Virginia Holds New Type Group Conference

(Continued from page 164)

class time. Instructors like it for the same reasons. In addition they feel that it provides an opportunity for using the conference discussions in a practical way and furnishes a basis for further comparison and exchange of ideas after the meetings are over. Moreover, the teacher trainer is afforded an excellent opportunity for effective field work supplementing that done in the teacher training classes.

The training department became convinced that certain weak spots in the Virginia program could not be remedied until intensive effort was made in a limited number of localities in the state. When one of these field training projects succeeded then that group would "sell" the idea to the instructors. In reality it became a living demonstration. Several months later a member of the training department returns to make certain that the improved procedures are being utilized. The training projects or group conferences so far conducted are "Planning Supervised Practice Programs," "Planning Evening School Courses," and "Setting Up Standards for Supervised Practice." Another project planned for is "Adjusting the Farm Program."

A Successful Part-time Course in Agriculture

(Continued from page 169)

Many of the boys were invited to use the school shop on rainy days to make and repair things on the farm. Eight responded and not only did good work but really added to the shop. Meeting them at odd times offered an opportunity to understand them better. All the boys were located from this source. It was found that they were more interested in baseball than farming, and that they wished to "get up a team." This was causing them much worry as to how to go about getting together.

They agreed to let the teacher get them together to organize a baseball club. The names of 46 boys had been given in and a card was sent to each one a few days before the first meeting that explained its purpose and the time to meet. In the meanwhile all the boys were interviewed concerning the setting up of a social club. Practically every boy favored this but he could not offer any suggestions as to how to go about it. Different types of clubs were discussed and something probable was agreed upon.

When the time came to meet, three of the boys and one of the local business men prepared a "feed." After a discussion of the purpose of the meeting, someone suggested that they should repeat that feed pretty often. They then decided to meet regularly and carry out several kinds of work, the main things being: Athletics, educational tours, recreation, civic and school improvements, and a co-operative agricultural spirit. At this meeting the officers were elected and committees appointed to get the work started. The baseball club came under the management of athletics and a manager and coach were elected.

The club was a success in many ways. The boys gave a Negro minstrel to help buy baseball equipment, made an educational tour in Alabama, paid dues to the club, and put on such a good community fair that the whole county cooperated in its success. The community had not put on a fair in five years and there was very little interest due to depressed conditions. By getting the aid of the business men over the county, $75 was raised for cash prizes. The fair featured a live-at-home program as well as emphasizing the desired farming program for this section.

By working together the club offered an opportunity to start a class in some phase of agriculture. The boys decided that they should try to put over a demonstration in truck growing cooperatively. In order to do this they decided to meet each week until a set-up had been worked out for the crops to grow. At the first class-meeting we had a college graduate and experienced truck grower to meet with us to offer suggestions that would help decide what to do. After this we met each week and each one decided to grow an acreage of turnips for the early winter market. Eighteen boys agreed to plant 24 acres. When the time came to plant, it was so dry that only six boys were successful in completing their agreements. These, however, sold to good advantage and made a fair profit. This small experiment stimulated so much interest that there are now 23 boys active in various phases of farming. They meet only to study farm problems and business. The club was discontinued after it had served its purpose, due to the time being taken up with other things and to the cost.

A summary of the work completed to date is as follows:

	Charges	Net Profit	Labor Income
10 boys, 55 acres of cotton	$401.45	$ 729.62	$ 895.72
1 boy, 2 acres of sweet potatoes	36.00	74.00	102.40
1 boy, 4 acres of corn	21.00	79.00	87.00
1 boy, 15 head of hogs raised	45.00	35.00	44.80
6 boys, 8½ acres of turnips	52.00	145.25	171.25
19 boys, 5 enterprises	$555.45	$1,060.00	$1,302.17

Meetings were held twice each month while taking up the duties of the club, each meeting 120 minutes. When class work started club meetings were held only once each week for a 20-minute period. All meetings started at 6:30 p. m. The average attendance during the club meetings was 36. The average attendance during the regular classes was 17.

Altho some time was lost in getting started by using the club to stimulate interest, that seemed the only possible way to break thru the cold indifference

Future Farmers of America Help the Needy

(Continued from page 174)

the needy. The following extracts are from letters received by the state supervisor of agriculture:

"Two weeks before Christmas at a regular meeting of Lamffa (Lambertville) Chapter, one of the boys suggested that we do something to help those less fortunate than ourselves. A motion was soon passed to this effect and everything was brought to the schoolhouse two days before Christmas. Fifteen members of the chapter brought in 5 bushels of cabbage and potatoes, 8 chickens, 11 dozen eggs, 8 pairs of pigeons, 15 quarts of canned fruits and vegetables, 3 pounds of butter, 12 pounds of cottage cheese, 2 pumpkins, and small quantities of beets, carrots, turnips, onions, and apples. It took two trips with a Ford half-ton truck to get everything to the headquarters of the Associated Charities to which organization the chapter donated the food. Much of this food came from the boys' own projects."

"As to relief work carried on by the Salem Chapter, our boys have been delivering eggs each week to needy families for the past four months. The school nurse informs us of the families seriously in need. Also, we are trying especially to take care of poverty in the homes of the boys enrolled in the department."

"The boys of the Vineland Chapter donated to the Vineland Welfare Association, an organization that is looking after the poor and needy of our community, the following: 3 bushels of sweet potatoes, 2 bushels of Irish potatoes, 1 bushel of carrots, 1 large box of canned goods, 4 large packages of clothes."

"Cape May County F. F. A.'s report that following a farm products show, staged jointly by the county agent and the teacher of agriculture, there were several bushels of sweet potatoes, yams, and Irish potatoes available and the F. F. A. boys conceived the idea of distributing them to needy persons. Accordingly, they got in touch with the county nurse, who acts for the Welfare Board in discovering needy families, bagged the produce, loaded it in her car and helped to distribute it."

Note: The F. F. A. special editor will be glad to learn of relief work done in other states.

Faculty Psychology

(Continued from page 173

will not necessarily result in general improvement of attention, memory, or any other power, but in improved adjustment to some situations or in increased ability to deal in some given way with one type of data. If there is a transfer of improvement from one type of work, or from one situation, to others, it must be due to the presence of some common or identical elements among the several types of work or situations. This view may be called the theory of mental functions."*

*Suggested by G. A. Schmidt and taken from Elementary Psychology, pages 445–446; 447 and 454, Arthur I. Gates,

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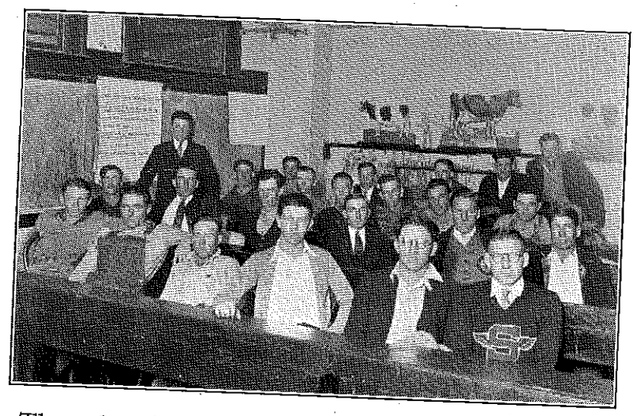

That the time will arrive some day when part-time instruction will be the most important work in vocational agriculture is not at all improbable.

The above picture shows a group of farm boys who compose the part-time class in agriculture in Sherman Community, Texas.

No person has a right to stay in a work and draw a salary from a fund set aside for a work whose purpose he does not accept.

were fed a home-mixed mash of low protein feeds (15 percent) and at three weeks they were being fed cracked wheat and corn with wet mash twice a day.

"When they were five weeks old, Charles removed the cockerels. When the pullets were ten weeks old they were all smaller than those in other projects started at the same time. About 20 percent of the pullets were runts and culls, and he lost another 20 percent thru disease.

"How account for the poor results Charles got with his flock of pullets?"

References: Three poultry books listed.

Problem No. 2:

"During Christmas I spent three days visiting poultry ranches around Ventura and Los Angeles, and talking with poultrymen. During this visit, the three following plans for growing out baby chicks were described to me. Place them in the order of their effectiveness in securing uniform growth, and write out reasons for your placings.

"Plan A. This poultryman started a brood of 500 Leghorn chicks under an open-flame gas brooder in a well-ventilated house 18 feet square with a concrete run. He used peat moss for litter, and kept water and feed dishes clean at all times. He gave his chicks their first feed when 48 hours old, used a well-balanced mash recommended by the college of agriculture, and segregated the cockerels as soon as he could pick them out, in order to make more room for the pullets.

"Plan B. The poultryman used a room 10 x 12 feet, on the end of his henhouse. He didn't have a concrete run so he spaded the yard and seeded it to oats. He used coarse barley straw for litter because he had it, and saved the cost of buying litter. A neighbor loaned him a used-kerosene brooder so he again saved the expense of an electric or gas brooder. He fed his 500 Leghorn chicks a home-mixed mash, the formula for which he found in an advertisement in a poultry magazine, and used a disinfectant in the drinking water to save the labor of so much washing and cleaning.

"Plan C. This rancher used a wire floor made of hardware cloth in his brooder house, which was 16 feet square. He also had a concrete run for his chicks. He had 450 Leghorn chicks under each 56-inch electric brooder. He removed the cockerels as soon as possible to avoid crowding, fed a good commercial mash, and gave chicks milk to drink. References: Same as Problem No. 1."

Problem No. 3:

"With the equipment we have available and under the conditions here on the Polytechnic farm, plan in detail how you would manage baby chicks in order to secure a uniform growth. Put your plan in writing, and those of you who will carry brooding projects may add this to your project plan."

Let us determine how this series of problems might secure understanding. The purpose of Problem No. 1 was to lead the pupils to state the principles or factors which govern uniform growth of baby chicks. It is a type of inductive problem where an undesirable situation is described and, in giving reasons why it is undesirable, the pupils state the factors which give a desirable situation. principles in planning a course of action for a specific situation. Thus the principles of securing uniform growth in chicks is applied in this series to five different situations. Understanding is secured, not thru detailed explanations by the teacher, but by serious well-directed thought by the pupils themselves.

This is not intended as an example of a perfect problem series. More problems of the type of No. 2 might well be included to develop in these boys better judgment before they are asked to plan. It does illustrate, however, how three types of thinking—inductive, judgment, and planning—play their part in developing understanding.

Straight Thinking

The *habit and ability of sound, straight thinking* is the third product of method. Will problem teaching develop this ability? Let us again use, as a basis for our thinking, problems that have actually been used in teaching. In order to secure good thinking, the problematic situation should be specific enough to allow a definite solution.

Here is an inductive problem, the first of a series on harvesting wheat:

"A wheat farmer in northeastern Montana had 300 acres of wheat which would be ready to cut in about two weeks. He sold his share in a header last year and owned no harvesting machinery, altho he had a tractor. He estimated his wheat yield at about 20 bushels to the acre. He could hire this wheat combined for $2 per acre. The cost of threshing would be 12 cents per bushel. This farmer had two sons who were able to assist in harvesting the crop. He could borrow money. How should he harvest this crop? Give careful reasons for your answer."

Here is a problem on beef cattle:

"Mr. Axtell has a ranch near Gallatin Gateway. He has a cow herd of 200 head, grade Herefords. He raises his own alfalfa hay and can buy wheat for 50 cents per bushel. He gets an 80 percent calf crop. Would it be best practice for him to sell feeder calves, two-year-olds, three-year-olds, or should he produce grass-fat stock ready for market finished on wheat? His grass is excellent and the two and three-year-old stock will get fairly fat on grass alone."

Problem Solving and Reflective Thinking

The use of good problems is not in itself a guarantee that good thinking will be secured from the pupils who attempt to solve them. The manner in which these problems are presented, and the class discussion are as vital, and perhaps more so than the statement of the problem itself. In the following chart, an attempt is made to show how problem teaching follows the steps of reflective thinking.

Thinking Procedure	Class Procedure
1. A felt difficulty or a problematic situation.	1. The statement by the teacher of problematic situation so true to life that pupils will want to solve it, and will recognize a need of solving it.
2. The location, definition, of the problem.	2. Include in statement of problem: if not clear up by
3. An inference or guess as to its probable solution.	3. As soon as problem is placed before the class, teacher should get from each pupil an opinion or guess as to its probable solution.
4. The finding of facts to prove or disprove this inference.	4. Refer class to references containing facts needed to substantiate or disprove their guesses or opinions.
5. The weighing of these facts, and the revising or relinquishing of the inference in the light of these facts.	5. Require written solution of the problem with good reasons and facts to support it. Call for papers, and conduct a class discussion to crystallize the thinking of the group.
6. A conclusion based on the facts found.	6. Lead class to a conclusion supported by sound reasons, stated preferably by pupils themselves.

Development of Habits and Traits

The fourth product of method, the *development of desirable personal habits and traits*, is perhaps the most difficult goal to attain. As the teacher places problems before his pupils, to him comes a problem of his own—"Just what personal habits and traits should I try to develop in these boys?"

The following list of habits is not complete, but all are desirable habits that may be developed thru problem teaching:

The habit of—

1. original planning.
2. putting plans in writing.
3. avoiding bias and prejudice.
4. fact-finding from numerous sources.
5. not jumping at conclusions.
6. self-reliance.
7. initiative.
8. honesty.

Trite but true is the statement that habits are formed by repeating the act a number of times. "Planning" problems of the type quoted is an integral part of nearly all problem series. Such planning should develop in these pupils habits of planning and of putting plans in writing. Problems like these cannot easily be solved by the facts a pupil may find in the first reference he studies.

The development of habits of not jumping at conclusions and of avoiding prejudice may best be accomplished in the class discussion itself and may be achieved perhaps by requiring that conclusions and solutions submitted by pupils be accompanied by sound reasons and facts.

After all, perhaps the most desirable habit we may develop in these boys is that of thinking for themselves and the development of this trait is the foundation upon which this method is built.

Some Illustrative Material

WORD has just been received from the American Duroc Jersey Association of some new illustrative materials which will be ready for distribution in the near future:

"This Association is having printed at this time a very elaborate two-colored circular showing a photograph of the Grand Champion Duroc boar of the world, and other descriptive photos, charts, and so forth, of Durocs."

Supervised Practice

The Long-Time Program of Farm Practice

A. M. FIELD, University of Minnesota

A. M. Field

AN IMPORTANT essential to the program of activities for students who enroll for instruction in agriculture is the farm practice work. Farm practice is generally interpreted to mean the practical application at home of the results from studies carried on at school. In its broader sense farm practice is really an integral part of the total learning experiences of each student instead of an extra-curricular activity tacked on to satisfy a requirement. On the one hand the farm practice experiences serve as a feeder for problems to be studied in school and on the other it serves as a means whereby school-learning activities may find expression in the life of the student. The point of view may be expressed by saying that farm practice is the beginning, the core, and the final application of instruction in agriculture.

In Minnesota there are two types of farm practice activities. These are the short-time farm practice or definite project, and the long-time farm practice program or the broader program of farm practice. The former is required of all students who enroll for instruction in agriculture. The latter, which is considered more important, is desirable for students who plan to take more than one year of agriculture and who have the opportunity and ability to go beyond the special project in their farm practice work. Each form of farm practice should be preceded by special care in the selection of the activity to be undertaken. When the student has determined the kind of farm practice work with which he is going to start, he should begin a thoro study of the problem involved. The outcome of his study should be a complete plan for each activity to be undertaken. This study and planning should be carefully co-ordinated with the course of study materials and should be appropriately distributed thru the group discussion activities and the individual study of the students. The definite project, or short-time farm practice, makes it possible for the student to select a definite piece of practical work which may be completed within the time required for making the necessary yearly report to the state supervisor. Frequently, however, the nature of the project limits the possibilities for influencing the home farm practices in the many enterprises that require a long time for effective completion.

Some of the essential features of the long-time program of farm practice are that several enterprises, or activities, may be involved and that no time limit is set for the completion of the activities. The entire home farm becomes the basis for intensive study which makes possible a better and broader co-ordination of the learning activities at school and the farming activities on the home farm. Learning takes place best when the student feels the need for gaining information regarding vital problems that arise from actual life experiences.

Occasionally teachers of agriculture find difficulty in arousing the interest of the parents in the home practice work of the students. The broader program of farm practice involves the management activities of the entire home farm. To arrange a program of this scope the teacher needs to spend considerable time on the home farm of each boy and these purposeful visits and conferences are sure to interest the parents of the boys. It is a rare father who does not become interested in the work of his son when the activities so definitely involve the general improvement in the home farm practices. Parents naturally become interested in a program of education that has an immediate social and economic value. Most farmers are too busy to become greatly excited about the small and unsuitable projects some teachers permit the students to take.

The following long-time program of farm practice is presented with the permission of Charles Nungesser, Long Prairie, Minnesota. In going over this outline, the reader should keep in mind that it is a preliminary plan of a farm boy in the early years of his high school course in agriculture. To some people, it may be just another outline but to Charles it is the skeletal expression of the objectives, mental attitudes, concepts, appreciations, knowledges, ideals, and skills that are to become an integral part of his life as he carries the plan forward to its successful completion.

Long-Time Pragram of Farm Practice Activities

I. DAIRYING

A. Present conditions:

years, three cows over 2 years, two yearlings, and two under 1 year old—all Jerseys.

2. Herd butterfat average two years ago was 305 pounds. Since then some heifers have freshened which have never been tested.

3. Most of our cows freshen between August 20 and December 20.

4. We have about one-fourth acre of alfalfa for each producing cow.

5. We lost about half our last crop of calves, due to contagious abortion.

6. We have a new bull that is a great-grandson of one of the highest producing cows on record.

7. Our barn needs repairing.

B. Objectives:

1. To raise the herd average to 400 pounds of butterfat per year.

2. To get rid of abortion.

3. To improve dairy barn.

C. How objectives are to be achieved:

1. Put herd on test for butterfat.

2. Keep feed and milk records.

3. Cull out all cows that do not produce: 250 pounds at 2 years old; 275 pounds at 3 years old; 300 pounds at 4 years old; 350 pounds at 5 years old.

4. Have the cows freshen between September 1 and November 15.

5. Selecting bulls backed by high production.

6. Keep calves away from cows and maintain two separate herds, one free from abortion.

7. Blood test regularly all the cows in the herd that are to be kept free from abortion.

8. Eventually sell all cows except those not having abortion.

9. Feed the cows according to production.

10. Remodel the barn. Put in stalls and mangers.

11. Put in cement mangers to replace wooden 2 x 4's to which the stanchions are fastened.

(a) This will reduce the places for germs to live, by using concrete instead of wood to fasten stanchions to.

12. Raise enough alfalfa or oat and pea hay to feed the cows.

II. SWINE

A. Present conditions:

1. This spring nine sows farrowed about eighty pigs and saved 70—all grade Durocs.

2. The hogs were kept on an old yard where hogs have been kept as long as I can remember.

3. I am pretty well satisfied with our methods of feeding. We had 8 acres of corn that we turned the hogs into when it was matured.

4. I am pretty sure that some of our feed, however, went to feed worms instead of hogs, as I know that some of

5. We have no method of hog-lot rotation.
6. We always pick brood sows from large litters. We sometimes keep over some old brood sows that raise the largest and best litters.

B. Objectives:
1. To secure an average of 1,800 pounds of pork per sow.
2. To raise hogs under more sanitary conditions.
3. To save higher percentage of pigs.
4. To improve pasture facilities.

C. How objectives are to be achieved:
1. Keep feed cost record each year.
2. Have pigs born in sanitary quarters and keep them on clean ground until they are about two months old.
3. Continue to raise corn for hogging off.
4. Mark each litter when born and save sows from the most desirable ones.
5. Select boars of good type and from large litters.
6. Have sows gaining in weight at breeding time.
7. Put guard rails in pens to protect young pigs.
8. Change our hog lot to a different location.
9. Follow McLean County system of hog raising.

III. POULTRY

A. Present conditions:
1. About 30 hens and 50 spring pullets—all white Wyandottes.
2. We do not get as many eggs as we should.
3. Hens are all young and have never been culled.
4. We seldom feed any mash.
5. Our poultry house needs to be repaired.
6. Frequently a hen will become droopy and die, and I believe it is caused from tuberculosis. I also believe that they are bothered with lice and worms.

B. Objectives:
1. To increase egg production.
2. To do away with pests and diseases.
3. To improve housing facilities.

C. How objectives are to be achieved:
1. Remodel chicken house.
(a) Haul in enough sand or gravel to raise the floor about 6 or 8 inches above the ground outside.
(b) Install dropping boards.
(c) Provide good system of ventilation.
2. Cull chickens every fall.
3. Spray henhouse regularly.
4. Kill all chickens that are droopy or sick.
5. Feed them a balanced ration of mash and scratch feed.
6. Select good breeding stock that comes up to the standard of the breed.

IV. HORSES

A. Present conditions:
1. Five horses over 5 years old, one over 4 years, and three 2-year-old colts.
2. Two of our horses prance and tear around so that they are worn out before the work is done in the spring. They are not much good by the end of the season.
3. One of them is rather touchy and sometimes kicks especially when hitched to a hay rake.

B. Objectives:
1. To keep six good dependable work horses.
2. To improve feeding and general

C. How objectives may be achieved:
1. Keep our three colts and ascertain the kind of horses they are going to make.
2. Raise one or two colts every year from the most desirable mares.
3. Replace the horses that are unsound, old, or otherwise undesirable, with colts that are better.

V. CORN

A. Present conditions:
1. Our yield for this year was about 25 bushels per acre.
2. We usually have about 60 acres of corn. About 8 acres are for hogging off.
3. We generally have good germination but we never get a very good yield.
4. We never have as much corn as we need for feed.

B. Objectives:
1. To improve methods of selecting and handling seed corn.
2. Increase yield to 50 bushels per acre.

C. How objectives are to be achieved:
1. Use only varieties recommended for this section.
2. Select seed for the next year.
3. Test seed for germination and grade all seed.
4. Do not plant corn heavier than 7 pounds per acre. (Checked.)
5. Try to plant corn only where a leguminous crop has been raised the year before.
6. Always select about twice as much seed corn as needed.

VI. OATS

A. Present conditions:
1. Our average yield is about 30 bushels per acre.
2. We generally raise about 30 acres acres of grain and 15 for hay.
3. Our oats generally suffer from the heat in the summer about the time it is developing the kernel.

B. Objectives:
1. Determine best oat variety for this section.
2. Increase yield to 60 bushels per acre.

C. How objective is to be achieved:
1. Plant only early varieties that are recommended for this section.
2. Manure soil before planting.
3. Use late varieties for hay.
4. Plant the oats early so that they will be matured before the hot spell in the summer.
5. Select good seed for planting.
6. Treat seed for smut.

VII. BARLEY

A. Present conditions:
1. Our yield is about 30 bushels per acre.
2. We generally raise about 30 acres of barley.
3. It generally suffers from the heat.
4. We never raise as much as we would like to.

B. Objectives:
1. Determine the best variety for this section.
2. Increase yield to 50 bushels per acre.

C. How objectives are to be achieved:
1. Follow same outline as for oats except use no barley for hay and plant more barley than oats for grain.

VIII. ALFALFA

1. We have only about five acres of alfalfa.
2. We plowed up our alfalfa this fall because it was a very poor stand.
3. Our field this year did not yield over a ton to the acre.
4. The hay had too many weeds in it.
5. We harvested about 200 pounds of seed this year.

B. Objectives:
1. Raise one acre of alfalfa per cow.
2. Increase yield to four tons per acre.

C. How objectives are to be achieved:
1. Raise the seed needed to fit into rotation.
2. Manure soil.
3. Have the soil in good condition before planting.
4. Sow wheat as a nurse crop.
5. Never cut alfalfa later than September 1.
6. Plan a desirable crop rotation.

This plan is not presented as a complete plan but as a sample of what the students are doing in planning their broader programs of farm practice. It is not a final plan but the beginning of the analysis of the home-farm needs. As the students progress in their study, the plans increase in scope and detail until they include a complete management set-up of the entire farm. When the students have made considerable progress in the long-time program they begin to plan its operation thru the annual plan. The annual plan includes the yearly activities of the long-time program in the order to be accomplished over a series of years.

The long-time program of farm practice increases in scope as the student gains in maturity, interests, experiences, and opportunity for practical application. Each student should emerge at the close of his school experiences with a complete, improved farm management set-up for the home farm. This includes such items as the appropriate animal units, crop units, rotation plans, marketing plans, machinery equipment, and other items that are essential to the successful operation of the home farm.

Teaching Thru Projects in Swine Management

C. A. BELL,
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MUCH teaching value lies in group discussion, for, by basing class study on the jobs and problems arising in the boys' projects a goal or an ideal acts as a stimulus toward better efforts; it is a challenge to overcome every obstacle: to select, to breed, to feed—in brief to make every decision according to the most reliable facts available. The boys are led to feel that they are attempting the goal of the best hog farmers and it appeals to their pride and determination.

The basis for this study was started last spring when each boy's litter was weighed every month starting on May 3, the date set by the boys. The weighing of the litter was in itself of great interest and value to each boy. I recognized the spur for competition and as it could be released to become operative, I assumed the responsibility of assembling the data from all the litters, compiling it into a table, duplicating copies and distributing them among the boys. In these monthly tabulations there is teaching material of great value. Boys, fathers, and brothers were interested in

Professional

Foresight in Farming

ARTHUR K. GETMAN, Chief Agricultural Education Bureau, N. Y.

Arthur K. Getman

ON THE side wall of the mammoth dynamo room in one of the power plants at Niagara Falls is a placard which reads, "Tradition is the enemy of progress." Those engineers understand that routine is the god of our modern systems. We expect our mechanical inventions and our social machines to run like clockwork. When such routine is perfected, all that is required is a few minor flashes of intelligence to deal with the most novel problems. There is little need for foresight.

But, on the opposite page there is a different picture. Science and invention bring changes. Progress is the product of someone's breaking thru the crust of routine; someone daring to defy tradition and the god of "things will be as they always have been." We still have pioneers who push their heads up thru the crowd and by means of foresight anticipate conditions and changes.

In recent months I spent considerable time studying the activities of young men now farming who had been trained in our schools of agriculture. Much effort has been spent in learning from these former students what, of all the experiences they had while students of vocational agriculture, has been most helpful to them in farming. In one form or another these young men express quite positive opinions, such as, "I learned how to profit by the best experiences of the farmers in the community," "Most helpful to me has been my knowing how to look ahead and make good plans for the future," "I liked best the training I had in digging out the facts, looking squarely at them, and planning my business so as to profit by what knowledge I had," "I learned that experience is a good teacher only when you don't make the same mistakes twice and when you can look ahead successively," "Don't let anyone tell you that you can make your plans in farming by guess and by gosh," and "Estimating and planning in my supervised practice work has helped me greatly in setting a plan for my larger enterprises on this farm."

Each young man was testifying for foresight in farming. Admittedly, many facts of social and natural science had been forgotten, or were readily accessible to them. Power to think, the ability to get the facts and to interpret them in a plan for the future and the habit of anticipating future needs were, in the experience of these boys, key factors in

program so that each pupil during his stay with us may acquire such ability, is perhaps the largest single challenge to our agricultural education program at the present time. It seems clear that redoubled efforts in teaching managerial activities thru supervised farm practice and thru farm needs in the local community is the soundest basis of approach in such teaching.

Some students show special gifts in foresight. Near my summer camp I encountered a lad in his early 'teens, who from the standpoint of factual knowledge, was only slightly beyond a moron. What was my surprise, therefore, to observe in him an almost unbelievable ability in foresight. Near his home passes a transcontinental railway with a freight switching cut-off scarcely a mile below the house. The lad was carried away with the idea of railroading. Day after day he seemed to enjoy watching the powerful locomotives passing and repassing. Quite by accident I discovered that he had not only learned the numbers of the locomotives but he had worked out a fine correlation between the sound of the whistle and the number of the engine. As the whistle would shriek a mile or two down the track he would calmly comment, "There comes 5275 on train number 8." Indeed, here was foresight in a high degree since to the casual observer all the whistles sounded exactly alike. This lad, by his own ingenuity had developed remarkable foresight, or perhaps better, forehearing.

Likewise many farm boys acquire superior ability in anticipating market demands, price trends, financial needs, and labor requirements. Thru their study of present conditions and happenings in the past they block out for themselves a program most advantageous to them with the probable future trends. But, the important question for the teacher is, what experience can he provide for his pupils in acquiring foresight ability.

Developing Foresight

Two suggestions may be appropriate:

First, foresight is merely a way of thinking. It requires *practice*. In accordance with the laws of learning when this practice becomes successful, thinking in that particular way tends to become habitual. It is our important function, therefore, to give them a chance to *exercise* foresight. Project estimating, project planning, cost accounting of farm enterprises, studying the records of the farm business in the community and elsewhere, studying farm management trends and economic developments in a type of farming are well-known means at our disposal. It will be helpful to take the pupils into our con-

activities with the specific aim of acquiring this power of foresight thru a study of available facts and experiences and anticipating future needs.

Second, my observation convinces me that there is a tremendous amount of waste motion in our agricultural classes because we do not give the pupils proper and sufficient *practice* in forecasting and in foresight. Three simple steps are imperative. The pupil must anticipate worthwhile and specific needs for planning. He must assemble facts available to him, study present conditions, and make a plan. Finally, he must *execute* that plan and in the light of his experience profit by his errors and elements of strength in his forecasting. This is exactly what every business man, banker, manufacturer, or physician does in dealing with new situations. The steps are basic in building ability in foresight. It is my experience to date that in teaching we fail to guide the pupils' practice in these three steps to the end that elements of habit may be built up. Let us get it clearly in our minds that accurate foresight involves power to think clearly and the establishment of certain thinking procedures.

Young men are coming to prize highly foresight in farming. It is quite impossible for them to acquire such ability without first dealing with actual life problems and without considering real working data in relation to a worthwhile program of supervised practice, while they are students under our guidance. Providing recommendations for pupils in conducting their work or overguiding them in making their conclusions on the basis of ready-made arguments does not constitute training in foresight or in making management decisions. Our chief means of determining the progress pupils are making in foresight ability is in the written plan which takes account of future needs and present facts. Then, as the plan is executed in supervised practice we are able to guide the pupil in studying the results of his own preparation and the results of his own success or errors. These learning steps appear fundamental in this much coveted foresight in farming.

A directory of teachers giving courses in rural sociology and rural life has been compiled by the Bureau of Agricultural Economics. A copy may be obtained from the bureau, Washington, D. C., upon request.

The teachers of our land have not been on the general joyride, nor have they been on a spending orgy the past few years, therefore it is hardly fair to ask them to pay for those who have by reducing their salaries.—School of Education Record, University of North

This Way to Contentment

Education in Its Vocational Aspects

JAMES EARL RUSSELL,
Columbia University

IN A SOCIETY where there is constant struggle between progress and decadence, where wealth flaunts its greed in the face of men who beg for a chance to work, where crime is rampant and the dole becomes insurance against anarchy, it is needless to argue the case in behalf of adult education, or of any phase of education which builds desirable character.

In the development of character two processes are constantly at work, one tending to restrict the initiative of the subject, and the other to strengthen his personal will. The human infant is a rank individualist. His first cry is a protest against the treatment he receives. He wants what he wants when he wants it. But gradually, despite his objections, he becomes habituated to his environment. He must take the food supplied him, whether he likes it or not, and eventually he calls it good. He acquires a language that is not of his own making, and finally speaks as those about him speak. He may prefer to eat with his fingers and he may abhor the clothes he wears, but in time his table manners and habits of dress conform to prevailing modes. Tasks at first laborious grow easy with practice; and practices, at first distasteful, become agreeable and necessary to his happiness.

This is the process of education thru habit, by which the individual is accustomed to the restrictions and requirements of his group. It gives him his morals and his manners, and it sets standards of conduct which he dare not disobey. Witness the tyranny of the fashions. His way of using leisure time, his hobbies, his sports and games, his appreciation of muic as well as the exercise of the art, his vices and virtues, his attitudes, interests, and ideals—all such expressions of his character, if fixed and dependable, are resultants of habituation, and as everyone knows, they can be changed only by the substitution of other habits acquired by practice.

Habits are the basis of all efficiency in accomplishment. Otherwise we should spend our days in learning anew the art of lacing our shoes or holding a pen or reciting the multiplication table. Moreover, there are few satisfactions in life which compare with the contentment that comes from doing a worthy job in artistic fashion. And under normal conditions the ability to do something well, whether bricklaying or surgery or golfing, carries with it an appropriate remuneration in economic goods. An honest day's work is its own reward in personal satisfaction; the pay one gets is mere gratuity. This is the *raison d'etre* of all vocational education.

At the same time the spirit that prompts the first cry when the child is thrust into a cold world never ceases its objections to the demand for conformity. It is a force diametrically opposed to custom and habit. The will to live is the determination to live as one wishes. It yields to guidance only under necessity. It opposes the forces making for identity of kind, conservatism, and efficiency. It strives for individuality, initiative, and progress. And the range of individualism is from Capone to Einstein.

II

Wisdom is doubtless the principal thing in a world teeming with problems, but it was a wise man who said that in getting wisdom one should also get understanding. Surely common sense will not relegate to an inferior place an education that determines a man's standard of living, that gives him his surest happiness and that makes him a leader among his fellows. But education thru habit is not one education, and education thru intellectual development another kind of education. They are but the two sides of the same shield, opposed, yet essentially one. Education may be more than the organization of acquired habits of conduct and tendencies of behavior, as William James defined it, but it cannot be less.

The fact that either of these forces can be carried to excess does not negative their value. Initiative may exhaust itself in fruitless striving, and conformity may lead to stagnation. The golden mean will seek to balance the two in any proper scheme of education. Extremists are victims of their own enthusiasm, excellent illustrators of unbalanced initiative or of habitual repetition of outworn dogma. Evidence is not lacking to account for the persistence of some pungent writers, even philosophers of education, who find peculiar pleasure in presenting views which have become habitual to them. Only the grace of God is sufficient to convert the hardened sinner. The case for vocational training as an essential part of education is only half made when the effect is viewed solely from the standpoint of the individual. Society has an immense stake in the process and its results.

Organized society, whether in the family, the guild, the church, or the state, seeks to perpetuate itself. Otherwise there would be no taboos, no creeds, no boundaries, no taxes, no wars. One high aim is the advancement of civilization—sometimes confounded with knowing more and working less; and the other is the determination to hold inviolate present attainment — sometimes defined as nationalism. Either trend may go to excess, as happens with individuals, but wisdom and understanding agree that best results are had when order and security obtain in the state.

One age-old method of keeping order is slavery and serfdom. It is training carried to excess, of course, but it has worked successfully for ages in keeping the masses in subjection to a privileged class. The glory of Greece was rooted in slavery, making possible the free exercise of that genius which has ever been the lure and the despair of the modern world.

So, too, military power has been tried and found wanting after ages of ruthless slaughter. It leads to war that knows no distinction between the innocent and the guilty; it grows weaker by reason of the stuff it feeds on. But military power at its best did guard the greatness that was Rome.

The third great experiment in control of the masses is ecclesiastical domination. Egypt tried it and found it amazingly efficient in prolonging a relatively high civilization over some thousand years. Our western world has seen it hold high the flickering torch of learning thru the long night of the Middle Ages.

world-wide forces is training in habit. The stigma attached to the historical results is perhaps responsible for our failure to appreciate that the faults were not in the use but the misuse of the method. In all these cases fear has been the driving power, fear of bodily harm and fear of eternal damnation. The hope of better times here and of everlasting happiness in the world to come held second place.

It is needless to say that none of these devices can be used exclusively or even extensively to control the masses in a modern democracy. Survival of serfdom in the form of caste may still be found in most countries of the old world, and it accounts for many of their differences in social and educational practices. Kellogg pacts and leagues of nations do not seem to lead to disarmament, and police authority is important in face of an unpopular law. The church keeps its power within a restricted circle but as a national force it is inadequate to preserve order in the body politic. What, then, is left to us?

III

There is no salvation for us except in education—education for all the people of all ages and for all legitimate purposes. In place of the fetters riveted on the limbs of slaves, we can train in habits a hundredfold more compelling than any bonds that are forged in iron; in place of compulsion by military power or fear of hell, we can substitute the driving power of the will to do what we can do best. And when we are anchored in a safe harbor we can unload all the cargo that we can carry.

Even society must expect to carry some of its members on its back. The young, the insane, the criminal, the incompetent, we always have with us. So far we have not had a load too heavy for the thrifty to carry. But our young are requiring longer support, the numbers of our insane and criminal are attaining alarming proportions, and just now to the constitutionally incompetent, we are adding hordes of other incompetents whose only fault is that we have given them no opportunity to become skilled in any vocation. The old-world tradition that if leaders are educated the masses will follow—a thesis true only to the extent that caste is influential—must be replaced by the doctrine that everyone can be a leader in some particular if given a proper training. This means vocational education. Call it training if the term seems more appropriate, but give the common man the same opportunity to become skilled in something that the physician, the engineer, the lawyer now have. Then he, too, will help carry the load.

So long as vocational ability was considered a personal matter, it was left to the family to provide; when it becomes important in industry, trade unions and trade schools play a role; when it becomes the final bulwark against anarchy, the state will hasten to its support. If the growth of a low-caste peasantry is to be avoided, if arms and armaments fail us as they surely will, if communism or fascism is inevitable in a state that can no longer carry the burden, then I confidently expect the introduction of a system of education that will do for us what the English Board of Education has set as the aim

Farm Mechanics

Farm Mechanics in Idaho

WM. KERR,
State Director for Vocational Education,
Boise, Idaho

AS EFFICIENT handling of farm machinery is one of the demands of modern farming, farm mechanics is taught as a part of the program of vocational agriculture to juniors and seniors in 16 Idaho high schools equipped with farm shops. Approximately 70 percent of the time is spent on instruction in farm mechanics. The remainder of the time is devoted to judging work in livestock and seeds and to project plans and problems arising from the projects conducted by these students on their home farms. Reports on activities of the classes are made to the State Department of Vocational Education covering each six-week period of the school year.

To illustrate the practical nature of the work being done and the skills being learned by these boys in Idaho schools, the reports from Rupert High School for the present school year have been summarized by six-week periods as follows:

During the first six-week period, from September 7 to October 16, 11 days were given to judging livestock including 9 field trips, 4 days to trips to fairs and judging contests at Filer, Burley, and Blackfoot, 1 day to summarizing projects of the previous year, 1 day to cleaning up around the shop, 1 day to evaluating the farm shop jobs planned for the year's work, 4 days to wrecking a binder for use in making shop equipment and furnishing supplies, and 3 days to school organization and examinations.

During the second six-week period, from October 19 to November 27, 9 days were used in class discussion on care and use of tools and in study of exercises to be constructed later. The remaining 21 days were devoted to actual shop work in which they completed 16 exercises in wood sawing, 15 in saw filing, 13 in tinning the soldering-copper, followed by 11 exercises in soldering, and 8 repair jobs thru soldering; sharpened 37 tools including crosscut, buck, and hand saws, wood chisels, plane bits, cold chisels, and punches and axes; conditioned 5 old hand saws; made 32 gate hooks, 13 iron rings, 17 clevises, 19 chisels and punches, 3 self-feeders for turkeys, and 6 metal hog troughs; worked over or re-made 12 old chisels and punches; repaired 3 stay chains, 2 fresnos, 2 trailers, 3 car radiators, 1 bumper on car, 1 school truck; put new handles in 9 tools, new connecting rods in 1 car, tightened rods in another, and greased 2 cars.

During the third period of six weeks, from November 30 to January 15, two class days were devoted to project plans; three class days to seed judging and seed identification in preparing for the seed judging contests; two class days attending the Ogden Livestock Show; and two days to Christmas holidays. The repair and construction work as follows: sharpened 69 tools including 1 timber saw, axes, skates and bits; finished 21 soldering jobs including radiators, pails, and milk cans; conditioned 6 old saws; repaired 2 bobsleds and 1 trailer; made 1 Jackson fork and 106 chisels, punches, clevises, and eye-bolts, did repair work on 14 automobiles and overhauled 1 car. In addition to the work completed, there were 2 trailers, 1 binder wheel forge, and a two-room hog house in the process of construction.

Later in the year as the skill of the class develops, larger repair jobs with farm machinery and equipment will be furnished the class from the home farms of these boys.

This farm mechanics class is very popular in the Rupert High School and there is a waiting list each year. The present class is composed of 4 seniors who were enrolled in the same type of work in their junior year and 16 juniors and seniors getting their first experience in farm mechanics to finish off the two years of vocational agriculture in production and marketing of livestock and farm crops.

Rural Electrification

THE following outline indicates the content of an evening course in rural electrification offered by George Gregor, teacher of vocational agriculture at Luxumburg, Wisconsin.

The outline was set up by Professor J. P. Schoenzen, Department of Agricultural Engineering, University of Wisconsin.

LESSON I

Why study rural electrification?
1. Raises the standard of living.
2. Saves time, labor, and money.
3. Increases the farm income.
Growth in rural electrification.

LESSON II

Comparison of types of lighting equipment.
1. Transmission lines.
(a) Local rate.
(b) Line construction costs.
(c) How to get service.
(d) Uses.
2. Individual light plants.
(a) Fuel and oil.
(b) Upkeep and depreciation.
(c) Uses.
3. Windmill plant.
(a) Investment.
(b) Depreciation.
4. Hydro-electric plant.
(a) Original cost.

LESSON III

Wiring farm buildings.
1. Size of transformer, entrance switch, wire.
2. Number of outlets.
3. Meter reading.
4. Insulation of wires.
5. Methods of wiring.

LESSON IV

Motors: cost, cost of operation, care,

Building a Farm Shop

WM. L. DUNCAN,
Instructor of Vocational Agriculture,
Sundance, Wyoming

IN 1923 vocational agriculture was added to the course of study of the Sundance High School. A rather inadequate form of farm shop work was instituted at that time. This work was on the manual training order because there was not available enough of the right type of equipment. The school patrons did not know just what a farm shop was nor realized its value to the community; consequently, no special building was constructed. Under these circumstances, it was difficult to get response from the school board members to build a shop where farm repairing, care of machinery, blacksmithing, and farm woodwork could be taught.

To overcome this bad situation, it was necessary to arouse interest in the farm shop program by showing the value of farm mechanics to the parents of the boys taking the work in vocational agriculture. The boys, of course, were quite anxious to have the advantage of this important and interesting work in school. Indirectly, the school patrons came to sympathize with the idea, as a result of which the proposal to build a new farm shop was met with favor.

Definite steps were taken to construct a shop in the fall of 1930. The plans followed were those drawn up and recommended by the State Department of Vocational Education. These plans provide for the erection of a building which meets the needs of any farm mechanics class in a small high school. The building was not costly and provided a maximum of available room for work in the center of the floor. The plan called for a shop 24 x 48 feet, with a cement floor, frame structure with adequate lighting. A call for bids to furnish the material and put up the frame structure resulted in giving the contract to the lowest bidder. All the material supplied met the definite standards as specified and met the approval of the vocational agriculture teacher who was held responsible for the proper construction of the shop.

It might have been possible for the shop class to do all the work in building, but it did not seem advisable. Better construction resulted from having a carpenter build the frame parts while the students did the interior finishing, such as wall boarding, window finishing, painting, setting up benches and machinery. This gave the boys practice in setting up a building and arranging the equipment to the best advantage. A careful study was made of other shops, picking out their faults and good points. They were then incorporated into the new building, along with the arrangement drawn up in the blue prints.

As a result, Sundance now has a farm shop which will be adequate for several years to come, and will make it possible

Evening Schools

Educational Procedures in Agricultural Evening Classes

G. A. SCHMIDT, Teacher Trainer in Agriculture, Colorado Agricultural College

THERE are three rather distinct and outstanding educational procedures occurring in evening class work in agriculture with adult farmers. These procedures are as follows:

1. The informing procedure.
2. The instructing procedure.
3. The conference procedure.

These procedures are tools which all agriculture teachers have in their possession for conducting organized meetings with various groups of people.

Each of these educational procedures has a very distinct purpose and any one of them cannot efficiently do what the other does. In other words, each of these procedures is adapted to a specific purpose, and the most efficient use of each should enable an evening class instructor to conduct meetings effectively.

In too many instances, evening class instructors make no distinction as to the best manner in which to conduct definite meetings. They get into a habit of conducting all meetings in a certain routine way. To them "a meeting is a meeting;" there is no difference to them between the different kinds of meetings which they hold. Altho this one-way method of conducting evening classes in vocational agriculture will undoubtedly prove very efficient for some meetings, it is certain not to be well adapted to all. Every evening class instructor should emphatically understand that this one-way method is not always the best method, nor always even an efficient method of conducting all the meetings in agricultural evening schools.

Objectives of the Three Procedures

The objectives of these three educational procedures previously mentioned are decidedly different. The sole purpose of the *informing procedure* is to put a group into possession of information which it does not possess. In other words, the informing procedure attempts to add facts to the knowledge possessed by a group. The informing procedure does not concern itself with the *use* of the imparted information. It stops when the new facts have been acquired by a group. To get a group to make intelligent and efficient use of the imparted facts is partly the function of the other two educational procedures.

The purpose of the *instructing procedure* is to teach a group to do something which it formerly could not do, or to teach the members of a group to do something better than they have been doing it. The intsructing procedure aims to develop skill and other abilities in doing a job. This is an entirely different task from that of adding new facts to the knowledge already possessed by the members of a group.

... the other two educational procedures. The conference procedure does not concern itself with imparting information, nor with developing abilities to do a job. The essential purpose of the *conference procedure* is to help the members of a group to analyze and to think thru effectively their problems to the point of solving them and thus overcoming their difficulties. The conference procedure is concerned with the solution of problems; with the development of clear thinking; with the changing of attitudes; and with the bringing out of all important factors in a perplexing situation.

Situations Calling for the Use of Each of These Three Procedures

Innumerable occasions arise in conducting evening class meetings in which the members of a group show the desire of new information, or in which the instructor sees the necessity of imparting some new facts to a group. In instances of this kind the informing procedure is efficiently used. The instructor presents the new facts in the clearest and most interesting manner of which he is capable, making use of available aids for clear visualization.

Again, innumerable meetings occur in which the members of a group show the desire to learn to do a job they could not do before, or to improve their methods of doing the job; or the instructor may want to hold meetings with the expressed purpose of teaching a group how to do a new job or how to improve methods of doing a job they have been doing. For example, an instructor wants to teach a group of adult farmers a new way to treat seed potatoes, to do a certain piece of farm mechanics work, to prepare a spraying mixture, and so forth. In meetings of this kind the instructing procedure, never the informing nor the conference procedure, should be used. Surely evening class instructors do not believe that they can efficiently develop abilities of members of groups to acquire abilities to do the jobs enumerated above merely by talking to the groups about how to do them; neither do they believe that they can develop these abilities by holding a conference with them about the jobs.

Again, many evening class meetings occur in which problems, difficulties, and other perplexing situations confronting the members of the group are to be taken up as subjects of the meetings—situations involving managerial decisions. In cases of this kind the members of the group have all the functioning facts and they possess the necessary skills in the performance of the activi-...

... not more facts, because they already have sufficient, and not more training to acquire skill, because they possess all that is necessary. What the members need and desire is an opportunity to analyze and think thru their problems; an opportunity to evaluate the facts they already possess; to see these facts in relation to each other. It is in meetings of this kind that the conference procedure should be used, and where it can be most effectively used.

Which Is the Best Educational Procedure to Use in Evening Class Meetings?

From all that has gone before, the fact should have become clear that there is no such thing as "the best" educational procedure to be followed in conducting evening class meetings. Asking what is the best method is much like asking which is the best breed of horses or the best breed of cattle. If one wants a horse to pull heavy loads, the draft horse is the best. If one wants a horse for racing, the race horse is the best. Likewise, if one wants to produce good beef, one of the beef breeds of cattle is the best; if one wants to produce and market milk, one of the dairy breeds is the best. In the same way, the best educational procedure to use in meetings with adult farmers depends upon the purpose of the meetings, that is, upon the objectives the instructor has in mind. Moreover, the selection of the objectives should be governed by the apparent apperceptive base of the members of the group who will be present in a meeting.

To reiterate by illustration: if there is to be held a meeting with potato growers to improve the quality of potatoes; or with hog raisers to determine a better market for hogs; or with poultry men to decrease feeding costs—all phases of work with which the men attending the meetings have had ample experience and about which they know most of the facts, all situations involving managerial decisions—the conference procedure is the best educational procedure to use.

If at a meeting, an instructor desires to bring to the group new facts discovered by the agricultural experiment station, the informing poredure is the best procedure to use.

If an evening class instructor plans to teach a group of adult farmers an improved way of treating seed wheat, the instructing procedure is the best educational procedure to use.

Evening Class Instructors Need Training in Conference Leading

As a general rule, evening class instructors are rather efficient in the use ...

... procedures. In the use of the conference procedure they are not so efficient. This last statement is not made in a spirit of unkind criticism. As a rule evening class instructors have had little training in the use of the conference procedure, and effectively to conduct conferences with groups of adults requires real training and a great deal of experience or practice.

The North Carolina outlook for agriculture was given to 13,000 persons—7,000 of these in evening classes and 6,000 in regular high school classes by 188 teachers of vocational agriculture in 75 counties of North Carolina during January and February.

In these evening classes teachers of agriculture devoted one or more lessons to presenting the general outlook and then the outlook information was specifically applied to the subjects taken up in the course such as corn, cotton, tobacco, peanuts, and livestock.

The outlook information was presented to the 6,000 regular high school students in agriculture especially as it affects the selection of their home practice work to be carried out under the supervision of the teacher of agriculture.

"The Time to Learn Anything"

C. L. DAVIS,
State Supervisor Agricultural Education, Austin, Texas

THE January issue of the American Magazine contains two pages of advertisements for schools and colleges (one of which is a correspondence school) while the July issue contains eight pages. Why the difference?

This is recognition that the demand for information concerning schools is seasonal. During the summer months boys and girls are making up their parents' minds where they will attend school.

Recognition of the principle that the season plays a very important part in determining the interest in a particular article may be seen in the character of the advertisements that surround us.

We as teachers of vocational agriculture have not given sufficient recognition to the importance of the value of seasonal interest. Too much of the information that we are teaching has been of the cold storage variety. "The time to learn anything," says Dr. C. A. Prosser, "is when we need it."

Recognition of this principle would mean that the series of 12 to 18 lessons that constitute an evening school may start in July (as an extreme) and not be concluded until the following July.

It would further mean that in order to keep the material seasonal that the first meeting would probably be scheduled for the summer months.

Among the reasons for starting at this season we would mention: this is the teacher's slack season, contacts with evening school group should result in a more practical course for the all-day school, weather is usually more favorable, avoids conflicts with many other meetings usually scheduled for the fall and winter months.

To those who doubt that this plan is practical we would reply that this suggestion has been tried sufficiently so that we know that it works.

Advantages of Adult Schools

HERMAN FAUBER,
Assistant State Supervisor, Colorado

A. *To Individual:*
1. Education service. (Only place to get it.)
2. Increases earning power.
3. Increases spending power.
4. Creates straight thinking (education).
5. Teaches best practices.
6. Promotes co-operatives spirit, teamwork, social standing.
7. Makes work easier—management.
8. Better appreciation of efforts and problems of others.
9. The evening school meets the needs of the individual when he wants it, needs it, and can profit by the instruction.
10. Profits by experiences of others.
11. Association with others engaged in same occupation.

B. *To Employer:*
1. Increased efficiency.
2. Job pride—morale is improved.
3. Reduces turnover.
4. Cuts operating costs.

C. *To Schools:*
1. Increases educational opportunities and service.
2. Demonstrates efficiency of education.
3. Sells entire school program to taxpayer.
4. Keeps school in touch with business methods.
5. Closer relationship between school and community.
6. Promotes appreciation for and interest for education system.
7. Promotes better co-operation between school patrons and administration.
8. Improved morale of teaching force.
9. Better school support.

D. *To Community:*
1. Increases earning and spending power.
2. More stable citizens.
3. More satisfied citizens.
4. Teaches co-operation in civic affairs.
5. Meets community needs.

The above analysis is applicable to all types of evening classes advocated by the Department of Vocational Education and the follow-up reports of the evening classes held in many sections of this state show increased earnings for the individuals who attended.

The type of instruction used creates a co-operative spirit. It brings the farmer in closer contact with his neighbors; they exchange experiences and ideas, relating to the problems being studied, and agree on the best practices to follow in order to improve their farming methods. These men attend the school for a definite purpose; likes and dislikes are forgotten; all are working as a team to solve the problems confronting them; a congeniality exists in these schools that is almost impossible to attain at other kinds of meetings. Why does this condition exist? Because these schools give these men functioning information that they need, that they want and can profit by.

Why not give these men an opportunity to get together. The local school is the medium for this type of instruc-...

Evening Course in Landscape Gardening

R. G. HAGAR,
California Polytechnic School,
Teacher of the Evening School

A NIGHT course in landscape gardening and home improvement at Atascadero, California, which doubled in attendance the second week, is apparently filling a need in the community.

Arrangement of the course to suit the community needs, and a general discussion of landscape problems and principles took up the time of the first meeting, at which 29 persons enrolled. Future topics include plant propagation, rock gardens, pools, outdoor living-rooms, and lawns.

Mr. Hagar adopted the conference method of teaching and its popularity convinced him that it would be a good plan to follow. The procedure is as follows:

A member of the class submits a home layout which is outlined on the blackboard. Other students list the faults and advantages of the plan and then offer their suggestions for improvements along the lines of their own originality. The final step is taken by the teacher in singling out the valuable suggestions.

Young Teachers Succeed in Evening Schools

O. C. ADERHOLD,
Supervisor of Apprentice Teaching,
Athens, Georgia

A QUESTION rather widely discussed wherever people interested in teaching evening classes are gathered is, "Should a young inexperienced teacher attempt evening class work with the adults of the community?" Some are of the opinion that the vocational teacher should spend the first year wholly with the all-day and day-unit classes getting "experience." Others say the "inexperienced" teachers may hold successful evening classes.

Last year we had 12 young "inexperienced" teachers who taught 15 evening classes. There were 493 farmers enrolled in these 15 classes, or an average of 32.8 farmers per class. In the whole state there were 67 teachers who taught 110 classes with a total farmer enrollment of 3,375. The average enrollment per class was 30.6. It may be noted that the average enrollment in the classes taught by the "inexperienced" teacher was slightly higher than the average for the state.

The method of organizing, analyzing, and presenting evening class material which we are using, enables the young teacher to attack the problem of evening class work with a high degree of confidence.

The fact that every new "inexperienced" teacher in our state held one or more successful evening classes last year is at least evidence that it is not an impossible task. Our experience over a period of years leads to this conclusion. The teacher, whether young or old, with experience in the teaching field or without experience, may hold evening classes provided: (1) there is a real problem before the class to be solved, and, (2) that the teacher has the ability to get all the available functional facts about the problems and analyze and ...

Part-Time Courses

Factors Influencing Attendance on Part-Time Schools

ELMER HICKS, Instructor of Vocational Agriculture, Loveland High School, Loveland, Colorado

E. B. Hicks

THE first important factor that influences the attendance of a part-time school is the promotional work. The attendance is almost entirely dependent upon this one factor. Possibly the first factor under promotional work is newspaper publicity. This should begin in a small way 30 days before opening of the school, and should be increased gradually until the time of the school and carried on during the school.

The first two or three newspaper articles should be followed by form letters to prospective students. These prospective students can be located in a number of different ways: school census, names can be secured from day school boys and from community leaders, and so forth. This form letter should not be too lengthy but should describe the school briefly and should arouse the boy's interest and serve to introduce the school to the boy.

The form letters can be followed by personal visitations from the agricultural instructor. It is often a good plan, especially if the teacher is new in the community, to have the leading banker or the chairman of the school board to accompany the instructor in these visits. This personal work might be done with the aid of leading farmers or day school boys, or better still, if the school has been put on in previous years to have the boys from former schools help in the personal work. The personal work is one of the best plans for promotion after the foundation has been firmly set by the use of the newspaper and form letters.

After the promotional work has been completed and the class has been brought together for the first meeting the explanation of the course is very essential. The type of course that the young farmers are going to be interested in must be selected. If the promotional work has been successful, the interest of course will be the big factor that will keep up the attendance.

Special features such as athletics, feeds, pictures, shopwork of special interest, such as rope work and blacksmithing will attract their attention and will aid in keeping their interest. Sometimes outside speakers on subects of special interest will help.

selection of the type of course they would like to have. This can be done on the personal visit to the prospective student or at the first meeting of the class. It might be desirable to call an organization meeting two or three weeks previous to the time of starting the class. This would give the instructor proper time to prepare the course.

Time of Meeting

The next thing that should be considered as a factor that will affect attendance at the part-time school is the time of day the class is to be held. In some communities it would be possible and desirable to hold daily meetings in the afternoon or possibly all-day classes that would meet for a short time. A community to support this kind would have to be one that had a large number of unemployed boys during the slack season. Some schools have been held where the class meets every night. This is not a desirable arrangement either from the student's standpoint or that of the instructor, as each or both are likely to go stale. There is quite an advantage in the two-meetings-a-week type of school, in that the students are brought in contact with the instructor over a much longer period of time than with the five-meetings-a-week school. This is an advantage as the student can bring in his problems to the school and with the longer contact between the instructor and student they learn each other's problems better.

The writer has had considerable experience with the one-meeting-a-week school. There is no doubt as to the value of a school even with only one meeting per week. If 15 or 20 meetings are held it means that the instructor will have considerable contact with the student for practically one semester of the regular school year. This type of school works very little hardship on the instructor who finds it necessary to teach classes both morning and afternoon as well as the part-time school.

When a student is absent from one or more meetings it is a good plan to write a personal card or use the phone in getting in touch with the boy. This adds a personal touch to it and if you can mention the fact that you have missed him and tell him the plan for the next meeting you can get him back quite often and keep him coming. The phone could be used in the same manner or if desired another member of the class might see him.

Size of Class

Naturally the size of the class is

school. Some communities draw from a large territory and consequently the school can be much larger than in a smaller community. The type of population will no doubt influence the attendance. In the community with the progressive type of American farmer the boys will be more interested than communities containing a large number of foreign population. The extent of which the all-day program has been put over in the community will influence the part-time program.

The home work or supervised practice that is required of students of the part-time school should be an influencing factor. If the supervised practice work is carried on, as it can be carried on, with these boys more practical information can be imparted to him on the supervisory visits than can possibly be given to him in a great many visits to the schoolroom. Not only is it more practical, but more interesting. So the type of supervised practice should be considered a limiting factor in attendance at the school. The publication of stories about successful supervised practice work should be a very satisfactory promotion story.

Part-Time School Is Profitable

J. M. REYNOLDS,
Teacher of Vocational Agriculture,
Sherman, Texas

THIRTY-SEVEN farm boys who have dropped out of school in previous years are finding it profitable to attend a part-time agricultural night class now being conducted in the vocational agriculture classroom at Sherman, Texas.

A cross section of this group shows the average age to be 20, and the average grade reached in school, ninth. Twenty of these boys are now farming as tenants, 5 as landowners, 7 as farm laborers, and 5 as partners. The entire group say they have chosen farming as their life occupation. When asked why they quit school 17 answered that finances prohibited, 15 found school work not interesting, 3 got mad at some teacher, 3 felt embarrassed when entering the city high school from the rural school, and 2 found English too difficult a subject.

These farm boys meet each Wednesday night in Sherman High School for an hour's discussion of their farm problems. At present they have completed 14 lessons on problems of terracing, rotating crops, cropping plans for 1932, and planting legume and other crops. Their outline for the next few weeks calls for dairy herd improvement, culling the dairy herd, feeding dairy

The average attendance for the meetings held has been 31. Interest is keen among these young farmers in improving their farm practices and lowering the cost of production, thereby increasing their incomes.

The present writer was asked how he located these part-time boys, how he got the group together, and to what he attributes the unusual attendance. He stated that when he started on the job in July, 1930, and made a survey of possible attendance for vocational agriculture students he found 23 schools in his territory, only 2 of which taught past the ninth grade and the majority of which taught only seven grades. This information was secured from the county superintendent. Additional information secured from the county superintendent's office was a list of all rural scholastics in these 23 rural communities. Several part-time boys were located on visits the following three months.

A list of all available boys for a part-time class was prepared the first year. Agencies, in addition to the county superintendent who helped in preparing this list, were: Sherman Chamber of Commerce, rural school teachers, county agent, rural school trustees, evening-school members, local chapter of Future Farmers of America, and students of vocational agriculture in all-day classes. Seven of the members of the part-time class are brothers of all-day high school pupils.

Possibly the outstanding factor or agency in getting the group together was a boy who might be called the "gang leader" of the group. He was responsible for 26 being present at the organization meeting. He was elected president of the class and he has since enrolled in high school and is an outstanding pupil in an all-day class.

After an hour's instruction each Wednesday night, the group enjoys some form of social meeting such as basketball, games of various kinds, picture show, or business session. This class has voted to continue the weekly Wednesday night meetings during the nine months of the school term, which will make a total of 36 hours instruction with an additional 20 or 30 hours for field practice work. They are planning to take membership in the Texas Association of Future Farmers of America and participate in the activities, including annual encampment of Future Farmers.

[The cover picture on this issue shows the members of Sherman part-time class.]

Pleasure in Work

The vocational agriculture teacher who likes his work will get much pleasure from a part-time class. First, because the boys are usually at the age when they are energetic and want to do things. Second, he will see some immediate results of his efforts. Third, the boys are less skeptical than the adult student. Fourth, he realizes that he is planting thoughts in minds that are active. Fifth, the boys like to work when it's time to work and play when it's time to play. The teacher gets pleasure out of rendering a service to the group of

Rural Electrification

(Continued from page 185)

Lights.
1. Time saved—house and barn.

LESSONS V AND VI

Water supply.
1. Shallow well or cistern.
(a) Cost of operation.
2. Deep well.
(a) Gravity system.
(b) Hydro-pneumatic system.
(c) Combination gravity and hydro-pneumatic system.
(d) Air power system.
(e) Michigan system.

Detailed discussion of the above as to advantages and disadvantages, cost, cost of operation, installation and operation, and so forth.

LESSON VII

Silo filling.
1. Detailed information in handbook.
2. Other sources of information.

LESSON VIII

Feed grinding on the farm.
1. Burr mill—undesirable.
2. Hammer mill.
(a) Requirements.
(b) Installation — automatic operation.
(c) Operation.
(d) Cost, and cost of operation.
3. Detailed information in handbook.

LESSON IX

Dairying.
1. Milking machine.
(a) Size of motor.
(b) Cost of operation.
2. Separator.
3. Refrigeration.
(a) Wet.
(b) Dry.

LESSON X

Poultry.
1. Lighting—profits.
2. Brooding.
3. Water heating.

LESSON XI

Household equipment.
1. Washing machine.
2. Hand iron.
3. Ironer.
4. Combination range.
5. Refrigeration.
6. Vacuum cleaner.
7. Sewing machine.
8. And so forth.

Corn Breeding Program Proves Effective

D. M. HALL,
Newton, Iowa

THE corn improvement program in Jasper county is the result of a co-operative endeavor among those interested in agricultural progress. Eight years ago the vocational agriculture department held its first corn show. It was strictly a utility show as all the ears were tested in a rag doll. The show, as all since have been, was financed by the Newton Chamber of Commerce. At the same time the county agent started a series of corn yield stations which have been carried on since.

Four years ago the five-acre corn yield contest was begun with the Chamber of Commerce offering $300 in prizes. For three years the county has won the championship cup. The yields have been

added to the corn show which was an attempt to give credit for high quality market corn. Former shows had convincingly shown that nothing very definite can be told about seed corn from the looks of the ears. All ear exhibits were dropped except a five-ear entry for boys and girls which was financed by the Newton Kiwanis Club. Thirty-five pounds of ear corn are weighed out, the ears being sorted in large and small groups and counted. Then they are sorted as rough and smooth. The corn is shelled and weighed, after which a sample is graded using the moisture, the test weight per bushel and the percent of damaged kernels. Twenty grams of kernels are counted and sorted into dull and starchy or bright and hard groups. With all of this information, the shelled corn and 10 ears are displayed and judged.

For six years the agriculture department has been conducting an in-breeding plot. Each year a corn night school has been conducted. Several years ago the suggestion was made that feeding tests should be run on hard vs. soft corn. This has just been completed at Ames.

Altogether the program was planned to get a goodly yield of high quality corn which had high feed values. The yield is emphasized thru the feeding and field test plots. The quality is emphasized thru the market show, and feeding tests give an idea of the feed value.

Last spring a survey was taken from 95 farmers to determine the amount of high yielding seed that is being planted. Thirty-one percent of the total acreage was Krug and 42 percent was Krug, Hibred and Wilson Dent. These have been proven to be high yielding strains in Jasper county. This year 235 farmers made a test comparing on their individual farms Hibred, Krug and their own seed. The result showed yields as follows: Hibred 61 bushels, Krug 56 bushels and own seed 52 bushels. Approximately 1,500 bushels of Hibred seed will be planted in Jasper county this year. Orders for 750 bushels have already been sent in.

Guiding Rural Boys and Girls, O. Latham Hatcher; McGraw Hill, 1930; pp 326; Chapter XVIII; price $2.50.

THE author, recognizing the acute need for guidance of rural children has devoted the entire book to this group, as the title indicates. The six parts of the publication indicate the general nature and scope. They include: I. Learning to understand the boy and girl; II. Educational Guidance; III. Vocational Guidance; IV. Setting up the guidance program; V. Other aspects of guidance; and VI. Unifying the guidance program. A large part of the guidance material that has appeared was designed for use among those who either reside in cities or have access to the facilities offered by larger centers of population for solving guidance problems. *Guiding Rural Boys and Girls* is one of the few publications dealing with the problem strictly from a rural viewpoint. The book is not intended for pupil use, but for the use of the teacher. Many definite and practical suggestions are made for those who are attempting to solve this problem. Specimen forms that may be used, together with complete bibliographies for those who would

Future Farmers of America

The Value of Training in Public Speaking for Future Farmers of America

RUFUS W. STIMSON, Supervisor of Agricultural Education in Massachusetts

FUTURE Farmers of America are being trained by our system of vocational agricultural education, at more than five thousand centers, affecting nearly one hundred fifty thousand students. The program includes training in public speaking. The sweep and promise of this public speaking feature are tremendous.

I. Three Principles Vital.

Our boys, everywhere, prepare their own speeches. Three principles, therefore, are vital to the highest values in this phase of our training.

1. *"Reading Maketh the Full Man."*

First, "Reading Maketh the Full Man." Our boys, everywhere, are led to read. They explore practical literature for handiest ways of doing their agricultural work; experimental data and related sciences for carrying on in ways that are wisest; economics and management, for ways that are soundest.

But besides, in their English, history, and signs of the times, they read for breadth of view, and for upgrading of their standards of taste and judgment. Here they are searching out the best things that have been thought, and said, and done in the world, anywhere, at any time, by anybody. Such reading supports good speaking.

2. *"Writing Maketh the Exact Man."*

Second, "Writing Maketh the Exact Man." Precision comes by writing. Our boys, everywhere, therefore, are led to write—to write daily: records of the best they discover for their upgrading purposes; budget estimates of expected cost and profit; incidents of weather, markets, what-not, affecting profits, and therefore their resources for higher standards of living; their well reasoned interpretations of their accounting figures, and their decisions on improvements needed for still further upgrading their methods and results; and, not to be slighted, records of their findings among the richest treasures of those who write for gentle readers.

A man never knows what is in his mind until he puts his pen to paper. This time honored epigram cannot be gainsaid.

Such pen work carries over naturally and supports good speaking.

3. *Speaking "Maketh the Ready Man."*

Rufus W. Stimson

Full reading and exact writing. The fundamental precepts here are simple. First, have something to say. Then, say it.

Without too great violence to the Baconian philosophy "Of Studies," we may find our third great value in the principle that speaking "maketh the ready man." Ready to state his case, and to defend it. Ready to challenge error, and to expose humbug. Ready to explain. Ready to convince. Ready to persuade. Ready to cry *"Excelsior!"* and to lead onward.

II. Dignified Agriculture.

Our Massachusetts boy, R. Hugh Conn, who won the national championship last November, came home with a splendid impression of the two thousand Future Farmers he had met at Kansas City. These young men, he told our students day before yesterday at their annual F. F. A. meeting, stand for "dignified agriculture,"—and look it.

If training in public speaking rises to its best promise, it will help much, while holding fast this quality of dignity, to meet the hope of Dean Davenport, whose words still ring in our ears: "I would have it so," he said, "that the occupation of an American citizen may not be known by his dress, his manner, or his speech . . . "

III. Need of the Hour.

Future Farmers of America must not be dumb, driven cattle. Speech is not silver, and silence golden. Silence is silver and speech is golden.

The need of the hour is competent spokesmen—spokesmen wise and honorable, powerful and persuasive.

This is why we hold that training in public speaking is one of the most valuable features in the training of the Future Farmers of America.

Future Farmer Scrap Books

E. W. EVERETT,
Regional Supervisor, California

IN GENERAL the average red-blooded boy that makes up the membership of F. F. A. chapters has advanced past the stage of scrap book making. However, several chapter reporters in California have developed annual scrap books which present a vivid story of the activities performed by their local chapter for the year.

Each officer in an organization must have definite duties to perform if his office is to be considered worth while and truly functioning. The reporter has a very needed task to perform, but it sometimes appears that these duties are neglected.

Our F. F. A. local organizations will be decidedly stronger if all elected reporters will carry on a systematic program of publicity, and collect all printed articles and reserve them in scrap book form. Naturally he will need the assistance of instructors and other members of his organization.

A scrap book of this sort can be made by inserting a number of leaves of ordinary brown manilla paper between two sheets of cardboard approximately 14 x 18 inches in size. These may be laced together down the left side or across the top with string or ribbon. Some of the artistic students can design the F. F. A. emblem for the front page. The reporter becomes responsible for this book and can paste in all printed articles appearing during the year. The scrap book then becomes a permanent history of the accomplishments of that particular chapter for that year and can be referred to years later by returning alumni. The chapter reporter should assume responsibility for this scrap book.

This speech was broadcast from NBC Studio in New York, March 14, 1932, as part of Farm and

F. F. A. a Real Character Builder

D. C. McNAUGHTON, Adviser,
Cedaredge, Colorado, Chapter

IN ALL our vocational work, we stress the fact that boys learn farming, shop work, or mechanics by actual doing, and we measure results by a performance standard.

The F. F. A. ideals are fine theoretically. Do they carry over into actual performance? We say they do and cite the following to prove it:

At a recent F. F. A. meeting at Olathe, Colorado, where about one hundred adults in addition to boys from neighboring F. F. A. organizations were guests, the outer wraps of all were piled in a corner of a basement room. When the meeting was over, it was found that some outsider had entered the room and carried off a cap, a pair of overshoes, and a pair of gloves belonging to the Cedaredge group.

The hosts said they would endeavor to locate the missing articles and return them to the owners.

The experience of the writer in his travels around the state with athletic teams, has been that most organizations assume no responsibility for the loss by visitors of articles of apparel, but on the other hand seem to expect such losses as a matter of course.

However, the Cedaredge boys were pleasantly surprised, in a very few days, by receiving from the Olathe F. F. A., a package containing the missing overshoes and cap, together with a letter expressing regret for the incident, and a check to reimburse the owner for the gloves which they had been unable to locate.

If these Future Farmers, when they become real farmers, make things as hot for lawbreakers, as they did for this offender, the problems of law enforcement will be near solution.

Make Sharpshooters From Square Shooters

BENJ. D. RASKOPF,
Vocational Agriculture Instructor,
Imbler, Oregon

ARE your boys shooters? If they are, why not organize a rifle club? This was done by the Imbler Future Farmers of Imbler, Oregon, and has proved to be one of the most interesting of the 65 activities they have selected for the year.

Here is how it was done: At an early meeting in the fall the boys discussed the undertaking and responsibility of organizing a Junior F. F. A. Rifle Club and 100 percent of the boys were enthusiastic over the prospect of forming such a club. They chose the agriculture instructor as a leader and then wrote to the National Rifle Association Junior Division, Barr Building, Washington, D. C., for a club blank and instructions. This material was immediately forwarded and the club organized. The boys called their division the "Imbler F. F. A. Hit and Miss Rifle Club," and officers such as president, secretary, treasurer, executive officer, and reporter were elected. The completed application blank with a $5 fee for a club charter was then sent in to N. R. A. headquarters and membership buttons

Shoots are held every Sunday in the high school gymnasium. Target holders accommodating six targets were made by the boys in shop and the use of a 25-foot extension wire made possible the proper lighting effects. Two thousand targets and 5,000 rounds of ammunition were secured thru the N. R. A. and the boys began to qualify for the various positions. In the individual course there are 15 graduated stages for honors and decorations ranging from a pro-marksman score of 20 points out of a possible 50 to a distinguished rifleman's score of 45 out of 50. Besides the individual honors teams can be entered in the national interscholastic shoots for team and individual decorations and medals.

An F. F. A. member must be under 18 years of age in order to join the club. Each boy furnishes his own gun if possible. If a boy does not own a gun he can use an F. F. A. rifle. Targets and ammunition are furnished by the F. F. A. chapter.

The object of this activity is not only to develop those qualities of sportsmanship, fair play, manliness, self control, and co-operation which are so essential in life, but to provide an inexpensive means of amusement and recreation for all members of the F. F. A. The club charter also adds to the appearance of the agriculture room and the scores made by the boys at each shoot can be posted in the agriculture room and on the community bulletin board to maintain interest.

The Imbler Hit and Miss F. F. A. Club is the first Future Farmer rifle association started in Oregon and probably the first in the United States. The Imbler boys hope, however, that other chapters will take up this activity and give them some competition.

F. F. A.'s Lead in Thrift Deposits

THE Woodstock, Illinois, Community High School has had a thrift savings department for the last seven years. The school is divided into sections and each section has a faculty adviser. The boys from the farm are in one section and the adviser is the agriculture teacher. The sections meet with their advisers each Tuesday morning at 9:45 and do their banking. The three banks of the town co-operate and each boy has a bank book from the bank he selects. Each book has a number and when the student makes a deposit, the adviser enters this amount in the book and sends a duplicate deposit slip, corresponding with the number of the book, to the bank. The bank pays 3 percent on the deposits beginning the day the deposit is made. Any student can withdraw a part or all of his account by getting a withdrawal slip signed by his adviser and presenting it to the bank with his book. The boys from the farm have banked almost 100 percent during the seven years and lead all other sections in this respect.

Anyone interested in starting a savings department may get full information and supplies from "The School Savings Bank" by Thrift Incorporated, School Savings Headquarters, 1117 Lake Street, Oak Park, Illinois.—Ken-

Ohio's Leadership Conference Attracts Record Attendance

RALPH M. CROOKS, President,
Townshend Agricultural Education Society,
Ohio State University

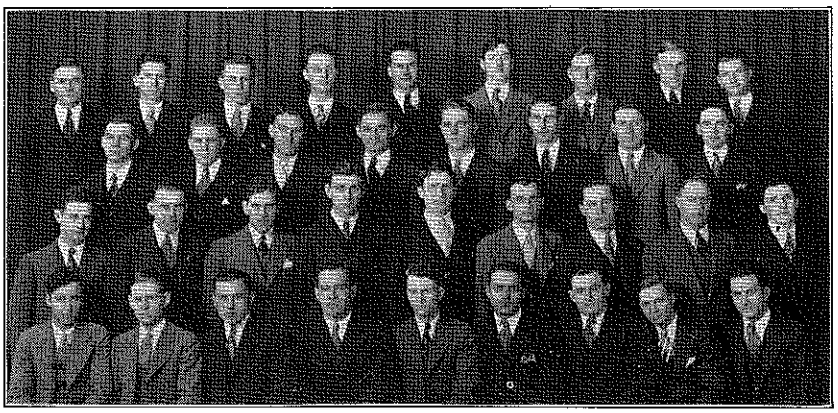
THREE hundred delegates from 91 agricultural departments—nearly all of them Future Farmers of America—registered at the fifth leadership conference sponsored by Townshend Agricultural Education Society of the Ohio State University, assisted by state supervisors and teacher trainers in agriculture. The conference was held February 4–5 during Farmers' Week. The program provided for four sessions and the banquet. The delegates this year received the inspiration resulting from the addresses and the friendly association of Mr. W. A. Ross, National Secretary of the Future Farmers of America, an appreciated visitor.

The program featured participation by delegates, by members of the Townshend Society and by selected speakers. The delegates participated in such numbers as reports on outstanding chapter achievements, competition in parliamentary practice, discussions, stunts, musical numbers including conference singing. Members of Townshend served as chairmen and provided stunts and musical numbers, in addition to making arrangements for the conference and the convenience of the delegates. Special features, in addition to talks by Mr. Ross, included addresses with inspirational themes and an illustrated talk on vocational agriculture in Ohio. Two new features were included. The first was a round table or conference discussion by the delegates led by Professor Stewart, which dealt with the techniques of leadership or, as the program read, "How Can We Grow in Leadership?" In this conference the boys presented specific activities which would contribute to the development of leadership not only in themselves but also in their associates. Insofar as time allowed, ways and means of applying these suggestions were also made. Probably the most interesting number in the program was the second new feature, "Helps to Social Conduct of Interest to High School Boys," as presented by Professor L. E. Jackson of the department of agricultural education. Professor Jackson selected, as illustrative, and presented two common social needs. The first dealt with proper forms of introducing people by giving consideration to age, sex, and social rank—all appropriate to the experiences of high school boys. Each procedure was explained and then demonstrated by the boys. The second feature was the demonstration of proper conduct at the table, for which a table, properly set, was used. A college student demonstrated the various approved practices as mentioned by Professor Jackson. It seems very probable that the benefits of this number, while great in the discussion and demonstrations presented, will spread to other phases of social conduct which the boys will have discussed in their local meetings by competent authorities.

Mr. Ross' talks on "Better Meetings" and on "Program Building" were so well organized as to be understood and easily applied by the delegates.

easily the blue ribbon event of all conference banquets. One hundred fifty-five participants enjoyed a tasty meal served in a pleasing environment. Ralph Bender, a junior student and an American Farmer, ably directed the program, the theme of which was "Leadership in Readjustment." After delegates and Townshend members had spoken on assigned phases, Professor Kenestrick brought unity to the program by integrating the points of his predecessors with his philosophy and with proposed objectives based upon his thinking in the field of economics. The program was enlivened appropriately with music of various kinds.

Townshend Agricultural Education Society, sponsor of the leadership conference, is an organization of those students in the college of agriculture who were formerly members of agricultural departments and those who are now majoring in agricultural education preparatory to teaching. The faculty of the Department of Agricultural Education serve as advisers and critics. The average annual membership ranges from 50 to 60 students. The objectives of the organization, so far as program numbers are concerned, are the development of the ability to master parliamentary procedure, to speak well with or without preparation, and to debate effectively, and the widening of contacts with the teacher's job. Meetings are held semi-monthly; officers are elected annually. In addition to sponsoring the leadership conference which includes meeting all indebtedness involved therein, the society assumes the responsibility of managing the lunch counters in connection with the state vocational judging contests held the last of May. During vacation periods many of the members visit local F. F. A. chapters as a means of informing themselves about the organization and accomplishments of the Future Farmer movement. The relationship of this society to the departments is particularly helpful to the members who are preparing to teach and an attempt is being made to render an enlarging service to the chapters as opportunity offers. The accompanying picture shows a majority of the membership this year.



Townshend Agricultural Education Society of Ohio State University, 1931-32

Motor Trouble Advice, Farm Mechanics Magazine, Chicago, Illinois, by F. M. Service. Paper back booklet of 34 pages, price 25 cents. Twenty-one chapters are used in the discussion of motor troubles and suggestions for remedying

Maryland F. F. A.'s Win Medals in Project Contest

ONE of the features of the annual Maryland State Farm Bureau meeting is the awarding of F. F. A. medals to winners in the vocational agriculture project contest. The meeting this year was held at Baltimore, on January 7, at which time 36 of Maryland's thirteen hundred boys enrolled in vocational agriculture in 48 high schools were awarded gold, silver, and bronze F. F. A. medals provided by various associations in the state.

The projects include purebred dairy calves, purebred swine, sheep, baby beef, poultry, sweet corn, field corn, potatoes, and tobacco. The contest is in charge of J. D. Blackwell, state director of vocational education; F. W. Payne, secretary of the Maryland Farm Bureau; and Donald Watkins, of the Maryland Agricultural Teachers' Association.

Young Teachers Succeed in Evening Schools

(Continued from page 187)

the members of his group may make comparisons and contrasts of these facts as a basis for discussions and making decisions. It is not the age of the teacher or his teaching experience that determines the success or failure of an evening class. It is the organization of the material and the methods he uses that count. If the teacher is able to use the experience of the group in guiding its thinking about the problems in hand, he is on the road to success in evening class teaching.

Teaching Thru Projects in Swine Management

(Continued from page 182)

the results, studying the causes of favorable results and enlarging them and the causes of unfavorable results and removing them. When these records were delivered at each home, work stopped until they were studied.

A follow-up device whose purpose was to make clear the results obtained, consisted of two sets of graphs developed from the monthly weights. One graph pictured the weights of the litters and the corresponding age in days. Many observation lessons were impressed by these broken lines as they

Film of Fourth National Convention of F. F. A.

THE moving picture of the Fourth National Convention of Future Farmers of America is now available for loan to state workers in vocational agriculture for showing in connection with various meetings. Filming this event was undertaken and financed entirely by the National F. F. A. organization.

The film which is 1,885 feet in length and shows about 30 minutes is fully titled and comes in both the 35 mm. and 16 mm. sizes. It tells a real story of the entire National Congress of Vocational Agriculture Students at Kansas City and gives detailed scenes of 2,000 F. F. A. boys from over 40 states in action. The 35 mm. film has been set up so that it may be shown on either a portable projector or in a regular motion picture house. Being two full reels, it can be used as an added feature on any theatrical bill or agricultural entertainment.

All loans of this F. F. A. film will be made thru the State Supervisor or State F. F. A. Adviser. Requests should all come from him. Barring conflicts in dates films will be sent on such request when the state agrees to pay the express charges to and from Washington, D. C.

F. F. A. District Leadership Conferences

DISTRICT F. F. A. meetings have been planned in several Nebraska districts. Delegates from each chapter in the district go with their advisers at the time of the district teachers' meetings. Meetings afford an opportunity for the leaders from each chapter to get acquainted and formulate plans for the advancement of the F. F. A. program in the district. Some districts will definitely organize the F. F. A. forces and have *strong* programs of work to carry out. Such evidence of leadership ability should spread to other districts and strengthen the whole state F. F. A. program.

The Way to Contentment

(Continued from page 184)

of adult education; viz., "An education of men and women by all the ways and means that can be devised for all the purposes of life."

The more widespread that type of education which opens the windows of the human mind the better. If it also broadens the interests and sympathies of people, if it begets tolerance and fosters sound judgment, so much the better. But I should not wish to look out of those windows on my country helpless in the struggle for bread or lacking in guidance towards the spiritual excellences of life. The one surest foundation for national longevity as for individual prosperity, the only reliable basis for conservative citizenship, is to be found in the ability to do an honest day's work. Therein lies contentment and therein will be found a decent living for the individual, order and security for the state, and unhampered freedom for creative genius to realize its spiritual and intellectual aspirations.

[Reprinted from The Journal of Adult Edu-