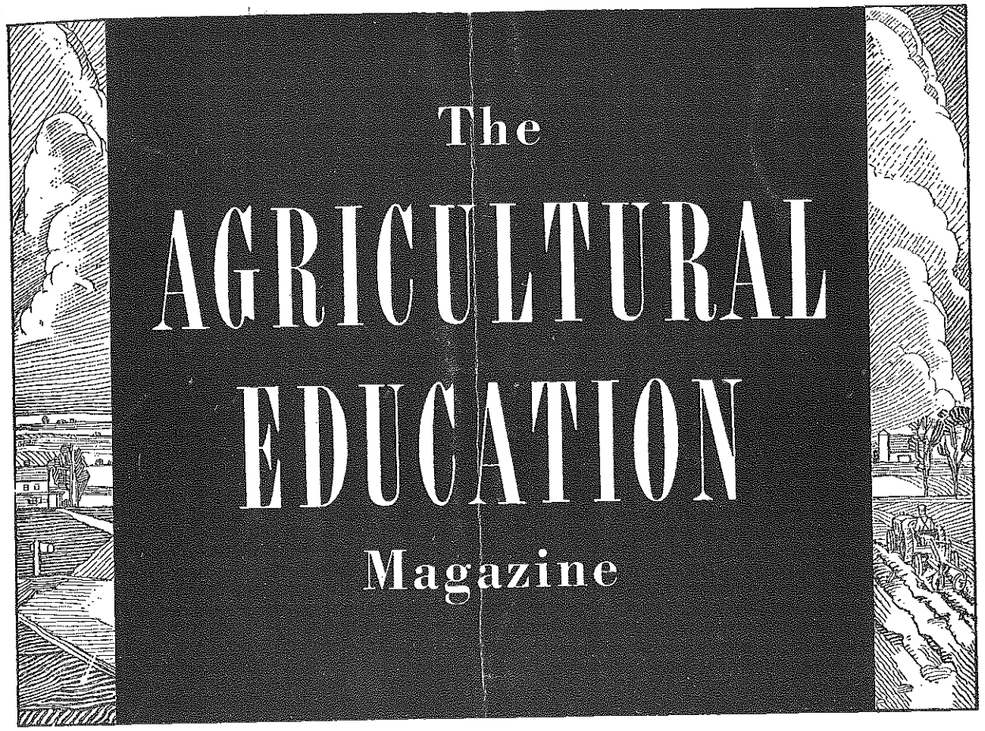
Vol. 12 March, 1940 No. 9



The schools were not set up to provide work experience. But it is imperative that young people have such experience without too much delay beyond adolescence. Whatever may be the ultimate form of the public agencies that provide part-time work experience and further training. . . In a broad view such public agencies should be regarded as a part of the educational structure of the country.—Floyd W. Reeves.

The Agricultural Education Magazine

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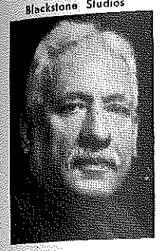
Blackstone Studios



R. O. Small

MR. R. O. SMALL of Boston, Massachusetts, was elected president of the American Vocational Association for 1940 at the annual business meeting of the house of delegates in Grand Rapids, Michigan, December 8, 1939. Mr. Small is now state director of vocational education for the State of Massachusetts. He succeeds Dr. R. H. Woods, who is state director of vocational education and supervisor of agricultural education in Kentucky.

Mr. Fred A. Smith, state director of vocational education in Arkansas, was re-elected vice president of the association, representing agriculture.

The 1940 convention of the American Vocational Association will be held in San Francisco.

The New Farm Census

THOSE who have availed themselves of the wealth of information gathered in the 1935 farm census are in a position to appreciate the potential contribution to program-planning and course-building in agriculture that will be made thru the 1940 farm census. Much information of value in program-planning will be gathered on such areas as land use, farm machinery and facilities, farm labor, and co-operative marketing and buying. The new census will be greatly expanded and will include many more data than any previous census. In all, 232 questions are included in the data sheet.

Sample copies of the form to be used in gathering the data are available to teachers and other agricultural leaders on request to the Bureau of the Census, Washington, D. C. Census takers will call upon every farmer in the United States next month. The completeness and accuracy of the data will depend in large part upon how well farmers understand the purposes of the census and are familiar with the questions to be asked. Study by teachers, vocational classes in agriculture, and by local planning committees will not only aid in developing such understanding but will also pave the way for greater utilization of the information, when it is released, for the improvement of local programs of agricultural education.

Training for Rural Leadership

TRAINING for leadership is the most important responsibility that our teachers of vocational agriculture have today. It has received a lot of lip service, but workers in the fields of vocational agriculture and agricultural extension have hardly scratched the surface of the need.

Since the beginning of recorded time, the tillers of the soil, find them where you will, have become peasants and, as surely as time goes on, our tillers, too, will become hopeless plodders of the furrow if we do not fire that divine spark in the hearts of our farm boys and girls—that spark that will glow and grow into a flame, that will protect our farmers of tomorrow from the fate of those who have gone before.

An attempt at eloquence does not solve the problem. But a definite program of training for our farm boys may help to solve it. Recently I asked a class of farm boys how many of them planned to farm as a life work. Two indicated they might do so. I then asked them how many would choose farming if they thought there was a chance to make as much as $2,000 per year. Every hand went up. Do not get the idea that these boys were being eloquently led. They were not. I did not talk to them more than three minutes. Such boys are not dumb. They know better than many of us what it means to work long days on the land and get a small pittance for their labor. Neither they nor others of their kind will submit themselves to the denial that must be the lot of workers of the

(Continued on page 173)

Vocational Agriculture—a Service to Society

FELLOW workers, as I take up my responsibilities I salute you with a faith in the cause and you which rests upon intimate connection with this work over a period of thirty years.

When you and I first took up this work a usable education was not rated very high. At that time the widely accepted definition of education was one based upon the classics in which there was sharp distinction between "culture" and "agriculture." That definition fails because (1) culture is shared by all, and (2) able, cultured men and women are found in agriculture.

Today society understands as never before that to live and enjoy any culture one must earn or get a living. The most wonderful thing a man ever made is a living for his family.

Our faith has been justified by our product. With my particular unit this was so last year to the extent that 86 percent and, over the entire period, 60 percent, have gone into agricultural pursuits. Who calls to these vocations? Who calls the farmer? You and I and everybody need food and clothing. The call goes out: "We want food!" The farming vocations are established and maintained to meet these needs of society for food.

Who calls the doctor? You and I and everybody; the call goes out from society for doctors. Society calls for teachers, preachers, storekeepers, clerks, mechanics, and all the rest. Society does the calling: it rightly should assume a responsibility for preparing those it calls. For what does society call? It calls for two things: commodities and services.

Today society thru industry is also calling to young men and women to work and serve in thousands of highly specialized ways. Many are new and each makes rather specific demands upon the worker. In 1929 it required 450,000 fewer workers than ten years previously to manufacture a product whose total value in dollars was more than $6,000,000,000 greater. Twenty-five percent are working now on jobs that did not exist 10 years ago. Not only are there thousands of vocations, but these vocations have become centralized far from the touch of the young men and women of America.

How can young men and women today hear the social call to opportunity and service if they have no teachers to direct their attention to the needs of society and to train them to meet these?

"There are three things," wrote Mr. Edison, "which insure success, to wit: ambition, imagination, and the will to work. Of these the will to work accomplishes the most. Education of the right kind will short circuit the process and get quicker results."

Let me repeat. Agriculture of today has been very greatly changed from the agriculture of the time when vocational agricultural education was founded—almost revolutionized. The release from school of a large number of boys trained in vocational agriculture, and their success as farm owners and as employees in responsible positions have been factors in this revolution.

We are very proud of the work you have done in forwarding special interests in agriculture. All over the country these schools are opening as meeting places and headquarters for poultry raisers, dairymen, market gardeners, breeders, and others. These people tell the story. I, as a layman, am only repeating the story they tell. These agricultural schools not only train the youth, but they have become a potent force in assisting all individuals and groups who need this kind of help and instruction.

"Bei Mir Bist Du Schön."—R. O. Small, State Director of Vocational Education, Boston, Massachusetts, and President of the American Vocational Association.

Some manuscripts have been received for publication which, altho excellent in content and well written, have been difficult or impossible to use because of the form in which they have been submitted, which makes editing and typesetting difficult. Any article sent in for publication should be *typed double-space* with wide margins, and written on only one side of the paper.

A. K. GETMAN **Professional** R. W. GREGORY

A Philosophy of Vocational Education in Agriculture

O. C. ADERHOLD, Teacher Education,
Athens, Georgia

O. C. Aderhold

VOCATIONAL education in agriculture in this country is a definite *part* of the public program of education. Therefore, a statement of philosophy of vocational education in agriculture must include a statement expressing a philosophy of the *whole* of education. It is my purpose here to state a philosophy that will give direction to *all education* with special emphasis on *agricultural education*. Illustrations will be drawn from this field and specific suggestions relative to needs and procedures in this area of living will be made.

In the development of the program of vocational education in agriculture many problems have emerged to confront those administratively responsible for its promotion and enlargement. Not the least of these challenging problems have been those of continuously redefining the purposes and functions of this type of education, and of endeavoring to correlate it with the public school program.

Perhaps the relatively small number of problems growing out of the development of vocational education in agriculture as an integral part of the educational program, can be attributed to the fact that the objectives of general education, especially on the secondary level, have been either defined in general and vague terminology[1] or else expressed in language which promoted a complete compartmentalization of education.[2] This has enabled vocational education in agriculture, with its more or less specifically stated objectives, to get into the educational picture under either type of definition.

AT THE present moment some rather searching questions are being raised with leaders in both general and vocational education in agriculture, relative to the adequacy of direction provided by the present statements of objectives. In recent years with state and nation-wide interest in curriculum reorganization, teachers, administrators, laymen, and those concerned with financing education are demonstrating more interest in educational objectives. Dr. Bode suggests that the greatest problem facing American education is that of direction. It is certain that one of the major efforts of educators and laymen as they attempt to remake the public school curriculum will be that of defining and clarifying objectives. Dewey says,

> "The sum of the matter is that at the present time education has no great directive aim. It grows, but it grows from specific pressure exerted here and there, not because of any large and inspiring social policy. It expands by piecemeal additions, not by the movement of a vital force within. The schools, like the nation, are in need of a central purpose which will verify and guide all intellectual plans."[3]

Relation of Social and Educational Objectives

Education thruout history has tended to reflect the broader social purposes and objectives of the society in which it functions. Rome, with her social philosophy pointing toward a world empire, saw to it that the educational purposes were in line to produce a Roman citizen who could make a contribution toward this larger social goal.

> "The problem of education assumes one form in ancient Athens in the time of Pericles; another in China during the Tang dynasty; another in Medieval Saxony; another in modern Japan; still another in Russia under the Communists, and yet another in twentieth-century America."[4]

In the last analysis an educational system is successful only when, in all of its aspects, it contributes to the ends of the society in which it lives and has its being.

Thruout the world today there are many social orders or "ways of life" operating and functioning within a pattern of social values. These larger social patterns are the result of a combination of circumstances such as natural resources, location, characteristics of neighbors, and cultural backgrounds. The total program of individual and social action in these countries operates within the framework of the respective patterns. For example, in Germany all educational action—in fact all types of action and thinking—must conform to and fit into the framework of the national social pattern. This pattern in Germany is made and remade by a relatively small precentage of the population, in many instances by one man.

In America, thru the years, we have been developing a pattern that is radically different from those in other parts of the world. Its characteristics are the results of many forces and factors of which the most outstanding are: (1) distance from thickly populated countries, (2) tremendous areas of fertile lands and other natural resources, and (3) resolve of the early settlers to be free from certain kinds of domination. All of these and many other factors were important in bringing about a peculiar "way of life" to which we have given the name democracy. Dr. Bode points out that it is the one contribution of the American people to world civilization. It is uniquely American and a heritage of which all Americans are proud.

What is this way or pattern of life called democracy? The fact that it is in a constant state of change, that it is in the process of being remade each day, has resulted in difficulty of definition and, therefore, much confusion. Concepts of freedom, private property, function of government, and religion largely determine the definition at any one time.

It may be inferred that one of the most dominant characteristics of democracy is change. However, if the schools are to be concerned with fostering the democratic ideal, this ideal must be more definitely and specifically defined. At least, a tentative and working definition must be formulated.

Democracy is a way of life. It involves and is primarily concerned with promoting common interests and purposes. Co-operation is involved in the formulation of purpose and carrying out or attaining the ends desired. It recognizes the individual as a definite part of the social order. Further, it is concerned with promoting the intelligence of the individual and providing for effective participation in social activities with emphasis on sensitivity to social problems, and sharing in their solution.

Democracy, then, places emphasis at two points: (1) worth and intelligence of the individual, and (2) sharing common interests and purposes.

Purpose and Function of the School in a Democracy

What is the purpose and function of the school in a democracy?

The Commission on Social Studies of the American Historical Association concluded that:

> "A supreme purpose of education in the United States, in addition to the development of rich and many-sided personalities, is the preparation of the rising generation to enter the society now coming into being thru thought, ideal, and knowledge, rather than thru coercion, regimentation, and ignorance, and to shape the form of that society in accordance with American ideals of popular democracy and personal liberty and dignity."[5]

If democracy is to survive, the school must be concerned with promoting the democratic way of life. This is forcefully brought to our attention when we observe the more than six million farmers struggling with the intricate problems of the Agricultural Adjustment Administration program, distribution of agricultural goods, international trade, and still other millions of laborers and capitalists endeavoring to solve industrial problems of wages, production, and consumption. Dewey says:

> "Democracy will be a farce unless individuals are trained to think for themselves, to judge independently, to be critical, to be able to detect subtle propaganda and the motives which inspire it."[6]

common interests and purposes, must be promoted if these major problems of agriculture and industry are to be peacefully solved.

In pleading for a school program that would lead toward the "good life" thru democratic processes, United States Commissioner of Education, John W. Studebaker, has pointed out that:

> "In those foreign countries where democracy is most virile, and the possibilities of success for dictatorship is most remote, countries like Sweden and Denmark—the educational base is both broad and vital. This education is not merely vocational or cultural. It is concerned with 'the pursuit of happiness' thru democratic processes. Such educational programs are founded upon the proposition that democratic action must come from mass understandings of the problems the people face as citizens. . . . The assumption in democracy is that the people shall be free to direct the 'pursuit of happiness' for themselves. Democracy, more than any other form of social organization, requires a mass educational system for its perpetuation and an educational process which fits the social organization and contributes to its stability and growth. . . . I am contending for an educational technique that actually prepares and assists people, not only as children and adolescents, but as adults, to function effectively in democracy."[7]

To perpetuate this great American heritage the school must become a dynamic positive force. The major objective of the school should be the *promotion of reflective thinking* in all basic aspects of life and to *promote group living* on an *intelligent basis of co-operation* in the school and in all other institutional and group life. This means that the school must focus its attention at two points:

1. *Individual*: The school's specific functions here are:
   a. To help the individual discover problems that are more or less personal and individual, such as those involving all forms of expression, speech, music and art, basic disturbances and conflicts, making vocational choices, and preparing for a vocation; and create in him an interest and desire to do something about them. The school must do more than discover problems that students already have but must be constantly on the alert to find the environment, or help create an environment, which causes these desirable and appropriate problems to develop.
   b. To develop the technique of reflectively thinking thru problems. This means:
      (1) Encouraging the individual in drawing inferences or formulating hypotheses about the problems faced.
      (2) Testing inferences. Perhaps at no other point in the process of developing reflective thinking is the school and its influence so needed. It is here that all pertinent facts must be brought into the picture, weighed in the light of the hypotheses formulated, and evaluated with a concern for what is best for the total social order.
      (3) Helping students to arrive at sound conclusions based upon socially-evaluated facts, to draw generalizations from these conclusions, and to use these generalizations in further thinking. Kilpatrick says that real learning has not taken place unless the individual has accepted the generalization as a basis of action.
2. *Group Living*: The school's specific functions here are:
   a. Helping to discover problems. The school will be so organized that students are faced with and are led to recognize problems of concern to the group. The immediate problems of the group are to be used as the beginning point for developing a sensitiveness to and a desire for solving the larger social and economic problems of the community, county, and world.
   b. To develop the technique of reflectively thinking thru group problems. This means:
      (1) Encouraging the formulation of group hypotheses relative to the problem at hand.
      (2) Testing the hypotheses: Here the emphasis is placed upon techniques of "working together" in testing the hypotheses. The school throws its weight to guiding in the accumulation of information and in helping the individual and group to use the criteria of "sharing" in evaluating these facts. It is at this point that the broader social implications of the problem are explored.
      (3) Conclusions and generalizations: Helping to draw conclusions based upon facts, facts considered and evaluated in the light of "sharing" with the larger social group. Experience in the application of these principles will be provided. The aim here is "self direction" on the part of the individual and group.

      The procedure aims to develop an attitude of willingness to act upon the basis of judgments reached.

In conclusion, then, we may say that the objectives of the school should be to promote the democratic way of life by promoting the use of intelligence in the solution of all problems. This objective gives direction to the school program. The use of intelligence makes possible the use of more intelligence; practice in intelligent sharing makes possible more to share.

Relation of Educational Needs and Objectives

The implications involved in the foregoing statement of objectives are that individuals and groups are confronted with problems, and that these problems or needs constitute a sound basis for curriculum building.

What is the psychological basis for building an educational program on the needs (problems) of individuals and groups? After a careful analysis of the points of view of Dewey, Wheeler, Perkins, and others the Science Committee of the Progressive Education Association summed up its position with respect to the psychological basis for building a science program of instruction on needs, as follows:

(Continued on page 178)

Georgia Teachers Honor Mrs. Dudley M. Hughes

C. F. Richards, teacher of vocational agriculture in Georgia, presents a bronze tablet to Mrs. Dudley M. Hughes, wife of the late Congressman Dudley M. Hughes of Georgia, co-author of the Smith-Hughes Act creating vocational agriculture in the United States. This tablet was presented to Mrs. Hughes by the Ten-Year Service Club in Georgia which is composed of teachers who have taught vocational agriculture ten or more years.

In the picture from left to right are Miss Hennilu Hughes, daughter of Mrs. Hughes; Mrs. Dudley M. Hughes; Dennard Hughes, a son; C. M. Reed, president of the Ten-Year Service Club; and C. F. Richards, teacher of vocational agriculture in Georgia.

The wording on the tablet is: "Memorial to Honorable Dudley M. Hughes, Member of National Congress 1909–1917, Co-author of the National Smith-Hughes Vocational Education Act Passed by Congress February 23, 1917, An Act to Provide Vocational Training in the Public Schools for Youths and Adults. Presented by the Ten-Year Service Club, Vocational Agriculture Workers of Georgia, 1939."—T. G. Walters.

A. M. FIELD

Methods

Working With Other Faculty Members

W. F. STEWART, Teacher Education,
Columbus, Ohio

"MY TEACHER of agriculture has been of untold value to my faculty in working with them as individuals, and in promoting activities that have had far-reaching influence in the entire school, and in return he says he finds the other members an unusual source of assistance to him and his work."

W. F. Stewart

"Now, really, that is a new idea to me. I'd never thought of faculty members as being of any particular assistance to me. Let me know more about it."

Perhaps case situations and experiences may be appropriately used in developing such a thesis—so here goes.

We shall assume that any honorable relationships that provide for a better departmental program in vocational agriculture, that help secure better instruction, or that improve the general rating of the school, the department, or the teachers, are justified. Where a teacher shall begin is immaterial. Let's just look around and assemble the experiences of teachers now at work.

First, we shall consider working with the *teacher of science.* Science and agriculture—what close "buddies" they are, or should be! One teacher reports a great benefit in instruction in his department following a conference last summer with his science teacher in which those phases of biology (for example, the germination of seeds, how plants grow, the way insects breath and feed), chemistry, and physics in which the teacher of agriculture had been finding his pupils inadequately prepared, were mentioned specifically and plans were made by the teacher of science to include them at the right time in his courses. The new arrangement proved to be no less satisfactory for the pupils not enrolled in agriculture. Also, in planning a few of his demonstrations in agriculture, this teacher discussed them with the science teacher and gained several helpful suggestions. One in particular was considered so important by the science teacher that he said he would like to give the demonstrations to the boys in agriculture if the time could be arranged satisfactorily. It was. He did. He also appeared on the Young Farmers' Association program one evening a year or so ago and gave a few demonstrations. The teacher of agriculture, of course, reciprocated before the Science Club and also remembered the science teacher on the occasion of the annual banquet of the F. F. A. Chapter.

The Teacher of English

In the field of English we at once think of help in training our public speakers, and probably that is the one assistance most commonly rendered by teachers of English. News reporters also have secured help and suggestions from teachers of English for the improvement of their weekly news items. It is not uncommon for vocational pupils to use their vocational experience as a basis for their themes in English. The teacher of agriculture has stressed good English in his papers and examinations and has thus reinforced the teachings of the courses in English and developed a consciousness of good English at all times, not just in English courses. The more serious errors of the pupils were discussed with the teacher of English and a few remedial measures proposed. In at least one department, so valuable were the services of the teacher of English to that department that recognition was given in the form of an honorary Future Farmer degree at the annual banquet.

The Principal of the High School

Where the school system has a superintendent and a principal, it is not always clear just which matters should be should be taken up with the superintendent and which with the principal. School systems vary. In one school a teacher submitted to his principal his program of instruction for the year, his problems as selected for a few weeks in advance, and the time allotment for enterprises. This was done in August. The result—a much clearer idea of the year's course in agriculture, the nature of the planning done by the teacher, and a wholesome respect for the job of the teacher of agriculture, the scope, and the details of the instructional program.

Another teacher reports benefits from taking his principal on an afternoon of project visitation on a selected summer day. It was an unusual experience for the principal to visit the parents of his pupils at their homes. It "renewed his youth" to get out into the country on a pleasant day. It gave him a vivid demonstration of the teacher's services to these homes as the teacher contacted father, mother, son, and older brother—a member of the Y. F. A.—and in each case made his contribution in solving their problems. As the principal shook his head earnestly before they parted, saying, "My, what it would mean to this school and community if all our teachers were contacting the homes as we have this afternoon!", he gave evidence to that teacher of agriculture that the experience had been exceptionally worth while. Before they parted, the teacher didn't invite the principal to go on their project visitation trip the next summer. He mentioned the trip incidentally during the conversation of the afternoon, and the principal said, "Next year I am going with you on that trip—or may I?" What a day of benefit for both of these men! What a mutual investment yielding dividends thruout the year!

When the teachers take their turns staying at school during noon hours or performing other monitorial duties incidental to a large school program, helpful co-operation from the teacher of vocational agriculture often brings its approval of field trips and trips to more distant points when requested. Recognition of the principal by electing him to honorary F. F. A. membership, is, of course, quite common, and as a guest at the F. F. A. banquet—always.

The Teacher of Industrial Arts

One of the most valuable conferences ever held by one teacher of agriculture is reported to be the day spent with the teacher of industrial arts, prior to the opening of school, when they planned the program of shop management, the content of their courses insofar as they were interrelated, and the standards of workmanship and tool usage they would insist on. The problems were more pronounced because both departments used the same shop room, which was undersized and inadequately equipped. Contrasted with the unfavorable conditions that had once prevailed in these departments under earlier teachers, this sensible conference and the resulting program carefully planned were commendable. In small schools where the same tools and equipment are used by pupils of both departments, an agreement is necessary on tool usage, tool workmanship, and housekeeping in general.

The Athletic Coach

Less common are the opportunities for interrelationships with the coach as such. Reports have been received of the coach addressing the Y. F. A. group on sports or his reminiscences of experiences in athletics, and also of his attending the Y. F. A. meetings and directing the basketball play in the gymnasium following. From the other side, teachers report their help at home basketball games as timers, scorers, and ticket sellers, also in speaking an appropriate word to certain parents in behalf of their permission for greater participation in sports by their sons.

The Teacher of Music

Here the service is more artistic and much more personal. Teachers of music, of course, can help in developing musical numbers appropriate to the talent in a chapter or a department, and liberally and well have they rendered their services in many instances. Each year many banquet programs benefit from musical numbers coached by the teacher of music. If the teacher of agriculture cannot reciprocate in kind, he can at least be appreciative of the service and perhaps when a school cantata or concert is given, the boys in agriculture can offer their services in posting bills, helping construct needed stage aids, or in other special services. The teacher of agriculture also can lend his influence in encouraging good music in school events and in individual pupils as well.

The Superintendent of Schools

Most experiences given concerning relationships with the principal are applicable with equal effect to the superintendent of schools. Any difference is a matter of personality. In staff meetings or faculty meetings one teacher has found it a good practice to make that "extra" effort on any number or assignment given him on the year's program. Of course, ideally we all agree we should do our best at all times, but, being human as he is, this teacher has apparently decided that his best is most certainly going to be shown in the presence of his co-workers—rivals in a sense. He has used his graduate courses as basic material for his discussions, and thus far has "rung the bell" on each of his appearances. Monthly reports summarizing the departmental activities keep many superintendents informed on current achievements.

All The Faculty

Faculty parties and similar occasions usually take care of themselves. Some teachers help plan, some provide wholesome entertainment, some run errands and do the work, and others just come and sit. The teacher of agriculture usually finds an appropriate niche and fills it, I dare say, with a rating of "average plus." But on the occasions of the annual F. F. A. banquet to the parents when the members of the faculty are often invited, it is rarely that we see the advantage taken that the occasion offers—the planned meeting of each faculty member and each parent as he comes to the banquet—a "reception line" in more formal terminology. Why not? Most parents want to meet the teachers of their children; all teachers should meet the parents of their pupils. Again then, why not an effort towards a reception? The boys of the reception committee waiting at the doors bring the parents to the cloakroom. Others take them to the reception line, headed perhaps by the superintendent and the principal, and soon all have met, except for a few late comers, and the parents, the teachers, and the school itself are the better for it. True the F. F. A. banquet is not the only occasion when such a meeting of parents and teachers might be arranged, and equally true it probably is not the best occasion for such an arrangement, but in schools where it is not being done at all, where it would be a benefit to the school, and where no better occasion is offered, why not make a beginning? Vocational departments pioneer in many very meaningful projects—why not try this?

Altho not of the local faculty, the county superintendent of schools should not be overlooked in the carefully planned professional relationships of any teacher.

Give and take; live and let live; help and be helped. It may be that many teachers of vocational agriculture have missed an opportunity to exercise leadership to help themselves and to be helped—to find the "acres of diamonds" at their own doors. The changes effected by the teacher to whom the superintendent referred might easily become an inspiration to many others.

Constructing Exhibits as a Method of Instruction

L. J. BURGERT, Teacher,
Waipahu, Oahu, T. H.

THE value of visual education exhibits in teaching vocational agriculture and the service such exhibits can render to the different communities in a state cannot be over-estimated.

During the 1937–38 school year I was confronted with the problem of teaching the job, "Milling of Sugar Cane," to a group of vocational agriculture students in such a manner that they would be able to understand the job. Many of us who have been thru a sugar mill realize that the main operations take place inside large tanks, pans, or other complicated machines. We see the sugar cane go into the mill; we follow along with our guide who explains the process of sugar making; and then finally we see the sugar bagged. Just how much do we understand of the actual process? Very little, I am sure. We, ourselves, realize that the process is not clear in our minds yet some of us will, without giving it much thought, expect our students to understand the process when we teach the job. A number of teachers of vocational agriculture work in sugar communities and probably have pondered over the same problem.

Test tube samples of the various juices were obtained from the local mill and placed on display in the classroom. This did not answer the purpose as I discovered when the job was presented for study. The students immediately inquired as to the amount of cane necessary to produce that certain quantity of juice. Before the class met the following day, the amounts of juice that would be produced from 100 pounds of "field cane" were calculated; also, the amounts of water used in washing the fiber, the amount of lime added, the amount of mud filtered out, the amount of juice remaining, the amount of water removed, the remaining syrup, and the different sugars. To make the study more effective large charts (22 x 28 inches) were made of each step such as juice extraction, clarification, evaporation, crystallization, centrifugal separation, further refining of the grade A molasses, and finally a chart showing the final products obtained from 100 pounds of cane with the actual amounts of each product displayed with the chart. On these charts was the chemical story of just what took place and, insofar as possible, each step was illustrated with a 10-x-12-inch photograph showing the apparatus used for each operation in the process of refining.

When the class met the next period a lecture was given on the job which was illustrated by the charts and photographs, and the actual amounts for each step were displayed. This presented a visual picture to the students which they comprehended satisfactorily.

The Exhibit Stimulates Further Activity

This job created so much interest among the students in agriculture and other classes in the school that it was set up in the library, and all classes were invited to see this exhibit and have it explained to them. From this exhibit at school, interest was aroused outside the school among the plantation people, and at the request of the plantation manager it was displayed for a three-week period in the plantation store window where it attracted territory-wide interest. Immediately we received requests to set up the exhibit in several business houses, schools, and at conferences.

As the sugar cane industry is the leading industry in Hawaii, and since many sections on the mainland are large producers of sugar, interest among various organizations was sufficiently strong that the suggestion was advanced that the exhibit be enlarged and sent to the National Future Farmer of America convention at Kansas City in November, 1938. These interests contributed most of the illustrative material used in the new exhibit, which was enlarged to show growing and harvesting as well as milling.

The exhibit was sent to the F. F. A. convention at Kansas City and, upon its return to the territory, was again in demand. It was shown at various community fairs and carnivals. The local plantation now plans to build a special room in which to house the exhibit. It will be located centrally to the mill and will be used in the future to explain to visitors the process of milling before they are conducted thru the sugar mill.

One Exhibit Leads to Another

Our second accomplishment in the field of illustrative teaching material for the students and community is an exhibit featuring the three major insects of sugar cane, with natural-colored pictures, life cycles (stages), parasites, and a brief history of each insect supplemented by actual specimens (named) of the insects attached to preserved damaged parts of cane showing the various stages of infestations. Most people do not realize nor understand that insects go thru these various stages and that a good many insects are controlled by biological methods as well as artificial.

To emphasize the significance of biological control, the extremely small parasitic insects are mounted under magnifying lenses so that they may be distinguished one from the other. A clearer picture of this particular study is thus obtained.

At the present time we are working on plans to build an exhibit featuring the pineapple industry. We hope to show the growing, care, harvesting, and canning of pineapples, as well as diseases and insects of the plant and fruit. We anticipate completion of this work during the present summer.

These are just a few of the many possibilities in the field of agriculture which can be worked out by students for their benefit, and also that of the community.

Supervised Practice

H. H. GIBSON

Making Home Visits Effective

E. W. ROWLEY, Teacher,
Chicago Heights, Illinois

THE home project visit is one of the most significant educational techniques in the field of agricultural education. Experienced teachers are aware that there is often too much emphasis placed on the visit and too little real scientific thought given to the improvement of the project. In the interest of efficiency in supervision it is important that the teacher really accomplish something after he arrives at the farm. Most farmers appreciate a friendly chat with the teacher, but it is not desirable that he earn the reputation of spending most of his time in doing but little work and much friendly visiting.

In making a survey of 28 departments of vocational agriculture in 1936[1] some interesting facts were revealed. Much has been said about the added expense the teacher of agriculture has in visiting projects and it would seem that most teachers would know approximately what this expense amounts to per year. However, only one teacher in this study knew exactly the number of miles traveled in visiting projects and only five had any systematic way of accounting for the number of visits made.

The schools in the study were divided into three groups on the basis of total enrollment in the entire school and it was found that nine of them had over 200 pupils, nine had between 100 and 200 pupils, while the other ten had less than 100 pupils. These groups, for purposes of this study, were called A, B, and C, respectively. For groups A, B, and C the median number of project visits made, according to the approximations of the instructors, were 269, 190, and 155, respectively. The lowest number made in each group was 35, 35, and 100 while the highest was 695, 485, and 325. No doubt it is necessary for the men in the largest group, who have the most boys, to make the most calls. It is hard to understand why there should be a range of from 35 to 695 within the same group. It would certainly be safe to state that teaching methods differ greatly within the same size grouping, and that some men spend a great deal more time and money than others do visiting boys.

The median miles traveled for each of the groups A, B, and C were 6,250, 5,000, and 4,000. The high for each of these groups was 18,000, 8,500, and 10,000, while the low was 1,000, 2,500, and 1,500 miles, respectively.

Altho these figures are, for the most part, only approximations it would seem very apparent that some means of encouraging project visiting is very necessary in many cases, and that some method of keeping records of these visits would fit into the picture very well if we wish to succeed in establishing attitudes of efficiency concerning this angle of our profession.

The Need for Constant and Efficient Project Visiting

Usually there is a serious need for rather radical changes in the project during the period of its inauguration. Of course it is reasonable to expect that each boy will have made rather definite plans for the carrying on of the work before it is started, but it is well known that many boys find it difficult to translate theoretical teachings into actual practice, and that in many cases the teacher wishes to have the project carried on at a much higher plane than is the rest of the work on the home farm. Many suggestions and criticisms must be left with the boy and, in cases where the teacher is not well known in the family, the parents may take these suggestions rather lightly in the hope that the instructor will have forgotten all about them when he returns. If the parent is not at home when the visit is made he may discredit, in the eyes of the boy, the suggestions of the teacher. Even after the project is well established it is very necessary that project visits be made often and systematically if the boy is to continue to make satisfactory occupational growth and adjustment.

Stewart and Getman, in *Teaching Agricultural Vocations* state, "Project visiting should focus on definite points, and a memorandum of the conditions needing attention and the recommendations made should be left with the boy. A pad, similar to a sales pad used in a store, has been used profitably by many teachers. It is convenient and, if taken seriously, it is an excellent tool for supervising the pupil and becomes an invaluable record for his use. It is absurd for the teacher to try to remember the details of all projects and his recommendations concerning them. If he keeps a written record he will be more likely to remember such details, and if he forgets he can refer to the record."[2]

Swine Project Check Sheet

Ignore Items Not Checked
Please Correct Checked Items at Once

Care and Management

1. A scrub is always a scrub, regardless of care and feed.
2. Sows should farrow in March and September.
3. Build individual farrowing pens.
4. Construct a guard rail 10 inches from floor a week before farrowing.
5. Wash your sow with soap and water before she farrows.
6. Scrub pig house with boiling lye water before farrowing time.
7. Old sows may get too fat—hand feed until farrowing.
8. Raise each litter on new ground.
9. Vaccinate all pigs against cholera.
10. Handle your sow until she becomes tame and used to you.
11. Keep your pigs separate from those on the rest of the farm.
12. A good swine sanitation program is insurance against disease.
13. You need a portable pig house.
14. Provide more ventilation in pig house.
15. More daylight needed in your pig house.
16. Construct artificial summer shade.
17. Make house warmer by insulating in some manner.
18. Make warm sleeping quarters—a false roof will often help.
19. Construct a better gate.
20. Construct a loading chute.
21. Construct a pig crate.
22. Construct a feeding floor—pigs waste much eating on the ground.
23. Construct a creep-feeder.
24. Construct a hay feeder.
25. Construct a hurdle.
26. Your records should be kept up to date and in the file at school.

Feeding

1. Give sow a bran slop two days before farrowing and also one feeding a day of this for at least two weeks after farrowing.
2. Feed sow and litter corn and protein supplement (as tankage or soybean oil meal) in a self feeder at all times.
3. Pigs should have free access at all times to a mineral mixture consisting of 10 parts of fine ground limestone, 10 parts of bonemeal, and 5 parts salt. Start them easy on this mixture.
4. A good summer pasture, preferably a legume, with a pig-proof fence should be provided.
5. If you wish to creep-feed your small pigs they may have free run to a mixture of 7 parts ground corn, 2 parts ground wheat, and 1 part tankage until they weigh 70 pounds.

Other Improvements to be Made

Teacher's Signature

Student's Signature

The Check Sheet and How It Works

The check sheet might best be defined as "a list of common criticisms." For any given type of project, such as poultry, sow and litter, dairy, or truck garden, a separate check sheet may be made by the teacher to fit his own situation. Usually practices vary from community to community so that any such list which would be very appropriate in one place would not serve as well in another. Duplicate copies of each list are made and carried by the teacher whenever project visits are being made. After making a careful examination of the project and talking it over with the boy and his father the check sheet can be gone over in a cooperative manner, with both teacher and boy suggesting items that need correction. The sheet may then be nailed up on the inside of the coop or barn with thumb tacks which the teacher carries with him, like his boy's permanent record of the visit.

In the case of crop projects it is best to place the sheet in some convenient spot where the boy will see it often, usually in the barn. The idea is for the boy to work toward a clean check sheet and it is surprising to note how well these checked items have been corrected before the next visit. By using a sheet of carbon paper the teacher may easily make for himself a permanent record of all visits, which can be used to great advantage for many purposes. Each sheet has, in addition to the material shown here, a heading which includes space for the name of the boy, the date of the visit, the miles traveled in making the visit, and the number of the visit to that particular boy. At the bottom of the sheet space is left for any suggestions not listed in the main body of the sheet, and for the signatures of the boy and the teacher. The signature of the boy seems to be of particular importance in making him feel that he has had a part in the visit.

Two project check sheets are included here: a short one, and one which includes many items due to the fact that, since it concerns poultry, it must necessarily include brooding, rearing, and caring for layers.

Poultry Project Check Sheet

Ignore Items Not Checked
Please Correct Checked Items at Once

Brooding and Rearing

1. The best chicks you can buy are none too good.
2. Purchase chicks for heavy breeds in March and for lights in April.
3. Study Illinois Circular 291, Brooder Houses.
4. Study Illinois Circular 329, Raising Chicks.
5. You need eight feet of feeding space for each 100 chicks.
6. Chicks must roost at an early age.
7. Provide more ventilation.
8. Thoroly clean brooder house at least once a week.
9. Remove cockerels at broiler age.
10. Have fresh water at all times.
11. Construct a water stand with a large water container (see Ill. circular 33, page 16).
12. You need an outdoor range feeder.
13. Provide growing pullets with grain and mash free-choice.
14. Baby chicks should have mash, grain, and grit in hoppers.
15. Mash should contain cod-liver oil.
16. Provide a clean, grassy range.
17. A burglar alarm is advisable.

Feeding of Layers

1. Make a V-feeder for moist mash.
2. Fresh water at all times is necessary for best egg production.
3. Feed 14# grain per day per 100 hens.
4. Feed mangels, alfalfa hay, etc.
5. Keep laying mash in a self-feeder before birds at all times.
6. Suggested feeding schedule: Morning—⅓ of day's scratch. Noon—moist mash to last 20 min. Afternoon—⅔ of scratch (or at 8 p. m. if you have lights).
7. Feed grit at all times.
8. Feed oyster shell at all times.
9. Warm drinking water from Oct. 1 to Apr. 15. Ice picking and egg production do not go together.

Management of Layers

1. Your record book should be kept up to date and in the file at school.
2. More frequent cleaning of litter is necessary.
3. More nests needed—1 to each 5 hens.
4. Nests should have sloping tops.
5. Construct drop boards under roosts.
6. Provide more ventilation.
7. Construct a broody coop.
8. Construct hinged roosts to make cleaning easier.
9. Construct a mash self-feeder.
10. More daylight needed—1 sq. ft. of opening to every 10 sq. ft. of floor space.
11. Raise feeders off the floor.
12. More roosting space needed.
13. Four sq. ft. floor space per bird needed.
14. A burglar alarm is advisable.
15. Clean drop boards twice a week.
16. Spray for mites, using kerosene and crank-case oil.
17. Dip birds in sodium fluoride solution to kill lice (one tablespoon to each gallon of warm water).
18. Paint roosts with "Black Leaf 40".
19. Keep 6 in. wheat straw on the floor.
20. Gather eggs twice a day and keep in a cool place.
21. Market eggs to private customers.
22. Give birds a worm treatment.
23. Cull your flock closely and sell all culls immediately.

Other Improvements to be Made

Teacher's Signature

Student's Signature

Advantages Found in Using This System

There are many advantages which accrue to both teacher and student from the use of these forms. Some of them are:

1. They can be read. Many times when the teacher attempts to write suggestions on a piece of paper in cold weather it is difficult to decipher what has been written.

2. Much time can be saved by avoiding the writing of all suggestions in longhand.

3. A permanent record of the teacher's recommendations is left with the student so that he has something "in black and white" to talk over with his parents. No amount of arguing on the part of the parent can change the checked criticisms left with the boy.

4. Another very important feature of this system is that it gives both the teacher and student a rather complete coverage of the project field. It should eliminate the occasions when the teacher leaves a boy's home after making a visit only to discover later that he has neglected some angle of the business which should have been mentioned and was very important.

5. The preservation of these check sheets gives the student a record of progress made and hence serves as a motivating force for further project improvement thru this device.

6. These sheets serve as an excellent device for giving a great amount of advice in concentrated form. This is especially helpful in cases where the teacher feels he cannot spare the time to make visits often, as in the case of boys who are not yet in school but who want to start projects. If properly administered in such cases as this, many boys will have well-established projects before they enroll in vocational agriculture.

7. One of the most important features of this device is that the teacher is forced to take a definite stand in project work. Those who have had years of experience know how easy it is for the

(Continued on page 178)

J. B. McCLELLAND

Farmer Classes

O. C. ADERHOLD

Establishment as an Essential Phase of Part-Time Programs in Agriculture

RUSSELL B. DICKERSON, Teacher Education,
State College, Pennsylvania

R. B. Dickerson

IN developing a year-round program for our young farmers in Pennsylvania we are endeavoring to look upon our program from a long-time point of view, with each yearly program integrated into the whole. To accomplish this, each yearly program is designed to contain at least four major points as follows:

1. Placement and establishment—preparation for living as well as farming.
2. Provision for individual and group responsibility thru the use of an advisory committee in planning programs and thru monthly Young Farmers' Association meetings.
3. Providing instruction and activity of varying degrees of intensity thru-out the year—intensive, general, emergency, and individual units of instruction together with special activities.
4. A supervised farming program for members providing actual experience in solving problems of immediate concern to the young men.

This article will be devoted to a discussion of the first point, namely, placement and establishment. Our young farmers are primarily concerned with seeking some insight into the question—Where do we go from here? The need for farm laborers in rural communities in Pennsylvania provides an almost constant employment opportunity for our out-of-school farm youth, either on the home farm or neighboring farms.

As an illustration, two members (brothers) of Roy McMinn's part-time group in Abbington school district in Lackawanna County are living at home and working on their father's farm for a definite wage and the privilege of keeping their jointly-owned car filled with gas from the farm tank. Further, each grows two acres of potatoes yearly from which he receives all the receipts. As they are receiving apprenticeship training with their father and are gradually accumulating an equity they are at the present time perfectly satisfied with this set-up. As courses of instruction are developed by and for them, provision should be made for a study of this problem as it relates itself to the individual group.

The teacher of agriculture is in an excellent position to improve the employment situation in many cases by providing systematic instruction thru the part-time class and by assisting individuals in obtaining improved employment opportunities. Ultimate placement and establishment, however, is a major question in the minds of a large majority of our young farmers and it behooves teachers of agriculture to look at the procedures of solving the question from all angles. Placement and establishment should be considered from at least three points of view, namely, in farming, in other employment, and in social and civic activities.

Establishment in Farming

The chief objective of part-time classes in vocational agriculture and the program of systematic instruction for out-of-school farm youth is to develop the ability of the individual in specific farming and related occupations. It is recognized that the part-time school as provided in vocational agriculture is not adapted to meet the need of all out-of-school farm youth nor can all out-of-school farm youth be accommodated in the part-time classes in agriculture. Selection of the class members becomes a vital factor to the success of a part-time program. One of the first responsibilities of the teacher of agriculture is that of developing with the out-of-school farm boy an understanding of his opportunity for happiness and success in a given type of farming or in an occupation related to farming.

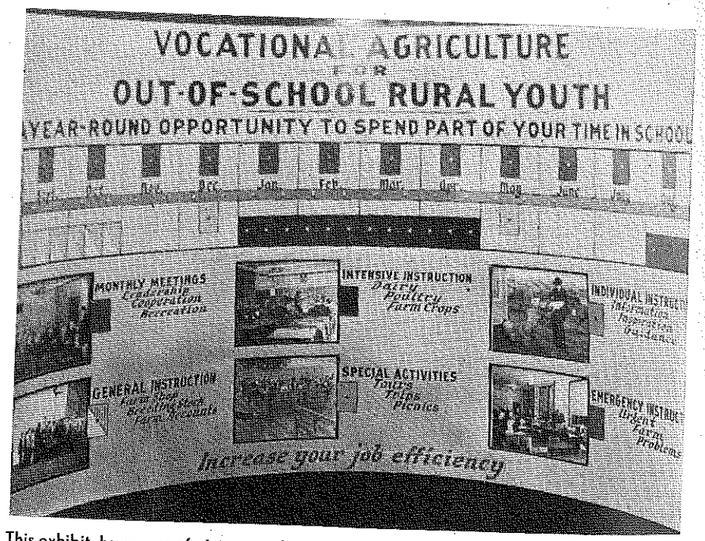
Members of this group are interested in earning money. The teacher can assist his students to get started in the farming business by developing some crop or livestock enterprise on the home farm or by renting some additional land. In other cases the teacher may be able to assist the young man and his father in working out a partnership agreement on the home farm, or a partnership arrangement with some other farmer. The possession of a little equity in a farming business with an opportunity to gradually increase it will go a long way toward ultimate establishment in farming.

Establishment in Related Occupations

The group may need training to enable them to become more proficient farmers during the time that they are employed on the farm. They may also need assistance in ways of earning money in some other occupation in the community. The many contacts of the teacher of agriculture put him in possession of many facts concerning occupational opportunities either in the local high-school area, the county at large, or, perhaps, in an even wider area. If the out-of-school farm youth would come to look upon the teacher as a potential "clearing house" for many of these opportunities, some very pleasant relationships could be established between the employer, teacher, and employee.

The local or county dealers in farm machinery, fertilizers, seeds, or even the farm building contractor in a given situation, are often in a position to offer a young farm lad an excellent opportunity to earn a good wage while at the same time he may become proficient in selling and serving the public with the wares of the business.

A farm boy who has had training in vocational agriculture and is now pursuing the part-time program in his community, who finds it necessary to seek employment with one of the farm businesses closely related to farming as a step toward eventual establishment in farming, has an excellent opportunity to apply himself wholeheartedly to the best interests of his employer, the product, and the consumer, with the goal of acquiring as much business experience and knowledge as possible for use in his own cause as he later becomes engaged in farming for himself.



This exhibit, by means of pictures and a six-colored lighting device, points out six important phases of the part-time program. Russell B. Dickerson, of Pennsylvania State College, prepared the exhibit, using as a basis Dr. R. W. Gregory's chart on part-time work. It was shown at the 1939 Pennsylvania Farm Show, The American Country Life Association Convention, and at other events

Establishment in Social and Civic Activities

The social aim is stressed in all types of education, but it seems to be especially important in the case of these young men because of their limited opportunities for participation in social and civic activities.

Placement and establishment is the key or pivotal question in the minds of a large majority of our young farmers. As we develop courses of instruction for them, provision should be made for a study of this problem as it relates itself to the particular group with which we are dealing at the time. We may differentiate between placement and establishment and then further differentiate when it comes to dealing with the problems of establishment alone. Generally speaking, placement may be thought of as being primarily a qualitative thing. It is related to opportunity or fact of opportunity. Establishment, then, is more of a quantitative thing. How far into placement we may go and upon what levels of placement, is dependent upon local factors for the most part. In differentiating in the meaning of establishment we should consider the various areas of farm living and not confine our thinking entirely to the economic area. Granting, of course, that economic establishment is and must be at the very heart and core of all establishment, we do not believe we have satisfactorily solved the problems of establishment with these young men when we have confined our attention to its economic phase. In addition, then, we should incorporate into the training program, or at least that part of it which is concerned with establishment, some study and discussion of civic, social, recreational, health, and co-operative aspects. If and when this is done, we have a comprehensive approach to the whole problem of saisfactory adjustment to life in farming communities.

The ultimate outcome of our interest in these young men, from the standpoint of establishment in employment or in farming, should be made manifest first when the young man who is wanting to farm or is seeking employment turns to his teacher of vocational agriculture for help. In the second place, the teacher knows intimately and well the farmer who owns the farm which the young man is desirous of renting or the employer with whom he would like to work. In the third place, the teacher knows the farm which the young man wants or the farm or business where he wants to work. In the fourth place, the man who has the farm and is looking for a tenant, or the farmer or business employer comes to the teacher of vocational agriculture. When all four of these things exist in a situation, we certainly will be in a position to make a real solution in the whole problem of placement and establishment.

In Conclusion

When teachers of agriculture will look upon part-time and evening-course instruction as an integral part of their vocational program and will plan all their work on a year-round basis with the ultimate goal of a long-time program then, and only then, may we expect to see real and lasting effects in the farming business of the young and adult farmers of the future.

This work is our responsibility because of our training, experience, and inherent interest in the farm boy and the farm. Let us not fear that this responsibility will be taken from us, but let us continue to avail ourselves of the unlimited opportunities which lie ahead of us for improving our farming citizens and our farms.

Related Instruction in Local Government

W. HOWARD MARTIN,
State Supervision,
Burlington, Vermont

ONE of the most challenging problems facing teachers who are conducting programs for young farmers is the selection and organization of subject matter. It is particularly difficult because of the lack of homogeneity of interests, abilities, and opportunities possessed by the individuals comprising the group. Placing the emphasis on establishment in farming, rather than on technical aspects of specific enterprises in which the young farmers do not have an active interest, is a recent trend which is an indication of the validity of the foregoing statement.

Becoming established in farming or in an allied occupation is now generally recognized as one of the major objectives which teachers should strive to have young farmers attain. There are many phases of this problem as well as other problems which should not be overlooked. The problems of establishing a satisfactory farm home and of taking one's place in the community as an informed and constructive citizen, should be considered as pivotal for other instructional units.

There is an apparent need for keeping the unit courses broad in scope rather than in restricting instruction to technical agriculture. The teacher should be responsible for such instruction in agriculture, but it should generally be given at the time when it is actually needed by the young farmers. Furthermore, much of this special instruction must be of an individual nature.

WITH the hope of broadcasting the program for young farmers in Vermont, a series of problems dealing with town government was prepared. This unit was entitled "Our Town Government." There were four divisions of the unit: (1) "Who Runs Your Town Business?" (2) "How Is Your Town Business Financed?"; (3) "How Was the Money Spent?"; and (4) "Town History and Development." A teacher's guide which included suggestions on methods of teaching the unit was also prepared. The introduction to the teacher's guide was as follows:

"The efficiency and success of the democratic form of government depends primarily on having citizens who are informed on its problems, on having citizens who prize their opportunities, and on having citizens who are willing to contribute time and energy to the solution of its problems. If this be a sound philosophy, where can we, as teachers, find a better opportunity to inculcate certain of these ideas in rural youth than in the study of the local town business?

"Town* government involves all of the principles of the larger units of government; it is part and parcel of the experience of all rural youth to a greater or a lesser degree. It appears, therefore, to afford an ideal teaching situation with which we, as teachers of agriculture, should deal. Especially is this true in connection with part-time and adult-farmer groups and in F. F. A. meetings, if not in all-day classes of vocational agriculture.

"The series of four units which accompany this introduction presents a plan for studying certain phases of the problem of town government. Many more units could readily be worked out by the teacher who becomes interested in the problems. The units, in general, consist of (a) one or more sheets of questions and problems which the class members will use as a guide in their study and discussion, and (b) suggestions to teachers relating to the teaching of each unit."

In areas where the town is not the unit of government, the county, township, and village may be studied. This appears to be a logical approach to the study of the State and Federal governments and their relationships to each other and the smaller units.

**Special Editor's Note:* The term "town government" as used in the New England States refers to local community government units such as are included in village and township subdivisions in other sections of the country.

Book Review

Among the Danish Farmers, by E. J. Perry, 191 pp., illustrated, published by Interstate Printing Company, Danville, Illinois, price $1.60. While much has been written in recent years about Denmark's co-operative marketing, little has been said about co-operative production. The author places emphasis on co-operative production with special attention to the work of the Control and Breeding Societies. An attempt has been made to present information that will be both interesting and helpful to those who are concerned with agriculture in general and with dairy farming in particular. The book is interesting and should prove of value to teachers of vocational agriculture and others interested in co-operation and agriculture.—A. P. D.

L. B. POLLOM

Farm Mechanics

Whither Custom Work in the Farm Shop?

R. W. BIERMAN, Teacher,
Anselmo, Nebraska

CUSTOM work may be defined as shop work done for farmers or others in the community who do not have boys enrolled in vocational agriculture. In Nebraska many teachers have become interested in custom work because the drouths of the last six years have, in many cases, made it difficult for farm boys to finance needed construction projects for themselves.

In considering the subject of custom work several questions present themselves. To what extent is the farm shop work which is being done custom work? Is custom work considered by the teachers of agriculture as necessary or desirable? If custom work is desired what means are most effective or most commonly used to secure it? Are instructors ever overloaded or asked to do more custom work than can be handled conveniently? What advantages and disadvantages have agriculture instructors found in custom work? In order to secure opinions on this subject a questionnaire was sent to a group of Nebraska instructors. Forty-four replies were received. Since this is very nearly half of the instructors in the state, it is believed that the replies represent fairly accurately the opinions of Nebraska instructors.

The amount of shop work which could be called custom work varied somewhat, but nearly half reported 10 percent, or less. Nearly all reported that less than 50 percent of the farm shop work done was custom work.

The following table shows the opinions of the teachers surveyed in regard to the desirability of, or necessity for, custom work in their departments.

Opinions	No. of Teachers
Neither necessary nor desirable	6
Desirable but not necessary	13
Necessary but not desirable	1
Both necessary and desirable	22

Several teachers qualified their statements to say, in effect, that custom work was desirable for advanced classes but not for freshmen.

Half of the teachers reporting used no special methods to secure custom work. Very few used advertising, and several teachers wrote that advertising could irritate local carpenters and mechanics. The methods most commonly used were solicitation by the instructor and by the boys. Several teachers used two or more methods.

The amount of custom work which can be handled in any shop depends partly on the methods of teaching used and partly on other factors. In this connection 30 of the 44 teachers whose replies were received stated that they were sometimes asked to do more custom work than could be handled conveniently. A few said that most of the time they were asked to do more work of this kind than they could do. Twelve instructors reported they were never asked to do too much custom work. It would seem in this connection that except for certain occasional "rushes" very few teachers are offered too much custom work.

When Is Custom Work Justified?

It is the general purpose of the shop program to teach the boys the various skills necessary in performing ordinary woodwork and forge jobs on the farm as well as those necessary in sheet-metal and motors work. These skills can be acquired thru "exercise" work if desired. However, most instructors believe that a better job of teaching is done when the boys acquire these skills thru construction work or repair work on actual projects. It is better, for example, for the boy to learn how to use a saw and a plane by making a poultry feeder than thru sawing and planing "exercises." In order to have these projects on which to work the boy must provide the material for making them.

During the past five or six years, and perhaps longer in some cases, many instructors have found that the boys or their parents are not able to buy material with which to construct projects for themselves. In these cases the instructor can either fall back upon "exercise" work, or he can secure enough custom work to keep the boys busy. In poor regions, therefore, custom work has a definite value in that it enables the boys to continue making life-size, practical, construction projects. In good regions where many farms are already well equipped custom work may also be valuable.

In departments where many town boys are enrolled custom work helps to provide these boys with more farm shop projects. If good work is done, the department is also advertised. The advertisement also works in reverse if poor work is turned out. Several teachers reported that they believed custom work extended the usefulness of the department in a community. School boards and administrative officials like to see large projects turned out. One good wagon box looks more impressive than 50 bread boards, however well they are finished. Sometimes custom work is the only way in which these larger projects can be secured.

Disadvantages of Custom Work

Custom work also offers several disadvantages. Many farmers want projects completed in too much of a hurry. The amount of time spent in shop by boys enrolled is naturally limited in every school. It is sometimes difficult to explain why a job which a farmer might do in two days may take a month in the shop.

The work may be too difficult, especially for inexperienced teachers or where shops are inadequately equipped. Cheap material may be offered for use in construction. Some people expect the boys to turn out good work from old lumber which really should be used for kindling. Sometimes impractical work is offered. There are always fellows with peculiar ideas who want the teacher of agriculture to carry them out.

THERE seems to be some lack of personal interest by the student in custom projects. Students may neglect necessary repair jobs at home when working on these projects. In departments where too much custom work is offered, it is hard to draw the line as to jobs to take on. Custom work also tends to expose the instructor to criticism. One teacher said, he (the teacher) is "sticking his neck out." Some patrons do not make allowances for the relative inexperience of the boys nor for the fact that the teachers may be supervising from 15 to 30 or more boys at each farm shop period. A few teachers reported that custom work interfered with a planned shop schedule and some said that the shop in the department of vocational agriculture might be expected to do all school repair work if much custom work is undertaken.

In conclusion it may be said that in spite of some disadvantages custom work is valuable in enabling boys of limited means to acquire skills on life-size construction projects.

Finding Educational Values in Farm Mechanics

G. W. BUSING, Teacher,
Leaf River, Illinois

EFFECTIVE instruction in farm mechanics carries many educational values expressed in terms of acquired or changed habits, skills, knowledges, or attitudes. Kilpatrick has said, "When we consider the kind of school demanded three things stand out. First, it must be a school of life, of actual experiencing—no other one could furnish the needed learning conditions. Second, it must be a place where pupils are active, where pupil enterprises form the typical procedure, for purposeful activity are the typical units of the worthy life wherever lived. And, third, an interested and purposeful teacher."[1]

Farm mechanics contributes greatly to the first two points in the kind of school we need. There is no doubt that when a farm boy plans and constructs an individual hog house a good deal of forethought is required; that he is putting into practice a few of the fundamentals and details in construction. He studies many plans. He doubtless looks around while he is riding to school, or while he is driving to the city, to get a number of ideas or patterns for the construction of his house. He settles in his mind whether it shall have a floor in it or not. He decides whether it shall have a single-slope roof, or if it is to be "A"-shaped. He figures lumber bills, decides whether he is going to use shiplap or drop-siding, determines whether he should use soft pine or fir, and determines how much it is going to cost and how long it is going to last. He finally selects a paint, and then comes the biggest job, construction. This is a school of actual experiencing; it is a place where activity is promoted, where pupil enterprises form the basis for purposeful activity.

WE ARE rapidly coming to realize that the mind is not to be used as a granary or a place for cold storage. "Our minds are best used when we can put them and a little effort to work in meeting problems and in conducting enterprises. No doubt, in this way, our past learning is kept alive and active."[2] The boy who constructs an individual hog house exercises mental and physical effort in meeting problems. He will find out that unless the building is on the square the door is not going to fit. If he makes a mistake the first time, he is going to use more precautions the next time. That boy is learning, he is being educated because he is being "led to do," and "to develop." These are educational values.

A course in farm mechanics "educates while doing," and applies the principle of learning by doing. It concentrates and directs the attention and interests of the student for better farming, it exercises a cause for investment in materials for permanent equipment, it leads to successful projects, and ultimately helps to make better farmers.

A course in farm mechanics strengthens the social objectives in education. The farm mechanics class may be considered a social laboratory. Due to its informal nature a boy's social contacts are strengthened. He learns to co-operate with his neighbor. He learns to share his tools, to work with another on the same construction. He learns how to act as a foreman on the job. He learns to understand, respect, and appreciate his fellow workers. He learns that certain rude forms of conduct are taboo and that he is one of the individuals who helps to build desirable moral conduct.

Effective instruction in farm mechanics carries many educational values to the future farmer. It is a place for actual experiencing and putting into practice. It is a place for purposeful activity. It is a place where mind and effort are put to work, and finally it is a place for building men and future farmers. All of these are desirable results from an educational standpoint.

1. Kilpatrick, W. H. *Education for Changing Civilization*, p. 112
2. Ibid. p. 122

The tradition of good farming is the growth of generations, and once lost cannot be quickly recovered. By intelligent planning we can still save and reenforce the vitality of American farm life, and thus strengthen the foundation of social well-being.—A. E. Morgan.

A Farm Mechanics Tool and Hardware Identification Test

NORMAN P. MANNERS, Teacher,
Edinboro, Pennsylvania

DID you ever ask a boy in shop to bring you a pair of combination pliers from the tool cupboard and have him return with a pair of electricians' pliers? Did you ever have a boy return with a street elbow when you had asked for a reducing elbow? Has a boy ever presented you with a tack hammer when the request was a riveting hammer?

As instructors in the farm shop, we have experienced waste of time with the above examples and many similar ones. It is granted that the main essential to teach is the proper use of the tools, and not necessarily the correct names for use in purchasing them; but if the boy learns the proper name by which each tool or piece of hardware is identified he will, in the majority of cases, also know their proper uses.

As teachers of agriculture we are prone to assume that boys do know the proper names for most of the tools and materials used in the farm shop. Evidence for this statement may be had by studying the scores of the tool identification sheets of the boys who have participated in farm mechanics contests.

Time is a valuable element to the average teacher of agriculture. The waste of time resulting when boys are unfamiliar with the names of tools is a disturbing factor in class and shop work, in project work, and in the conducting of shop demonstrations. To eliminate some of this loss of time the writer prepared a test or tool identification sheet. As yet, this test has been used primarily in the ninth and tenth grades.

At the beginning of the school term, as a preliminary procedure, the new pupils are conducted on an exploratory tour of the shop. The purpose of the tour is chiefly to acquaint the boys with the tools and hardware which will be at their disposal during their shop work. As a general rule about one half of the group will be able to supply a name for about 50 percent of the tools shown to them. The names which they give are very seldom the names by which the equipment is purchased. Frequently the names suggested are colloquial.

TOOL IDENTIFICATION SHEET

Instructions—Place the number of the tool upon the blank space to the left of the corresponding purchasing name.

1—Breast drill	11—Hame clips
2—Half hatchet	12—Expansion bit
3—"C" clamp	13—Pick-up tongs
4—Bit gauge	14—Pipewrench
5—Plumb	15—Doubletree
6—Try square	16—Anvil
7—Single tree hook	17—Block plane
8—Glass cutter	18—Auger bit file
9—Plow share	19—Pruning saw
10—Nail set	20—Stove bolt

(The above represents one fifth of the actual test)

Following the exploratory tour, which may have a time duration depending entirely upon the tool furnishings of the shop, the class is presented with the "Farm Mechanics Tool and Hardware Identification Test." Pictures of tools are clipped from catalogs, pasted upon stiff-back cardboard, and numbered. Usually five tools or pieces of hardware comprise a group. Each boy is given one of the mounted strips. He also receives an identification sheet as shown below.

On the sheet have been placed the purchasing names of 100 tools and pieces of hardware found in the school. Only things actually found in the shop are included. The boy places the number of the picture on the blank space to the left of the corresponding name. If names and tools and materials have been properly associated together, the boy experiences very little difficulty in successfully completing the test.

The test is given four times during the year to determine the pupil's progress. Limits for the test depend entirely upon the shop equipment and the resourcefulness of the instructor.

Training for Rural Leadership

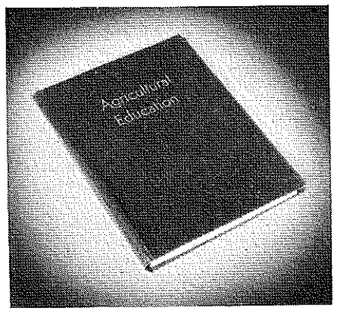
(Continued from page 163)

soil. One of the reasons for the unfavorable position of farming is that the struggle for existence has made it impossible for farmers to occupy places of leadership. When enough economic rights are restored to farmers to enable them to have a satisfactory standard of living, and perhaps a bit more, then we shall see men of the land taking their places in the councils of men as leaders and as intelligent guardians of our bill of rights.

If this be so, we who have the responsibility of guiding the training of boys and girls of the farm also have the responsibility of developing those qualities of leadership which farmers should possess.

Ignorant and untrained farmers are the playthings of designing people. Trained farmers are the bulwark of democracy. We must have trained farmers if we are to continue to enjoy liberty as we have known it in this nation.—E. R. Alexander, Texas.

Our Magazine Binder



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Studies and Investigations

C. S. ANDERSON

Occupational Status of Men Qualified at Iowa State College Since 1923 to Teach Vocational Agriculture

MELBURN C. KNOX, Graduate Student,
Iowa State College

WHAT opportunities are there for a young man in the field of agricultural education? This question is in the mind of many college students, teachers, teacher-trainers, and supervisors of vocational agriculture. In an endeavor to find the answer to this question, a survey was made to discover the occupational experiences of 325 men qualified at Iowa State College since 1923 to teach vocational agriculture in high school.

Complete data regarding occupations and incomes were secured from the records of the Iowa State Board for Vocational Education, the State Department of Public Instruction, the Iowa Agricultural Extension Service, the Farm Security Administration, the United States Office of Education, and by correspondence with individuals. Partially complete data were secured for 320 out of the 325 men who have qualified in Iowa since 1923. Complete data were obtained for 294 qualifiers.

For teachers who have no separate travel allowance, their incomes were reduced to net incomes by subtracting $130, which is the sum received by teachers who did receive such allowance in 1937-38. The various occupations followed by men prepared to teach vocational agriculture were classified for ease in comparing and handling as shown in the accompanying table.

Men Enter Occupations for Which They Are Prepared

About 95 percent of the men qualified at Iowa State College were found to be engaged in occupations for which they were fitted by their college training and experience as teachers of vocational agriculture. Only 16, or 4.9 percent of them, are now engaged in work which is neither agricultural nor educational. The exact occupational distribution is shown in the table. As might be expected, the largest number, 142, are teaching vocational agriculture. The occupational distribution grows wider with time as only 20.7 percent of those qualified in 1923-27 are now teaching vocational agriculture while 86.8 percent of the 1935-38 group are still teaching. A considerable number are engaged in agricultural extension work, soil conservation, administration of and teaching subjects other than vocational agriculture in high schools, in farming, and in college teaching.

The records of 320 known qualifiers show that 268 or 80.7 percent of them have taught vocational agriculture. Those who are now teaching have a median total experience of 6.2 years while those who have left the field have done so after teaching a median of 4.8 years. It is interesting to note that the men who majored in courses other than agricultural education while in college have entered into teaching vocational agriculture to the same extent and have remained in it as long as have the men who majored in agricultural education.

There have been 126 men qualified at Iowa State College who have left the teaching of vocational agriculture one or more times. Of this number, 117 or 92 percent have entered agricultural or educational occupations. Only 17 men have returned to the teaching of vocational agriculture, five of them from farming and four from other types of teaching.

The median incomes of men who have qualified at Iowa State College and who are now engaged in teaching vocational agriculture is $1906 per year. This compares very well with figures published by the United States Office of Education,[1] which show that, among the 46,000 alumni of the 31 institutions surveyed, college men going into teaching earned an average of about $2000 a year eight years after graduation. The incomes of teachers of vocational agriculture have, as a rule, increased with experience. The increase averages about $125 for each four-year period. This trend is even more evident in other occupations in which qualifiers are engaged.

Former teachers of vocational agriculture who have entered other occupations have, in general, increased their incomes slightly when making the change. This would, of course, be true for men leaving any occupation to enter another, since people ordinarily change occupations to secure a promotion of some type, usually financial. There has been a fairly uniform spread of men leaving each income group. The differences between the incomes of men leaving vocational agriculture might not have increased in the same manner had they remained in teaching. These differences must be qualified to some extent as is suggested in the following paragraph.

The men engaged in farming and teaching vocational agriculture have the lowest median incomes of all the groups. These median incomes and the number of men in each income group are shown in the accompanying table. It must be remembered that the cost of living in various locations and occupations is not considered in this study. Hence, an income of $1800 in a small Iowa town may be worth as much to the recipient as a much larger one is to a man whose occupation is in a large city.

Present Occupational and Income Distribution of 294 Men Qualified at Iowa State College Since 1923 to Teach Vocational Agriculture

Occupations	INCOMES: Under 1400	1400 to 1599	1600 to 1799	1800 to 1999	2000 to 2199	2200 to 2399	2400 to 2599	2600 to 2799	2800 to 2999	Over 3000	Total Number	Median Income
1. Teaching voc. ag....	2	8	37	46	27	16	5	1	—	—	142	$1906
2. Educational: other than voc. ag.....	4	2	4	6	22	11	14	16	3	21	103	2443
a. Agricultural	1	—	1	3	15	6	7	13	3	14	63	2571
(1) County agent..	1	—	—	—	3	2	6	4	1	2	19	2533
(2) Soil Cons. Service.....	—	—	—	—	9	1	—	7	—	5	22	2643
(3) Farm Sec. Admin.....	—	—	—	3	2	2	—	1	1	—	9	2200
(4) College teacher, ag.....	—	—	—	—	—	—	—	—	1	2	3	
(5) College teacher, ag. ed.....	—	—	—	—	—	1	1	—	—	2	4	
(6) Others: ag. missionary, resettlement, etc.	—	—	1	—	1	—	—	1	—	3	6	
b. Non-agricultural ..	3	2	3	3	7	5	7	3	—	7	40	2300
(1) Elem. & sec. teachers.....	3	1	1	—	7	1	2	—	—	1	17	2114
(2) Admin. and supervisors....	—	1	2	3	—	2	4	2	—	4	18	2450
(3) College teachers.....	—	—	—	—	—	2	1	—	—	2	5	
3. Non-educational.....	4	2	4	9	2	2	3	4	2	17	49	2533
a. Agricultural.....	3	1	4	5	1	1	2	4	1	11	33	2600
(1) Farming.....	3	—	4	3	—	1	1	—	—	4	16	1900
(2) Research and statistics.....	—	—	—	—	—	—	—	2	—	1	3	
(3) Farm manager..	—	1	—	1	—	—	—	1	—	1	4	
(4) Seed and feed..	—	—	—	1	—	—	1	—	—	3	5	
(5) Others.....	—	—	—	—	1	—	—	1	1	2	5	
b. Non-agricultural ..	1	1	—	4	1	1	1	—	1	6	16	2500
(1) Salesman.....	—	1	—	1	—	—	—	—	—	2	4	
(2) Journalism....	—	—	—	1	—	—	—	—	1	2	4	
(3) Others.....	1	—	—	2	1	1	1	—	—	2	8	
Totals.....	10	12	45	61	51	29	22	21	5	38	294	
Median income for all groups.....												2076

Teaching Agriculture Not a "Blind Alley" Job

In general, it would seem that teaching vocational agriculture has not been in any sense a blind-alley occupation for the men qualified at Iowa State College to teach vocational agriculture. The men who have teaching experience seem to be in demand in related fields. The men who never teach become established and receive good incomes in similar fields of work. However, those who do not teach usually start at lower incomes than do those who go into teaching vocational agriculture. The United States Office of Education, in the previously mentioned report, stated that the 46,000 graduates of 31 colleges from 1927-35 had received an average income of $1341 for the first year after graduation.

1. United States Office of Education. Economic status of College Alumni, United States Government Printing Office, 1939

Occupational Status of Graduates in Vocational Agriculture in Maryland

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THE purposes of this article are to present the results of a study showing the placement of graduates of vocational agriculture in Maryland, over a period of 12 years, and to show the extent of migration from the country to the city of the rural youth. This shift may indicate the value of the productive work of youth accruing to the community which educated them, or the extent to which these productive youth have been transferred to the urban centers which reap the profit of the education provided by rural people.

P. R. Poffenberger

Teachers of vocational agriculture have influenced many young people and agricultural practices in their patronage areas. The fecundity of their work will be revealed more and more as their graduates of today take over the farming activities of tomorrow. The teacher must strictly evaluate and analyze his boys in order to train, guide, direct, and prepare them for the work which they are about to pursue. Then he should use all resources at his command to aid in seeking employment for his graduates in the type of work for which they are best qualified. Vocational teachers are becoming employment factors in many rural communities, and they are performing a valuable service to their students and the community which they serve.

Thru the use of a questionnaire mailed to teachers of vocational agriculture, data were collected showing the kind of employment at that time of all graduates of the department from the time it was started. Data in this study are based upon the replies of 21 teachers reporting on a total of 1,369 boys. This is estimated to be about 60 percent of all graduates in vocational agriculture in Maryland. The data should be interpreted as of the date of enumeration —December, 1938.

Occupational Status of Graduates of All-Day Departments

Upon graduation, boys with training in vocational agriculture entered a variety of occupations which may be generally classified into four groups: agriculture, business, industry, and professional work—each of which has many ramifications as to the type of work involved.

Graduates in vocational agriculture are by no means immune to the perplexities confronting youth when they complete high school, which marks another milestone in their life's career. Many of them enter the agricultural occupations for which their high-school course has specifically prepared them; others are lured to the cities seeking employment in business or industrial work; and there are the small, but perhaps more fortunate groups, who have the opportunity to continue their educations in institutions of higher learning.

Of the 1,369 graduates studied, the total number included in this study, about 877 boys, or 64 percent, remained in the community in which they lived while attending school. Approximately 430, or 31.4 percent, migrated to sections outside of the community. The remaining 62 boys, or 4.6 percent, were not definitely identified as to location.

Agricultural occupations attracted 845 of these boys, or 61.7 percent of the total number of graduates; non-agricultural occupations claimed 462, or 34.7 percent of them; and the other 3.6 percent were not classified.

Migrants and Non-Migrants

Of the total number studied, 21 percent were working at home with either a definite allowance, an indefinite allowance, or an income from one or more enterprises. Five percent were employed as farm laborers away from home. A relatively large number, 10.8 percent, were farm laborers working for wages. Only 4.1 percent were farm tenants while 3.2 percent were farm owners and operated their own farm. One half of one percent were absentee landlords; one percent were employed as farm managers; 5 percent in allied agricultural occupations in the community; and 13.4 percent in work not related to agriculture in the community.

Graduates employed outside of the community in which they attended school were also grouped according to occupations followed. The number attending college accounted for 5.3 percent of the total of 1,369 boys; those employed in agricultural colleges, .6 percent; in United States Department of Agriculture, .8 percent; as teachers of vocational agriculture, 1.6 percent; as county agents, .1 percent; employed in business, 10.8 percent; in industry, 6.9 percent; and in farming and allied agriculture, 5.3 percent of the total number of graduates.

The number of boys deceased amounted to 1.3 percent of the total. The whereabouts of 2.6 percent of the total were unknown, and .4 percent of them were in unclassified or miscellaneous occupations.

It is worthy of note that only three-tenths of one percent of the 1,369 boys were unemployed at the time the data for this study were reported.

Summary

Agricultural education, as developed under the Smith-Hughes Act and given impetus by subsequent congressional acts, has progressively increased in scope and influence. The growth has been rapid in Maryland. For the school year 1917–1918, there were five departments of vocational agriculture with a total enrollment of 67 pupils, as compared with the school year 1938–1939, in which there was a total of 56 departments and an enrollment of 2,245 pupils.

Farming is the most important occupation followed by graduates in vocational agriculture from these departments. More boys go into farming than any other individual occupation. Of the 1929 graduates, more of them are now in business than in farming. About 50 percent or more of the graduates of each year since 1931 are now in farming or allied occupations. Graduates of the past three years have taken up farming as a career in over 50 percent of the cases.

The data indicate an increasingly larger proportion of each year's vocational agriculture graduates employed in farming at present from the classes of 1929 to 1939, and a decrease in the proportion of graduates of each class employed in business and industry at present.

Graduates in vocational agriculture enter a variety of occupations and go into many different localities for employment. About 64 percent of all graduates remained in their home community, and about 61.7 percent went into farming or allied agricultural occupations.

Teachers of vocational agriculture should take cognizance of their influential position in their respective patronage areas and operate their departments and conduct their work and community activities accordingly.

Future Farmers of America

L. R. HUMPHERYS

Putting the Members to Work*

LESLIE NELSON, Adviser, Box Elder Chapter
Brigham City, Utah

Leslie Nelson

IN THE previous articles of this series we have discussed the election and functions of the various officers in the local Future Farmers of America chapter. It would seem very appropriate now to give some consideration to that part of the organization in which much of the real work of the chapter is carried on: *committees and committee functions.*

Delegating Responsibility

In the typical American institution, whenever an important job is to be done, the first step is to delegate the work to an individual or committee and to fix the responsibility for getting the work done. The operation of an efficient F. F. A. chapter offers no exception to this practice. It is true that in some chapters the officers try to take the responsibility for doing too much of the work.

Occasionally one will find a president who is somewhat of an administrative genius. He attempts to efficiently supervise the social, recreational, and business activities of the whole chapter. But for the most part whenever a chapter fails to make use of committees, it does not have a functioning program and a democratic institution. In fact, to fail to delegate much of the responsibility of the local chapter to the membership thru individual committee assignments is to rob the members of an opportunity to grow and share in the administration of the affairs of the chapter. Furthermore, I can say without fear of contradiction that the chapters that are making real progress are those in which there are several committees organized and working towards a predetermined goal. The element is so much in evidence in chapters visited that I have come to the conclusion that the accomplishments of any one chapter are in direct proportion to its ability to utilize its membership on active, participating committees.

Committee Appointments

In discussing committee organization with advisers it has been interesting to note two distinct methods used in appointing committees. One group of advisers suggests that the program of activities should be formulated before the committees are appointed to carry out the program. The other group maintains that they should be appointed first, and that at least the several chairmen should help in making up the annual program of activities. This is a good deal like the argument about which came first, the hen or the egg. In my opinion it does not make much difference. However, there is value in the contention that if an individual has a part in formulating a program of an organization of which he is a member, he will be fundamentally interested in carrying it thru to completion.

The important consideration, then, is to wisely assign the several chapter activities to the proper committees early in the year in order that they may discharge the duties to which they are assigned. We have found that the most effective way in which this can be done in our chapter is to have eight standing committees and to give each committee the responsibility of formulating its own program. This means that each committee has a part to play in setting up its own activities, and in directing them thru to successful completion. In addition to this procedure the chapter officers, in working out their annual plan, *assign* certain activities to the standing committees. Under this provision a committee's work is made up of some activities of its own choosing and other activities assigned by the officers. Together all these activities constitute what will be referred to as the chapter's annual program.

Putting Every Member to Work

As each activity in the program is given consideration, the committee concerned may appoint subcommittees (in large chapters) to share in the responsibility of executing the plan. This whole problem of committee work may seem to be rather complicated in theory, but it works out beautifully in practice, and it actually simplifies the work of all concerned. Committee assignments give everyone something to do and, above all, afford training in leadership, cooperative effort, and citizenship. An example will show how this works out in our chapter.

In looking at our annual program we find that the parent-and-son banquet is the responsibility of the *recreation* committee and that it is scheduled for the second week in February. Early in January the recreation committee will appoint the following subcommittees: (1) Program, (2) Finance, (3) Decoration, (4) Food, (5) Reception, (6) Place Cards, and (7) Check Up. Each of these subcommittees is headed by a member of the original committee. Thus we see that seven boys get the thrill and development that come from doing a definite job.

This procedure may not always result in the most efficient method of handling a situation, but we believe that the small sacrifice in efficiency is more than compensated for in the increased participation and interest. Small chapters may not be faced with the problem of getting the individual members to be active, but it is a real difficulty in large groups. The procedures can be adjusted to meet the varying conditions in chapters. In any event the all-important thing is to *put every member to work*, to make him feel that "this is my chapter," not the "president's chapter."

It is much better to have committee chairmen *appointed by the officers*, rather than to have them elected by the membership. After appointment of the chairmen of the several committees, the method of selection of committee personnel is to be decided. Sometimes this can be done by simply electing one or two committee representatives from each class in agriculture. Another method which has proved successful is to have each chairman select his own committee members. Still another method is to divide the chapter responsibilities in such a manner that every member is assigned to serve on some committee in which he is primarily interested and with which he can make a contribution. Certainly the chairman of the committee should have a chance to choose those who are to serve with him.

The committee chairmen should become a part of the chapter council which is made up of the advisers and officers. The chapter council is the governing body and the clearing house for all the business of the association. Council meetings keep *everyone* acquainted with the business at hand and also provide that most important element in any organization—*co-operation.*

Checking Up

One of the best stimulants to committee activity in our chapter is the regular progress reports. Progress reports keep the membership informed and keep the committees on their toes. In some cases it is advisable to have these reports given in officers' meetings. In other cases a committee may make reports to the entire membership. If a committee has a report to give, it is more likely to be on its toes and do something. In these situations one committee will endeavor to surpass the accomplishments of another committee. This element of competition between groups, when kept within proper limits, is a wholesome means of insuring active participation in chapter activities.

Committees are the legs on which the table of achievement must stand. Interest in a chapter is directly proportional to the amount of participation in the activities by the individual members. A member has an investment and interest in his organization only when he puts something into it.

*This is the tenth in a series of articles by Mr. Nelson dealing with leadership in the local chapter of Future Farmers of America.—*Ed.*

Montana Adopts Officer-Training School and Camp

A. W. JOHNSON, State Adviser,
Bozeman, Montana

TEACHERS in Montana are convinced of the value of F. F. A. officer-training camps. As a result of our experience last summer we will move to make this an annual affair. Fifty-eight Future Farmer officers and advisers attended the first annual F. F. A. Camp and Officer-Training School at "Camp Sunshine," Elliston, Montana. Forty-four out of 56 chapters had representation in this training program. Eight local advisers and four state advisers participated in a four-day program.

Our daily program included the following events: 6 a. m., rising hour; 7 a. m., breakfast; 8 a. m., group discussion; 9:30, leisure period; 10 a. m., group discussion; 11 a. m., organized recreation; 12 p. m., lunch; 1:30 p. m., group discussion; 2:30 p. m., leisure period; 3 p. m. group discussion; 4 p. m., organized recreation; 5:30 p. m., dinner; 7:30 p. m., evening entertainment program; 10:30 p. m., lights out.

Local chapter advisers, state advisers, and state officers acted as group leaders in the discussions. Most of the time was spent in discussing the following problems: organizing and setting up local programs of work; practice in parliamentary procedure; duties of all chapter offices; state and monthly F. F. A. reports; and district organizations. The conference discussions were under the direction of the local advisers.

The cost of the four-day camp program for each boy was $2.50. This included meals, lodging, and other related expenses. One adviser from each of the nine districts in Montana was asked to be present at the camp. These advisers were responsible for arranging the transportation for the boys from their representative districts. Each chapter within a district shared in the expenses of transportation to the camp.

The value secured from this officers' training school was far beyond our expectations. The individuals participating were so enthused over the results that a movement is now on foot to set up in the state program of activities an officer-training program.

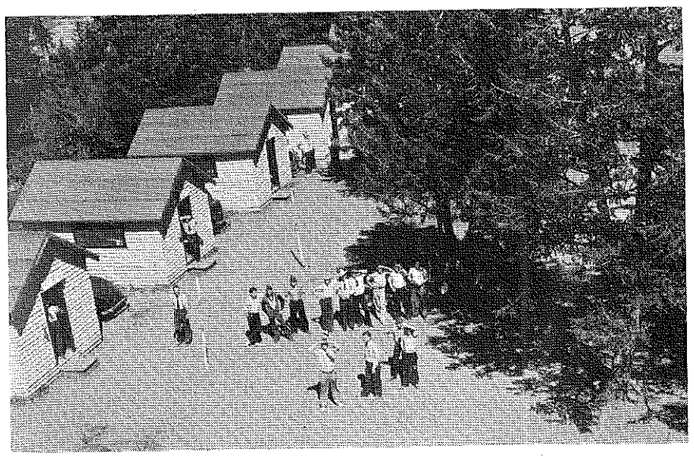
This exhibit, entitled "White Americans," attracted considerable attention at the World's Poultry Congress at Cleveland. It was made and shown under the direction of Ellery E. Metcalf, of Saugus, Massachusetts, an instructor in the Essex County Agricultural School. The exhibit presented a series of cages, each containing a different generation of family group obtained in the process of creating a new white bird out of two other breeds that were originally brown. In the demonstration Dutch Barnevelders were mated with Rhode Island Reds, and by carefully selecting the mutations or color changes for mating the second generation, distinct changes in the original breeds were secured

Hints for the F. F. A. Banquet

THE main purposes of an F. F. A. chapter banquet are four-fold: First, to provide an opportunity for the boys to inform their parents and guests in detail about vocational agriculture and what their F. F. A. is doing; second, to obtain valuable leadership experience; third, to stimulate a closer fellowship and comradeship between father (mother) and son; and fourth, to have a good time.

In order to more nearly accomplish its purposes every F. F. A. banquet should include the following features:

1. Banquet opened and closed with ritual.
2. All officers knowing the ceremony and the speakers their talks. (Speak to be heard.)
3. All F. F. A. paraphernalia displayed.
4. A large number of dads and/or mothers present.
5. An F. F. A. boy for toastmaster and one to return thanks.
6. Toastmaster able to use the gavel effectively.
7. An F. F. A. reception committee to take wraps, welcome guests, and introduce them to one another.
8. Guests conducted on a tour of the school building, especially of the agriculture classroom and farm shop.
9. Guests present including: a delegate from a neighboring chapter, members of the board of education, county superintendent, representative of the school faculty, local newspaper editor, county agent, state or federation F. F. A. president, a representative from each evening- or part-time school, business men, and other influential persons.
10. Banquet served at regular meal time. (6–6:30 P. M.)
11. Entire program not exceeding two hours.
12. F. F. A. boys neatly dressed (wearing neckties and coats), especially the officers and speakers.
13. Introduction of dads and guests.
14. Music, preferably by F. F. A. members.
15. A large number of boys on the program and very few, if any, talks by guests other than school principal or superintendent.
16. Information for guests about the F. F. A. organization, the chapter's accomplishments during the preceding year, its objectives for the current year, and about outstanding boys' supervised farming programs. (*Important.*)
17. A chapter newsletter giving sum-



"Camp Sunshine," F. F. A. Officer-Training Camp, Elliston, Montana

uted to guests.

18. Local newspaper giving the banquet publicity.—From *West Virginia F. F. A. News.*

A Philosophy of Vocational Agriculture

(Continued from page 165)

"Learning at its best is characterized by the application of intelligence to the meeting of needs. No fixed formula can be prescribed for the appropriate satisfaction of needs, for they are continually developing and expanding and are frequently in conflict with one another. . . . It is the business of the teacher then to understand the nature and needs of the individual in his meaningful relationships of living, and to help meet his needs in such a way as to make life richer and more meaningful."[8]

This concept of learning throws the teacher squarely into two major problems: (1) that of understanding the student—physically, mentally, and emotionally; and (2) knowing firsthand the student's environment. In order to recognize needs which grow out of this interaction of the individual with his environment the teacher must know both the individual and the environment. The implication of this point of view, as it applies to teachers of vocational agriculture, is that they will devote much time in studying the farm and human resources of the community. It means that they will make careful social and economic analyses of the family, along with a detailed study of soil, forestry, and all other resources of the farm.

Because of this complexity of needs—especially of adolescents and adults—which grow out of an environment ever increasing in complexity, it becomes necessary to make some classification of needs. Endeavoring to make a suitable classification of needs has been a favorite pastime of educational writers since the time of Plato. In most instances, however, it appears that they have been more interested in setting up appropriate areas for classifying our present world of subject matter than of suggesting areas for studying needs. Some of the more recent curriculum studies suggest more appropriate areas for classifying and organizing needs. The "Proposals for the Revision of Ohio High-School Standards" suggests the following areas: (1) physical, intellectual, and emotional, (2) social, (3) vocational, and (4) developing a "philosophy of life" or point of view.[9] The following areas are set up in the Georgia program: (1) maintaining physical, mental, and emotional health, (2) earning a living, (3) citizenship, (4) utilizing and controlling natural resources, (5) receiving and transmitting ideas, (6) transporting persons and commodities, and (7) expressing aesthetic and spiritual values.[10]

Vocational Education in Agriculture in Relation to Total Educational Needs and Objectives

An examination of the curriculum studies made in recent years reveals that they all provide an area for dealing with the problems of earning a living. Educational leaders recognize the necessity for inclusion of vocational education in the school.

The major function of vocational education in agriculture in this picture of needs and objectives, like that of all education, is that of striving toward the democratic ideal by placing emphasis upon reflective thinking and sharing common interests and concerns. It will strive to discover the real needs and problems of an economic and vocational nature, and to help farmers and farm boys toward the attainment of higher standards of living thru the use of intelligence in solving these problems. It will be genuinely concerned with a better understanding of the farmer and farm boy, and their total environment. Specifically, it means that careful examinations will be made of all aspects of farm and community living, in order to discover the problem situations. These aspects include the following:

1. Age and interest of the student, number in family, educational attainments of members of the family, social activity of student and members of the family, family income from other than farm sources, and similar data.
2. The farm home—number of rooms, condition of house, heating devices, kinds of artificial light, water system, sewage, screening, telephone, radio, automobile, landscaping, condition of barns and other out-houses, condition of fences, and amount and kinds of foods provided and preserved for the family.
3. Farm information—size of farms, acres in cultivation, acres in pasture, miles to market, kind of roads, number of tenants, number of plows, number of work stock, topography of soil, slope of soil, degree of soil erosion, types of soils, present land use, condition of terraces, strip-cropping practices, contour tillage, rotation system, orchard practices, and kind and amount of farm machines.
4. Scope, production, and value of farm enterprises, including crops, garden, orchard, livestock, pasture, and forestry.
5. Farm expenses—expenses for each of the enterprises and for the farm as a whole, including taxes, insurance, and labor.
6. Finances, including reserve.

A CAREFUL study of the student, the farm, and the community gives a basis for discovering the problems that may be used in developing the abilities of the students to do systematic or reflective thinking.

The problems discovered thru the type of study outlined above may be classified as follows: (1) producing farm products, (2) managing a farm business, (3) becoming established in farming, (4) marketing agricultural products, (5) maintaining farm equipment, (6) financing a farm business, (7) conserving soil and other natural resources, (8) maintaining a farm home, (9) selecting and using functional information, and (10) co-operating in rural and social activities.

Problems in these areas give the basis for taking the farmer, the farm boy, and the farm as a unit and formulating an educational program that, when executed, will result in the development of the intelligence of the boy and father and a solution of the important problems of the farm.

Vocational education in agriculture, then, has a direct contribution to make to farm people. Its major contribution is, of course, to the rural population, yet it requires no stretch of the imagination to see that a democratically increased standard of living, on the part of the rural population, contributes also to improving the standard of living of the rest of the population. If emphasis is placed upon this point of view of education the teacher of vocational agriculture will become a tremendous factor in solving the intricate and pressing farm problems, and in developing the type of citizens who guarantee the perpetuation of America's greatest ideal—democracy.

1. T. L. Hopkins. *Curriculum Principles and Practices.* New York: Sanborn and Company, 1929, Chapter II, pp. 50–51.
2. *Cardinal Principles of Secondary Education.* Washington, D. C.: Bulletin No. 35, 1918. Bureau of Education, Department of Interior.
3. John Dewey. "Some Aspects of Modern Education." *School and Society:* October 1931. Pp. 582–584.
4. G. S. Counts. *Social Foundations of Education,* New York: Charles Scribner and Sons, 1934. Pp. 1–5.
5. Commission on Social Studies, American Historical Association: *Conclusions and Recommendations.* New York: Charles Scribner and Sons, 1934.
6. John Dewey. Op. Cit.
7. J. W. Studebaker. "Education for Democracy." *The Nation's Schools:* March 1936.
8. Preliminary report of the Science Committee to the commission of the Secondary School Curriculum of the Progressive Education Association. Columbus, Ohio: Ohio State University, pp. 17.
9. Eikenberry and Aiken. *Proposals for the Revision of the Ohio High School Standards.* Columbus, Ohio.
10. Chart, "Scope of the Curriculum." Atlanta, Georgia: Georgia State Department of Education.

Making Home Visits Effective

(Continued from page 169)

young teacher to be "argued out of" any criticism he would like to make. This is especially true when one of the parents is very argumentative. If the young teacher checks only one item as, for instance, "You need a portable hog-house," and nails the sheet up in the barn or shed he has taken a definite stand and the parents will know what to expect from that time forward.

8. It puts an increased demand upon the teacher to visit the farm and put up a new sheet after improvements have been made. It is indeed surprising how many boys will ask the teacher "When are you coming out to put up a new sheet?", and at the same time cite several improvements which have been made since the last visit.

9. It gives the teacher a carbon record of the visit for future use and for placing in the permanent file. These sheets will definitely show the improvements recommended and the number of miles covered, hence they will serve as a bona-fide record of projects visit made. Surely such a system will take much of the guess-work out of reports made to the school board and should serve as definite evidence in justifying expenditures for transportation.

1. Rowley, E. W. *Personnel, Equipment, and Supplies of 28 Vocational Agriculture Departments in Northern Illinois.* Unpublished Master's Thesis, University of Chicago, 1938
2. Reprinted by permission from "Teaching Agricultural Vocations" by Stewart and Getman, published by John Wiley and Sons, Inc.

Knowledge is not only power, but leads to profit.—*Babson.*

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