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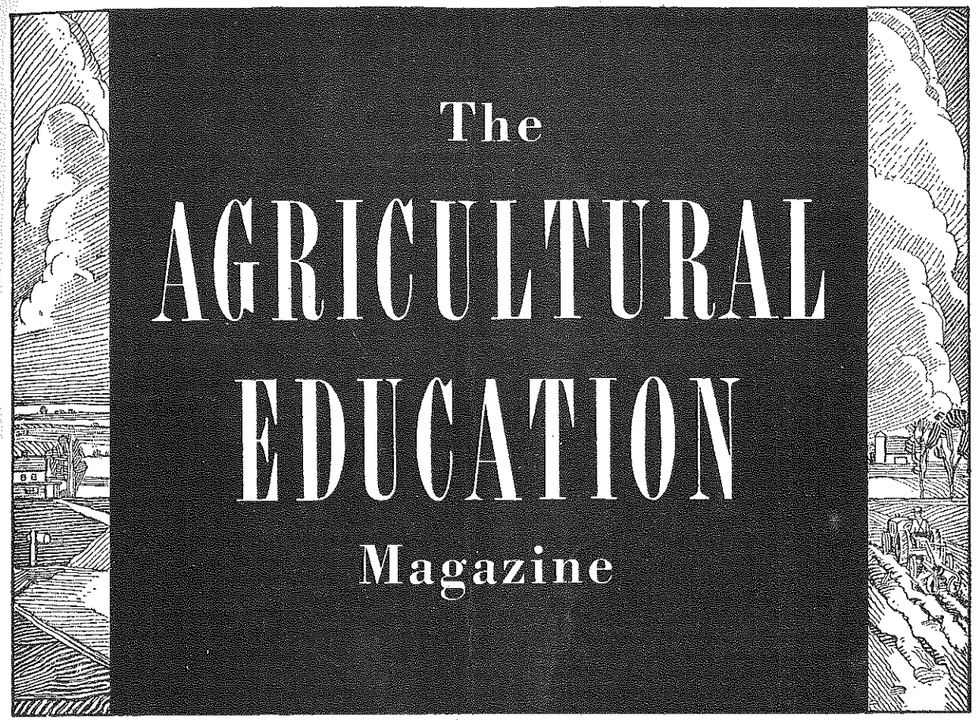
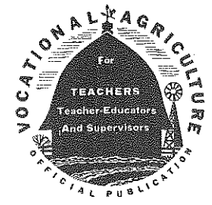


The real problem first, last, and all the time is the production of a good way of living. This should be the end and object of the agriculturist in common with every other human being.

—*RALPH BORSODI*



The Agricultural Education Magazine

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CONTENTS

Editorial Comment

Is Our Farmer-Training Really Democratic?

FROM its inception vocational education has given full recognition to the principles of democracy in education. The thought has been constantly with us that "the humblest worker, equally with the youth who proposes to enter the professions, has a right to the sort of training needed for the occupation by which he proposes to earn his livelihood and support his family."

At times we may have criticized other educational programs on the ground that they have been designed for the few who could, by virtue of superior ability and opportunity, continue their education at the expense of the majority, who may lack these opportunities.

May there not be reason to question whether possibly we have drifted into the same errors for which we have criticized others? To my desk recently came enrollment data on some 31 freshman students enrolled last fall in a high-school department of agriculture in one of the richest agricultural sections of this state. Eleven of these boys were typical of the pupils whom we blithely assume make up the enrollment in our classes in vocational agriculture. They were farm boys, interested in farming, backed by progressive, interested parents, with opportunities at home for good supervised farming programs and definite assurance after graduation of opportunities to farm as tenants, partners, or owners.

Our farmer-training program is geared to care adequately for these pupils. They will be the pride and joy of the teacher in that school, conduct strong farming programs, participate and lead in Future Farmer activities, and eventually form the group of graduates to which he will point with pride as products of his department. Five were non-farm boys who should not have been enrolled, and who probably will be dropped before the end of the year to find a place in some other high-school course. They need cause us no concern.

But what of the remaining 15? Four of these were sons of share croppers with nine, six, six, and three children in their respective families. Eleven were sons of farm laborers, members of families averaging five children each—a total of 53 for the 11 families. Their homes, laborer's cottages, euphemistically—shacks, actually. When they finish high school, or drop out as they pass the age limit for compulsory attendance, those who remain in farming will be back on these farms or the ones next door as farm laborers. Ten years from now, still farm laborers—or with good luck, share croppers. Is the so-called "agricultural ladder" a myth for 95 percent of them and their kind? Supervised farming programs for these boys? On large-scale farms belonging to a corporation or large landholder? Impossible or nearly so.

Since over 40 percent of the workers gainfully employed in farming in California are farm laborers (wage earners) this is not an isolated case. In many departments, especially those in specialized farming areas where large-scale farming is practiced, similar conditions exist. It is probable, also, that this problem is shared by other states with similar agricultural conditions.

Do those pupils belong in a class in vocational agriculture? Is our farmer-training program designed to take care of them adequately; or must we face the fact that our instruction, our objectives, our procedures generally are set up for the group who will some day assume managerial responsibility in farming, rather than for the growing number who probably will never have this opportunity?

We have demonstrated what we can do for the farm boy with initiative and average intelligence and who has an opportunity to farm as a tenant, a partner, or an owner. What have we done, and what can we do for this other group, this so-called "submerged 50 percent"? Is vocational education in agriculture really democratic, or must we be reconciled to a type of training in which "them as has, gits"?

If not, the time has come when we must face the facts, recognize that not all of our pupils are going to be farmers in their own right, and devote real constructive thought and effort to developing a training program for the "humblest worker" on the farm as well as his more fortunate neighbor.

Our problem, then, is to find out from the men who employ farm labor what these pupils need to make them employable and able to compete in the labor market for the jobs which are available; and to set up programs which will give them training in these "employable skills." This may mean the cutting loose from traditional courses of study, the substituting of experience for ownership projects, the development of placement agencies for the workers trained, and other major departures from the accepted, but it must be done.

Our problems, duties, and responsibilities in the field of vocational education in agriculture are manifold. This is just one of these many, but it is one which cannot be overlooked. Making our farmer-training programs truly democratic is more than a problem—*it is a must.*—S. S. Sutherland, California.

Goals and Fads

WE NEED frequently to go back to our original objectives lest we stray and leave undone the task to which we committed ourselves at the beginning. In vocational education, the beginning of the modern era was from 1906 to 1912 and those of us who participated in those first efforts remember clearly some goals that were established before state-aided vocational education became a fact in our schools.

The first and most important goal in agricultural education was stated as: "To establish boys in farming of an improved and satisfying type thru participation during the learning period." As a brief slogan this objective was "earning and learning"; and the first formulated plan of action, of which Dr. R. W. Stimson was the original prophet, made the "home projects" the center of the learning. He borrowed the term "project" and much of its meaning from the Office of Experiment Stations of the U. S. D. A.

The plan of "vocational" as distinguished from "academic" education in agriculture involved longer periods of school time, special preparation of teachers, and summer supervision of farm practice. As this might be more expensive than the teaching of other subjects, the establishment of such opportunity was slow without special state aid, and many states made little progress until the Federal funds became available in 1917. Yet many persons involved in agricultural education still appear to strive to put the school work back on the academic basis of *learning about agriculture* rather than *learning to farm.* They would cut the school time for agricultural classes to the level of a college preparatory subject and forget the primary objectives.

As a part of these trends we find an intermittent zeal for old ideas under new nomenclature (common also in general education) based upon the condemnation of the most inefficient examples of the previous applications of the same

(Continued on page 38)

Have You Added It to Your Library?

"Contributions of Leading Americans to Agriculture" is the name of the 74-page booklet prepared by the editors of the professional section of this magazine, the result of widespread demand for a reprint of the popular series of 14 articles recently concluded. These biographical sketches reveal the heroic struggles of pioneers in the field of agriculture, interesting sidelights on their personalities and life philosophies, and what they have contributed to agriculture. Every student of agriculture, whether in high school or college, all-day or continuation, should have access to this outstanding series made available at cost.

While they last, "Contributions of Leading Americans to Agriculture" can be obtained at 15c per copy or, in orders of 20 or more, at 10c per copy, postpaid, by ordering from L. L. Anderson, Meredith Publishing Company, Des Moines, Iowa. State supervisors or teacher-trainers in each state will be glad to take your orders and forward them for you.

A. K. GETMAN

Professional

R. W. GREGORY

The Agricultural College Movement in the United States

E. B. KNIGHT, Teacher Education,
Knoxville, Tennessee

E. B. Knight

SMALL beginnings, much confusion as to ideas dealing with functions, duties, and responsibilities, considerable backing up for a new start, frequent controversies, a lengthy effort for recognition, and finally public approval have been some of the struggles thru which the agricultural college movement in the United States has progressed. With each new obstacle, those enlisted under its banner have redoubled their attempts and, after at least a century of small successes and many discouragements, have achieved their tentative goal—a worth-while institution which serves the agricultural interests of the state and nation in a remarkably efficient fashion.

Agricultural education in this country was first fostered thru agricultural societies which were initiated during the latter portion of the 18th century. The first one of these societies was established in 1785 at Philadelphia and had among its members such leaders as George Washington and Benjamin Franklin. This organization in 1794 proposed that agricultural professorships be endowed at the University of Pennsylvania and at Carlisle College. Prior to this date, in 1792, Columbia College of New York had appointed a Mr. Mitchell as "professor of natural history, chemistry, agriculture, and other arts depending thereon."

In 1796 President Washington in his annual message to Congress advocated the establishment of a national university which was to interest itself, among other matters, in agriculture. At the same time he suggested a military academy. The latter was finally provided for by Congress which paid scant attention to Washington's college plea. The War of 1812 acted as an effective damper upon public interest in agricultural education, and the subsequent westward expansion and industrial development further retarded the movement to provide training in agriculture.

By 1837, however, the rapid exhaustion of the soil fertility of the Atlantic seaboard states and two successive nationwide crop failures resulted in a large importation of foodstuffs which naturally focused attention upon the need for better farming practices. A petition bearing 6,000 signatures was submitted in 1838 to the New York legislature asking for state aid in agricultural education. Six years later the N. Y. State Agricultural Society adopted a resolution favoring the establishment of an agricultural institute.

We find Yale College in 1850 appointing J. P. Norton professor of agricultural chemistry and vegetable and animal physiology, while in 1857 Michigan State College at East Lansing opened with 61 students and five professors—the first institution in the United States to offer strictly vocational training of this type. From this date on we find mention of a number of other pioneer agricultural colleges—for example, Pennsylvania State College and Maryland Agricultural College, which opened their doors in 1859.

Land-Grant Colleges

Back in 1851 Jonathan Turner of Illinois conceived the plan upon which the present land-grant colleges are founded. He sponsored a resolution at a farmers' convention, asking that an industrial university be established in each state in the Union, particularly in Illinois. Succeeding conventions finally secured the co-operation of the Illinois legislature which sent Congress a resolution urging the founding of such colleges. Turner based his plans upon funds which were to be provided thru Federal donations of public lands to the respective states. J. S. Morrill, of Vermont, was selected by Turner and his friends to champion this measure in Congress.

Morrill introduced the Land-Grant College Bill in 1857, and it finally passed both houses only to be vetoed by President Buchanan, who declared the Government too poor to carry out the provisions of the bill; moreover, in his opinion the bill was unconstitutional. Incidentally, southern congressmen bitterly opposed the Morrill bill largely upon the doctrine of states' rights.

The war between states eliminated this southern opposition and in 1862 the land-grant college bill was re-introduced in Congress, passed, and finally signed by President Lincoln who had made a pre-election promise to do so. The military provisions of the measure appealed strongly to the members of Congress.

Originally, only two years were allowed for the states to take advantage of the land-grant act, but thru succeeding measures the period was considerably extended. At the time of its passage three agricultural colleges were in operation, Michigan, Maryland, and Pennsylvania, with agriculture also being taught at the Yale Scientific School. Within the 10 years following the favorable action of Congress, agricultural and mechanical colleges were established in some 25 other states.

(Continued on page 35)

A Streamlined Trip Into Dixie Land

ARETAS W. NOLAN, Teacher Education,
Urbana, Illinois

A. W. Nolan

IF THERE is such a thing as a sense of favored points of the compass, I have it for the southland. Some of my friends have suggested that our readers of the *Agricultural Education Magazine* might be interested in some of my observations and reflections upon our 2500-mile drive thru Dixie Land. Before making this trip last March, we had the pleasure of seeing the picture, "Gone With the Wind," just a few days before we passed thru the region where this popular story was staged. Soon after our return, we saw "The Swanee River" picture, so our southern culture was properly rounded out.

Visits to A. T. A. Chapters

The purpose of my trip was to visit several chapters of Alpha Tau Alpha, the national professional agricultural education fraternity, and to look in upon the departments of agricultural education of several southern states. The northern leaders in agricultural education have much to learn from the work of agricultural education under way in the south.

Our trip first led into the famous Kentucky Blue Grass country, where rolling pastures, fenced in by miles of clean, white-painted fences, supported the fine horses grazing there. More often, however, these famous race horses were inside their barns than out on the pasture. And by the way, these barns were often finer buildings than the houses of the country gentlemen who lived there.

In Lexington we found Professor Carsie Hammonds, with his desk piled high with plenty of work. Out from Lexington, past more big horse farms, we came by winding mountain ways over the Norris Dam and the foothills of the Great Smokies to Knoxville, Tennessee, the seat of the state university. We passed by Berea College, the famous school for the mountain people of Kentucky and Tennessee. All thru that region, the handicraft work of the students of Berea College is sold in roadside markets.

Rural Leaders of South Optimistic

In Knoxville, Tennessee, Professor N. E. Fitzgerald and his genial staff with their wives entertained us at the Faculty Club for dinner. We discussed the program of Alpha Tau Alpha in Tennessee, and its development among undergraduates.

Over the "Great Smokies" and thru that wonderful scenic park we came thru Asheville, North Carolina, down to Clemson College, South Carolina. Here on the fertile Piedmont plateau is the State College of Agriculture of South Carolina. A portion of the college farm includes the old plantation and estate of John C. Calhoun. The rural leaders of this old southern state are quite optimistic and progressive. Here Professor W. G. Crandall called a special meeting of Alpha Tau Alpha, and we had lunch with them in the immense dining room of Clemson College.

On thru "red-soiled" Georgia our trail led. Everywhere—at poor farmsteads, gas stations, and village markets Georgia's bedspreads, pillows, robes, and other fine-woven cotton fabrics were on sale. Along the Georgia highways, men, women, and boys were hailing every automobile in an attempt to sell pecans—one of the state's important products. In almost every field one could see a negro driving a mule hitched to a single-shovel plow. Another interesting and major industry in Georgia is the turpentine camps. Hundreds of acres of pine trees were tapped and dripping turpentine to be later refined for industry.

Active Chapters of A. T. A.

The South Carolina Chapter of Alpha Tau Alpha is very active and resourceful. They have a program of activities contributing much to the valuable training of teachers of vocational agriculture in the state.

Into Florida we finally drove over excellent roads and thru continuing forests of small pine trees. We stopped first at old St. Augustine. And they let you know that it is *old*, too. Being the oldest settlement in the United States, there is much of historic interest here. The oldest school house—an unpainted frame one-room structure—stands on one of the principal streets of the city. Here, too, is Ponce de Leon's "Fountain of Youth," from which all tourists drink and go forth to renew their youth in this sunny land.

From St. Augustine we drove down the Atlantic Coast, along some of the famous sand beaches where automobile races are run and speed records made. At Daytona Beach we turned into the interior of Florida, past the great celery region about Sanford, on into the citrus country to Orlando, the "Beautiful City" of a thousand lakes. The past winter had taken heavy toll in Florida's orange groves and palm-lined city streets. The grounds of the citrus groves were yellow with frozen fruit, and the avenues of palm trees were seared and brown like fodder shocks in December up north. The great loss in oranges and grapefruits is tragic. An embargo is placed on all citrus fruits, and none can leave the state except that which has had government inspection and approval.

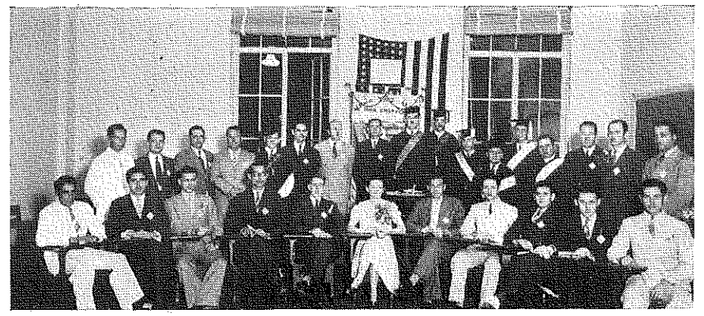
Florida Chapter Entertains

We spent a day at Gainesville, the seat of the University of Florida. This region, in the north-central part of the state, is made up of large forest reservations, swampland areas, and a vast stretch of fertile farm lands and pastures. The University is well equipped with lands, excellent buildings, and beautiful landscape.

Professors E. W. Garris and A. W. Tenney of the agricultural education department at Gainesville were most gracious hosts, and under their inspiration and leadership the Alpha Tau Alpha Chapter put on a most happy banquet occasion. Honorary memberships were given to State Supervisor J. F. Williams, and J. W. Norman and H. H. Hume, deans of the Colleges of Education and Agriculture, respectively. After the banquet our hospitable Florida friends filled our automobile trunk with delicious oranges to be souvenirs of our southern trip.

Puerto Rico Organizes Chapter of Alpha Tau Alpha

ERNESTO VAZQUEZ-TORRES,
Teacher Education,
Mayaguez, Puerto Rico



Charter Members of Rho Chapter, Alpha Tau Alpha

SEVEN members of the faculty, appointed by the national president, A. W. Nolan, installed Rho chapter of Alpha Tau Alpha, National professional fraternity in agricultural education, on May 11, 1940, at the college of Agriculture and Mechanic Arts of the University of Puerto Rico.

In addition to 10 active members, five associate members were initiated, including teachers of agriculture in service rated as "Master Teachers." Nine leaders in agriculture and agricultural education were initiated as honorary members, in addition to four associate and honorary members elected but unable to be present for the initiation. Mr. Andrés Ramirćz was elected the first president, and Professor Ernesto Vasquez-Torres, adviser.

The speaker on this occasion was Dr. José M. Gallardo, Commissioner of Education of Puerto Rico, who made an analysis of the work of the teachers of vocational agriculture and stressed the importance of Alpha Tau Alpha in the improvement of the profession.

We hope to do something worth-while for the benefit of the teachers of vocational agriculture and the students who are pursuing agricultural training and are planning to get themselves established in the business of farming.

Following the spirit of our constitution and by-laws and especially of the preamble, a committee was appointed to submit to the chapter at the next meeting a copy of the program of work for the current year.

Professor E. C. Magill

E. C. Magill

EDMUND C. Magill, professor of agricultural education and head of the department of vocational education at Virginia Polytechnic Institute, Blacksburg, Virginia, died June 20 after a long illness.

Professor Magill was a graduate of Kansas State College and took his graduate work at Cornell and Virginia Polytechnic Institute. He began his professional career in 1913 as a teacher of agriculture at Wayzata, Minnesota. He stayed there for three years before becoming a managing partner of a large orchard in Maryland and member of the board of directors of the Potomac Valley Fruit Growers from 1916 to 1918. Following this he was for four years an extension specialist, after which he was named itinerant teacher-trainer in Virginia. In 1923 he was made professor and head of the department of agricultural education (later called the department of vocational education), which position he held until his death.

Mr. Magill was widely known in agricultural education circles, being active in research and leadership in the field. Practically all of the teachers of agriculture in Virginia have had courses taught by him. From 1931 to 1936 he was a joint editor of the section on studies and investigations of *The Agricultural Education Magazine*. Together with Walter Newman, H. W. Sanders, and Henry Groseclose in 1925 he helped to organize the Future Farmers of Virginia, the forerunner of the Future Farmers of America. He has taken an active interest in the work of the F. F. A.—From the (Virginia) *Techgram*, July 1, 1940.

A. M. FIELD

Methods

A Demonstration-Practice Farm in Hawaii

YOSHIMI MAEDA, Instructor,
Benjamin Parker High School, Kaneohe, Oahu

PLACEMENT and successful establishment of boys on farms is generally regarded as one of the most crucial problems in vocational agriculture. The success of a department of vocational agriculture is largely determined by the number of boys who have been aided in getting into farming as a lifetime occupation.

Like most departments of vocational agriculture, the department of Benjamin Parker High School is taking definite steps toward solving this problem. This is being done by:

(a) demonstrating beyond reasonable doubt to boys that farming can be made profitable;
(b) training boys to do necessary farm jobs, both managerial and operative, thru individual supervised practice and thru practice work on the school farm;
(c) teacher interest in farming as a lifetime occupation; and
(d) assisting boys in financing farms.

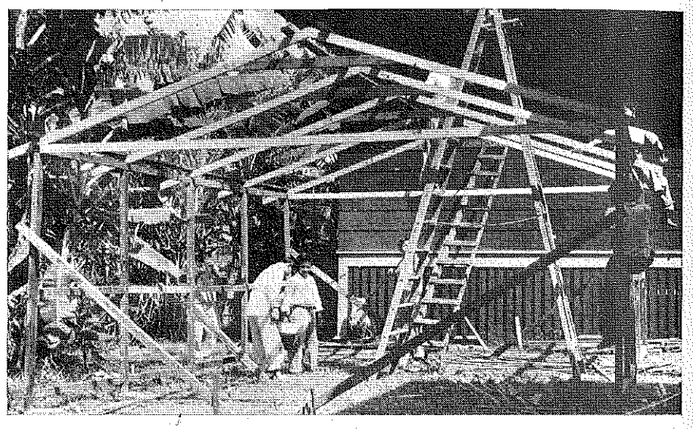
Unless it is definitely demonstrated to our boys that farming can be made profitable, all the coercion in the world cannot be expected to interest boys in farming. This is particularly true in Kaneohe, where many farmers who are depending on one enterprise are becoming discouraged. Excursions to seemingly successful farms in the district may serve in place of demonstrations. However, neither the instructor nor the student is given concrete evidence. In securing this evidence, we cannot expect the farmer to allow us to scrutinize his accounts.

The individual supervised practice work and our school farm play important roles in demonstrating to our boys that farming can be made to pay. Records of supervised practice work and those of the school farm should be valuable evidence to them.

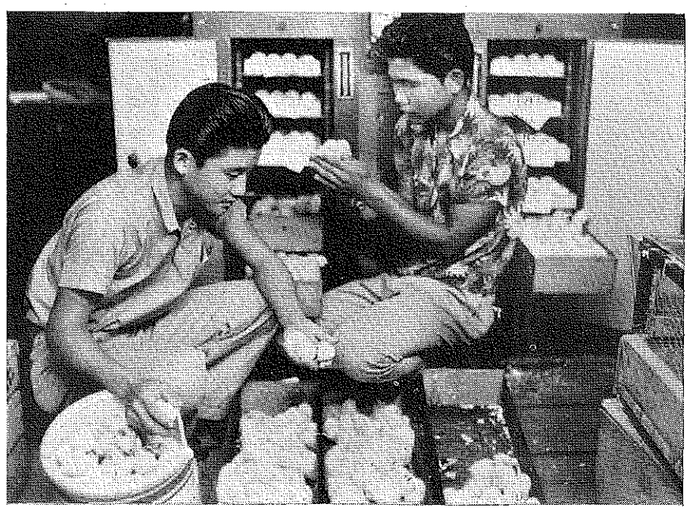
Demonstrating Profitable Farming

There has recently been started at Benjamin Parker High School what the writer calls a demonstration-practice farm, which we hope will help us in demonstrating to our boys that farming may be a profitable occupation. Today, this rudimentary farm consists of a poultry plant which includes a hatchery, a hen battery plant, and four pens of S. C. W., Leghorns, Rhode Island Reds, and New Hampshires; a small dairy herd consisting of a milking Jersey cow, a six-month-old heifer calf, and a week-old bull calf; a nursery; and a swine project in its formative stage. Present plans call for an acre or two of truck crops and tropical fruits, a bee project, a herd of milk goats, and a taro project.

Few high-school science teachers would think of offering a course in science without adequate laboratory facilities for experimental and demonstrational purposes. This should also hold true for a teacher of vocational agriculture, whose job is to teach practical skills. Very definitely, we cannot hope to teach farm skills without adequate facilities. A practice farm, however small, helps to provide these necessary facilities. We cannot expect our farmers to allow our classes of 20 or more to use from year to year their animals and crops for practice and demonstration purposes. A practice farm operated by the classes in agriculture gives a splendid opportunity to practice those skills which have been taught in the classroom. Individual supervised practice work cannot be expected to supply all of the necessary practice in all of the enterprises, especially in our district where most of the farmers depend on one or two enterprises for their income.



Our demonstration-practice farm also gives our boys opportunities in doing group jobs like the planning and construction of a hog house, a job which is now under way



Boys are assigned in pairs to operate the incubators

Providing Practical Work for Students

At Benjamin Parker High School, weekly assignments are made to give our boys some of this practice work. At present, boys are assigned in pairs to operate the incubators, which contain approximately $50 worth of eggs. Other boys feed and milk the cow and care for the calves, while still others care for the laying hens, collect and select hatching eggs, and market the eggs. Two boys are assigned to care for the greenhouse. It is encouraging to see how earnestly these boys are sharing their responsibilities. One of the purposes of the practice farm should be to supply these responsibilities at the risk of having mistakes made from time to time.

Our demonstration-practice farm also gives our boys opportunities in doing group jobs like the construction of a hog house, a job which is now underway. Students have made suggestions as to the most economical materials to use and where to obtain them. It was decided to haul bank-run gravel from a near-by stream and to haul sand from the best beach. Hauling was done on a two-wheel trailer built by the classes in vocational agriculture earlier in the year. Such decisions and such group jobs as these develop among our future farmers the ability to do collective thinking as well as to do co-operative work.

The Teacher Demonstrates Farming, Too

Particularly in Hawaii, where diversified farming is in its embryonic stage, teachers in vocational agriculture should show a genuine interest in farming as a lifetime occupation. It is generally recognized that adolescents are innately imitative. Few instructors have given much thought to the possibility of students being inspired to go into farming as a result of seeing the instructor himself doing a bit of farming. It is the opinion of the writer that students attempt, in more ways than one, to emulate their instructors. Arguments against this may be set forth that an instructor in vocational agriculture has enough to do without having livestock and crops of his own. For the past year the writer, who is the only instructor of 58 students in agriculture, has been doing all the weekly assignments in the afternoons, during week-ends, and on holidays. It is his opinion that one can manage a small farm in addition to his teaching and supervising if he doesn't mind some evening milking from time to time. The writer has made definite plans to give this experiment a trial as soon as he is permanently located in the district.

Assisting on Financial Problems

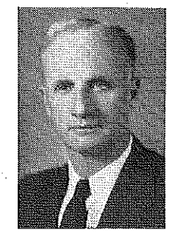
Assisting boys to finance farms may be considered as one of the most difficult problems with which a teacher of vocational agriculture must contend. For some time the writer has been working on ways and means of solving this problem. One of the most promising solutions to this problem is that of assisting graduates to qualify for the Federal Farm Security loan. At present, the writer is helping a senior member of his class to obtain this type of loan. This particular student is having his older brother make this application, and he plans to go into partnership with him. It is gratifying to know at this writing that this application has been approved and that the loan is pending the appraisal of the 40-acre site by the present owner.

Altho there are numerous other factors which come into play in the solution of this problem of placement and establishment, the department of vocational agriculture of Benjamin Parker High School is at present placing most of its emphasis on those mentioned above.

Developing Ability to Judge Livestock*

J. S. IRVINE, Teacher,
Camp Creek High School,
Greeneville, Tennessee

ALL boys enrolled in vocational agriculture at Camp Creek High School receive training in judging farm animals. Learning to judge livestock is a fascinating study with most of our boys. It is a valuable part of the boys' education. The ability to judge livestock is the most essential and constantly used talent of the livestock man. Every time an animal is bought or sold judgment must be passed on its worth as an individual. If more is asked than the merit of the individual warrants, a sale is lost; if it is priced below its value, the returns are not what they should be. And, in the selection of animals for feeding purposes, good judgment of their gaining capacities and future market possibilities is a matter of practical concern because here again mistakes are paid for in cash. Breeding operations are carried on with greater interest and success because of good judging experience and ability to select good breeding stock.



J. S. Irvine

Too much time is often spent making judging trips, especially to judge inferior, off-type animals of poor condition. In our school judging is the outcome of the course offered thru classroom instruction—by the study of score cards, true-type pictures and slides. When judging trips are made only the best animals to be found are judged.

Proficiency in judging may also be acquired by competing in the show ring as an exhibitor, by attending shows and exhibits and studying the winners, and by competing in judging contests.

Mastery Acquired by Few

Judging is practiced by many but mastered by few. The ability to note and to weigh correctly the merits and the defects of an animal seems to be inborn in some people, but almost any one, by careful study and practice, may become fairly proficient in judging.

In selecting boys to represent our school in livestock judging contests, much attention is given to fundamental ability, such as: keen eye, quick and accurate observation, good judgment, a calm, steady nerve and self-reliance. These aptitudes are best observed in watching boys play certain games, like indoor tennis, checkers, basketball, baseball, and other games.

Judging requires a good memory. One must be able to look at an animal and form a clear picture of the animal in his mind. It must be so clear that he can sit down an hour later or even a day later and accurately describe the animal.

Judging also requires knowledge of the importance that should be attached to different points. Most mistakes made in judgment. They see the animal quite accurately, and recognize good and bad points, but are not able at first to balance properly the good against the bad in each animal.

Above all, one must become familiar with the appearance and characteristics of good animals of various types, classes, and breeds. Until one has a clear picture in his mind of what is good, what is excellent, he will not know what to look for. This can best be taught by keeping large-size pictures of true types before the boys and by judging only the best animals to be found.

Common Errors

Beginners are prone to commit three cardinal errors in their way of going about the work of judging: (1) they are inclined to get too close to the animal, (2) they use their eyes too little and their hands too much, and (3) they do too much walking about. The experienced judge seems to work slowly because he is systematic and deliberate. He sizes up the animal carefully from the front, then on one side, the rear, and then the other side, always following a system. He stands at a distance of 10 feet or more because from this point he can see not only the details separately, but also their relations to the other parts of the whole. The animals judged should be compared as a whole and not as a collection of individual parts.

When the animals have been carefully observed from a distance, a more detailed examination should be made close up to confirm the first impression from a distance.

When judging with a score card, the contestant's number and the class should be properly entered before observation begins. At least 10 minutes should be spent observing and comparing the animals before placings are made on the score card. The first judgment is usually best, altho the first impressions of a good judge are sometimes changed when he makes further analysis of all the parts to be considered.

Finally, when one's judgment is made and the placings are properly entered, he should check carefully to see that all parts of the score card are filled, that no letters are repeated, and that the final placement is consistent with the rest of the score card.

*Presented at the Annual Dairy Short Course, University of Tennessee, February 9, 1940.

Time for Meetings

The problem of finding time for holding day meetings was solved by the Smith Center (Kansas) F. F. A. chapter by holding luncheon meetings during the noon hour. Each boy brings the major part of his lunch but a drink or dessert is supplied by a committee chosen for each meeting. The group meets from 12 to 1 o'clock every two weeks. Monthly night meetings are also held. The standing program committee appoints a subcommittee to plan each meeting. Mr. Gilpin, Chapter Adviser, reports nearly 100 percent attendance and great interest in the meetings of this type which have been held.—*The Kansas Future Farmer.*

Supervised Practice

H. H. GIBSON

Teacher Activities in Supervised Farming

II. Instructing on the Job

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THAT adequate promotion is needed to establish good supervised farming programs with vocational agriculture students was stressed in a previous article on promotion as a teacher activity in supervised farming. As a foundation on which to build a discussion of the second teacher activity in instructing on the job, the following analysis is presented. This analysis was the result of class discussions in summer school with employed teachers of vocational agriculture.

C. G. Howard

II. Instructional Activities in Which the Teacher Should Engage

A. He should define and illustrate good supervised farming practices from advanced students, ex-students, records, and previous accomplishments.
B. He should develop in the boys the desire to carry on a good supervised farming program by citing cases of successes, illustrating several developmental possibilities, financial returns, pride in ownership, promoting farming as a way of living, and developing F. F. A. leadership activities.
C. He should lead boys to set up and plan good supervised farming programs. In order to do this he should provide forms on which boys can list enterprises and activities, counsel with boys as they fill in these forms, confer with pupils and parents on programs tentatively set up, adjust program in light of information and desires indicated by conference with parent and boy, check program against home farm survey form filled out at beginning of year, assist boys in setting up job outlines of the supervised-farming productive enterprises, have the boys add to these job outlines of the supervised-farming productive enterprises, star or underline those jobs which are essential to the financial and moral success of the first year's program of activities, mark by "2," "3," "4," those jobs and activities which seem to be likely to be needed the 2nd, 3rd, and 4th years the program will be in operation, and make up a teaching program in which each class can include the composite-starred jobs the first year, the composite-two jobs the second year, the composite-three jobs the third year, and composite-four jobs the fourth year.
D. He should lead and assist boys in carrying out a satisfactory supervised farming program. In order to do this he should provide training in record-keeping on a practice basis, see that boys record events as they occur (diary), assist boys in applying training received in record-keeping to their own enterprises, provide adequate supervision, provide individual instruction on the farm during supervisory visits, see that each boy closes out and completes his records on each activity started, assist each boy in analyzing the previous year's activities as a basis for the new year's planning, encourage and assist boys in expanding supervised farming programs from year to year, and encourage and assist boys in planning in detail the additional or expanded activities in which they are engaging year by year.

Mr. Hellbush shows a student how to show one of his lambs

The analysis might profitably be discussed in its entirety but little if any of it could then be applied to an actual existing department of vocational agriculture. The next theme of this article might be taken from II-D and might be worded to show that the "instructional activities in which the teacher should engage" are such that "he must lead and assist boys in carrying out a satisfactory supervised farming program, in order to provide individual instruction on the farm during supervisory visits."

Providing Individual Instruction

This matter of individual instruction on the farm must again be narrowed down to that which a good teacher of vocational agriculture can do as a part of his activities in carrying out a continuing program of good supervised farming with the members of his all-day classes. In an earlier article the work of Cecil E. Hellbush of Las Cruces, New Mexico, was discussed in order to show one way in which promotional activities can result in good supervised farming. The citing of an actual case of one type of instruction on the job which Mr. Hellbush is doing this year will illustrate fully how he correlates his promotional build-up with needed and timely individual instruction leading to continued success with supervised farming.

The group of boys in the Las Cruces class in vocational agriculture who have selected lambs as one productive enterprise in their supervised farming programs is taken, in order to narrow further the field of discussion. Some 12 of the 53 all-day students of vocational agriculture in the Las Cruces Union High School are interested in purebred sheep. Each of these 12 boys is preparing one or more lambs for the Southwestern Livestock Show. This in itself might be taken as an indication that Mr. Hellbush has lost sight of the objective of establishments in farming which he should be carrying out. Closer inspection, however, reveals the fact that this show activity is only the "frosting" which sets off the establishment "cake." It is the interest appeal and the publicity tie-up which make possible a comprehensive program of supervised farming in a locality where livestock production should be an important enterprise on the farms; where cotton and yet more cotton is produced to the limit of the acreage base allotment allowed without penalty.

The production of good salable lambs and large pelts of salable wool is the objective of each of the 12 boys who are getting a start in the sheep business in a small way by means of small farm flocks. This is the third year for any extensive sheep enterprise development in the high-school classes of vocational agriculture, and fat lamb showings at the Southwestern Livestock Show provided the developmental stimulus needed.

Checking on Home Facilities

Before any boy is allowed to invest any money in the sheep enterprises Mr. Hellbush checks on the shelter and equipment situation on the home farm. If sufficient room can be found and adequate equipment can be utilized or made in the shop with available material the boy is encouraged to go ahead. It is suggested to each boy that he purchase at least 10 ewes or ewe lambs of Hampshire-Rambouillet breeding or Southdown-Rambouillet breeding. Mr. Hellbush looks over the local available supply, as well as the supply within easy hauling distance and individually recommends the number and kind of ewes or ewe lambs he feels each boy's home situation demands if the boy is to be financially successful in the sheep enterprise. In this selection work with the boys, each boy is taken to see several bands of sheep. The boy selects the animals he wants himself and pays the bill with the approval of the instructor and his parents. At about this time problems of feed and care for ewes or growing ewe lambs make up a part of the class activities of these boys. Naturally each boy has to have a follow-up of individual help on the farm to be sure his ewes are doing as well as they should and that he is going ahead with them as planned.

Following this a study of breeding practices ensues in the classrooms. The individual follow-up here results in the determination of the period during which the buck should be run in with the ewes.

The F. F. A. chapter at Las Cruces financed the co-operative purchase of a buck—a purebred Hampshire ram which was purchased for the up-grading of the boys' farm flocks. This ram is turned in with the ewes on each boy's farm at the time the boy requests his services, insofar as conflicts will allow and numbers of ewes require.

Again, an individual follow-up of class instruction carries thru to provide proper care of pregnant ewes and extends into the actual lambing of ewe lambs for the increase of foundation stock and buck lambs from which will be selected prospective show wethers.

Class discussions on castrating, docking, and marking of lambs precede the actual field operations when, again, each individual arrives at the level of doing ability thru group demonstrations followed by individual instruction on the home farm.

Each boy then separates out the wether lambs he hopes to use in the Southwestern Livestock Show, one of the district fairs, or the State fair and attempts to follow the conclusions drawn by the class as to how best to get show lambs on feed. Here, again, individual instruction is necessary if the per-day gain necessary for ideal weight and fleshing at the time of the show is to be attained. Reciprocally, an in-class follow-up re-emphasizes the feeding practices which are producing results.

With lambs on feed and plans being carried out so that they will be well fleshed and finished in the right weight class for the show, Mr. Hellbush is ready to begin his individual help in the actual showing of the lambs. He discusses show tactics with the groups who will show stock, organizes the activities into routine steps which each boy must carry out if he hopes to get all his lambs are worth. Then groups of boys receive demonstrations on how to handle lambs at show time.

Trimming feet, blocking, and using the card are next in order. Mr. Hellbush demonstrates to groups of boys how this is done. Then he helps each boy block and trim one lamb. Each boy then blocks the rest of his lambs to pass inspection.

Learning Thru Experiencing

Boys are required to make necessary transportation arrangements individually. Each boy must secure and fill out the papers necessary to get his stock across the state line. Special care before the show, during transportation, and at the show has to be an individual instructional matter. The proof of its adequacy thruout, from selection to showing, is arrived at by the official judge. The kickback, if any, comes from disgruntled boys and parents who did not place as well as they had been led to believe they might.

The auctioning off of the stock and the receipt of money for the stock is again an individual matter and a thing about which class instruction would be of little use.

The same type of activity prevails with some 10 or more boys with beef cattle. By and large, the instructional material is different in fact but similar in nature.

Thruout all of these show activities the fundamental objective of successful economic establishment in the sheep business in a small way is kept to the fore in the boy's thinking so that he does not become a show tramp, but does gain enough experience with sheep to be a successful owner of a small band of sheep.

The finishing and showing of lambs for show, the contacts with other boys, the meeting of definite requirements, and the experience of being judged on accomplishments are all healthy portions of this lamb-feeding and showing activity. It is further true that the actual finishing out of lambs enables boys to determine before feeding starts which lambs will take the finish desired and which will not. All of these points carry over into sheep business and are valuable in attaining greater economic security for the boy in his objective of establishment in the sheep business. Adequate individual instruction is the answer.

Co-operative School Programs in Forestry and Wildlife

C. A. Whittle, Supervisor of Research and Publications, Atlanta, Georgia

THE importance of the subject of forestry in Georgia can be appreciated when it is realized that over 50 percent of the land area of the state is now occupied by trees. So great a land-use problem is, of course, entitled to a place in schools teaching vocational agriculture.

To aid in furthering instruction in forestry and wildlife the division of Vocational Education in Georgia is carrying on co-operative programs with the state divisions of forestry and wildlife. The program in forestry calls for a school forest with each co-operating school, to be used for demonstration purposes. As a rule the school forest consists of ten or more acres, acquired by lease for a period of ten years.

The Division of Forestry makes management plans for the school forest and otherwise provides technical guidance in developing the project. The State Department of Education has provided a free textbook, "Southern Forestry" by Elliott and Mobley, for teaching the subject.

Practical Phases Taught

Only the more practical phases of forestry are taught, such as gathering tree seed and growing seedlings for planting; methods of reforestation; thinning, pruning; forest fire protection; estimating the volume of standing timber; and harvesting and marketing forest products.

In addition to carrying out jobs on a school forest, students are encouraged to have home forest projects where they carry on each year one or more forestry practices.

The State Division of Forestry further co-operates with the Division of Vocational Education in annually conducting a forestry camp for students who are outstanding in this subject.

The Georgia Forestry Association, a citizens' organization, encourages the co-operative program by offering cash prizes to teachers, both white and negro, who do the best work in forestry.

The co-operative program with the state Division of Wildlife became operative this year and deals mainly with quail and fish projects. As an aid to launching this program, the state Department of Education authorized the publication of a bulletin entitled "A Wildlife Program for Georgia Farms."

The Division of Wildlife provides young quail from the state hatchery, to be grown at the school until they are of a suitable size to release in areas where there is wild food and satisfactory coverage.

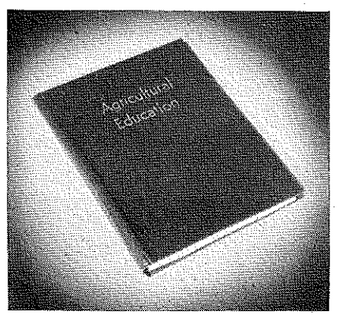
This division also provides fish for schools where there are suitable ponds. Fingerling-size fish obtained from fish hatcheries are to be fed and cared for until they are of a size desirable for release into public streams.

Co-operative Home Projects

The Division of Wildlife also offers to co-operate with the teacher of vocational agriculture in developing home projects by students and in community wildlife programs.

As an incentive to student interest in wildlife conservation, the Division of Wildlife is offering free trips to Wisconsin where students may study wildlife and enjoy fishing. Two of the prizes go to members of the Future Farmers of America and two to 4-H Club members. In addition the two schoolgirls doing the best work in wildlife home projects receive cash prizes.

Our Magazine Binder



THE twelfth volume and the index for it are now complete. To preserve these and future issues of the magazine we suggest this attractive brown binder, neatly lettered, which holds 24 issues. All issues are punched to fit. The binder can be secured, postage prepaid, for one dollar, direct from the Meredith Publishing Company, Des Moines, Iowa.

J. B. McCLELLAND

Farmer Classes

O. C. ADERHOLD

Teaching That Moves Farmers to Co-operative Action

H. G. MERRILL, Teacher,
Stringer, Mississippi

ON JULY 1, 1934, I took up my duties as teacher of vocational agriculture at Stringer, Mississippi. Being just out of school and with no experience other than the student-teaching received before graduation, I began to look around to see what type of an evening program I could start that was most needed.

In my section cotton is king so far as a cash crop is concerned and, altho at that time the price of cotton had declined considerably, the farmers still found themselves dependent on it as a source of cash income. Realizing that this picture would remain about the same for some time, I set out to improve the situation.

Needs Diagnosed

The first noticeable characteristic of practice in my community was the fact that a large number of varieties was being grown. I knew the value of this important cash crop could be improved by the selection of the variety best adapted to my community and by working toward the goal of every grower using this variety—thereby having a uniform staple of cotton.

To reach this end a series of evening classes was held. Mr. J. E. Hite, of the Bureau of Plant Industry, was invited to the first meeting. His talk and illustrations of a one-variety program were helpful in getting our program under way. We organized a one-variety club with local officers and committees. Delta Pine Land No. 11 was selected as the variety, based on local and experiment station results. Several tons of foundation seed were bought.

In the fall we received the co-operation of the ginner in having gin days for our one-variety cotton so that the seed could be saved and kept pure for planting the next year. The farmers who had this seed sold it to neighbors for $60 per ton, thereby receiving extra compensation for their trouble, and at the same time making available more seed of the one variety for the community.

At the end of the second year we had sufficient seed and were able to sell a considerable amount to other one-variety communities at $60 per ton, f. o. b. Stringer. This gave the farmers an opportunity to dispose of their extra seed with a nice profit.

This program continued each year thru evening classes, and the past year 100 percent of the farmers in the district planted one variety. It has grown to be the general practice for each farmer to secure foundation seed as often as necessary to keep his seed from running out or to secure first-year seed from some grower who bought foundation seed the year before.

Demonstrating Seed Treatment

Our one-variety program began to take shape. The next step toward improvement of the cotton program was a campaign for the treatment of cotton seed with ceresan. This is a dust germicide treatment used on the seed to kill all surface diseases. The treatment is conducted by placing seed and ceresan in a revolving barrel, using a proportion of three ounces of ceresan to one bushel of seed, turning slowly for three minutes, or until the seed is well covered.

During the summer of 1937, in co-operation with the Bureau of Plant Industry, a demonstration sponsored by the F. F. A. for the benefit of evening-school students was conducted to show the benefits derived from the treatment of cotton seed with ceresan. A careful check on treated and untreated plants showed at the end of the season that the treated plants yielded 1,715 pounds of seed cotton per acre compared to 1,050 pounds for the untreated. A large number of evening-school students visited this demonstration in organized groups and noted the excellent condition, stand, growth, and general improvement of the treated over the untreated.

The following spring, as a result of this demonstration a group of evening-class students, assisted by the local F. F. A. chapter, constructed a barrel at the school shop for the treatment of seed and carried the demonstration to their own farms for closer observation and for the benefit of their neighbors.

During the time from planting thru harvesting the evening-school students observed these demonstrations, both in organized groups and as individuals, and secured first-hand information. The demonstrations were very satisfactory.

The following spring several treating demonstrations were held, a large amount of seed was treated for the farmers by the F. F. A. chapter at a cost of 11 cents per bushel. Several groups of farmers in different locations of the district made their own treating barrel and treated their seed. As a result of these operations approximately 1,200 bushels of seed representing 1,600 acres of cotton were treated. Those who have treated in the past will continue to do so and those who had never treated were anxiously inquiring, as spring approached, as to where, when, and how they might get their seed treated. Very soon a series of meetings and demonstrations will be held to help the remaining farmers in the community to get their seed treated. It is hoped that 100 percent of the growers will treat seed this year, but we feel sure that within one more season we may lay claim to the fact that all of our cotton seed will be treated before it's planted.

A Co-operative Gin Is Suggested

In the spring of 1939, a group of evening-class students met for the purpose of discussing the possibility of organizing a farmers' co-operative gin. There was a round-table discussion on the possibility of the plan. After much discussion on the subject it was found that the sentiment of the group was that we should get all the information possible as to the requirements of such a promotion. This task of gathering the details on the subject was assigned to me. At the second meeting of this group I presented the information I had obtained. It was realized that we had the same undertaking before us as the setting up of a million-dollar corporation so far as the legal side of it was concerned. The owner of the local gin was interviewed and he agreed to sell to us for the sum of $15,000. Realizing the impossibility of raising this amount in full from the farmers, we turned to the Bank for Co-operatives, an agency of the government set up to help finance such projects for farmers at a low rate of interest. It was found that if certain requirements were met relating to membership, volume of business, etc., we could expect to obtain a maximum of 60 percent of the initial cost from this source. This would leave a balance of 40 percent to be raised from some other source, a minimum of 20 percent of which had to come from the farmers themselves.

The Co-operative Furnishes Problems for Instruction

With these facts before us, our organization was set up. It did not take us long to realize that this was by far the largest and most difficult proposition we had undertaken in our classes. Quite a number of meetings and much educational work were required to thoroly acquaint the farmers with the proposition. As usual in a case of this kind, there were certain forces working against it which increased the difficulty of carrying it along smoothly. Common stock was set at $10 per share and preferred stock at $25 per share. After several months of work on the project we had 125 members who owned a share of common stock each and $2,000 worth of preferred stock. This preferred stock represented the total amount of preferred stock held by the entire group. However this stock was so distributed that some 1,600–1,800 bales of cotton were represented at the rate of $1.50 to $2 per bale. The balance of the 40 percent of the initial cost required to be raised by us was secured from an oil mill on a second mortgage clause.

By the first of August we had reached the stage where the Bank for Co-operatives would work with us, and by the middle of August the final details were completed, including the purchase of the gin. The gin that was bought, altho a second-hand one, had been operated for only two years and was in excellent condition.

The Co-operative as a Going Concern

On August 14, 1939, the Stringer Farmers' Gin opened for business and ginned its first bale of cotton. This was a red-letter day for a farmers' co-operative in Stringer, being the first of its kind, and from that day on thru the season the gin operated very successfully. At the close of the season a total of 1,700 bales of cotton was ginned and the seed from it was bulked and handled for the farmers. This amount of business was exceptionally good as the cotton crop was cut approximately 40 percent due to weather conditions. The number of members and non-members who participated in the business was 191. With this same patronage and a normal year approximately 2,800 to 3,000 bales of cotton would be ginned. At the end of the year's business we have made all payments due on the gin, which amounted to one-fifth of the initial cost of plant, and have met other obligations of the gin. At the next meeting the board of directors will declare a patronage dividend of $1.60 per bale, 40 cents of which will be cash, and $1.20 in preferred stock. With the production of a normal year we can expect the dividend to be larger because our fixed costs of payments, labor, and general expenses will remain the same, and the additional cotton can be ginned with no extra cost other than fuel.

Young Farmers Learn to Carve Pork

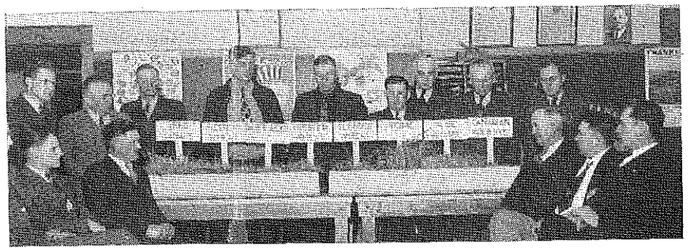
JONATHAN OSGOOD, Headmaster,
Weare High School,
Weare, New Hampshire

AT A meeting of the Agricultural Discussionist, an organization of out-of-school young men, Bill Lahey, president of the group, demonstrated how to section a dressed hog for home use. Following the demonstration and discussion a large portion of one of the loins was used for pork chops, which served as refreshments for the evening.

Other subjects discussed during the series of meetings held during the winter were: "Ways and Means of Becoming Established in Farming," "Farm and Production Credit," "Dairying and Dairy Management for Young Farmers," "Finding the Ideal Dairy Farm," "Poultry and Poultry Management for Young Farmers," "Cutting up Fresh Pork," and "Small Fruit and Commercial Vegetable Production." Several meetings were devoted to the last-named subject.

Walsh County Starts Something New in Adult Education

E. J. TAINTER, Superintendent,
Walsh County Agricultural and Training School,
Park River, North Dakota



Community-teaching committees receiving samples of grass to use in presentation of lesson in their home communities

SOMETHING new in adult education has been taking place during the past winter. Six western Walsh County communities have not only participated in evening-school work but have done the actual teaching themselves. Several of these communities have had adult evening-school classes in previous years but these classes have been taught by instructors who have gone out to the communities from the Agricultural and Training School of Park River, N. Dak.

Due to an ever-increasing demand for this kind of instruction it was felt this year that it would not be possible to send instructors to all of the communities wanting this kind of help. Meetings were held in six communities, the situation was explained, and each community chose an educational committee to select people of their community who would go to the school each Monday evening for ten weeks, for the purpose of getting a lesson for presentation in their home communities on a later evening of the same week.

In the six communities which participated during the past winter 495 different western Walsh County farm men and women attended school one evening each week. Those who had completed the course of study outlined at the beginning of the course were given diplomas at graduation exercises held at the Walsh County Agricultural School at Park River. Arrangements for the evening schools were made by authorities of the school in co-operation with the United States Soil Conservation Service and the directors of the Western Walsh County Soil Conservation District.

The training committees for each of the six communities in which the lessons were given were chosen by the people of the various communities at a preliminary meeting held in each community. The training committees from each community met each Monday evening at the school where they spent the entire evening in the study of a particular lesson and where they were given mimeographed material covering the subject dealt with in that lesson. On a later evening of the same week these committees presented the lesson to the people of their respective communities, gave each person attending a copy of the mimeographed lesson, and led the discussion on the lesson.

The lessons given included: Walsh County Soils, Farm Water Supply, Rainfall and Soil Water, Tillage, Crop Varieties, Livestock and Feeding, Markets, Forestry, Grasses, and Poultry. These topics had been chosen by the community committees at the beginning of the course. These community committees held a total of 125 meetings with an average attendance of 38 at the local meetings.

The plan will be continued during the coming winter as a result of unanimous vote at the joint graduation exercise and will be extended to include the entire county.

L. B. POLLOM

Farm Mechanics

Evaluating Outcomes of Instruction in Farm Mechanics

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G. C. Cook

EVALUATION and appraisal of the progress and achievement of students in vocational agriculture are increasingly receiving the attention of research workers, teachers of agriculture, and other interested persons. However, there is much to be done in this important field, and especially in farm mechanics, since there seem to be few very definite procedures, techniques, or devices to use in successfully measuring and appraising student growth in farm mechanics. Some progress is being made, as persons interested in the field are beginning to realize the need for evaluating individual achievement in farm mechanics and are attempting to work out techniques to use in evaluation.

Criteria for determining the progress made by students in terms of comprehensive objectives set up for the instruction in farm mechanics must be carefully outlined for most effective results. In most schools some type of marking system is used; consequently it becomes necessary to evaluate the student's work in order to determine what mark to give him. Such a mark is often interpreted by the parents, the student, and the teacher as representing the caliber of work that is being done. The primary aims of evaluation should be to determine student growth and progress and to improve the effectiveness of the instruction. If this is carefully explained to the students, and if they are encouraged to think of evaluation as a means of personal improvement, they will become interested in the evaluation program.

Marking students should not be done merely to determine who should pass or fail. If a teacher finds that most of his students are getting low marks he should carefully check his teaching to see where his weaknesses are, since marks representing achievement are as much a measure of effectiveness of the teacher as of the success of the student.

What Should Be Evaluated?

Before an effective program in evaluation can be worked out, definite objectives must be set up for the instruction in farm mechanics. In other words, what are we trying to accomplish? In deriving these objectives it must be kept in mind that there should be a number of changes in student behavior which should come about as a result of the instruction. Objectives should be set up, with the students participating, and based on individual student abilities; in other words, in terms of the ability of the individual to achieve the objectives outlined.

Too frequently teachers are apt to base their evaluation in farm mechanics largely on the finished jobs and projects in the shop. While completed projects should be carefully evaluated, this is but one of the important aspects of the program in farm mechanics. For most effective results it would seem that all phases of the program should be considered in measuring and evaluating results. The following are indicative of some aspects of the program which need to be carefully considered in evaluating individual achievement:

1. The development of appreciations, ideals, interests, and attitudes.
2. The formation of good habits relative to mechanical activities.
3. The development of basic understandings and the acquisition of fundamental information pertaining to farm mechanics.
4. The development of managerial abilities in farm-mechanics activities and manipulative skills needed on the farm.
5. The development of abilities in planning and problem solving.
6. The development of self-confidence, mechanical resourcefulness, and other personal attributes.

Determining Procedures to Use

As previously stated, few procedures have been developed and carefully tested for use in evaluating student achievement in farm mechanics. It too frequently happens that most of the appraisal of a student's progress is made thru the teacher's judgment of the student's ability. While judgment must play an important part in evaluating results, a number of measuring devices should be used in determining the growth of the student and his ability to achieve. The following may be used advantageously in evaluating student abilities:

1. Teacher guidance (necessary in all phases)
2. Oral responses and examinations
3. Notebooks used for students' farming programs
4. Daily evaluation
5. Performance (or practical) tests
6. Completed jobs or projects
7. Written tests and examinations
8. Activities put into practice on the home farm.

A comprehensive program of measurement and evaluation cannot be effectively developed without careful guidance on the part of the teacher. Of course, guidance is necessary in all phases of the program. It is the responsibility of the teacher of farm mechanics to give much of his time in helping students, thru guidance, to develop worthwhile appreciations, ideals, interests, and attitudes for the mechanical activities needed for proficiency in farming.

Teacher Guidance

It is also the function of the teacher to guide students carefully in developing managerial, manipulative, and problem-solving abilities. A boy may need to build a hog feeder and may have to make decisions as to the type and size of feeder to make, or whether to use ship-lap, tongue-and-grooved, or drop-siding lumber. After the boy has had an opportunity to make a study of and think thru these questions and has reached his conclusions, it is the duty of the teacher to discuss these questions with the boy to see if he has made the best decisions for his situation. If the decisions are poorly made by the student it is the responsibility of the teacher, thru guidance, to help the boy to see where his conclusions are not the best to meet his particular needs. It may be necessary to visit the home of the boy to talk these questions over with the parents.

The teacher, with the students participating, should outline the course and set up standards of workmanship, thus giving the class a part in the program and its development. The teacher of farm mechanics has a wonderful opportunity to guide students and to evaluate their activities thru constructive supervision. While supervising the construction and repair jobs performed in the school shop and on the home farm, the teacher should not overlook the opportunity for guidance and evaluation of the student's attitude, planning ability, choice of materials, and performance in doing the job.

Using Oral Responses and Examinations

These responses may be brought about thru class discussion, individual reports, or individual conferences at school or on the home farm. In examining, oral questions which involve constructive thinking and problem-solving abilities should be asked. Questions concerning technical information may also be asked. The general reaction of the student and his ability to answer questions intelligently should be carefully evaluated and individual help given when necessary. Oral examinations should not be used to replace written tests entirely, but rather as one approach to evaluation.

The Notebook as a Measure of Achievement

Much guidance is necessary in developing a thoro understanding of the necessity of a well-organized and well-kept notebook containing valuable materials developed for the student's farming program and to be used as a future reference. Students, however, are interested in and will develop some very worth-while materials for individual use which should be carefully evaluated. These materials include:

1. Map of the home farm
2. Farm inventory
3. Calendar of activities
4. Plans of farm projects and jobs included in his farming program
5. Technical information including experimental data, clippings, and the like, to meet his particular needs
6. Approved practices
7. Supervised farm-practice plans and records pertaining to farm mechanics
8. List of reference materials, tools, supplies, and the like.

Daily Evaluation

For most beneficial results for individual improvement, some daily evaluation should be made. This may include oral responses and evidences of individual planning, originality, attitudes, and performance in the shop. Much of this evaluation may be informal in nature and approached thru careful observation, followed by individual attention. Evaluation of choice of materials, selection and use of tools, proper sequence of operations, correct application of principles, and standard of workmanship can be made daily. Thru individual conferences questions can be asked as to why the job is performed the way it is or how it might be improved for most effective results. The class should always be stimulated to feel that this is done with a view to helpfulness and for the best interests of all members of the class.

Occasional evaluation of the jobs or projects stressing workmanship and proper choice and use of materials may be made by members of the class. Every opportunity should be given individuals to evaluate their own work, noting where it could be improved.

Performance or Practical Tests

Occasional tests may be given to help evaluate abilities necessary to perform certain jobs in the shop. (It is well for the teacher to work out a list of points to use in evaluating these jobs.) The student might be asked to demonstrate his ability to mix concrete, cut rafters, operate a blow torch, start a forge fire, splice a rope, assemble harness, and the like. These should be given in order to make sure the boy can do them and to give him help needed. If the performance test is properly planned and executed, the teacher should be able to evaluate the job easily and effectively. Such tests involve not only manipulative skill but much thinking and planning as well.

Why Evaluate Completed Projects?

There are a number of reasons why the finished job or project should be carefully observed and evaluated. Some of these are:

1. To show interest in the finished product
2. To give praise for the boy's efforts, originality, and quality of workmanship
3. To point out certain weaknesses or projects
4. To use as one criterion in determining school marks

Frequent evaluations should be made while the project is in progress in order to help prevent mistakes which otherwise might appear in the finished product.

Using Written Tests and Examinations

Another approach to evaluation in farm mechanics is thru tests and examinations which should play a small part in determining final school marks. New-type examinations may be used, including a variety of types of questions or items such as true-false, multiple choice, matching, and completion. These questions should be carefully worked out in order of difficulty, providing opportunity for problem solving, knowledge of fundamental principles, and basic understandings. These examinations should be worded so as to be easily understood by the students, and there should be no catch questions. Specific problems may be given involving reading of plans, figuring bills of material, and the like. Lists of tools, supplies, and building materials may also be made up for identification purposes.

The home farm and the farm home ing student abilities to initiate, plan, and put into practice the things he has learned in school. The home farms should be visited often and the activities of students carefully evaluated with the individuals. Many teachers supply the boys with forms for keeping a record of their activities performed at home. These forms generally provide a space for listing the activities, time required to complete projects, their cost and value, and parents' comments.

Much to Be Done

Since we have scarcely scratched the surface in effective evaluation in farm mechanics, much research is needed in determining just what techniques should be designed and used for most effective instruction. Let us accept this challenge and resolve to do something about it.

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Farm Shop and the Development of Personal Qualities

C. D. WATSON, Instructor,
Highgate Center, Vermont

HOW many teachers, regardless of subject taught, are aware of that extremely important type of guidance—personality guidance? If one examines courses of study, he does not, as a rule, find provisions for personality guidance. Where, then, if the student is to receive the type of guidance necessary to succeed in life, is he to get it? Shop classes offer an ideal arrangement for the development of character.

Students in the farm shop find themselves in circumstances which give them a great deal of freedom that they do not usually enjoy in academic classes. A student may work at a speed which is established by himself, and the quality of his work is largely self-determined. In short, the boy is on his own. Shop work is of a nature which approaches life conditions as they will be after the boy finishes school.

The raw materials with which we have to work come from different homes, different environments, different experiences. It cannot be expected, nor is it desirable, that this human raw material with which we must work should be entirely homogeneous. We must have individuals.

Since desirable personal characteristics are acquired largely thru habit formation it is necessary that every teacher be mindful of that fact and make a sincere effort to assist students in gaining, developing, and retaining these desirable attributes.

Important Questions

While performing his tasks, does the student prove himself a good citizen? Is he able to get along with his fellow workers? Is he desirous of lending a helping hand when he is requested? Is he willing to take responsibilities? Is he anxious to develop desirable attitudes toward the shop, his work, and his classmates? Is he able to ask for supplies in the right manner? Can he appreciate the other fellows' efforts, problems, and troubles? Is he concerned about the general appearance of the shop? Does he appreciate the value of the tools and equipment with which he is working, and does he treat them in a thoughtful manner? Is he thrifty with the use of the tools, equipment, and supplies found in the shop? Is he thrifty with the use of time? Is he ready to start work on time and to stop when the signal is given? Can he say "thank you"?

If not, the instructor must broaden his view and include the development of the qualities just cited. Aside from setting up some very definite regulations to govern shop attitudes, this program of character development cannot be carried out at a definite time or circumstance. It must be made a part of the regular work and should be introduced when the opportunity presents itself. Correction of habits of action should not be given to the class, but to the individual student. On the other hand, the boy should receive praise for doing the right thing at the right time, and especially so if the deed is the result of effort on the part of the individual. Shop work does offer a real opportunity for doing this.

Better mend one fault in yourself than a hundred in your neighbor.—Elbert Hubbard.

Learning to Teach and Teaching to Learn

EUGENE A. EGAN, Teacher Education,
Bozeman, Montana

IN THE field of farm mechanics there are many excellent opportunities for the development of skill in farm-mechanics jobs and, at the same time, practice in teaching techniques. Young men preparing themselves for teaching in the field of vocational agriculture should be given a chance to take advantage of both of these opportunities.

Two problems immediately present themselves to anyone who wishes to give trainees both skill experience and teaching practice in the same course. The problem connected with skill experience is mainly one of securing and financing desirable training projects. How can this required experience be provided economically on a project of sufficient size to develop proficiency? The second and primary problem of the two deals with providing teaching practice along with acquisition of skills. Experience with a course entitled "Farm Mechanics for Teachers," during the fall quarter of the 1939–1940 school year at Montana State College, led to some interesting discoveries. The primary objective of this course was not only to develop abilities in tool selection, use, and care, and in planning and constructing farm wood projects, but also to develop abilities in teaching the same. Concentration was on woodwork and related activities that would apply in construction of farm buildings and appliances.

A Challenging Project is Selected

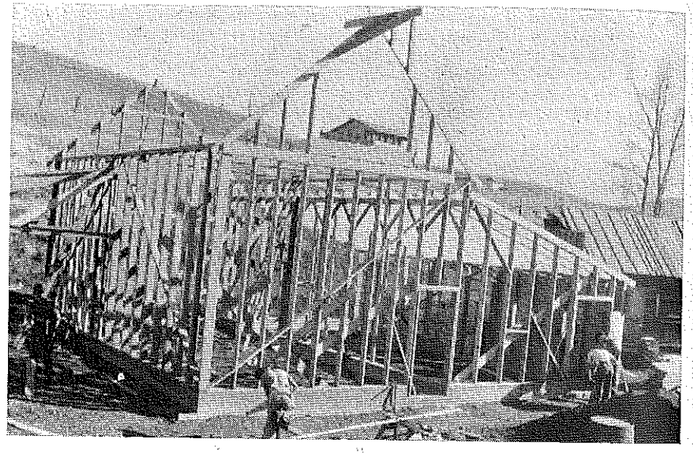
In looking over available projects and material, the writer became aware of the first of the two previously stated problems. A hasty survey of near-by farms resulted in a request to build a barn. The site for this barn was convenient—approximately two miles from the college. This building was to be a combination horse barn and cow barn with a center hay shed instead of a loft. Foundations and floors were to be of concrete. Since, in some phases of construction, projects of this size often involve a great amount of labor that cannot be accepted as truly learning devices, a labor agreement was reached with the owner. As soon as we progressed in one phase of construction to the point where repetition of skill involved would add little in the way of new knowledge or skill mastery, we could advance to another step in construction. The labor involved in completing the unfinished phase could be furnished by the boys in class during vacant afternoons and Saturdays, and hourly wages would be paid.

The Class Helps to Plan Instruction

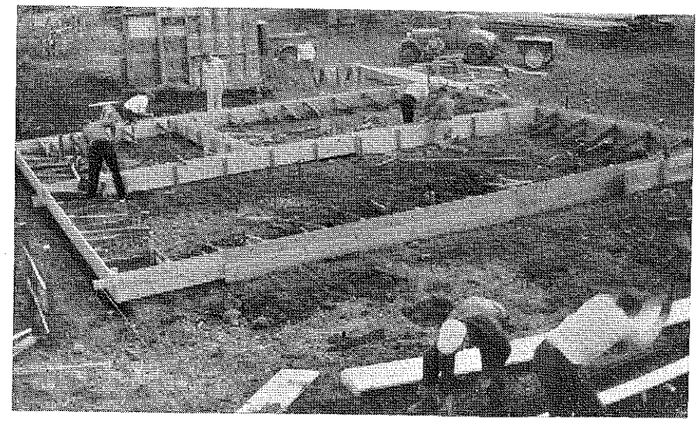
In the introduction to the course, the group enrolled agreed on three principles. First, they agreed that no skills would be taught until the need for them arose. Second, since construction of this barn included the majority of skills necessary for accurate selection, care, and use of woodworking tools and materials, we would concentrate on the barn as a quarter's work. Third, since this was a course in farm mechanics for teachers, it should include not only proficiency in skills but also practice in correct teaching procedure.

The first principle necessitated the study of building plans, practice in drawing, and conferences with the farm owner before the actual plans could be started. Then came drawing of the plans, selecting and listing of materials, deciding upon the location, and estimating the cost. Once the plans were completed and accepted, and the materials ordered and delivered, the activities in construction were taken up in natural order. Beginning with laying out forms for concrete and finishing with the hanging of doors and windows, each demanded new knowledge of construction, procedure, and skill.

As each problem developed, it was analyzed for a solution, and the skills necessary in the solution were set forth. A member of the class was then selected to teach the unit introduced by the problem and to make the necessary demonstrations. Since the class was small in size, each member had three or more chances to appear before the group in the role of instructor. The teaching assignment was made in advance so that the preparation could be made by the student-teacher before taking over his duties. The writer audited and corrected lesson plans and checked demonstrations with the student-teacher before he presented them to the class.



"Rafter cutting was not demonstrated until the building was ready for rafters"



"Mixing concrete was not studied until the problems of building forms, reinforcement, and actual construction were out of the way"

Each Skill Mastered as It Is Needed

When the class discovered the handicap of working with dull and broken equipment, tools were reconditioned and sharpened. Mixing concrete was not studied until the problems of building forms, reinforcement, and actual construction were out of the way. Rafter cutting was not demonstrated until the building was ready for rafters. Shingling was not taught until the time to lay shingles arrived. The teaching and demonstrating of practices and skills and immediate application of the same on the job resulted in this case in a more rapid mastery of the essential shop skills.

Approximately $90 per trainee was spent in materials for this large project. Such a large investment in supplies would not have been possible if the group had been confined to the wood shop. Often large building projects of this type are not willingly accepted by teachers of vocational agriculture in high school, mainly because they have had no previous experience in the construction of them. Since all problems in actual planning and construction were studied, discussed, and completed by this group of young men, much valuable experience was provided along with training in teaching and in skills. A group thus trained should be more willing to place their future students in learning experiences that are more life-like and representative than many that are being practiced today. The effectiveness of the teaching of these trainees on this job has convinced the writer that the time for teaching skills is the time to teach teaching.

Farm Mechanics From Sixteen to Sixty

J. M. HOLCOMB, Teacher,
Sac City, Iowa

THE high-school boy needs a hog house for his swine enterprise, or Dad's corn binder needs repairing; the part-time boy plans to start farming in March and has purchased at farm sales some farm machinery that needs repairing, or his tractor needs overhauling; the farm operator needs to repair his mower, he needs to repair his tools, or he needs a new wagon box. These examples illustrate clearly the need for instruction in farm mechanics for all of these three groups in the Sac City community.

J. M. Holcomb

Mechanical jobs and problems arise at different times on the farm. When a boy needs swine equipment why should he be required to complete his unit in farm motors before constructing the needed equipment? If Mother's wash boiler needs repairing why should the boy be required to complete his farm machinery unit before fixing it? With questions such as these in mind a plan was worked out during the summer of 1939 that would meet much better the needs of the student in Sac City by permitting him to work on the mechanics problems as they arose.

Unit-Planning Was the First Step

Fourteen units were worked out stating objectives, listing suggested activities for each unit, and requirements in some of the units. Each boy was given a copy of these objectives, activities, and requirements. When the boy completed a unit satisfactorily he was given credit for it.

The boys were free to work on any unit that they had need for at any time. They were, however, expected to do some work in every unit at some time during the year. This plan helped to broaden the interests of the boys. These junior and senior boys liked the plan very well. The class had an enrollment of 24 students.

The part-time class met every Monday evening for 20 weeks in the regular classroom for 90 minutes. They studied farm engineering at these night meetings. This classroom work was supplemented by laboratory work in the shop. Twelve afternoon meetings were held. The boys in this class repaired machinery, tractors, and wagon boxes; constructed loading chutes, self-feeders, gates, and wagon boxes; cut rafters; and repaired leaky wash boilers.

What Operating Farmers Are Interested In

The adult group, 16 in number, met for 11 afternoons from one to four o'clock during the month of December. These men were all farm operators ranging in age from 25 to 60. They repaired mowers and binders, conditioned tools, spliced rope, constructed a hog house and a wagon box, and soldered numerous articles.

Sac City has an adult class in agriculture that has a membership of 110 farmers. This class meets weekly for 11 weeks during the winter months. With this large group it is impossible to offer any work in mechanics on a laboratory basis. Neither would all members be interested in this type of work. These two things encouraged the instructor to start a special-interest group during the past year. Plans being formulated for next year include the offering of a course in dairying, meeting during the afternoons, as only about 25 percent of the large group milk many cows.

Facilities Being Used to Capacity

The Sac City shop is housed in a rented concrete block building, 36′ x 60′. The size of the building has been one of the important factors in determining the success of the mechanics program. It has been possible to have five or six large projects going all of the time. The fact that the boy or adult does not have to wait a long period of time before beginning the project that he has need for has helped to stimulate interest in the work. Not only has it been more interesting, but it has been more valuable.

New developments are constantly coming into farming. This is certainly true in farm mechanics. By offering work in mechanics the instructor of vocational agriculture is meeting much better the needs of his community. The farm mechanics program of the Sac City schools has definitely proved interesting and worth while to men and boys from 16 to 60. It has also made for greater proficiency in the operation and management of the engineering enterprise on the home farm.

When men are rightfully occupied their amusements grow out of their work as the color petals out of a fruitful flower.—Ruskin.

Agricultural Colleges

(Continued from page 24)

These early colleges were a hodge-podge so far as instructors, courses, and students went. Considerable effort was exerted to "drum up trade" thru popular courses, and the qualifications of both faculty and students were far different than those existing today. The institutions, for the most part, offered work of a strictly text-book type, altho at times practical farmers, employed as instructors, created a trying situation for the more classical-minded members of the faculty. Many students had little or no high-school education and it was necessary to offer some secondary school subjects in connection with the more technical aspects of the college courses. In numerous instances, those attending were required to work out part of their tuition by farm labor, and many institutions had winter vacations to enable students to earn money for college expenses by teaching the short term elementary school of that period.

Generally speaking, the subject matter taught was principally pure science with some attempt being made to correlate it, often unsuccessfully, with farm practices. Agricultural colleges were frowned upon by the more academic type of institutions which contended industrial training had no place in college circles.

For nearly 50 years agricultural colleges failed to a large degree to fulfill the mission for which they were established. In reality, therefore, the agricultural college is the product of the current century. Some of the reasons for this early absence of success were:

1. A new departure as to purpose and method;
2. The opposition of the classical educator;
3. Considerable opposition from the farmer himself;
4. Lack of a teachable body of subject matter;
5. The relatively undeveloped state of science;
6. A lack of trained teachers; and
7. The large per capita expense for instruction and materials.

Emergence of Modern Colleges

Previous to 1900 general agriculture was taught with little attention being given to the specialized aspects of its various divisions. Horticulture was the first specific field to be offered, and was soon followed by forestry, veterinary science, dairying, and animal husbandry. Departments appeared; men specially equipped for specific fields were employed with increasing regularity, and courses were re-organized. Much emphasis was devoted to production until the matter of over-supply began to creep into the picture. This called for an investigation of the marketing problem and created the need for adequate departments of economics.

The early agricultural colleges devoted a small portion of their time and whatever funds were available to experimentation. However, not until the Hatch Act was passed were sufficient funds and personnel at hand to adequately care for field tests, breeding experiments, and scientific research. Nei-

(Continued on page 38)

Future Farmers of America

L. R. HUMPHERYS

Traditional Livestock Shows Evaluated—A California Solution

JULIAN A. McPHEE, State Supervisor,
San Luis Obispo, California

J. A. McPhee

PARTICIPATION in livestock shows and other agricultural fairs has been a typical activity of students of vocational agriculture for some time. It has brought them together and resulted in the formation of early clubs in associations which were ultimately nationally joined as the Future Farmers of America.

In analyzing this participation and its contribution to agricultural education, many have been inclined to speak in whispers about the harmful features and very loudly about the good ones; or to over-emphasize shows if they think they are valuable and helpful, or to cut them out altogether if they feel that the effect is not good. This is a weak attack on a problem which certainly has a solution.

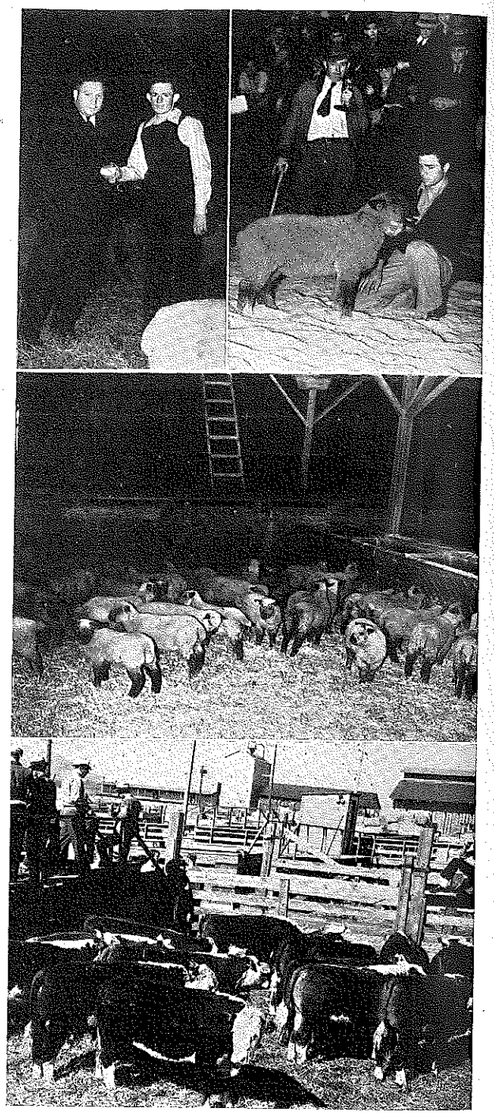
Why Traditional Shows Have Survived

This lack of outspoken and frank analysis of the results of livestock shows, is brought about by a number of motives. The managements of the many shows have been extremely co-operative and usually sincere in attempting to do the right thing for the F. F. A. program. Breed associations have given valuable prizes and incentives to grow good animals. Chambers of commerce, stockyards, agricultural magazines, and other agencies have all been friendly and co-operative. Thus some conditions have been permitted to exist (principally the result of circumstances and not planned by our friends) which some have felt did not contribute to the sound program of agricultural education.

Common practices have included that of "giving" a boy a purebred beef calf, helping to finance the feed bill in the hopes that the calf will win a prize, taking the steer to the fair with the breeder's own herd, helping get the calf in the ring, and "cashing in" on the advertising resulting from the grand championship. These practices are as well known and as little discussed as the manner in which some universities get their winning football teams.

Let us face the issue squarely and publicly. Certainly there is a lot of merit in a livestock show. The breeding show in which the Future Farmer is exhibiting his young gilts and boars, his dairy animals, rams, ewes, and poultry, is based on a good philosophy. Such a show, properly conducted, gives the boy added incentive to correctly feed and fit his animals. He takes added interest in their care, and particularly in the selection of the individuals with which he builds up his foundation herd. At the fair, he learns the type of animal which the judge considers the best for commercial production. He learns how to skillfully show his animals, as he must do when he becomes a seller himself.

This fair, probably with a senior division as well, gives him contact with adult breeders, and gives him an opportunity to see the animals these breeders have for sale. At the better state fairs, he may see hundreds of high-quality animals in one or two days—an education which would take weeks and hundreds of dollars to secure if he had to travel over the state to see the same herds in their home environment.



Top left, Peter LaBorde, Madera High School, winner of the Safeway scholarship at Cal. Poly. Top right, Ed. Rochford of the stockyards staff, pointing out the good features of a choice lamb in one of the grading demonstrations. Center, a carload of lambs, most of which graded "Choice." Bottom, a lot of choice steers from many owners, after the grading had been completed and recorded

Educational Malpractice

But there are some things which the boy learns at the breeding-stock show which are not to his advantage, too. He often sees animals picked for type which have never produced a litter or dropped a calf. He sees animals carried in the show string which should be home in production. He sees animals "gingered" and otherwise doctored to make a flashy appearance in the show ring. He sees the "tramp" showman with his picked-up herd of animals, in the show business for just one thing—money. The boy must have the guidance and advice of an intelligent and frank teacher of agriculture to guard against the influences of such bad practices.

The good market show of fat stock can be equally educational and stimulating. Certainly the boy has an opportunity to see hundreds of correctly fed barrows, lambs, and steers;

and can talk with boys about rations, cost of feeders, use of concentrates, and methods of showmanship. Many such shows have a complement of actual educational activities—visiting packing plants, watching animals go thru the commercial sale ring, seeing the operations of stockyards and commission firms, and learning more about dressing percentages, value and use of by-products, and other useful information.

The basic philosophy back of the livestock show is excellent, and it is an evidence of weakness to shun them rather than to attempt to correct any practices which may be considered unsound. In general, it may be said that the management of each and every show wants to do whatever is humanly possible to make the activities engaged in by agricultural students educational and desirable; and that if it is otherwise, it is the fault of circumstances or the over-zealousness of well-meaning friends.

Why It Is Difficult to Change

In California, this situation has probably been more crucial than in any other state in the union. The state's nationally-famous race tracks have been very profitable. Their returns to the state help to fill the coffers of the local fairs with millions of dollars a year. We are advised that students in California have an opportunity to receive as much in premium money at any one of more than 20 county and district fairs in California, as boys in many other states can receive at the state fair, or all fairs together.

Thankfully, this almost unlimited financial opportunity has been under state control for the past two years, and today, the Future Farmer in California is largely protected from premium excesses and other "kindnesses" by regulations of the state department of finance.

This still does not close the loophole of the public or private livestock show in which all the attention may be given to the owner of the grand champion steer, lamb, or barrow; and no particular thought to the hundreds of fine animals which would have brought equal, or approximately equal, prices on the commercial market. Yet, in most instances, if the boy who owned and fed that grand champion had to sell him on the market, he could not get back his investment.

Under such a situation, it is obvious that there must be a lot of boys who paid as much for their animals as feeders, and met as high a cost for concentrated feed, nurse cows, and other non-commercial practices, and therefore obviously *lost* money because they *did not* win the championship. This is not good livestock education; it is just plain long-shot gambling.

A New-Type Show in California

It was certainly an indictment against the education of junior agriculturists when the young winner of a recent highly-publicized national livestock grand championship stated that the animal had cost him considerably over $200 at the time of the award. That animal was good for only one thing—meat—and as a beef carcass, worth at the most not to exceed $125.

have brought Californians to a type of show which is already being conducted with some variations in other states—the marketing day, or market show. The principal difference is that in a state where high premiums have become traditional, California conducted such a show without any premiums at all.

If there were wrong practices in this show, it was our own fault, because the show was sponsored and conducted by the California Agriculture Teachers' Association. The state bureau of agricultural education co-operated as requested by the Association's committee. The stockyards furnished the facilities. Commission men co-operated and buyers gave as much for the animals as they thought these animals were worth, considering their quality over the run of the market. Top hogs brought $7 per hundred, steers $10.50, and lambs $12.

All stock was graded and sorted according to practices at the South San Francisco yards, where the event took place. Animals from each school, or group of schools which shipped together, were handled separately so that each boy could see his stock graded "prime," "choice," "medium," etc. He asked questions of the men selected to do the grading. These men included representatives of commercial firms and specialists in the state bureau of agricultural education. Explanations were made in terms that boys could understand. Next year a public address system will be used to give further educational information.

There were no cash prizes. There were no free banquets or free lodging. The sole drawing card was the opportunity to see the stock graded and sold to see other educational features planned during this time. In spite of this drastic change from the former junior show, in which the management and the buyers gave the boys as much as $30,000 a year over the market value of the stock, the event drew about 1,400 head of stock, as many as most of the former shows with their glamour and money.

The average quality of stock was not quite so high as in past years, but the average investment per head was not so high, either. Many of the boys who entered animals for the marketing day are the same ones who fed out high-prize winners at the junior show last year and the year before. But they did not enter animals which were expensive to buy as feeders, nor did they follow anything but sound commercial feeding practices, for the most part.

There were no champions, grand champions nor $10 per pound bid at the auction. Each animal grading "prime" was sold at approximately the same price, on the open market; each boy owning such an animal received the same recognition.

Plans for the Future

The event was considered successful, and it will be the forerunner of others located to serve natural livestock trade areas in the state. We sincerely believe that we have evaluated Future Farmer livestock showing and found that this marketing day is a good place to come down to earth. Perhaps later, some variation may be made to more nearly compensate the boys for the admittedly high cost of shipping a few animals quite a distance to this marketing day.

A Job Well Done

THE following letter by Bill Hartnell, former president of the Nebraska Association F.F.A., 1937-38, is reproduced here because it exemplifies an attitude which, if held generally by leaders in the F.F.A., will do much toward raising the morale of rural youth. The letter appeared in the *Nebraska F. F.A. News*, January, 1940, Edition.

Dear Fellows:

Tonight as I sit here typing I am thinking of a fellow. That fellow might be you.

The fellow I am thinking of is a pretty good fellow, but he is like a lot of us, he wastes too much time while he thinks that he is the busiest fellow this side of an ant hill. Consequently he is not giving his best to or getting the most from life. He is not doing all that he can, and I rather think that none of us are doing enough until we are doing so much that we become inefficient. As human beings we are easily fooled and the one person we fool the most is ourselves. We allow ourselves to think that we are working too hard, that we do not have enough time, or that there are other things more important.

Too often we go about looking for great, large things to do, for some way in which we can contribute in large measure to the cause, or for some short cut to what we think might be success. Too many of us are not living in today. Some go about wishing for the good old days, when Dad was a boy, while others go about so absorbed in the future that they stumble thru the present. We forget that a job well done today serves as a foundation for doing a better job tomorrow.

Why not get a hold of ourselves and give our full attention to today's tasks so that tomorrow there will be no need to regret the past? Let us give more time to the little things, for were it not for these, the larger things would be impossible. And above all, let us live with God and the rest of the world as He would have us live. Perhaps a united prayer that our every action, thought, and word might be that of kindness and consideration for our associates would help.

Remember, fellows, that the fellow who waits for things to turn up usually finds that his toes do it first. Your reputation isn't built upon what you are going to do. People don't judge you by who you are, but by what you are doing and how well you are doing it. The person who has found that the greatest happiness and joy in life comes from helping others has found the one road to success, for success is not riches nor power, but is a measure of our service to the world.

So long,
Bill

Get your happiness out of your work or you will never know what happiness is.—Elbert Hubbard.

Goals and Fads

(Continued from page 23)

idea. It is evident that the use of new terminology will not long serve, but the constant preaching of the ideal may help, regardless of the names applied. This is true of many phases of our work in vocational agriculture.

As an example, the *agricultural project* (especially the "home project") at the outset implied a complete cycle of a year, more or less, intended to become a part of a long-term plan in which other projects would be added, approaching an established farm business. Shortly the term *project* became very popular and was applied to any purposeful learning. Many teachers adopted the term, but not any of the fundamental ideas. Soon we found certain students of education condemning the "project," and substituting something new and worth while called the "enterprise." In due time the "enterprise" is misapplied and we must have a new term.

I am not protesting that no improvements can be discovered, but rather that we would be wise to review frequently the applications which have developed in connection with our valued ideas and to insist on the retention of those which prove sound. Americans need to make sure that "liberty" is not merely a slogan but that we perpetuate the idea to which the term was applied.

Modern pedagogy is filled with new slogans, some of which are merely new nomenclature without any novel thought involved. If this were a feature article I might tell the story of several. "Supervised study" was a sound idea which was soon misused; and someone then proposed "directed" study. The principles of "correlation" were sound but were misapplied and "integration" became a term to conjure with.

This is equally apparent as applied to our major objectives. Guidance, character education, and culture are alternately held up as the major objectives of agricultural education. We maintain that these are all integral parts of any sound education but that the education which focuses upon the establishment in farming of each pupil will *incidentally* accomplish guidance, will develop honest, upright citizens, and does involve culture in the truest sense.—F. E. Heald, Massachusetts.

Professional Activities of Leaders During Summer

PROFESSOR L. R. Humpherys of Utah Agricultural College taught three-week courses this summer dealing with Future Farmers of America at Colorado State College, Ft. Collins, Colorado, and Ohio State University, Columbus, Ohio.

Visiting professors on the staff of the Colorado State College this summer included Professor H. H. Gibson, Oregon State College, R. B. Jeppson, State Supervisor, Nevada, Sam Hitchcock, State Supervisor, Wyoming, Dr. C. L. Mondart, Louisiana State University, Professor R. H. Palmer, Montana State College, Professor S. S. Sutherland, College of Agriculture, University of California, Professor Carl G. Howard, New Mexico State College, and Mr. Aspinwall, Ventura Junior College, Ventura, California.

Dr. A. W. Nolan, University of Illinois, and Professor V. G. Martin, Mississippi State College, served on the summer session faculty at Louisiana State University.

R. W. Heim, director of vocational education, Dover, Delaware, taught during the summer session just closed at Pennsylvania State College.

Louis M. Sasman, state supervisor, Madison, Wisconsin, was guest speaker at the annual summer conferences of teachers of vocational agriculture in Nebraska and Michigan.

H. M. Byram, Department of Education, Michigan State College, spoke at the annual summer conference of teachers of vocational agriculture in Missouri.

Mr. L. D. Clements, State Supervisor, Nebraska, gave two addresses at the annual summer conference of teachers of vocational agriculture in Michigan in August.

Dr. C. S. Anderson of Pennsylvania State College has returned from Hawaii where he spent a year as exchange professor with Dr. F. E. Armstrong of the University of Hawaii.

Agricultural Colleges

(Continued from page 35)

ther was the college in a position to do much extension work altho its instructors appeared with reasonable frequency on the program of various farmers' meetings. The Smith-Lever Act (1914) has also cared for extension duties.

Teacher-Education Developed

In recent years there has been an increasing demand for agricultural education for high-school boys who will be the farmers of the future. This has added another duty to the already heavy load of the agricultural college—that of educating teachers who will care for such departments in high schools. Since the passage of the Smith-Hughes Act of 1917, therefore, high-school instructors of vocational agriculture have been prepared in ever-increasing numbers by the agricultural colleges of the United States. That this work has been done well is demonstrated by the constant increase in enrollment in this phase of secondary education.

Since the turn of the century the agricultural college has gradually come into its own. However, since 1900 buildings especially planned for agricultural purposes have been constructed thruout the country with appropriate structures being provided for housing laboratories, special equipment, and other necessary facilities. The disappearance of the compulsory labor requirement for all students has changed the situation, but to a considerable degree the utilization of the field-laboratory plan has kept much of the work on a practical basis.

Gradually better trained instructors have been employed and more attention has been given to both academic and practical training. Graduate study started in 1902 at Ohio State University and has been increasingly emphasized.

Originally, agricultural colleges were proposed and established to train men for farming. While this objective is still foremost, a significant change has come into being—that of training young men for service in a multitude of related fields. The degree of specialization offered, the intricate organization of our institutions, and the services they afford the rural citizens of the state are marvelous when viewed in the light of the early agricultural college, or even those found as late as 1900.

Many problems remain partially unsolved. Among these are: the improvement of college teaching, the formation of courses which will best teach the best farming practices; the development of rural people for a happy, contented life on the farm; the securing of adequate finances; and others.

Frequent are the calls for service, and rarely does the agricultural college fail to respond in adequate fashion. The path has been beset with many a detour, but today the agricultural colleges of the United States hold their heads erect, their faces to the front, and are ready to carry on for the constructive betterment of the agricultural world.

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Pi Chapter, A. T. A., Installed at New Mexico

G. A. SCHMIDT, Teacher Education, Ft. Collins, Colorado

ON APRIL 4 the Pi chapter of Alpha Tau Alpha was installed at New Mexico State College.

This chapter made an excellent start. Seventeen active members, eight associate members, and six honorary members were initiated. The honorary members were transfers from other A. T. A. chapters.

The New Mexico chapter installed by the writer included 17 active members who were, without exception, an outstanding group of young men. Each has a splendid background of farm experience, a keen interest in rural America, and a wholehearted desire to serve rural youth. The associate members initiated were outstanding teachers of vocational agriculture—men putting over a real program in agriculture in their communities. The plan of the chapter at New Mexico is to initiate as associate members six or eight teachers of vocational agriculture each year.

Since New Mexico now has a full-time teacher-trainer in charge of agricultural education and a chapter of Alpha Tau Alpha that adds pride and gives prestige to the work in agricultural education, it promises to become an excellent center for the education of teachers of vocational agriculture. Professor Carl G. Howard, the new teacher-trainer of New Mexico, was formerly supervisor in Wyoming, and more recently assistant teacher-trainer at Idaho.

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