARRAK,
Ames, Iowa

J. A. Starrak

BEFORE leading you, gentle reader, into the heart of my little story, two statements would seem to be in order. First, if you are over 40, still teaching and very happy in your work, pass on to the next article for you will doubtless find repeated in this one your own thoughts and experiences. Second, our highly esteemed editor did not have this type of article in mind when he invited me again this year to contribute to his magazine, so do not blame him for it. In fact, perhaps he will not publish this little intimate and rather personal story. While I would not resent it if he failed to do so, I hope that he will, for I am rather anxious to have a heart to heart talk with my fellow teachers, and particularly with the younger members of the profession. It may well be that they have their doubts as to the value of what they are doing, and of the advisability of remaining in the profession.

Time was when I was very certain that teaching was not nearly good enough for me. Now the really troublesome question which haunts me is—"Am I good enough for teaching?"

Little did I realize when I began teaching over a quarter of a century ago that I should have spent so large a portion of my adult life in teaching. As far as I can ascertain I am the only one of the 40 male students who were graduated with me by the little old normal school, who is still teaching. Very soon after graduation they began to fall by the wayside—to become ministers, doctors, lawyers, and insurance salesmen. It was not many years until, after exchanging greetings with my old classmates, I would be met with the remark: "What! You still teaching!", in such a manner as to suggest strongly that what they were really saying was: "What! Still teaching! You poor boob! You must be a chump if you can do nothing else but teach!" Probably they had heard the expression—"Those who can do, do; those who cannot, teach."

I blush now to confess that I really was ever ashamed of being a teacher, and that I acquired a painful inferiority complex, an affliction not nearly so common or so devastating then as it is in the modern age. But I kept right on teaching, inferiority feeling and all, resisting all wages to join my erstwhile comrads in their new occupations.

For the purpose of preserving this inferiority complex and preserving my ego, I began to analyze the situation and look for reasons why I still taught in spite of attractive prospects in other fields. These reasons form the burden of the remainder of this little story. I trust they will give assurance and vision to my younger colleagues and mayhap kindle afresh the flickering enthusiasm of those of my own generation.

First. *I teach because I love it.* I would rather teach than do anything else. I am sorry when a class period is finished and am anxious for the next one to begin. Immediately preceding a class meeting I am in a high state of eagerness and anticipation, like a race horse champing at the bit or an athlete awaiting the starting signal. Guiding the development of a young mind is a very challenging and difficult task, and watching the growth of a human personality is much more intriguing than observing a beautiful flower unfold, an insect change its form, or a ticker tape uncoil.

William Lyon Phelps must experience the same feeling for he has expressed it so well in the following—

"I DO NOT KNOW that I could make entirely clear to an outsider the pleasure I have in teaching. I had rather earn my living by teaching than in any other way. In my mind, teaching is not merely a life work, a profession, an occupation, a struggle: it is a passion. I love to teach. I love to teach as a painter loves to paint, as a musician loves to play, as a singer loves to sing, as a strong man rejoices to run a race."

Second. *I teach because I wish to keep young in mind and soul.* I know of nothing better designed to keep one young in spite of added years, than in close daily contact with young folks. I discovered this early in my career. My college course was interrupted at times by the necessity of earning all my expenses. After two years of college, I taught two years in the public schools. During the first two college years I had my room and board with a private family, as was customary in those old days. Strange to say, upon my return to college after teaching two years, the same family took me in again. As we sat around the table after the first evening meal talking over old times, the good landlady observed—"There is something about you I cannot understand. You should be two years older, but you look and behave two years younger." Right there I discovered a great truth: the way to keep young and flaunt the swiftly passing years is to keep in the company of young people. No occupation offers so great an opportunity to do this as does teaching.

In words of the poet—

I teach because I would be young in soul and mind
Though years may pass and age my life constrain
And I have found no way to lag behind
The fleeting years, save by the magic chains
That binds me, youthful, to the youth I love.

Third. *I teach because I want to keep on learning.* As a teacher it is part of my duty to keep in close touch with the development of new ideas and events especially in my own field. How can a teacher assist immature minds to make satisfactory adjustment to a rapidly changing world, unless he himself keeps continually in very close touch with the real world of affairs and thus comes to understand the many powerful forces which are making such profound changes in the economic, social, and political life of man today? Teaching surrounds one with an environment conducive to study and the acquisition of culture.

This idea is very well expressed in another stanza of the same poem.

I teach because I would be wise and wisdom find
From millions gone before whose torch I pass
Still burning bright to light the paths that wind
So steep and rugged for each lad and lass
Slow-climbing to the unrevealed above.

I teach because in passing on the living flame
That ever brighter burns the ages through
I have done service that is worth the name
Can I but say, "The Flame of Knowledge grew
A little brighter in the hands I taught—"

Fourth. *I teach because I wish to influence the future of humanity.* I am egotist enough to have a few rather definite ideas as to how this sadly perplexed old world should be run. Moreover, I am wise enough not to put any trust in force as a method of social control. Instead, I believe we must develop the proper ideals and appetites of man. How can I best do this? My talents are limited. It seems quite apparent that I shall never write great poetry or great stories to inspire generations yet to come. It is even more apparent that I shall never paint great pictures to influence posterity. Likewise I shall never create great masterpieces of sculpture, and I shall never write great songs to be sung down thru the ages. Yet I do not wish to pass along without leaving any mark, however small, upon the future. I want to change the world for the better.

I believe that by teaching young people I can influence the future quite considerably. The new social psychology gives good reason to believe that man's behavior is more the result of environment than of inheritance, of nurture than of nature. Our wisest men have recognized this truth and expressed it quite positively. H. G. Wells, for example, whose knowledge of history ought

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## Some Implications of the Democratic Ideal for a Program of Agricultural Education

RUSSELL W. CLINE, Teacher-Training,
Tuscon, Arizona

R. W. Cline

SINCE agricultural education at the secondary school level is entering upon a new era of expansion, it is well that we give some thought to the whole matter of direction. Social and economic changes in recent years have had such vital and far-reaching influence as to materially disturb the fundamental concepts of our ideal for the social order and the procedures by which it may be attained. Our old objectives seem inadequate to give purpose and direction in the face of the complex and colossal issues that are now being thrust upon rural people. In the light of this condition, let us critically examine some objectives and practices of the present program of agricultural education with the hope of clarifying and charting our course for the future.

The primary aim of vocational education in agriculture, as set up by a committee of the Agricultural Education section of the American Vocational Association in 1929, is:[1] "To train present and prospective farmers for proficiency in farming." The twelve contributory objectives are as follows:

1. To produce agricultural products efficiently.
2. To market agricultural products economically.
3. To select and purchase suitable farm equipment and supplies.
4. To co-operate intelligently in economic activities.
5. To manage the farm business effectively.
6. To maintain a satisfactory farm home (physical aspects).
7. To perform appropriate economic farm mechanics activities.
8. To participate in worthy rural civic and social activities.
9. To use scientific knowledge and procedures in farming occupations.
10. To exercise constructive leadership and to recognize and follow worthy leadership.
11. To grow vocationally.
12. To become established successfully in farming.

While four of the objectives mention the social phases of rural life, as a whole they are inadequate, within themselves. In some cases, no doubt, they have been used in this way without reference to a particular social philosophy. Without basing them on some specific way of life, they may become rather meaningless and even confusing as a guide to planning. This is well expressed by Bruner in his recent book, Rural Trends in Depression Years. He says:

"But we have had scattered and sporadic plans and have not seen that often such plans when combined produce a dilemma. We have not understood, and perhaps still do not understand, the difference between plans and a planning program, constantly taking all the changing factors into account."

Certainly this illustrates the need for a social philosophy to serve as the unifying force in a planning program. During recent years when an avalanche of, shall we say, "scattered and sporadic plans" have come down upon the American farmer, educators in agriculture have been concerned with the revision of objectives and procedures to cope with the situation. This is evidenced by a conference in 1934 in which the objectives were re-stated and defined in the light of changing conditions. These were published in the bulletin, Vocational Agriculture in Relation to Economic and Social Adjustment. We see in this work a new recognition of the significance of social direction as a result of the depression. This is clearly evident in the re-statement of the primary aim of vocational education in agriculture. The following is a statement of same:[3]

"Such a program includes training not only in production but also in the complex activities of marketing, co-operative effort, farm business procedure and finance. Also since the farmer's mode of living is so intimately connected with his means of livelihood, the program for vocational education in agriculture recognizes both a direct and joint responsibility (with the public school system and other agencies) for training in appropriate rural, civic, and social activities and understandings." This is merely a statement of a need. It gives no principles to serve as a guide for determining such "activities and understandings." Obviously these would be very different in a co-operative society from those in a social order in which individualism was supreme. It is evident that we must first have a well-defined social philosophy, since any meaningful and enduring objectives for education must grow out of a philosophy for the social order.

The public school from its beginning has, in a rather passive way, accepted democracy as a form of government. However, democracy as a social philosophy has had little influence upon the actual program and practices of the public school; probably because we have no clear conception of the meaning of democracy as a guide for living. We have come to the realization of a need for social planning, but as already stated, planning can be purposeful only in relation to a definite goal. Suppose we accept democracy as the goal; how will this aid in making choices on matters of everyday concern in education?

By democracy we mean *opportunity for all to use intelligence in making choices thru constantly widening participation and sharing of interests in the re-making of society.* Once we accept this standard it becomes a criterion by which all choices may be evaluated. The school as well as all individual and group conduct in the whole of society. It gives continuity to the curriculum, purpose to the teaching, and direction to the learner's way of life. It calls for the use of intelligence instead of blind acceptance of tradition and absolutes. The principles of democracy are subject to constant re-examination and revision and therefore cannot be regarded as absolutes. To accept this goal for society puts a new responsibility upon the school, for there must be a distinctive type of education in an on-going democracy, the major function of which is to aid in the articulation of the individual and the clearing of issues between democracy and absolutes on all crucial issues in contemporary society.

The social ideal should permeate the whole organism and attitude of the school. Bode states in his Democracy as a Way of Life:[4] "It is sheer self-delusion to assume that a pupil in a progressive school will automatically achieve a social insight which the school itself does not possess."

What significance does all of this have for a program of agricultural education? This is the problem that we, as practical educators, must face. The school should be concerned primarily with two problems. First, a social ideal, and second, a conception of intelligence; what it is and how it can be developed. Since the social ideal has already been defined, the organization and procedures of the school should be directed toward this goal.

Bode, in his Modern Educational Theories,[5] defines thinking as "a process of finding and testing meanings," and intelligence as "habit which is used to deal with new cases or situations." Agriculture and rural life offer splendid media thru which the educator may project these two important functions.

To develop reflective thinking and establish the habits of using intelligence, the educator in agriculture may begin with problems taken from the context of farm living. These problems are real and purposeful for the learner because he actually owns and operates a share of the farm business as a part of his learning program. The problems may be analyzed and presented for study in such a way as to make maximum demands upon the intelligence of the learner. In this case the learner is constantly searching out cause and effect relationships since this is the only means by which he can safely make generalizations to use in the solution of new problems. Not only does the student test facts thru the process of reasoning, but he is constantly finding new facts and meanings by testing conclusions and generalizations in his farm and home practice program. To illustrate, let us suppose that a student works for several days developing a ration for a particular kind of livestock for his own conditions. Finally he puts the ration into use and observes the results by the method of the scientist, with impartial regard for the facts, always looking for cause and effect relationships and new meanings. From such experiences on the farm he goes back to the classroom each day with new problems and with increasing intelligence to solve them. The solution of one problem by this method usually leads to new and more difficult ones.

(Continued on page 155)

# Methods

A. M. FIELD

## The Use of a Guidebook in the Teaching of Vocational Agriculture

W. M. HOUGHTON, Teacher,
Greenwich, New York

WHEN agriculture was first taught in New York state high schools in 1912, it was taught in a manner similar to that employed in the various other high school subjects. The single period course was carefully and completely wrapped around the contents of a single textbook. That the subject fell far short of meeting the needs of farm boys and was too vague and generalized to stimulate much reaction on the part of the pupils, is not to be wondered at in the light of present day knowledge and methods.

The next major step was to make the subject into one of a vocational nature, thus connecting it definitely with the occupation of making a living by producing things, either directly or indirectly, from the soil. In fact, more emphasis was placed on local types of farming, a radical departure which in itself was a distinct improvement. This move began to arouse enthusiasm and interest on the part of the pupils. Vocational agriculture departments began to increase gradually as teachers were developed, competent to carry out the spirit as well as the letter of the new adjustment. The old style method was crashing on the rocks when the new idea came along and saved the day.

Even with this change, the full four year high school course was split up by subjects by years; for instance, during one year, the principal specialty might be poultry, during another it might be dairy, during another farm crops and soils while another year might be reserved for farm management. The pupil was expected to change his project from year to year to meet changing classroom instruction. Thus a long-time project program in the field of a single enterprise, starting with a modest beginning and growing gradually through the four years, was inconsistent with good teaching in those days.

Later on came the long-time project program, whereby the student might start with a dairy calf and at the end of his high-school course have a small producing herd. Also, along with this development, came a change in teaching procedure. The course of study became of such a nature that some details in all the important local enterprises were taught each year, the jobs being split into phases by some of the better teachers, with the simplest phases and those of direct project application being covered during the first year, while the more complicated phases were handled when the student was older and more capable of benefiting from them.

At about this stage in the development of agricultural teaching in New York State, the idea was emphasized that:

1. The local course of study should be centered around the local type of farming.
2. The individual pupil's study should be centered around a certain, definite farm business, usually the home farm.

In various local departments different teachers used different methods of approach to the second problem, that of building an individual pupil's course of study around his home farm. Many teachers sought to aid in improving the home farms thru a study of those jobs thought to aid the greatest number of pupils. Decisions were made and skills acquired depending largely upon the ability and initiative of the individual teacher. Some of these teachers did a good job and can continue to do so without changing their methods much. However, other teachers approached the problem from a different angle. Mr. J. Paul Green, Salem, N. Y., was one of these. He was thoroly sold on the idea that a pupil's course of study should be built around his individual needs, that home farm improvement should dominate all else in the classroom. He and other teachers began to require pupils to assemble farm management data concerning their home farm on mimeographed sheets. Thus a need arose for a place to put this type of data. The New York State Vocational Agricultural Guidebook was the result. It was compiled in 1934 by our State Supervisor, Mr. W. J. Weaver of Albany, N. Y., who had long been an enthusiastic backer of the home farm improvement program. The book has been revised each year since to keep it abreast of what experience, thru use, has shown to be desirable.

In general form the Guidebook is divided into several major sections. The first 13 pages are devoted to an index and farm inventory. The inventory has four columns, permitting the high school pupil to take an inventory during each of his four years in high school and to enter the figures on the same form, a distinct advancement over the usual two-column forms. The next four pages are for the purpose of summarizing the most important yearly farm data, such as average numbers of animals and acres of crops, together with production and sales figures for that year. Each page is for a single year. The next two pages are for calculating labor income during each of the four years, the important items of expense being listed in a manner similar to the New York State Farm Survey form as used by Cornell University. Page 20 is for a map of the farm and 21 for a map of the farmstead.

The Home Farm Improvement Program uses pages 22 to 33 inclusive. This program is built around the following farm management factors:

- Land use
- Buildings and surroundings
- Size of farm business
- Type of farm business
- Rates of production
- Fertility and feeding practices
- Use of labor
- Use of capital
- Marketing

The pages for the last seven of the above factors are divided vertically so that in reading from left to right: first, there is room for entering figures showing the farm business as it is now (four columns for four years); then comes columns for local average figures for comparison; then two columns for objective figures the first to be filled in by freshmen and represent what changes each thinks might be accomplished on his home farm in the next three years. The second column is for the senior year when a five year objective into the future should be entered. The last of the four vertical sections is for an outline, in writing, of how the pupil proposes to carry out the objectives stated. There are over 30 horizontal lines per page, each line or group of lines being a subdivision of the efficiency factor. In order to have room for this data, two pages facing each other are utilized for the same efficiency factor. There is another vertical column permitting the entering of numbers of related jobs, to bring home the close relationship between objectives, as stated, and job study as taken up in the classroom.

Page 34 is for a statement of the pupil's four year program of supervised farming, page 35 for project inventories (5 columns for 5 inventories), and page 36 is for entering student's financial statements.

At the end of the book are attached sheets for keeping project and other cost account records. The sheets are different from the usual forms and are particularly adapted for their purpose. Sheet A is for a Record of Labor and Power, sheet B is for Charges, sheet C for Credits, and sheet D for measuring the efficiency of the results obtained by the pupil by direct comparison with results of successful farmers. These sheets are available in separate pads and can be added to the Guidebook as needed, thus each teacher may make up an account book for each pupil suited to the needs of his project program.

An intelligent study of the figures entered in the Home Farm Improvement part of the Guidebook brings home to the pupil three things:

1. That in most cases the home farm can be improved.
2. That most of his studies in high school agriculture should be of that nature that they aid him in carrying out his improvement program.
3. That his supervised practice program also should be in line with the home farm improvement program.

Thus the Guidebook filled a need for those teachers who saw the trend of the times from the general to the specific, and wished to develop definite information about which to build their courses of study; and, what is more important, *each pupil could have definite information about which to build his personal course of study.*

To illustrate how the Guidebook might aid, let us consider a pupil who might set down what he thought was a logical objective to be reached over the course of the next three years. Supposing this objective was to raise the average production of milk per cow in the home herd from 7,000 pounds to 8,000 pounds. Certain specific methods will have to be undertaken to meet such a need, whereas if the figures were not before the pupil or teacher, the quality of teaching to fit the specific case might not be as good. It might fit nine pupils in the class but not fit the tenth who, however, tries to make wise decisions on the basis of insufficient information. It would take a good teacher to guess reasonably close as to the needs of his class, whereas there is no guesswork about the needs as set up in a properly organized Guidebook. To the type of teacher who delights in teaching the more generalized agriculture, the Guidebook is a misfit for it is too definite and specific. For the teacher who regards it as a simple workbook or composite group of arithmetic problems to be solved and then carefully laid away until examination time or next year, while teaching regular day-by-day jobs, the Guidebook will be of little use. On the other hand, for the teacher who follows thru in developing his day-by-day teaching of jobs so as to meet the needs as expressed so clearly in the Guidebook, and who is constantly making the pupils refer to it and revise it, then the book represents a distinct advance in the teaching of vocational agriculture.

To illustrate further the connection between the Guidebook and regular job teaching, suppose a series of dairy jobs is to be carried out including laying out a breeding program, testing milk, and keeping dairy herd records. If, after completing his study of these jobs, the pupil who wished to raise the production of the home herd 1,000 pounds in three years, found the objective figure too high and impractical, then he should go back and change it to fit the results of his advanced studies of the problem.

The Guidebook is a place to assemble pertinent farm management data for ready reference. Most of these important facts are those that every good farmer knows without the aid of a Guidebook, but a youngster of the age of a high-school freshman lacks the mental ability to grasp the importance of the facts, figures, and methods without continuous study and review. The Guidebook holds his thoughts in line so that neither he nor his teacher can stray too far from the path that represents good teaching. Thus, for the teacher who wishes to build his course of study on facts and pupil needs, the Guidebook becomes the center, the hub-of-the-wheel, or nucleus, so to speak, about which all day-by-day jobs radiate. Then the purpose for teaching each job is clear cut and distinct. There can be no argument over what to teach and how to divide the time.



## Why I Teach

(Continued from page 145)

to give him vision, writes:

"NO CONQUEROR can make the multitude different from what it is; no statesman can carry the world's affairs beyond the ideas and capacities of the generation of adults with which he deals; but teachers—I use the word in the wisest sense—can do more than either conqueror or statesman; they can *create a new vision* and liberate the latent powers of our kind."

Elbert Hubbard expresses the same idea when he writes:

"When you deal with children you are dealing with soul stuff. They are the people of the future."

And Frank D. Boynton, Superintendent of Schools of Ithaca, New York, put it very positively when he said:

"There is no calling or profession, save that of parenthood, which offers such opportunities for service as does teaching. Past the teacher's desk the unending stream of youth must go—the authors, statesmen, bankers, business and professional men and women, those who are to build or wreck empires—and as they pass give the teacher an opportunity to Destiny."

Fifth. *I teach because I wish to achieve immortality.* I am not concerned about immortality of the body or about living in the next world. Whether or not there is life for us beyond the grave is a question I am perfectly willing to leave to theologicians. Frankly, it does not interest me very much.

But I do believe most earnestly in the immortality of the personality or soul of a man. The influence of my personality upon others, great or small, good or evil, will most surely survive me and be passed on to succeeding generations yet to come. The students I teach will teach others, they will marry and raise children. To all whose lives they touch, especially in these intimate ways, they will give something of what I gave them. In this manner is my immortality assured.

Permit me to quote here one of my greatest heroes, one whose benign influence is to be seen in every schoolroom in America, the great Horace Mann—

"Deeds survive the doers. In the highest and most philosophic sense, the asserted brevity of human life is a fiction. The act remains, though the hand that wrought it may have perished. And when our spirits shall have gone to their account, and the dust of our bodies shall be blown about by the winds, or mingle with the waves, the force which our lives shall have impressed upon the machinery of things will continue its momentum, and work out its destiny upon the character and happiness of our descendants."

Sixth. *I teach because I have a great and abiding faith in the inherent goodness of man and in his capacity to live on a much higher plane than the majority do at the present.* I am not a Pollyanna by any means, I know that there are many foolish men, disagreeable men, weak men. There are men who commit crimes of unbelievable atrocity. I am shocked to know that man can fall so low, even lower than the brute; but I rejoice that he can rise so high, almost to the angels. No man was ever meanly born. About his cradle is the wondrous miracle of life. He may descend into the depths, he may live in infamy and perish miserably, but he is born great. Like Horace Mann, "I have faith in the improvability of man, in his accelerating improvability."

Now it makes a great difference how a teacher regards the human animal. In the words of James H. Davis—

"As the sunlight falling upon a landscape transforms and beautifies the common and unlovely things, so a faith in the inherent worth of the individual and in the enlarging future of humanity transforms the common duties of the schoolroom and gives them significance and value."

The cynic has no place in the schoolroom; he is too dangerous. A cynic is a person who has become soured by his inability to think things thru. He sees only one side, the dark side of the story. He poisons the mind of youth and destroys his faith in man and God. Is it not just as smart and infinitely more constructive to adopt the following creed so beautifully expressed by Caudis Nelson?

"I believe in and pledge allegiance to the young people that I teach, as the makers of a great tomorrow. They are so full of illusions that are ridiculous, aspirations that are vain, dreams that are idle, ambitions that are futile; but though my hair has grown gray in their service I have never lost my faith in the sense of the divine mystery brooding in their innermost selves. And often in the silent watches of the night, when the care of them has left me wakeful, I ask the Great Teacher to give them a realization of life with its happiness, its visions, its ideals, and its real work to do. I ask that I may have the firmness, the wisdom, the patience, the sympathy, the love that must be theirs if they are to make the greatest contribution to a needy world."

Seventh. *I teach because I wish to experience the greatest and truest satisfaction life can offer.* We must all live for something and it seems to make a great difference what we do live for. History is replete with examples of brilliant men and women who lived for wealth, power, fame, and glory, and yet failed miserably to achieve true happiness. Christ advanced a radically different idea. You are all acquainted with it, and the bitter experience of man demonstrates the truth of what He taught.

As a teacher I have been given a living by society in return for service to its members. In this way I am free to devote all my energy in serving the young people whom I teach. When I face a class or confer with an individual I do not have to consider how best to take something from them, but rather how best to give him something. I may attempt high pressure methods on him but to implant rather than to extract. Were I a business man I doubt that I could experience in my daily work the happiness I get from teaching. While much lip service is given in modern business to

(Continued on page 157)

# Supervised Practice

H. H. GIBSON

## Use of Group Meetings for Getting Co-Operation of Parents in Supervised Farm Practice

H. H. GIBSON, Teacher-Trainer,
Corvallis, Oregon

H. H. Gibson

MORE and more teachers of agriculture in Oregon, as elsewhere, are seeing the necessity of getting wholehearted and intelligent co-operation of parents if they are to organize and conduct successfully a program of supervised farm practice. As one means to this end, several teachers in Oregon are making use of the parent-group meeting.

It is recognized, of course, that there is no substitute for individual home and farm visitation in bringing about effective parent, instructor, and pupil relationships. It is thru this medium that problems in selecting, financing, and supervising projects can best be discovered and worked out on the spot. One of the most inspiring pictures one can see in connection with the entire program of agricultural education is that of the instructor conferring with parents and boys in the field or around the "conference table" with pencils and paper in hand working out budgets and financial arrangements and discussing the many problems incident to selecting and organizing a thorogoing educational and business-like program of supervised practice. The parent-group meeting, therefore, must be considered only as a supplemental device to the individual visitation method of getting the co-operation of the parents.

Last year, the question of holding parent conferences came up for discussion in one of our sectional meetings of teachers. This meeting was followed by the preparation of a 12-page mimeograph by the state supervisor, teacher-trainer, and others, containing suggestions which instructors might use in holding parent-group meetings and in discussing problems pertaining to the organization and conduct of supervised practice.

A copy of the general letter which the state supervisor mailed with this mimeographed material to teachers is given here, together with a brief outline of its contents. Considerable space was given to suggestions for developing discussion on the questions: "What is a desirable project?" and "What type of project should the boy select?" "How would project work differ from work which your boy will be doing on the farm anyway?" was a problem suggested for bringing out answers to these questions. Four pages were devoted to examples of long-time project programs which had been carried out by boys in different parts of the state together with home farm surveys of these project boys. Instructors have made considerable use of these examples, together with actual examples which they have taken from their local communities, in getting discussion from the parents as to what a supervised practice program really is and how to go about its selection.

W. S. Carpenter, agriculture instructor at Grants Pass, pioneered the way in holding the first successful parent-group meeting of this kind in Oregon. A copy of the letter which he mailed to parents about this meeting is given in Figure I, with the report which he made at last summer's conference regarding the nature and the results of this meeting. Brief comments selected from the reports of a few other instructors who have held such meetings in Oregon are given.

*Letter Regarding Parent Meetings*

To: All Agriculture Instructors
Date: March 13, 1937
Topic: Getting parents to co-operate in supervised farm practice.

Enclosed is some material worked up by this office, with the help of Mr. H. H. Gibson, for use of instructors in acquainting parents with the supervised practice program of boys taking the Smith-Hughes agricultural course.

I think many times our project programs fall short of the goal because the parents do not really become acquainted with the details of the work. Accordingly, a meeting of the parents at the first of the school year or some other convenient time is recommended for all departments. A meeting of this type would be especially valuable in a new community just establishing a department. Interest is keen in a new type of work and it is the psychological time to call a meeting of parents and thoroly sell them on the idea of project work.

In all communities, even where the work has been established for some time, there are many new boys enrolling whose parents are not acquainted with what we are striving to do in our vocational agriculture classes and on the home farm.

More material is presented here than would be advisable to take up at one meeting, but it is suggestive of what things might be discussed. It would be a good idea to make up three or four charts, or more, on which to base your discussion. Charts of some of the sample four-year enterprise programs and of the results of B. F. Beck's study (Figure I) should be used to good advantage. You possibly would prefer to use examples of good projects in your own local community. This would be a good idea.

The mimeographed sketch "Your Boy —The Farm's Best Product" is sent with the idea that it might be useful in making the stencil of the letter to parents calling attention to the meeting. The letter can be written inside the margin allowed. We have many evening meetings on crop and livestock problems but only a few have been held so far on how best to get the farm boy started in farming thru project work. Greater interest should result in our work if these meetings are held thruout the state.

Very truly yours,
EARL R. COOLEY

*Contents of 12-Page Mimeograph Mailed to Agricultural Instructors by State Supervisor, Mr. Cooley*

Suggested information instructors might use in discussing project work with parents.

*Questions for Discussion:*

I. What is vocational agriculture?
II. What is the value of a project?
III. What is a good project?
IV. What type of project should the boy select?
V. What are examples of good projects?
VI. What can parents do to insure a successful project?
VII. What can a boy do to insure a successful project?
VIII. What can an instructor do to insure a successful project?
IX. What percent of the boys taking vocational agriculture become farmers?

*Instructor Writes Letter to Parents*

Dear Parents:

Your boy is enrolled in my class in Vocational Agriculture at the Grants Pass High School. No doubt you know that he is expected to have a project or some farm enterprise at home for which he is responsible. His project is a very important part of his school work in this class. When properly conducted, it is a splendid means of keeping him interested in school work, develops his judgment and responsibility, and provides an opportunity for putting into practice some of the things he studies.

The success of your boy's projects depends upon full co-operation of his parents, his teacher, and himself.

To arrange for each boy's project program to the best advantage is not an easy task. There are a lot of things I would like to ask you and some things I feel should be explained to you. Perhaps you have some explanations and suggestions that I need.

Just like "good fences make good neighbors" mutual understanding makes for harmony and kindly regard between parents and teachers.

Keeping in mind that the main object is to do the best we can by the boys, I invite you to a meeting in my classroom at the high school on Wednesday evening, October 21, at 8:00 o'clock.

Sincerely,
W. S. Carpenter, Instructor.

Can you come to this meeting?.....

Signed.....



*the Results and Nature of the Parent-Group Meeting*

I held my first meeting to discuss project work with parents of all new boys last October, 1936. It is not my purpose to offer detailed suggestions for holding a meeting for parents. Mr. Cooley and Professor Gibson have prepared this in mimeographed form as sent out to you with general letter No. 10 in March, 1937. All I am trying to do here is to offer a teacher's slant upon a thing he has tried only once and expects to use again.

Everything that you know about supervised project work cannot be presented successfully to a group of parents in one meeting. You know you cannot do that with a class of boys. You cannot do it with their parents either. However, you can put over a lot of things in a meeting that you cannot make a start on during one or several farm visits. There are so many distracting conditions that may prevent a teacher from getting a parent's undivided attention on projects when making farm visits. In a regular meeting it is much easier to direct the discussion.

One of the best features of a regular scheduled meeting to study about projects is the stimulation of interest and the respect it fosters just by the fact that a good sized group of farmers is brought together to give serious consideration to such a matter. It is a good thing to make sure that some of the parents at the meeting understand about projects beforehand and can help out by answering questions about the project program that has been arranged for their own boy.

Every necessary effort should be made to get the mothers to attend. They will get the feeling that the welfare of the boy is involved much more quickly than the dads. Also, the mothers are more prompt to sponsor the use of improved practices because sometimes Dad may be slow to admit that there are better ways than his.

At the close of our meeting about projects, the home economics teacher was on hand to serve tea, coffee, and cakes. I think this is a good thing to do because it pleases the mothers, the dads don't mind, and they all stay awhile to visit and get acquainted. It is all right to see that all arrangements are carefully made. Our home economics teacher took care of everything very nicely, in fact it was her idea in the first place. When the parents left, they apparently thought we had been very nice to them for they stopped to remark that they had had a very pleasant time. Probably the time spent in this way after the meeting did more good than my two-hour session with all the blackboards full of sample project programs. The very fact that parents will come out for the meeting and stay for two hours to talk projects is all the proof and more that anyone needs as to the value of such a meeting.

*Comments Selected From the Report of Parent Meeting by V. C. Hill, Agricultural Instructor, La Grande, Oregon*

I started the discussion with an outline of the history and work of Smith-Hughes vocational agriculture after project program. In this I attempted to bring out first, the value of the project in arousing the interest of the boy, its value in providing a means in which he could learn by actually doing the things he studies in the classroom, and finally, of what a good, long-time project program should consist. Thruout this discussion I used charts and blackboard illustrations of actual project programs which had been carried on by some of my boys at Condon. After I had presented this material we had an informal discussion in which most of those present took an active part, asking questions about matters with which they were not familiar. After the meeting proper adjourned, a number discussed with me personally the projects which might be carried by their boys.

My chief reason for holding this meeting was to contact as many of the parents as I could in as short a time as possible. I had not had sufficient time to do much visiting prior to the time school started (Editor's note: Mr. Hill was transferred to this new department a few days before school opened). I am sure that many of the parents present had a clearer idea of the work which we attempt to do in teaching vocational agriculture, especially of the type of projects carried. I feel that I was able to become acquainted with many of the parents and they with me whereas, without this meeting, it might have been several weeks before I would have had an opportunity to meet them. I was well satisfied with the meeting and plan to hold similar ones in coming years with the parents of new boys enrolling in agriculture. The chief advantage as far as the instructor is concerned is the saving of time. A meeting such as this cannot take the place of personal visitation with the parents, but it does provide an opportunity to elaborate further on project requirements and those factors which make for success in project work. Enough time for this cannot always be taken during the visits to the boys' homes.

*Johnson, Agricultural Instructor, Woodburn, Oregon*

As the group was small, I proposed a panel discussion on the question: "What benefits can be received from a project?". In the discussion which followed I saw to it that benefits from having a responsibility for work at home, ownership, improved practices, and parent co-operation in job planning were brought out.

A second main question for discussion was "What should the boy have for a project?". Main enterprise, minor enterprise, one enterprise or several enterprises, combination of enterprises, size of enterprises, etc. were discussed. I handed out mimeographed material about the projects of Nash, Kootch, and Westland and showed project exhibits of two of my own boys.

. . . Ideas of parents seem to carry more weight than the teacher's ideas alone . . . If parents are unfamiliar with our program, a meeting of this kind is a fine thing. . . . Parents who are for our program help create interest among other parents who may be less familiar with our work.

*Special Editor's Note:* Within the last week, two other agriculture instructors have held very successful parent meetings for the first time. William Holloway of Bonanza, Oregon, writes: "Have just held a meeting for parents about the supervised practice program and liked the idea fine." Perhaps individual reports of other such meetings can be included in the supervised practice section from time to time.—H. H. Gibson.

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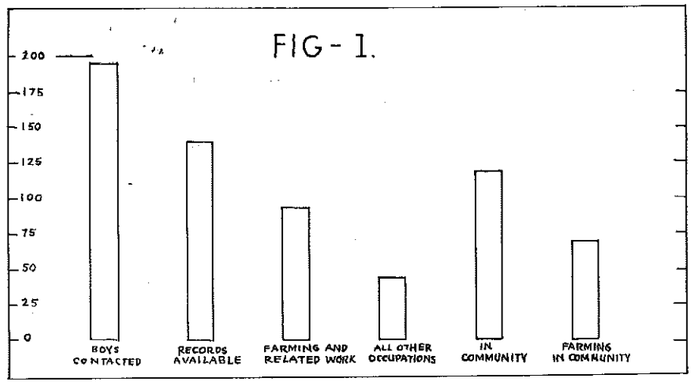
Man is ever ready to think that his failure comes from without rather than from within.—*Moore*

It is thought, and thought only, that divides right from wrong, it is thought, and thought only, that elevates or degrades human deeds and desires.—*Moore*




The above chart was prepared as a result of a study made by Borden F. Beck, Redmond, to see what happens to boys who take work in agriculture classes. The study covers a period of 13 years from 1920 thru 1933. Mr. Beck is now in his 17th year of teaching in the Redmond High School.

Out of 194 boys contacted during this time, Mr. Beck has records on 140, the balance having moved away with no records available. Out of this group, 95 are farming or 67.8%. Farming in the community are 71 boys or approximately one-half the group for which records are available.

For the state of Oregon as a whole, figures show 54% of the boys taking vocational agriculture become farmers and 6.5% enter closely related fields, such as milk testing, creamery work, etc.

V. G. MARTIN

# Farmer Classes

J. B. McCLELLAND

## Our Problem With Part-Time Students

T. R. SCHRINER, Instructor,
Ponca City, Oklahoma

HAVE you as an educator and teacher of vocational agriculture considered the main objective of your work in the field? "To establish present and prospective farmers successfully in farming," what does this mean to you? This objective means much to me in my community because:

1. Only one student of 53 enrolled in all-day classes lives on a home-owned farm.

2. As the result of a definite and thoro survey conducted in this community, I find 96 boys living on farms as laborers, partners with parents, and three who have a definite program directed towards land ownership.

The writer would like to state that this problem has been neglected in this community as well as in many other communities of the state and nation. It is quite evident that too much stress is being given to the development of a winning animal or a judging team and neglecting that one and vital objective of vocational agriculture. We seem to have lost our interest in the student the day after he gets his diploma. Our plans are immediately formulated as to the prospects for a judging team for the coming team year. Are we training young men for the sole purpose of establishing them in their communities as winning livestock or poultry judges or are we trying, thru our efforts as vocational agriculture teachers, to look ahead to the future of our students? As the writer sees it, the one thing that could be used as an alibi or a way of passing the buck is the fact that in almost every state there has been an enormous turnover in the teacher personnel causing a decrease in teacher tenure. This bears out your cause in not dealing with the out-of-school youth in your community.

I have been in this community for two years and have conducted a part-time class since November, 1935. My methods in contacting and beginning a part-time class were the same as used by other teachers. Determining the actual need for and organizing a program of instruction was based on a thoro survey of my community. This was a most important procedure in helping to select a program of instruction to meet the needs of the prospective students. The purpose of our work in vocational agriculture not only should be a means of availing ourselves with the honors brought to individual communities thru the development of winning farm enterprises, but to the many teachers of vocational agriculture in the high schools of the United States, should afford us the opportunity of molding the character of the farm youth and in this way give to the farming profession such men that will be worthy of the cause. The development of the technique of the selection of better livestock, poultry, seeds, farm equipment, better methods of farming, and management will most certainly fit any young man for the profession he intends to follow. This alone is not enough to properly train this young man to meet the everyday problems to be met in later life. A combination of all the combined methods of the different enterprises along with instruction of buying and selling, banking and finance, and community service should be included in every program. The probability is that we are placing too much emphasis on the problems of technical agriculture rather than on a program of systematic instruction in everyday problems that will be encountered by farm people. The effect of such a program can be in no way measured in terms of actual value to us individually, but the benefits will be noticed in the different attitude that will be taken by the boys with whom we are dealing and, too, a period of a few years will give a more definite result. Regardless of the type of program that you develop in your community, it will have its effect on you either as a successful teacher or as one who is using the glory and accomplishments of one whom you followed into the present community in which your efforts are being given. The problem of the type of program to best fit your community is one that can be supplied by no one but you as the teacher of vocational agriculture. The human factor that has a most assured bearing on your program is the industry of the teacher. The amount of effort put forth in knowing the community can certainly not be obtained by one who establishes his contacts thru accidental acquaintances of farm people and farm problems. I find a most helpful method of finding the needs of my community lies, not in making project visits to the student in all-day classes, but by seeing the farmer who lives on the adjoining farm. It is this farmer who needs help either thru adult evening classes or personal visits. The parents of the boys enrolled in agriculture are kept in constant touch with the new methods in farming by having this brought to their attention by their boys. The suggestion of making farm visits to farmers not having boys in your classes probably has been one of your methods in knowing the problems of your community. Have you noticed it is much easier to get parents of your students to attend adult evening classes? The real source for content of your teaching program can very easily be obtained from your adult evening classes along with the information gathered from a farm survey. Time well spent in your community is that of making monthly visits with the local merchants in the community. Summing up this problem of selecting the content of a program in vocational agriculture lies wholly within the ability of the teacher to recognize the present needs of the community as well as the plans formulated for the future of the farm boys enrolled in your classes.



The purpose of my part-time class is (1) to determine the number of boys living in the Ponca City community at the present time, (2) the vocational needs of the high-school group, (3) the educational, economic, and social needs of the group, (4) to determine the fitting status of the group, (5) to determine the possibility of establishing some of the out-of-school group successfully in farming on an individual basis, (6) to organize and conduct a part-time school to fit the needs of the out-of-school group, (7) to evaluate the program conducted.

Questionnaires were sent to insurance companies, parents of prospective students, influential farmers, and vocational agricultural departments in Oklahoma. The purpose of these questionnaires was for a check as to the comparison of my community with other communities in the state.

Survey sent to insurance companies and private concerns owning farms in this community was for the purpose of availing the group with the possibilities of being established on farms in this county.

Questionnaires sent to influential farmers in this community revealed their interest in this group of boys as well as showing their desire to assist in conducting the work in this community. Also the value of this questionnaire sent to influential farmers availed the writer with an opportunity to understand adult farmers and also as a means of getting the ideas that have been established in the community.

A survey taken of the parents of the students is very helpful in formulating material for an evening class. As a result of this, the writer obtained ideas, attitudes, and plans of the parents for their boys. This survey also was very important because it revealed the destitute home situation of some of the farmers in my community. Of the 74 farms surveyed of prospective students, 27 farmers owned land and 47 were tenants. A total of 96 boys is found on these farms. The average farm tenure of those owning farms in this county is eight and six-tenths years. Only three parents indicated they were capable of assisting one of their boys in establishing himself on the farm. The parents' outlook on farming and their choice of vocation for their sons is very interesting and of value to organizing a part-time class. Only five parents in the community surveyed believed their boys need no further training in vocational agriculture. Many have indicated a desire for commercial training for their boys. Twelve parents indicated some profession for their boys other than farming, as mechanical engineering, oil refining, etc. The economic status of the prospective students was a means of knowing the actual condition of the group as it exists on the farm. Most of the 96 boys own some type of livestock and some crop. Most of the ownership is found on farms of general type. Those living on dairy farms own considerable livestock but practically no crops and no machinery; on wheat farms, crop and livestock ownership is equal and some machinery; on livestock farms, the same as dairy farms, considerable livestock is owned and very little crop—no machinery. Those on farms as laborers own no livestock or crops, but all have on hand at least $50 and own very little machinery. As to the vocational choice of the individuals, 56 boys have indicated their desire to continue farming only on an individual basis. It is interesting to note that boys living on livestock and dairy farms have no desire to enter some trade; most of this unrest in farms in this group of boys comes from those on wheat farms and general farms.

The part of this survey that brings out the need for a part-time class in this community is found in the result of the educational standing of the students. Twelve boys have completed grammar school, 17 have completed at least one year of high school, 67 have completed a four-year course in high school, six have completed one year of college work, and 54 have had one year of vocational agriculture, with 34 having completed a four-year course.

The program that was decided on consisted of 17 different farm jobs. (1) Organizing part-time class and probable program; this lesson was interesting to the group because they had not realized the large number of young men out of school at the present time in Kay County. The purpose of this lesson was to acquaint the students with the situation and suggest probable activities. The most important thing or factor of this meeting is to sell the idea to the group. (2) Reviewing livestock judging; this lesson might seem as not the proper kind of discussion to have in a part-time group of boys, but as to the instructor, it afforded an opportunity for all members of the group to take some part in discussing the different problems in judging. Due to their knowledge of judging, all boys took part in the discussion. This developed in the group an interest and desire to enter into discussions. (3) Farm forestry; this lesson was of great importance to students from an informational standpoint. Reviewing and study of history to relieve the devastating situation of the wood supply in the United States today. All the group realized the value of trees in preventing soil erosion.

(4) Soil Conservation Service:

This lesson was to familiarize the students with the mechanical setup of this service, the nature and purpose of its work, technical force and the nature and purpose of CCC Camps.

(5) Soil erosion control

(6) The effect of crop practices on soil conservation

(7) Crops suited for soil control

(8) Control erosion by strip-cropping

(9) Trading farm lands

(10) Methods of gully control

These lessons are discussed by the group as a means of reviewing old ideas and methods of soil conservation and soil improvement; also to discuss the immediate need for new changes in this work on individual farms as was suggested in the beginning of this study. Its purpose is to, in some way, help establish young men in farming on an individual basis. The remaining lessons of discussion were for the purpose of familiarizing the group with more of the business side of farming.

(11) Farm business finance

In this the group studied drawing up contracts, determining the validity of contract, making promissory notes, classifying contracts, and making bills of sale.

(12) Farm lease

This was a very interesting lesson due to the fact that most of the boys present were from tenant farms and all or most of the boys' parents were familiar with and had had dealings with Indian land leases.

(13) Farm law

This type of lesson led to many heated discussions of farm law due to so many of the boys having had exciting experiences in connection with stray animals, dogs, runaway horses, and trespassing animals, also of drainage water, back water, fences, and fires. It was surprising to note the amount of knowledge that was presented by the group in regard to farm law. Also during this discussion liens, mortgages, and bankruptcy insurance were discussed.

(14) Insurance

Discussion of insurance covering livestock, crops, autos, buildings, and other property on a farm was presented; also insurance against auto liability, theft, and property damage.

(15) The farmer and farm laborer

This matter was very interesting to the number of boys present who were working on farms as laborers, because it gave them more assurance of their jobs in a way that they would have some satisfaction in knowing as long as their conduct in work was satisfactory they could continue to work on this farm until other conditions would enter in.

(16) Buying and selling

This lesson was very interesting to the group because of the amount of buying and selling that was done by the part-time group. Many of the group had no bank account, had never made deposits, had never withdrawn cash, had never balanced or had a checkbook, had never made a note, and had never deposited money in the bank. This discussion was more of a question and answer discussion because a large number of the boys had capital on hand and were contemplating on starting a bank account and were very much interested in knowing the details of banking.

(17) Agricultural arithmetic

This was a meeting of individual work in computing costs and the value thereof.

(18) Buying a farm

As a result of the questionnaire sent to insurance companies and private farm owners a few methods for buying farms were discussed in the group. Every boy present attempted to work out some plan by which he would have a definite program directed toward land ownership. Most of the group suggested using the plan as set up by the Farm Credit Administration. Most of the group present planned to establish themselves in farming by buying a farm owned by local men and concerns.

I believe as a result of this study the out-of-school youth in the Ponca City Community who attended these classes have a better understanding of everyday problems that they will meet as adult farmers and have some assurance and hopes of being established successfully on a farm of their own in the community where they can continue with evening classwork.



## Why Hesitate About Evening Class Work?

JENNINGS F. POTTS, Instructor,
Lincoln, Virginia

IN ATTEMPTING to do evening class work with adult farmers I have always gone at this job with a certain degree of hesitancy because of the fact that the groups I have been dealing with were men of much higher average intelligence than we generally find in our rural sections. There are quite a number with agricultural college training in the group each year. My group this year has three who attended Cornell University; three, Rutgers; seven, Virginia Polytechnic; and one, Penn. State College. This fact has had a tendency to give me an inferiority complex to start with each year. But after getting the group organized and the first meeting over, this fear gradually has been displaced with one of the greatest pleasures I have experienced in teaching. This pleasure comes thru the fact that these men come together with a very definite problem to be solved and each has some very valuable experience with can be pooled during the discussion and used by a neighbor. In this type of work you can also see more immediate results of your teaching, if it is properly done.

As to the details of conducting my evening classes, I have always made use of my advisory committee, consisting of the school superintendent, high school principal, and about three or four public spirited and interested farmers. This committee meets and discusses the advisability of conducting the class, then selects the enterprise and the parts of it we wish to stress. We have generally found it best to stick rather closely to one enterprise instead of attempting to cover too many things and spread too thin.

Interest in our problem has been developed thru the members of the advisory committee talking about it, by writing an article and publishing in our county papers explaining the course and its purposes just before starting the meetings. Also a selected list of possible members is hand picked and special invitations are sent to them thru the mails. Interest is maintained thru worth-while discussions and a postal card is sent out to each member each week announcing the class and the special topic for the evening. Another important thing I have found valuable in maintaining interest is to start the meetings on time and close on time. We never run them over an hour and a half and frequently shorter.

One of the most interesting classes I have ever attempted is one we are in the midst of at this time. Our problem arose out of the shortage of hay and pasture on our livestock farms, particularly dairy farms because of the numerous droughts we have been having recently. One of the best solutions seemed to suggest a greatly increased acreage of alfalfa in this section. So we are working on about ten phases of "Growing Alfalfa Successfully in Loudoun County." Our problems or discussion topics are as follows:

1. Selecting the land for alfalfa
2. Determining the acreage to grow
3. Fitting alfalfa into the rotation
4. Testing soil for fertilizer and lime

needs and recommending kinds and amounts to use
5. Preparation of the seed bed
6. Seeding alfalfa
7. Cutting and curing the hay
8. Maintaining old stands
9. Grazing alfalfa
10. Fertilizing permanent pastures.

We have been using the panel method of discussion in handling these topics. This system, as we use it, consists of the instructor working up a set of key questions which he thinks will bring out the desired information on the topic. He selects two or three members of his class (in advance) whom he feels have had the most valuable experience on that particular topic and has them sit up front and answer the key questions as the leader puts them. Questions, comments, and experiences from the other members of class are invited and welcome at any time as long as they stick to the subject. This is our first year to use the panel system of discussion and this particular group seems to like it. We change the panel as much as is practical.

The president of one of our banks attended one of our discussions a few weeks ago and was so well impressed with what we were trying to do that he discussed the idea at his next tri-county bankers' association meeting and had a resolution passed by the bankers of two of the counties for the banks to get behind the idea of an increased alfalfa production and push it this year. We are right now starting a county-wide campaign in this county to greatly increase our acreage of alfalfa as a means of increased farm income. It is being sponsored and pushed by the six banks, vocational agriculture instructor, county agent, and a few outstanding alfalfa growers.

I fear that my supervision of this work in the field has been one of my greatest weaknesses as I have not emphasized this as much as I probably should. However, I feel that adult farmers probably do not need close supervision on the things they are really interested in doing, not nearly so much as our all-day and part-time boys do. I have tried to get around to supervise each member of my evening class once or twice during the year and to keep posted on what they are doing. A great many of them are reached when visiting my all-day and part-time boys, as they frequently are found on the same farm.

As to the nature of improved practices which result from these classes, the vast majority of the members who attend three or more meetings, and we do not enroll them unless they attend at least three meetings, really make a serious effort to put into practice a good portion of the recommendations of our class with proper adjustments to meet their individual situations.

Our meetings are generally held during January, February, and March during the slack season. We meet in the evening once each week at 7:30. Generally we attempt to hold approximately 10 meetings in a series once each year. Sometimes we use the last meeting of the series to summarize the series in which we bring our recommendations together as a unit and have a little social hour with refreshments.

Attendance in the alfalfa unit has been very good, and I feel that between 25 and 30 members will have attended from 50 to 100 percent of the meetings.

*Sample Panel Discussion*

Topic for discussion: "Selecting Land for Alfalfa."

Panel: Edward Brown, W. T. Smith, Curtis Wilson.

Leader's questions to be discussed by members of the panel:

1. In your experience in growing alfalfa have you always got equal results all over a field when the same treatment was given to all the field? Have you noticed the same differences on different fields seeded the same year under same conditions?

2. What do you attribute these variations to? Then you would agree that the selection of the soil is an important factor in growing alfalfa successfully?

3. What different types of soil have you tried alfalfa on? How did the results compare on these different types? Then you would agree that.....type is the best for alfalfa.

4. What types do you feel that it does not pay to try to grow it on?

5. If.....is the best type of soil, what do you find is the best way to determine in advance the value of a given piece of land for alfalfa? How do you make these tests and how many should be made on a given field?

6. What type of subsoil have you found most desirable? Which do you consider more important in selecting a piece of land, a fertile soil or one that has desirable subsoil under it?

7. How important do you consider natural drainage in selecting land?

8. Do you think it is important to consider the matter of too much slope as well as too little? (Erosion at seeding time.)

9. How much importance do you feel should be placed upon the convenience of alfalfa fields to hay barns and stock barns?

10. Do you feel that a great many failures or partial failures with alfalfa have resulted from a man making up his mind to sow a certain field to alfalfa without trying to determine first the soil adaptability?

11. Suppose you had a field which was about 80 percent suitable and 20 percent unsuited, what would you do about it? Suppose this unsuited area was in the center of the field?

## Factors Influencing Success

E. H. HAYNES, Teacher
Provencal, Louisiana

THE success of an evening school class in any community, as I have learned, centers around the following facts: (1) organizing of the class, (2) determining the nature of the course to be offered, (3) presenting of material and (4) following-up the meetings.

Before starting classes, I make personal visits to the farmers and talk over with them problems they would like to have discussed in the meetings. In this manner the number interested in attending classes may be ascertained and the content of the course determined. Another means of determining the nature of the course to be offered is by sending out surveys on which are optional subjects, the farmer checking those in which he is interested. Give the farmer something he can use in his farming program or in meeting problems of the day and no instructor need worry about attendance. The all-day classes may assist in obtaining surveys, preparing illustrative material, etc. Probably the most common policy is to call the group together to learn from them what the nature of the course should be, however, I have had more success by making personal visits.

Some of the subjects taught in my evening school classes were: (1) improvement of livestock, (2) crop management, (3) keeping farm records, (4) A.A.A. program, and (5) farm credit.

The method used in presenting the subject matter will depend to a large extent on the size of the group. I have found it advisable to open meetings and start the discussion. After things are well under way, let the class do the talking. Call on as many members as possible for personal opinion. The instructor should have a definite aim to put over and should lead the class toward this goal and arrive at a tentative conclusion. For example, in studying varieties of cotton, the group should decide before the class closes the kind of cotton seed best adapted to his community. It is important to keep the class on the subject under discussion. The teacher should offer his material as seasonal as possible. This will make it easier for the farmer to put into operation new practices learned. Bulletins and publications will be helpful and should be ready and in a handy place before the class. One of the best methods of putting over a practice is by demonstration, letting the farmer participate in the work to make it effective.

Give your evening school work publicity. Use the all-day classes, reminding them to "remind Dad" each time the school is to meet. If a local paper is issued use it, if not, post notices on a centrally located bill board. Do not be afraid to put your work before the public.

Practices studied in the evening school resulted in (1) the farmers making more cotton per acre by planting legumes in crop rotation, (2) improving livestock by careful breeding and worming, (3) having better winter pastures, (4) growing adapted varieties, particularly corn, soybeans, and peas, and (5) keeping farm records.

In following-up evening work make a record of the interests of each member and try to follow-up his interests in order to be of further service to him. Visit him as often as possible and help him put into operation new practices. It is interesting to the farmer to compare results of the new practices with the old.

I have found most farmers eager to adopt modern methods of farming. My adult classes have been most enjoyable and helpful. Many good practices are always brought out by the members. When the group held its last meeting all asked to be included in similar classes which might be held in the future.

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Education "finished" should become education applied.

What we do upon some great occasion will probably depend on what we already are: and what we are will be the result of previous years of self-discipline.—*Liddon*

# Organization and Development of the Program of Instruction for Out-of-School Farm Youth

RUSSELL B. DICKERSON, Teacher,
Sussex, New Jersey

R. B. Dickerson

THE effectiveness of our program in vocational agriculture and the ultimate realization of our primary objectives and policies for farmer training depend upon the extent of the local, county and state program in so far as it aims to reach every potential member of a pre-vocational class, an all-day course, a unit-course, a part-time course, a course for out-of-school farm youth, or an evening course for adult farmers.

We are especially concerned with the out-of-school group at present, and the placing and establishing of these young men in farming is more and more a factor of the practicability of our program.

In a recent circular issued by the U. S. Department of the Interior, concerning the Former Students of Vocational Agriculture, this question appears at the bottom of the cover "Where Are They?". To me, that question is a definite challenge to each one of us.

July 1 of this year marked the beginning of the eleventh year of the department of agriculture in Sussex High School, Sussex, New Jersey. I taught there during the last nine years and at the close of this ten-year period I was interested in knowing the answer to the question, "Where Are They?". From the records this data was found, which shows the present status of graduates and former pupils of the department:

| | |
|---|---|
| Number who are renting farms | 4 |
| Number who are farming with parents: | |
| (a) as partners | 4 |
| (b) on a definite allowance | 16 |
| (c) developing one or more farm enterprises | 1 |
| (d) working for wages | 23 |
| Number who are working on farms for wages (not at home) | 8 |
| Number in occupations relating to farming | 6 |
| Number in agricultural colleges | 5 |
| Number in non-agricultural occupations | 11 |
| Number deceased | 2 |
| Number not reported | 6 |
| Total | 86 |

Out of the 86 boys who have either been graduated from the department or have dropped out of school after one or more years of agricultural instruction, 63.7 percent are farming in one capacity or another, and 77.8 percent are either farming or pursuing work directly related to agriculture. If similar figures exist in other high-school areas, and undoubtedly they do, then it is plainly evident that we should be interested in a program of instruction for the out-of-school young farmers who have either been graduated from the local high school, or who have completed the necessary requirements for an education as far as their age is concerned and are out there on the farm with a definite objective toward becoming established in farming.

This brings me to a discussion of the subject which I believe most of you are interested in. Before I begin, however, I should like to state that my remarks will be based upon my own experience with respect to special courses held during the evening of each winter since I began teaching, ten years ago.

During the ten years, I have either conducted or assisted with an evening course covering some phase of agriculture each winter, but up until four years ago no particular effort was made to encourage the young farmers, the groups being made up of mixed ages. Then, in early October of 1934, I made a special effort to enroll a group of young men on farms in the high-school area.

The first group consisted of 15 young farmers ranging in age from 18 to 28, sixty percent of whom were graduates and former pupils of the local agricultural department. This group has continued each fall and winter with a gradual increase in enrollment, the total being 22 when we began last October.

On September 1, I was employed by the recently established county board of vocational education in agriculture as an instructor in the Sussex County Vocational School of Agriculture to devote full time to organizing and conducting systematic class instruction with similar groups of young farmers in various parts of the county, other than in the areas now being served by our two high-school departments of vocational agriculture.

Up to this time I have surveyed five different areas, made up a mailing list for each one, established a center for each area, and called an organization meeting. A total of 99 individuals responded to these five meetings, 59 of whom are between the ages of 16 to 25, and 70 between the ages of 16 to 30. In these five areas there is a potential enrollment of at least 222 young farmers.

Now then, I should like to talk shop with you for a little while and I shall begin with the question of enrollment. Dr. C. H. Lane of Washington, has said that we should "look upon every freshman pupil in our high school agricultural classes as a potential member of part-time and evening classes until death." Whom we should consider for enrollment in our program of vocational education for the out-of-school farm youth is undoubtedly of very prime importance to each one of us.

Potential members include graduates, former and present members of the eighth grades; graduates, former and present members of the agricultural department; new residents, and beginners in farming in the patronage area.

Enrollment may be secured thru a community survey with assistance from the present members of the agricultural classes, the principal's office, the county superintendent's office, and from key farmers in the areas.

After a list of names is obtained, the individuals may be contacted thru personal visits, letters, postal cards, and telephone calls, inviting them to an organization meeting, and by newspaper articles and notices. Following this, the first meeting may be held at which time the need of further study for young men to become established in farming may be stressed.

During this meeting the proposed program of instruction may be described, making it plain that meetings of the class are to be informal and that all members are expected to contribute. The idea of a young farmers' organization may be discussed. Officers may be elected and a name selected for the organization.

The time, place, and frequency of the meetings should be carefully considered at this time, making sure that all members agree. Classes should begin promptly at eight o'clock, continue to 9:30 with the stopping limit at 10 o'clock, sharp. The agriculture room in the local high school, grange halls, community houses, and rural schools, in the order named, usually offer good facilities for classes.

The agriculture room of the high school offers the best facilities in order to be in an agricultural atmosphere. In other centers the grange hall and community houses offer good facilities. The rural schools are hard to utilize unless there are chairs other than the small seats. Classes may be met weekly, bi-monthly, or more frequently if time and need permits. In arranging the frequency of the meetings, your own program will need to be considered, as well as the time available on the part of members. Meeting nights of other organizations should be kept in mind. One night each week, say every Tuesday, is satisfactory—more frequently if time permits, or even less frequently, say every first and third Tuesday, if it is agreeable to the group.

I have observed that most groups of young people are ready for responsibility and so I have found that to give the group a feeling of definite responsibility, the organization will be maintained thru election of officers, selecting a name, recruiting new members, planning trips, and by having the members propose their own course of study.

We may then ascertain what the different members are interested in knowing more about, by having each one express himself and say what he is interested in. These suggestions may be listed on the blackboard and then gradually cull and classify under separate enterprises until you have those that seem of most importance to the group. This will be your course of study, and it may be made up along a definite job analysis under specific enterprises such as egg production, or milk production. Specific problems of individual members may be included in one or more lessons in the light of helping other persons who may be interested and at the same time setting forth information that will benefit all members.

Following this meeting, continue to

sell the idea to your school administrators, key farmers, and other leaders. It is the best source of confidence and growth we have.

The series of meetings should then be conducted as planned by the group. Use newspaper stories and send a postal card invitation to each member as a reminder prior to each meeting. Thru a definitely planned program based on the desires and needs of individual members, there should be no difficulty in holding the enrollment. A preview of the next lesson, and providing access to bulletins, circulars, mimeographed material, farm periodicals and news articles, are helpful.

Factors affecting the attendance may include such items as meeting individual interests, creating harmony in the group, a comfortable room, easy access to materials, distance to travel, roads, weather, time, and frequency of meetings.

Materials to be secured, prepared, and used in furthering the instruction may include outlines, maps, topics, summaries, high spots, blackboards, samples, and mimeographed sheets. Textbooks, farm periodicals, bulletins, maps, charts, and other factual material may be assembled and put in readiness for class and personal use.

I have usually found the conference method of instruction to be the most practical. A combination of teaching methods and classroom procedure is often appropriate. An introduction to the subject by a brief lecture followed by questions and answers, individual reports or contributions, and closing with a summary by the instructor during the last five or ten minutes of the class period is usually very effective.

The main consideration is to keep the period informal and encourage individual participation. It is good teaching to have members contribute their own views and experiences. It helps build and maintain the morale of the entire group.

I am a firm believer in availing ourselves of the services of local ability and making use of the practical experiences of those around us. For example, a well informed, practical, and successful farmer can, and will, do one of the finest teaching jobs in an informal way on a specific dairy enterprise job, such as feeding dairy cows for milk production, if we will but ask him. In so doing, make it plain to him just what we are endeavoring to do, and what we expect him to tell the group.

This is true of other farm enterprise jobs, and likewise true of related material when we may bring in a local rural banker to discuss "Investments for Young People," or a rural lawyer to talk shop about "Farm Law." They are glad of the opportunity, and the young men can acquire a great deal of practical information from them. In addition, it furnishes a wonderful opportunity for us to sell the idea of our program to the community.

Thru the co-operation of the county agricultural agent we may be able to use a specialist from the college at times, but in my own case I have avoided this as much as possible and tried to handle the instruction myself with assistance from key farmers, veterinarians, and others, when deemed practical. Plans should be made for occasional summer meetings, which may be held on members' farms, at parks, or other places of interest where some recreation may be made a part of the program.

During the last meeting, an outline of suggestions should be obtained from the group relative to their interests for a course of study for next year. These may be prepared and a few copies supplied to each member to use for recruiting purposes. The course should close with suitable exercises which may be a part of the high-school commencement. At this time, suitable certificates may be awarded, based on percentage of attendance or merit of work.

A program of farm management involving the introduction and carrying out of improved practices wherever possible should be developed for each member. A suitable blank should be used to keep a record of each member's progress.

Personal visits may be made to the farm during which time the specific practice or practices to be carried on are discussed, viewed, and analyzed. Members should be visited from three to five times during the summer, and whenever deemed advisable, during the time the course is in session. Always be ready to report to a telephone call, postal card, or personal request for assistance. They like to know you are interested.

Too much stress cannot be placed upon the value of publicity. Contact the editors of all local papers and acquaint them with your program. The newspapers provide a fine means of contact, and they are glad to include announcements of time, place, and subjects of meetings, together with a follow-up with frequent articles covering the progress of the course. Make articles brief, include material of a human interest nature and aim to keep the public well informed of your work in order that they may become vocational education conscious.

The young men are out there on our farms, they are ready for responsibility, they are anxious to do something, to be somebody, and to get somewhere. If we will accept this challenge we will have unlimited opportunities to help them help themselves, and thereby strengthen our own program—so let's go.

## Teaching Procedures for Evening Schools

EDWARD GABEL, Teacher,
Sloan, Iowa

IT HAS not been so long ago that conducting a successful evening school was considered a possibility only to be accomplished by the exceptional teacher. First year men were not advised to attempt to conduct adult classes. But we are far past that stage today. Many of our successful evening classes are being taught by relatively inexperienced young men in the vocational agriculture field. Any teacher competent of teaching high school work is likely to be successful with adult evening classes.

*Three Essential Requisites of a Successful Evening School*

If all the requisites of organizing a successful evening school were to be simplified and combined there might be three of a distinct nature. The first of these would be that of finding and presenting a subject of interest and vital importance to the community; the second, one which seems imprudent to say, yet nevertheless true, that we, as teachers, know our subject so well in both theory and practice, if possible, that we really have something tangible to offer; and the third requisite would be that of using the proper methods of presentation. If these above mentioned requirements can be adequately met the average teacher need not fear teaching an evening school.

*Selecting The Content Of The Course*

The factors to be taken into consideration in selecting a course for an evening class are much the same as should be considered in selecting a course for an all-day class. However, we are not sure that a number of courses for all-day students have been poorly selected. In many cases all-day students must attend school and they are required to take a number of high school subjects that they may or may not need. If they do not like the information the teacher gives them they have to take it and continue to come to school just the same. Such is not the case with adult farmers. The late Dr. H. O. Sargent, of the United States Office of Education, said, "A horse will not stand up to the manger unless there is hay in the rack and neither will a farmer attend an evening school unless there is something there he wants." The secret to success in teaching evening schools is not to select a subject that the instructor would like to teach or one in which he is especially qualified to teach but to select a course based entirely on the needs of the farmers in the community.

The following methods may be useful in deciding what information farmers need and want in evening schools:

1. Study of a farm survey.
2. Personal talks with key farmers in the community.
3. Hold conferences with groups of farmers.
4. Study results of farm records kept by farmers in the community.

*Preparation For Meetings*

The second important essential of a successful evening school is for the instructor to be thoroly familiar with the subject matter of the course. Preparation ahead of time for each meeting is very important and will relieve the teacher of a lot of worries while the class is being conducted.

Before the meetings are started the instructor can anticipate many of the questions which will be asked. He will anticipate additional problems of the group relative to the job. Once a problem has been outlined, he can proceed to note down experiences which members of the group have had with the problem, and upon which he can draw statements. Obtain facts from what boys and other farmers have done. Check over experimental facts available that will contribute in reaching tentative conclusions, and put them into chart form. See what books, bulletins, or other illustrative material will be of assistance in putting over the job. Write down statements or questions that will assist in promoting the discussion. With all the above things in mind, put down in brief outline form just what you plan to do at the meeting, indicating what you will do, whom you will ask to contribute to start the discussions, and an indication of the tentative conclusions you desire to reach. In all this preparation work the teacher must continually keep in mind the individual members of the group and their home situations. Such a guide may never be followed exactly, but the fact that such definite preparation has been made, will give the teacher confidence that he will accomplish something and in most cases he will do even more than he expects.

*Methods of Presentation*

The methods of presentation of the material and conduct of the meetings has a very deciding effect upon the success and interests of the meetings. At the first meeting it is necessary to make those attending feel perfectly at ease and to know that they may ask questions at any time. Might I suggest from my own experience that it is *advisable to conduct most of the meetings yourself rather than have an outside speaker.* He may be a valuable speaker but he does not know the local conditions, nor will the members of the class feel free to ask questions and discuss the topic before a stranger as they do before their instructor with whom they are acquainted.

Teaching procedures in evening classes follow closely the general principles outlined for successful day-school teaching. Dr. H. M. Hamlin, teacher trainer at Iowa State College, in Agricultural Education Series, Special Bulletin No. 2, has outlined the general teaching procedures as follows:

"1. State a problem in such a manner that it is sure to arouse differences of opinion.

2. Have the different points of view stated rather fully by persons who sincerely believe in them, or, if representatives of important points of view are lacking the teacher may state them.

3. Direct the discussion so that the reasons underlying these varying beliefs are brought out and examined.

4. Thru comparison and synthesis of the various viewpoints arrive at the solution which is apparently best.

5. Plan ways and means of carrying out in practice the proposed solution.

6. Pass on to a new problem which has been raised in connection with the consideration of the previous one or whose relationship to the previous problem can easily be made apparent."

There is no one method of presentation that can be used at all meetings. However, I believe it is generally conceded that the conference method is the better method of conducting an adult class and should be used where situations permit.

In any meeting of the class the important thing is for the teacher to so direct the work that a major part of the participation comes from the group as a whole and not from a few individuals. When a question is asked it can in turn be referred to someone else. In this way a number of farmers will give their ideas, others will offer contributions of their own experiences and soon a discussion is in progress.

On some occasions it is necessary for the instructor to do some explaining and use charts but even then questions should be asked the group from time to time so they will feel they have a part in the discussion.

The panel method of group discussion —a modified conference procedure—is an effective teaching device. It provides a means for getting varied viewpoints before an audience. It can be used following a formal address or it may be used to open up a subject for discussion by the group. Other variations from the general discussion method which can be used to advantage at times are associate leaders, where some men have been made responsible to help carry on the discussion and keep the discussion from wondering away from the topic. Committees appointed from the group to seek information especially local information on the subject often work well and help stimulate group interest. Some topics can be opened up by a debate. Others adapt themselves to dramatization by members of the class or demonstration by members of the all-day class.

Well selected motion pictures and other visual material can often be used effectively and help to make the meetings a bit more enjoyable.

*Seasonal Teaching*

Some teachers are trying out the seasonal basis of teaching, that is, meeting regularly for a few weeks and then distributing other groups of meetings at times when problems of the enterprise can be taught more effectively and the change of practice can be put into operation by the farmers at once. Meeting during the summer will often afford the best opportunity for teaching some jobs. We must not think in terms of just ten meetings of any one group, but as many more meetings as are necessary to accomplish desired results.

## Some Implications

(Continued from page 145)

Thus, the learning becomes a continuous process of using intelligence, and developing the attitude that "I am doing what I am doing in the way I am doing it only until I can find some better thing or better way."

This is all significant in the development of intelligence for the solution of problems within the vocation itself, but the point wherein many teachers have fallen short is their failure to relate it all to the democratic ideal in making the choices. To stop at this point may insure vocational efficiency but it does not give the individual vision and direction for living. Somehow, the teacher and the pupil must be made to realize that no education is neutral on this important issue; that every choice has social significance and must be made on the basis of a constantly widening participation and sharing for all, if we are to approach our social ideal.

The American farmer is no longer an isolated individual who can live his life along the lines of "rugged individualism." He is a member of a world society and, as such, must accept the new idea of freedom and attain it as an individual thru co-operation and sharing in a planned social order. The extent of this changed status of the farmer is well expressed by Bruner in "Rural Tendencies in Depression Years," as follows:[2]

"What happens on the plains of Siberia or the pampas of Argentina, what is decided at a world wheat conference or a meeting of the Pan American Union, in these times is of more influence in determining the fortunes of a farm family than what happened in the next county was a century ago."

If education is to help society re-think its way to a better kind of life, it must give the learner opportunity to practice the making of choices in a wide variety of problems of contemporary living. thru the use of sterilized play models of the real problems, created for the convenience of the four walls of a schoolroom. The school will therefore seek to use all kinds of community institutions in the furtherance of its objectives.

Altho the workers in agricultural education have no doubt led the way in this approach to learning, they have been handicapped because their own social philosophy did not give courage and direction by which results could be attained in a community of chaotic opinion where faction opposes faction. Such a condition is described in "The Teacher and Society" as follows:[6]

"The conflict of interest within a community set a difficult problem for the teacher. It is easy to say 'serve the community' but there are few communities that can speak with unanimous voice. What should the teacher do? Shall he undertake only those duties which will arouse no opposition? Shall he take the voice of the community rulers as the will of the community?"

Here is a practical situation in which every teacher of agriculture has at some time found himself. If he has a sound and clearly defined objective, it will do much to help him enlist the support of his community in working toward a common end. Progress will be slow in many communities because the school for generations has drilled into the pupils a warped pattern handed down by the dominating class.

The major problem in a planned society is the making of balances between groups. The school that sets itself to the task of clarifying the issues in making these choices becomes a guiding light to all humanity rather than a guardian of vested interests. Here, again, agricultural education can render a signal service, because the schools in general have not come to grips with the more vital issues. This can be illustrated by the present interest in the consumer education problems. We see this topic rapidly finding its way into the curriculum, both as a definite course, and as units in other courses. Why has this condition come about? It is true that we need a more enlightened consumer, as human wants, goods, and services become more complex. But is this the whole picture? Let us look at our philosophy of the economics involved in the situation. For a long time we have educated people to the principle that a commodity should be produced if and when it will return a profit to the producer. Now that this producer-minded economic system has begun to blight and undermine our standards of living, we seek to offset it by educating for so-called consumer intelligence and sales resistance. The situation is comparable to a city polluting its water supply to the point where it becomes a danger to health and then trying to develop immunity in the people without any concern for clearing up the source of contamination.

Sidney Elliott of the British Co-operative Press,[7] who recently made a study of farm co-operatives in this country, gave a good illustration of how this problem is handled in a co-operative society. He stated that goods are manufactured and sold for one purpose, that of meeting a human need. Since

(Continued on page 158)

# Future Farmers of America

L. R. HUMPHERYS

## Financing Chapter Activities Thru Co-operative Enterprises

R. A. DRISHOUS,
Stromsburg, Nebraska

NO CHAPTER of Future Farmers of America can function at its best if it is financially weak. It is continually restricted in its activities and is held down to meagre accomplishments. The raising of funds for carrying on a worthy program presents a problem to every chapter. Especially is this true at present during these more difficult times when local dues are held down to such small sums as twenty-five cents, or eliminated entirely, as in the case with many F. F. A. groups. When we get back to the place where dues of a dollar or more are willingly paid into the local treasury, large chapters will automatically be started off with a strong banking account early in the school year. However, with crop conditions as they have been in the past few years it may be some little while before we dare suggest adequate local dues.

Our big job as chapter advisers lies in helping the boys plan and carry out other ways of raising finances. A few of the methods involving co-operative effort will be suggested and discussed. Co-operative activities for the purpose of making money for the various chapters offer excellent opportunities for the development of leadership training and help to teach the youngsters how to plan and work together. The majority of money-making schemes should center around practices of an educational nature if we desire the maximum support from parents, school boards, and patrons of our schools. This will help justify the vocational program in the community.

One popular method of securing funds is the picking of seed corn in the field on a share basis, the common share being half of the seed picked. This gives the chapter a chance to obtain seed stock for a crop project and may provide a source from which members may purchase good field selected seed corn, at a fair price. Surplus grain can be sold to farmers at reasonable rates.

This type of project stimulates interest in the jobs of selecting from the field, storing to prevent damage from weather and vermin, testing for germination, marketing the crop, and many others. Besides it offers field practice under supervision of the instructor. It also gives the boys a more definite motive for going a good job.

In communities where there are considerable fruit trees, spraying for a charge per tree makes a fine co-operative enterprise for raising money. This is a good way to serve the community and it helps the department prove its value to town people, who often have a few trees they desire protected by spraying.

Spraying is an exacting job and calls for a good pump, the right materials applied at the proper time. If the pump is hand-operated there is a tendency for the pumpers to ease up on the pressure with the result that the fine mist that floats into the fruit and does the protecting, is not produced and an inferior job results. The spraying equipment may be loaned out to farmers for a fair charge.

Preparing displays and exhibits and entering them in fairs, shows, and contests is an excellent means of swelling the chapter pocketbook. These exhibits usually provide opportunities for the young farmers to express their individuality and to develop talents along artistic lines. The farmer of tomorrow will have need for more of that latter quality in advertising and marketing his products, both individually and co-operatively.

One of the best ways we have found to raise money for chapter activities is thru the co-operative crop projects. It is possible in practically every rural community to find land that can be farmed.

Many schools hesitate to try the crop project for fear of failure. However, if the principles of scientific crop production are employed there need be no undue worry about failing.

The planning and figuring can be done along with the regular classwork. It is often advisable to appoint committees to investigate different phases of the project and present the material for discussion with the chapter members.

One of the biggest handicaps to crop projects is the labor item when school is out and the boys are busy at home. We have used various means to get the work done when it should be done. Sometimes there are town boys in the class who can be hired to take charge of the work during the summer. As a rule, tho, if the amount of ground being farmed is very extensive the town boy will lack machinery and power for doing the work. It may be necessary to hire some local equipment. There are men who have small places on the edge of town who can be hired to loan the equipment and even do the work if need be. It is a better plan to hire work done on the projects than to have them be neglected due to the fact that none of the farm boys could come in and take care of the job at the right time.

In most places the implement dealers are very willing to co-operate with the vocational agriculture departments in allowing them to try out their machinery. We use power equipment each year and need only furnish the fuel. When keeping cost account records on projects where equipment or materials are furnished as advertising courtesy or thru the kindness of interested persons, records should show charges for all items which is simply in keeping with sound business accounting. The chapter will benefit to the extent of the amount of free equipment and material, but the members should be made to realize that the extra profits come from sources that would probably not be available to them as individuals.

Co-operative sow and litter projects are fine sources of income. They usually cover a longer period of time, at least until several litters have been produced.

Purebred gilts are purchased by the chapter from the treasury direct or thru stock share plans. In the latter case each member who desires a part in the project takes out stock. The money is used to purchase the original breeding animals, the returns obtained thru a share of the offspring. These animals may be put out on the same basis and the project expanded. When it is desirable to cash in each member receives his prorated share according to the amount of stock held.

This type of project not only makes good returns but enables chapter members to get a good start in the hog business. The contracts between the chapter and the participating member give the terms and responsibilities of all parties concerned.

## DeKalb District F. F. A.

H. R. CULVER, Teacher,
Fort Payne, Alabama

A DISTRICT F. F. A. Federation has been organized in DeKalb County, Alabama, for the purpose of giving F. F. A. boys increased opportunities for training in leadership and co-operative activities.

Two years ago four additional departments of vocational agriculture were added in DeKalb County bringing the total number to six and placing vocational agriculture in every high school in the county. F. F. A. Chapters were organized in the new departments and a DeKalb County District F. F. A. Federation was organized including all six chapters.

The district organization has adopted a constitution and has the regular F. F. A. officers and committees as well as special committees. Meetings are held each month and are opened and closed according to the manual. Each chapter is allowed five voting delegates but other members may also attend.

A DeKalb County F. F. A. barbecue is held annually and each boy brings his father. School officials are also invited. In addition to the barbecue and good fellowship promoted between fathers and sons, a program is given in which all of the major activities of the district are reviewed. The dads are beginning to look forward to the annual barbecue as much as the boys.

Weekly radio programs are given by the district over Station WJBY, Gadsden, Alabama. Each chapter is responsible for a 30 minute broadcast every six weeks. As many boys as possible are used on each program to give maximum training facilities for all boys. The programs have given excellent publicity to vocational agriculture and F. F. A.

The district has promoted the organization of string bands and quartets in the local chapters. Each chapter has a string band and one or more quartets and they are used in radio, district, local chapter, and community programs.

A four page news letter is published monthly by the district featuring chapter and district activities.

The DeKalb District is also promoting and sponsoring raising of Greenhands to Future Farmer Degree, district public speaking contest, thrift contest, parliamentary procedure, singings, socials, camps, and various forms of recreation.

## Home Beautification Contest

IVAN JETT, Teacher,
Stamping Ground, Kentucky

THE Stamping Ground Chapter of the Future Farmers of America have tried many ways to fulfill all the purposes of the organization. On January 1, 1937, they started a county-wide Home Beautification and Improvement Contest. Their slogan was, "Make it a Home instead of a House."

Ivan Jett

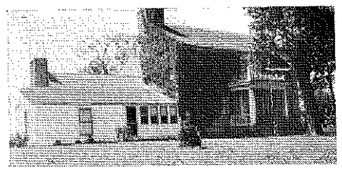
They started an intensive campaign thru newspapers, post cards, public speakings, and signs to acquaint people with the coming contest. They obtained three judges from outside the county: a landscape gardener, a home demonstration agent, and an agriculturist. The contest closed March 1, 1937 with 118 entries. The basis of judging was, "The degree of improvement over existing conditions." The three judges visited every home and made notes.

In order to facilitate and to encourage more entries the contest was divided into four divisions: home, out-buildings, grounds, and a combination of all three. Twelve silver loving cups were purchased, three for each division. The grand prize was to be given to the winners who had the most improvements in their homes, out-buildings, and grounds. The largest cup was 26 inches high. Money to purchase these cups was obtained thru firms who would profit by this contest such as: lumber yards, paint dealers, furniture dealers, etc.

Each week articles would appear in the local newspaper giving directions how to make improvements in the home and grounds. Services of specialists were obtained, free of charge, on wiring, interior decorating, construction, etc., and were available to anyone who was interested.

BEFORE

There was such a demand for many products that a co-operative was formed. The landscape gardener landscaped over 35 homes which resulted in the selling of over 700 shrubs thru the co-operative. These shrubs were purchased from a local nursery with a 25 to 75 percent discount. These shrubs were of the very best quality and over 95 percent lived. Many people were interested in paint, and over 900 gallons were purchased thru the co-operative and an untold number of gallons were purchased outside.



AFTER

The contest closed October 15 and again the judges visited the homes, keeping in mind the degree of improvements over original conditions. This made it possible for small homeowners to win as easily as the large and more prosperous owners.

Six of the twelve winners were members of the Stamping Ground Chapter. These boys had cut trees and hauled them to the sawmills to obtain lumber for building fences and out-buildings. Some of them had picked up rock and built walks. Many of them had sown grass seed, sodded, painted, and installed running water at their homes. Their parents had purchased electric stoves, furniture, vacuum cleaners, remodeled their homes, etc.

The contest is being conducted again this year but entries are limited to members of the Stamping Ground Chapter.

## An Active F. F. A.

RONALD SELLERS, Chapter Reporter,
Ramer, Alabama

AN ACTIVITY program including 50 objectives in half a dozen fields is being carried out with marked success by the Ramer Chapter, Future Farmers of America, an Alabama organization that has already the distinction of winning first honors in the state every year since its organization nearly a decade ago.

An important item in the activity program is the improvement of supervised practice work. An average of 3.1 projects has been completed by the members with an average income of $74.80, the report shows. In addition 760 fruit trees have been cared for and two homes have been beautified in the improvement project class. The chapter farm practices including field selecting corn, culling poultry, treating oats for smut, treating sweet potatoes for rot, terracing land, testing seed for germination, treating poultry for parasites, worming swine, vaccinating cattle, feeding minerals to swine, and a number of others.

A community service program is a second activity. One project in this program that is felt to be serving the community especially well is the placing of bulletin boards in the various communities, on which seasonal agricultural information is posted regularly. Winter grass seed was purchased and planted on the school lawn. A rat eradication campaign has been carried out with the co-operation of 20 farmers. Thru co-operation with the local civic club, the chapter sponsors an annual clean-up campaign. This year it is also constructing a wading pool in the public park sponsored by the civic club.

In co-operative work, the chapter has placed 17 bushels of pure seed corn in the community, purchased for local farmers and chapter members 445 fruit trees, and for chapter members 3,000 pounds of protein supplement. It maintains a propagating bed in which 2,000 new cuttings have been placed this year and from which over 1,000 rooted shrubs have been transplanted to the laboratory area. The operation of the school lunchroom has been carried on with profits of approximately $350 for the year. A Who's Who contest was sponsored with profits of $18 and a play was given with profits of $24. To secure funds for an educational tour this summer, 15 hogs were purchased and fed out by the chapter for six weeks at a profit of $101.90. Two hundred fryers are being grown out on the campus for a chicken barbecue given annually for parents and friends of the chapter members.

Satisfactory records in scholarship have been maintained by the Ramer Chapter members, according to school records. A loving cup will be presented to the boy voted the best all-round member.

Other evidence of chapter achievements is shown by one member winning the Alabama Ton Litter contest and another being elected as State F. F. A. reporter. Two members have been awarded the State Farmer degree, and four others have qualified this year.

## Why I Teach

(Continued from page 147)

the idea of service, the objectives and technique of modern business is to take all the traffic will stand. This is not a wholesale indictment of businessmen. It is simply a feature of the system within which they are operating. Were I one of them I should be forced to play the game that way or quit.

The public school system is probably the greatest socialist enterprise in the world. It has taken education out of the realm of profit-making and made it a co-operative enterprise. Society gives me a living in return for service, so I can afford to be unselfish in my daily work. I am very happy in this service to the youth, and I experience every day the supreme joy and genuine satisfaction which comes from unselfish service to my fellow man.

## Some Implications

(Continued from page 155)

the consumers own and operate their own production facilities, goods are produced in such kinds and amounts as will best serve member needs. Such waste as overproduction of certain goods, and excessive advertising cost, are eliminated and the savings returned to the consumer members as patronage dividends.

This raises the question, "What should be the function of the productive facilities of a country in an on-going democracy?" Is not this a problem with which the school can and should deal?

Another example directly from our own program may be of value at this point. A leading project of local chapters of Future Farmers of America is the thrift club. Elaborate systems and impressive savings have resulted. However, the nature of the thrift rather than the amount is the important point. Thrift in a democracy has a very different meaning from that under the old order of individualism and property rights. Farmers, as individuals, have always had a high regard for the trait of thrift or saving. This is clearly shown by the study of the Brookings Institution Report, America's Capacity to Consume:[8] The following figures are given on the savings of farm and non-farm families for 1929.

| Farm Income Class (dollars) | Percent of *Farm* | Income Saved *Non-farm* |
|---|---|---|
| 1,000—1,500 | 8 | 1 |
| 1,500—2,000 | 21 | 6 |
| 2,000—3,000 | 32 | 9 |
| 3,000—4,000 | 42 | 13 |

The "saved" portion of our national income is already too great. We have sufficient evidence of this from the recent depression. Large savings perpetuate selfishness and individualism and delay the time when the sharing of all for the good of all will become a reality. Social savings, therefore, seem to offer more than individual savings toward the attainment of our objective.

Agricultural educators have another valuable device in the teaching-learning activity. I refer to co-operative community activities and organizations outside the school. The value of these is ably presented by Kilpatrick in his introduction to "Youth Serves the Community" by Hanna.[9] He defines learning as "whatever we accept—whether an idea, attitude, plan of action, or skill—to act on hereafter, that we learn and it becomes a part of us." In conclusion he states: "In solemn fact, co-operative activities for community improvement form the vision of the best education yet conceived."

Working, as educators in agriculture do, with and thru many organizations, out on the raw edge of a moving society, they have a unique opportunity to give direction to these powerful agencies. This should do much to break down the old dualism between vocational education and the so-called cultural areas, by setting the learning in a broad context of meaning with a constantly growing interest in and understanding of forces that have a bearing upon the learner's way of life. This type of understanding gives prospective to enduring culture for the unrolling future in a rapidly changing society. Dewey, in his "Democracy and Education,"[10] defines culture as "The capacity for constantly expending in range and accuracy one's perception of meaning."

Perhaps it was well, in the early stages of agricultural education in the secondary school, that we gave most attention to the more immediate physical values of the work. Of course, these are still basic and every effort should be made to increase the efficiency of this phase of the program. At the same time, however, we must become more sensitive to the obligation for giving direction to these material gains, in the form of a more articulate individual, capable of making democratic choices in a progressive and enduring social order. This point is well emphasized in a report of the Mississippi Valley Committee[11] on the problem of rebuilding the physical resources of the valley. In part, it reads as follows:

"A benevolent despot could bring about all the physical changes that are proposed in this report, but he could not make them permanent. A democracy, surrendering minor privileges here and there in order to save its essential liberties, can build as solidly and more lastingly. Our democracy already has the necessary technique; *it needs only a wider vision, a more realistic imagination.*"

(The italics are added by this writer.)

We, as a nation, are definitely moving toward a new conception of property rights, freedom, and a social order that involves planning. The forces at work in this process of transition deal with the foundation principles of the thing we have known as democracy.

With this change has come an awakening, especially on the part of some educators, that democracy cannot simply be taken for granted if it is to survive the present storm of despotism now raging in many lands.

To accept the viewpoint that democracy must be protected, places a definite responsibility upon the school for clarifying and promoting this particular way of life.

Educators in the field of vocational agriculture have a unique opportunity to serve in this new undertaking in that they are already using the organization, methods, and facilities necessary for dealing with the crucial issues. Can the objectives of the present program be redefined so as to give more positive social direction in the light of present-day needs? Herein lies a challenge to the leadership in agricultural education.

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5. Bode, B. H. Modern Educational Theories, Macmillan Company. 1937, pp. 200 and 209.
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9. Hanna, Paul R. Youth Serves the Community. D. Appleton-Century Company. 1936, p. 10.
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## Butchering and Meat-Cutting Bee

FRANK FLYNN, Teacher,
Hebron, Nebraska

WE HAD two hogs and a beef to butcher one week so we conceivcd the idea of a butchering and meat-cutting bee. The boys contacted their homes and neighbors and asked those interested to attend and bring a suitable knife or two.

When we went to the shop for the butchering we found four hogs, a calf, a beef, and nine farmers. We were all prepared for the job and started right in. Before we had the hogs all killed, the number of farmers had doubled.

The morning was spent in butchering and discussing the different methods. In the afternoon we cut the carcasses and discussed the different methods of cutting and curing meat.

A number of women, town as well as country, attended in the afternoon. The main interest of the town women was to learn the cheaper cuts of meat and an attractive way to prepare them, while, of course, the country women were interested mainly in cutting and curing.

It was brought out during the day that many fail to do their own butchering because of some trivial thing about which they are in doubt.

Those attending were favorably impressed with the ability of the boys to do the job, and many expressed satisfaction at having found out how easily their little "stumbling block" in butchering could be overcome.

If I were to do it over again I think it would be a good idea, after the cutting and curing part, to have the Home Economics Department take over the cooking and preparing of meat in an evening meeting.

## The Old Book's Home

THE teachers of agriculture usually devote considerable time to the task of gathering new illustrative materials, culling the bulletin files for replacement with new and up-to-date reference materials and selecting new books for the library. Even a good teacher cannot very well teach up-to-date practices in farming by using out-of-date books.

To a great many teachers there is something sacred about books. To cull out old book friends seems to border on sacrilege. To throw a book into the waste basket seems such a wasteful thing to do. So why not establish an *old books' home*—a special shelf on which are placed the books that no longer serve the purpose of teaching modern methods of farming. These books can be cherished for their historical interest but should not be used to waste the time of the students who are interested in the latest scientific information about the problems of farming. To appreciate what is meant by the above statements, let each teacher look at the copyright dates, the pictures, the research data, and the data in the tables and charts of the books on the shelves. Local school boards are not as a rule opposed to supplying students with good books where there is a real need for them.—The Visitor, Minnesota, October, 1937.



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