the banquet program.

G. Banquets as a whole are too long, and in order to get around this difficulty it is a good idea to start the program while the meal is being served.

H. Remember, this is a banquet given by boys for dads and other guests. The boys consider it an honor to talk, and the invited guests appreciate this training. But remember, it is up to the instructor to see that each boy who is to talk has his speech well planned and has rehearsed it two or three times.

I. A few remarks from some of the invited guests, at the last part of the program, is good business and extends the courtesy they should be given.

J. Place father and son banquet on school calendar.

K. Have some boy who has graduated from high school who has taken vocational agriculture, appear on the program.

L. A successful banquet depends on the cooperation of everyone concerned and the amount of cooperation received from outside sources.

— The Vocational Oregonian.

Influence of John Dewey

(Continued from Page 84)

teaching farming vocations makes it possible for teachers to grasp readily and to apply Dewey's analysis in organizing and supervising pupil activities. In the opinion of the writer, Dewey's paramount influence in agricultural education resides in his consistent emphasis upon sound judgment as an aim in education. Research work in all branches of production, farm management and farm organization, point conclusively to the utter futility of an operator atempting to deal with the problems of modern farming without possessing good judgment in dealing with the constantly changing conditions. The crux of the supervised farm practice program as an integral part of all vocational teaching in agriculture is the opportunity thus provided to pupils for becoming proficient in the ability to make sound judgments. Other phases of our vocational teaching in such fields as the study of local farm difficulties, field studies, the study of community needs, and the like, also furnish opportunity for pupil judgment. Scarcely a member of our profession has reached his present position of responsibility in guiding youth without grasping many of the influences which Dewey has exercised upon his thinking and his teaching practices. May we close our discussion as we began it, with the suggestion that the progress of any age is measured by the quality of its thought. It now seems that never before in the history of man, has the demand for thinking ability been so acute. We shall profit richly by choosing, each for himself, a selected group of Dewey's books and articles so that we may turn to them frequently to gain new inspiration from and to accept the imperative challenge of this leading

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2. *School and Society*, p. 335. . ....
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4. *Democracy and Education*, p. 179
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12. " " " p. 72
13. " " " p. 101
14. " " " p. 104

President-Elect a Friend of Vocational Agriculture

The letter which follows shows Mr. Roosevelt's attitude toward vocational agriculture. The editor has had the copy of the letter since August. He has not seen fit to publish it in the magazine, as the motive might have been misinterpreted.

July 29, 1932

Mr. C. A. Cobb, Editor
The Progressive Farmer and
Southern Ruralist,
Atlanta, Ga.

My dear Mr. Cobb:

I have received your letter of July nineteenth inquiring about my attitude toward the support of agricultural education.

I have spoken often on this subject in this State, so that our people here have no doubt whatever about where I stand. I believe thoroughly in agricultural education. I regard it as one of the most important and essential branches of the whole educational effort that is being carried on in the United States. I am a firm believer also in the value of the cooperative research and experimental work and the extension service, which state institutions in cooperation with the Federal Government are rendering.

I think it would be nothing short of a disaster if any of this work were seriously curtailed. Particularly, in these times when farmers are having such a desperate struggle to maintain themselves, I think it supremely important that they should have the benefit of the expert advice that colleges, experiment stations and extension services are able to give them and it is equally important that we should continue to hold out to their children opportunities for an education that will make them something more than field drudges.

What I have said with respect to the agricultural colleges and their allied services applies with equal force to the lesser schools of agriculture and to the agricultural education now being carried on with such excellent promise in consolidated high schools in the rural communities.

I am glad that I have had the opportunity of expressing myself on this subject on which I have very strong convictions.

Very sincerly yours,
(Signed) Franklin D. Roosevelt

Problem Procedures

(Continued from Page 89)

I cannot dismiss the topic without at least a bare outline of what seems to me the proper technique for conducting the discussion leading to the solution of the problem.

1. The written solutions for the problem should be collected at the beginning of the period. Nothing has been said about these written solutions, but they should be regarded as important and as a general rule they should be required. Much could be said in support of this practice if space permitted.

2. After the written solutions have been collected, individual students should be asked to state their solutions. No reasons or arguments should be allowed until every member of the class has submitted his solution, either by an expressed statement or by agreement with a solution already advanced by another class member.

3. After all members are committed on some one of the solutions submitted, reasons for his solution and the process by which he arrived at it should be requested of some individual member. It is a good technique to call upon the dullest and most timid of the group first, since at the first of the discussion such students will find it much more possible to contribute to the discussion than later on when the brightest have advanced their reasons. After the weaker ones have done their best, there will still be opportunity for the brightest to make substantial contributions to the thought of the class.

4. The next step consists of evaluating the significance of evidence, consisting mainly of fact material advanced by the students, and arriving at the conclusions which it seems to warrant. (It is understood that the instructor suggests any important facts which have been overlooked.) In the process of evaluation, the different items of evidence should be listed upon the board, if regarded at all as significant. These items are first evaluated on the basis of their authenticity, and those that stand this scrutiny are further examined as to their bearings on the proposed solution which is being examined. Some measure of the relative weight or significance of each of the items of evidence, should be adopted and each item carefully evaluated in terms of it. When this has been done to all the items of evidence and no others can be found, the conclusion which the bulk of the evidence supports should be definitely decided upon as the proper one. In some cases, the evidence, when collected and evaluated, and the proper relationships established, will point toward a modification or revision of one of the proposed solutions. Then the class should be required to formulate a careful statement of the acceptable solution.

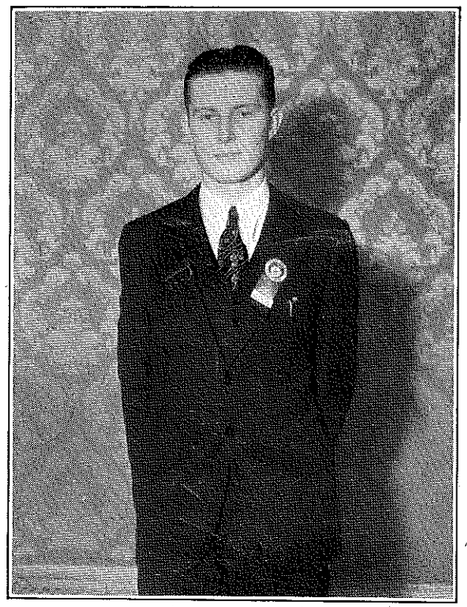
Another Reporter Reports

(Continued from Page 94)

convert ours into capons and thus increase our profits. Over 400 birds were caponized, 74 per cent of our members growing 6 to 37 capons each. These capons are to be sold cooperatively, and the money put into our thrift bank. A part of it will be used to defray our expenses to Camp Clements, next summer.

VOL. V JANUARY 1933 NO. 7

Agricultural Education



Vernon Howell, Guynon, Oklahoma, Newly Elected National President of the Future Farmers of America

"All theory is gray, dear friend,
But the golden tree of life is green."
—Lines from Goethe liked by William James

EDITORIAL COMMENT

AGRICULTURAL EDUCATION

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

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WHAT IS YOUR ANSWER?

"Jammed were the streets with merry makers, adding their shouts and laughter to the fearful din of whistles, bells, and horns of every variety. Thinking to refresh myself with a bit of air, I elbowed my way toward the corner. Soon I observed a strange old man, with bushy white hair, dark flashing eyes, and a kindly face, scanning the midnight revelers. Suddenly his hand reached out and tapped the shoulder of a rosy-cheeked, laughing youth.

"'And what does the New Year mean to you, Laddie?' I heard the old man ask.

"'To me, old man,' the youth replied, 'it means gaiety, dancing, fun, and frolic!'

"In a moment the old man stopped another—this time a grim-visaged fellow of forty—who eyed the old man crossly as the strange question was repeated. Then, 'Tis no concern of yours, but if you needs must know, the New Year means worry, debts, illness, and most likely —poverty!'

"The old man stopped a third—a clear-eyed, erect young man of strong face and proud carriage—who listened courteously to the thrice-repeated question. Then his face lighted with an eager smile. 'Why, to me,' he cried, 'the New Year means new life, new chances, new ideas to be tried, new battles to be fought and won—new records to be made.'"

—From "The Diary of Jonathan Peabody."

EDITOR'S REPORT
AGRICULTURAL EDUCATION MAGAZINE

December 8, 1932, A. V. A. Convention, Kansas City

NO radical changes were made in the policies of AGRICULTURAL EDUCATION with the induction of the new editor in April.

Only one change has been made in the editorial staff. Upon the resignation of Mr. M. A. Sharp of Ames, Iowa, as editor of the Farm Mechanics Section, Mr. Lester B. Pollom of Kansas, was appointed to fill the vacancy.

Subscription reports vary by months. The latest report, December 5, shows subscriptions to be 3,778 as compared with 3,904 in December a year ago. While this slight decrease in subscriptions might look well when compared with other forms of business, it is not a credit to people engaged in vocational education in agriculture. The application of our preaching of cooperation and leadership should make our goal of 4,500 subscriptions easy to reach. With the 10 per cent decrease in the cost of producing the magazine next year and with the present cost being approximately $3,000 a year, there would be

If the subscription list could be built to a permanent 4,500, the magazine could be enlarged to 20 pages as compared with the present 16. If the magazine is to adequately take care of the research consumable by teachers of agriculture, this expansion is a necessity. The editor feels that he can get the copy when there is adequate finance. There is an urgent need for more space for articles of the professional section.

Copy received for the past few months has been of high type. When you read the December and January issues of the magazine, you will probably agree that the special editors are due much credit. One of the special editors has a 10-month series of articles planned, with two of the series now in press. Other special editors are planning far in advance.

That the magazine is national in scope is evidenced by the following figures:

SUBSCRIPTIONS DECEMBER 1932, AND ARTICLES 1932, BY STATES

State	Subscriptions	Articles	State	Subscriptions	Articles
Alabama	75	—	New Hampshire	26	1
Arizona	3	2	New Jersey	1	8
Arkansas	8	4	New Mexico	31	1
California	38	9	New York	141	10
Colorado	84	17	North Carolina	34	3
Connecticut	18	1	North Dakota	50	5
Delaware	22	1	Ohio	243	10
Dist. of Col.	14	13	Oklahoma	106	3
Florida	65	3	Oregon	41	15
Georgia	115	7	Pennslyvania	23	5
Idaho	25	1	Rhode Island	—	—
Illinois	138	15	South Carolina	60	—
Indiana	149	2	South Dakota	28	2
Iowa	135	19	Tennessee	100	8
Kansas	107	10	Texas	324	10
Kentucky	141	6	Utah	30	—
Louisiana	2	3	Vermont	4	1
Maine	47	—	Virginia	242	5
Maryland	17	5	Washington	70	—
Massachusetts	86	7	West Virginia	60	1
Michigan	184	—	Wisconsin	93	10
Minnesota	64	6	Wyoming	52	9
Mississippi	122	3	Foreign and		
Missouri	83	4	U. S. Pos.		
Montana	25	4	Foreign in		
Nebraska	143	14	Post. Union	95	2
Nevada	14	1	TOTAL	3,778	291*

*Includes articles not classified by states but does not include editorials, book reviews, and such material.

The editor takes this opportunity to express his appreciation to the staff, to contributors, and to Mr. Kirk Fox and to Mr. M. A. Hunnicutt of the Meredith Publishing Company for cooperation in making the magazine possible.

(Signed) Carsie Hammonds, Editor

IS YOUR STATE COOPERATING?

The number of subscriptions in each state should be 10 per cent above the number of teachers of vocational agriculture. Every teacher, every teacher trainer, supervisor, and trainee, in vocational agriculture, should be a subscriber. Then there are superintendents, principals, and key individuals. At the next A. V. A., in Detroit, a large chart will show the 1933, 12-month average number of subscriptions for each state, and percentage of agriculture teachers subscribing. Let no state be low in subscrip-

Professional

Professional Sanctions from William James

RUFUS W. STIMSON, Supervisor of Agricultural Education, Massachusetts

William James, Philosopher

Rufus W. Stimson

WILLIAM James (1842-1910) was a philosopher. As such he looked, and listened, and read. As such he talked, and taught. As such he wrote. As such he desired to be remembered. He was diamond bright, and of many facests. In criticism or in commendation, he was unforgettably fair, human, and invigorating.

Among his tangible and measurable contributions, should be counted the fact that he was the guiding genius in developing a famous department of philosophy at Harvard. He discovered, encouraged, and brought into that department, Josiah Royce. He originated and developed the Harvard psychological laboratory; and when the load of carrying it on, along with his other teaching and writing, became too heavy, he brought in the brilliant young German, Munsterberg, to take it in hand. Santayana had been one of his students, and became an outstanding teacher and writer in this department. George Herbert Palmer was a famous colleague.

Psychologist

By 1890 James had completed his monumental *Principles of Psychology* in two volumes, covering more than a thousand (1393) pages. The publisher had asked that the manuscript be delivered in a year. This was in June, 1878. Neither James nor the publisher foresaw that, because so little that would satisfy him had been done, especially laboratory work, he was going to "devote 12 years of critical study and original research to its preparation."

Two years later he had published his *Psychology: Briefer Course* in one volume of nearly five hundred pages. About two-fifths of the volume was either new or rewritten.

Meantime, as "an after-thought" and "because completion of the whole work seemed so distant" some of the chapters had been published in magazines and had attracted wide attention at home and abroad.

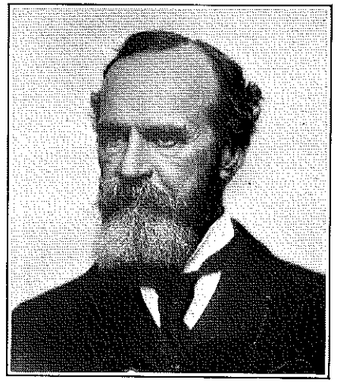
Such was the validity and epoch-making appeal of his work that the editor of *The Letters of William James*, published in 1920, said: "James's 'Psychology' was soon in use in most of the colleges. During the 30 years that of the English-speaking students who have entered the field of psychology have entered it by the door which James's pages threw wide to them."

Finally, for the purposes of this article, in 1899, he published his *Talks to Teachers on Psychology and to Students on Some of Life's Ideals*, a volume of three hundred pages. In this volume may be found in full play his passion for stripping his subject of "analytical technicality" in the interest of being "concrete" and "practical", in order, as he said, "to satisfy the more genuine public need."*

Has James now been out-moded? A pschologist of considerable distinction, particularly in experimental psychology in the field of pedagogy, when asked this question a few days ago, answered, "No." His reasons for this reply need not here be rehearsed.

Loyal American

Broken in health before he was 30, and thereafter repeatedly in quest of



William James

cure, as well as in furtherance of his research into many problems, he spent months, sometimes a year or more, abroad; and there found much to admire and praise. But he remained a lover of his home-land. On one occasion, though in the midst of so much that he liked in England, and though on the eve of departure to the Continent where he found himself stimulated and refreshed "vastly more", he wrote Charles Eliot Norton, ". . . I long to steep myself in America again and let the broken rootlets make new adhesions to the native soil."

Yeoman

Particularly he liked our more or less wild American woods, and fields, and streams. Keene Valley, New York, charmed him. He bought a New Hampshire hill-top, and it became his beloved Chocorua "farmlet". He tramped, and camped. He sprayed his own potatoes, worked in his own garden and fields, matched wits with local Yankees in buying horses and cows, cut trees to open up pleasant vistas and distant views.

Of good height and stalwart figure, with cheeks a bit ruddy and a pleasant countenance, and quick of step, he liked tweeds better than worsted or broadcloth. ". . . filled to satiety with all the simpering conventions and vacuous excitements of so-called civilization" after a particularly hard year of work, he wrote a friend that "hungering for their opposite, the smell of the spruce, the feel of the moss, the sound of the cataract, the bath in its waters, the divine outlook from cliff or hill-top over unbroken forest," he found them "medicinal." On other occasion, in Cambridge, getting furniture ready to send up to his New Hampshire "farmlet," he wrote another friend in England, "You may play the swell, but I play the Yeoman."

At the end, in his sixty-eighth year, after the baths at Bad-Nauheim had failed to better his bad heart, it was his Chocorua hill-top that beckoned him. The editor of his letters tells the story of his arrival, thus, "The afternoon light was fading from the familiar hills on August 19, (1910), when the motor brought them (James, Mrs. James, and his brother Henry) to the little house, and James sank into a chair beside the fire, and sobbed, 'It's so good to get home!'" "Death occured without pain in the early afternoon of August 26."

The article, beginning on this page, is the second in the series featuring the contributions of leaders in American thought in the field of education. It is especially appropriate that our colleague, Rufus W. Stimson, prepare this statement on the Professional Sanctions from William James, since as a student at Harvard, he sat at the feet of this great teacher and philosopher. He writes, "This has been a most congenial task which you have set for me." I am confident that the reading of this contribution wil be equally congenial to us.

—A. K. Getman

Selecting Sanctions

In order to keep within the limits

*Other challenging and constructive philosophic books and papers appeared, during this period and afterwards, from his far-ranging and deeply-penetrating pen, including **The Will to Believe**, which he later regretted he had not given the "luckier" title, "Right to Believe", his **Pragmatism**, and his **Memories and Studies**. A more complete bibliography may be found in **A list of the Published Writings of William James** with notes, and an index; by Ralph Barton

Only a few of the thousand sanctions for the philosophy and methods of vocational education in agriculture to be found in William James can be called to mind; and these can be little more than mentioned.

Perhaps the most sensible approach will be to state a few of the crucial things a state supervisor hopes to find when he visits an agriculture class. By this means, mature professional judgments and their supporting facts and principles, as found principally in the works of James, may be brought definitely to bear on our long-term aims, our immediate objectives, and our teaching methods.

Refreshing Variety of Learning Activities

Accepting the educational axiom that there can be "no impression without expression" a state supervisor hopes to see every possible faculty brought into appropriate action during the "ninety-minute period," or the full "agricultural half day." The latter is

> ". . . No one sees further into a generalization than his own knowledge of details extends . . ."
> ". . . We. . . . should now attack things as if there were no official answer preoccupying the field. . . ."
> "Touchstone's question, 'Hast any philosophy in thee, shepherd?' will never cease to be one of the tests of a wellborn nature. It says, Is there space and air in your mind, or must your companions gasp for breath whenever they talk with you? . . ."
> "Bate not a jot of heart nor hope, but steer right onward. . . ."
> "At twenty minutes before nine in the morning he could usually be seen going to the College Chapel for the fifteen-minute service with which the college day began."
> LETTERS OF WILLIAM JAMES,

not too long for well balanced accomplishment.

A supervisor always hopes to see good "paper work." Their facts, and particularly their decisions, should be set down by the learners so clearly and so convincingly that their programs of practical work and management may merit such a description as that penned by William James to a friend of a book the latter had just published: "In short, it is cubical, set up any way you please it will stand."

"Decisions" a supervisor hopes to see made by every learner for himself. He does not like to hear an instructor say of a pupil, "I told him what to do, and he is doing it." A teacher may forbid a learner to proceed, and convince him of the folly or danger of a faulty decision. He may encourage him to keep on searching for a promising solution of the problem by which he is perplexed. But the final decision must appear to the learner to be peculiarly his own. Only by exercising judgment can powers of judgment be soundly developed. James reserved for individual learners themselves ". . . the right to run their risk."

"Conference methods" may be as effective in day class as in evening course learning, and may contribute their share to a refreshing variety of learning activities. But a supervisor checks the methods in the interest of the individual members of the group. He hopes to see the teacher patient and persistent in so guiding discussions that every member of the group will have a part that the learner himself feels has been in a real way important and successful. infinite patience in guiding learning by group conference methods; but, also, of a sublime attitude of expectancy, as if any moment from any man might come an inspired idea. His influence in awakening the individual soul to unwonted endeavor succeeded, in the eyes of some members of his groups, surprisingly often. Often enough, at any rate, so that this attitude never faltered or failed. Personally, as a factor in continuing learning through life, his estimation of such a group activity was strikingly expressed in a letter to Professor Royce. "I wish," he said, "you belonged to our philosophic club here. It is very helpful to the uprooting of weeds from one's own mind as well as the detection of beams in one's neighbor's eyes."

But "verbal reactions" in reading and writing, recitation and discussion, are not enough. We may safely say that too much book, like too much work, makes Jack a dull boy. A bow too long bent loses its spring. There are other resources a supervisor hopes to see in use.

How James would have gloried in the rich resources now to be found in our projects and other supervised practice, in our "related" laboratory and field trip studies; our automobile and other farm shop work; our judging practice and contests; our freehand and scale drawing; our public speaking preparations and contests; our thrift work; our whole program of F. F. A. self-educative activities; our budget estimating and accounting; and our prompt and definite revamping of plans and specifications to safeguard profits in shorter and longer term programs of farm work and management, may be judged by the following statements:

"The most colossal improvement," he said, "which recent years have seen in secondary education lies in the introduction of manual training schools; not because they will give us a people more handy and practical for domestic life and better skilled in trades, but because they will give us citizens of an entirely different intellectual fibre. Laboratory work and shop work engender a habit of observation, a knowledge of the difference between accuracy and vagueness, an insight into nature's complexity and into the inadequacy of all abstract verbal accounts of real phenomena, which once wrought into the mind, remain there as lifelong possessions. They confer precision; because, if you are *doing* a thing, you must do it definitely right or definitely wrong. They give honesty; for when you express yourself by it becomes impossible to dissimulate your vagueness or ignorance by ambiguity. They beget a habit of self-reliance; they keep the interest and attention always cheerfully engaged, and reduce the teacher's disciplinary functions to a minimum."

And this is not all. "The expression comes back to us," he said, "in the form of a still farther impression,—the impression, namely, of what we have done. We thus receive sensible news of our behavior and its results. We hear the words we have spoken, feel our blow as we give it, or read in the bystander's eyes the success or failure of our conduct."

The teacher who would like to see dullness done to death, by introducing a refreshing variety of learning activities, will find abundant sanction in the writings of William James.

Lively Pupil Participating

Two, more recently phrased, axioms of modern education must be remembered: *Education cannot be bestowed. It must be achieved.* The

> ". . . it duzn't profit me to read Jeremiads against evil—the example of a little good has more effect."
> ". . . I have no doubt whatever that most people live, whether physically, intellectually, or morally, in a very restricted circle of their potential being. They make use of a very small portion of their possible consciousness, and of their soul's resources in general, much like a man who, out of his whole bodily organism, should get in the habit of using and moving only his little finger. Great emergencies and crises show us how much greater our vital resources are than we had supposed. . . ."
> ". . . We have resources of life to draw upon, of which we do not dream. The practical problem is how to get at them. And the answer varies with the individual."
> LETTERS OF WILLIAM JAMES,

teacher cannot give it. The pupil must get it.

A state supervisor, with these axioms at heart, always hopes to see lively pupil participation in the activities of learning,—mental or manual, or combinations of the two, as occasions may require. The instructor must help to set the stage, but the pupils must play the parts, and, in the end, play them without teacher-prompting.

". . . in teaching," said James, "you must simply work your pupil into such a state of interest in what you are going to teach him that every other object of attention is banished from his mind; then reveal it to him so impressively that he will remember the occasion to his dying day; and finally fill him with devouring curiosity to know what the next steps . . . are."

With James, the teacher was pivotal. "Success," he had found, "depends mainly on the native genius of the

right moment and set the right example . . . . The teacher who meets with most success is the teacher whose own ways are most imitable."

Any teacher who has not learned how to reckon with the problems of "Interest" and "Attention," and particularly with those of the complex "Stream of Consciousness" in each pupil, with its "focal object" and "marginal object" factors, will find James's chapters on these problems enlightening and strengthening.

Drill in Improving Behavior

The stream of consciousness "leads to knowledge," and it "leads to action." In every waking moment, the stream of consciousness is incessantly changing. Aware of this, a state supervisor hopes to find these changes resulting in every possible benefit to the pupil, his associates, and those who depend upon him. He has learned that perception "*must* have a practical result."

An article in *Agricultural Education* for July, 1932, entitled "Functional Education," in which the author, Professor G. M. Wilson, reiterates and again justifies his widely known contention that "the school should aid the child in doing better in life what he is going to do anyway," has a fundamental importance and validity that William James would sanction. Our vocational education in agriculture is nothing if not functional.

If book or work, too much at a time, makes the learner dull, too little drill on essential facts, principles, or skills of mind or body, leaves him with exaggerated feelings of frustration akin to failure. And failure as the final outcome of either learning or teaching in any field of education, should never be considered normal.

Fully persuaded that all this is true, a state supervisor hopes to find drill enough in every reaction toward beneficial ends to yield a sense of "rightness," and to establish paths in the learner's brain substance so deep and direct as to constitute what James called a brain "set" that will make like action in future so agreeable and so easy as to become almost, if not entirely, "automatic" and "second nature." "Once over," in a "demonstration" by a teacher, or in "practice" by a learner, is not enough.

If a hard-driven teacher can pause for naught else, he ought to expose himself thoroughly, if he has not before done so, to the passages in James which deal with "Streams of Consciousness" as they bear on practical results, and with "Habit Formation" in its bearing on education for the upgrading of life and labor. Let him begin with such passages in *Talks to Teachers*, go on to such passages in *Psychology: Briefer Course*, and, if he still hungers for more, press on into the two-volume *Principles of Psychology*. He will be particularly struck and persuaded by the parts in sound learning James held for "Fear," "Love," "Curiosity," "Imitation" and "Emulation," "Ambition and Pugnacity," "Invention" and "Constructiveness," "Contests" and "Ownership."

Conclusion

In passing to our conclusion, we may well let James again speak for himself: which is practical; even our most theoretic faculties contribute to its working out."

". . . An 'uneducated' person is one who is nonplused by all but the most habitual situations. On the contrary, one who is educated is able practically to extricate himself, by means of the examples with which his memory is stored and of the abstract conceptions which he has acquired, from circumstances in which he never was placed before. Education, in short, cannot be better described than by calling it *the organization of acquired habits of conduct and tendencies to behavior.*"

The teacher, accordingly, James declares, should regard his "professional task as if it consisted chiefly and essentially in *training the pupil to behavior;* taking behavior, not in the narrow sense of his manners, but in the very widest possible sense, as including every possible sort of fit reaction on the circumstances in which he may find himself brought by the vicissitudes of life."

Our conclusion, then, in the vernacular of aeronautics, is that vocational agriculture teachers who will take off with William James, may count on a seasoned pilot, soul-stirring flights, and happy landings.

Make This Year Our Best Year

Paul Auringer, President, Iowa Vocational Teachers Club

We are now in the midst of one of the most critical periods in our vocational agriculture program since the establishment and organization of the departments in the schools of this country. Just what will be the outcome, no one can foretell. We are all agreed that our success in the past has been determined by the job we do in the classroom. I am certain that our success in the future will be determined by this same factor. With this thought in mind, it behooves each one of us to set up a program that will require his entire efforts to complete. I would emphasize this above all else.

In spite of the length of time since the passage of the Smith-Hughes Act, departments such as ours have increased in number at a comparatively slow rate. There are still too many communities which have given no thought to including this work in their curriculums. They need this type of instruction. To my mind this is one of our great weaknesses. While our opportunities to extend the work may be somewhat limited, nevertheless I do not feel that we can exert more influence toward the organization of new departments in these communities than can any other medium.

During the present crisis it might be well for all of us who plan on conducting an evening school to emphasize things other than production. Of course, efficiency of production is essential, but we can easily place less stress upon the term as a whole and to our advantage. Many sincerely believe that we are producing too much as it is. Be that as it may, we have an opportunity to help develop individual and community life at present greater than ever before and more needful.

of farm living has been neglected too long. It should have had our first consideration. The creation of a more desirable attitude toward agriculture and those engaged in it might have been beneficial during this period, when it is so badly needed, had we stressed it a great deal more during times past.

I feel that cooperation with other agencies striving for the betterment of rural life, is of prime importance. Perhaps some of us have been a little lacking in this respect. There are other individuals and groups trying to do the same jobs we are trying to do. They may go about it in a different manner than we, but they have practically the same objectives in view. The time is coming soon when each organization will require the assistance of all those engaged in like pursuits if we are going to accomplish anything worthwhile.

The old adage "First be sure you are right, then go ahead" is worth as much now as it ever was. I have great faith in our program. I have still greater faith in the ability of the men who are trying to put it across. I have been completely sold, long ago, that no group of teachers in our country is better qualified or has higher ideals than ours. Let's make this our best year.—Excerpt from Iowa News Bulletin.

The New Education—Law One

GLENN FRANK

I WANT to state with brevity and clarity some of the laws that seem to me to underlie a thoroughly modern education.

The first law seems to me to be that we learn by action rather than by absorption.

We learn to do by doing rather than by talking about doing.

We learn to think by thinking rather by memorizing what some one else has thought.

We learn to live by living rather than by having some one tell us how to live.

The duty of a college is to be a supplement to experience.

The temptation of a college is to become a substitute for experience.

Primitive man was unschooled, but he was not uneducated.

He gained his education by dodging danger in the jungle, by contriving ways and means of survival in an unfavorable environment, and in drinking the heady wine of high-hearted adventure that taxed all of his powers of observation and adaptation.

He went to school in the school of experience, where the tuition was high, but the education was real.

One day a bright primitive father thought it would save the time of his sons if they could be taught some of the fruits of experience, and so he started the first school.

All he expected that first school to do was to direct his sons in getting their experience in the least wasteful way.

We, his successors, have too often thought we could deliver canned experience to our sons in text books and lectures.

We cannot, and the sooner we organize all our schools in terms of learning by action rather than by absorption

Part-Time Courses

Part-time Work in West Tennessee

FRATE BULL, District Supervisor of Vocational Agriculture, Jackson, Tennessee

Frate Bull

FIFTEEN of the 49 white teachers of vocational agriculture in West Tennessee are teaching part-time classes in 1932-33. There were only three classes in 1931-32, and none the previous year. Here are some reasons for the rapid growth of this work:

1. There are more out-of-school boys on farms than since the beginning of vocational agriculture. The 1930 census showed that 51 per cent of the white farm boys 14-20 in Tennessee were out of school.
2. Farm boys are more interested in better methods of farming than ever before.
3. Most of the part-time classes are made up largely of former students of vocational agriculture, many of them high school graduates. This offers a splendid opportunity to follow up former students, which is perhaps the weakest link in the entire program in vocational agriculture.
4. The boys select the subject matter for the courses. They usually select farm management problems. A few classes study arithmetic and practical English.
5. They decide the time of meetings and usually meet twice a week at night for 15 to 20 meetings.
6. The conference procedure method of teaching is used as much as possible.
7. Boys are not required to carry projects and keep detailed records. Their supervised practice work is done in the way of improving farm practices, and they are encouraged to keep simple cost accounts. They closely estimate the financial value of each practice.
8. Recreational and social activities probably do more than any other one thing to keep these boys attending part-time classes. They have organized a part-time boys basket ball league and will have a tournament. A boy must attend at least 75 per cent of the part-time class meetings to be eligible to play on a team. Each part-time school is to have a banquet.

There are enough out-of-school farm boys for a part-time class in nearly every Tennessee community with a department of vocational agriculture.

1. Some teachers do not have enough confidence in themselves to tackle the job. It takes a lot of guts to put over a good part-time school.
2. Because it is not written into their contract that they are to teach part-time classes, some teachers do not regard it as a part of their job. Part-time work does not agree with a lazy man.
3. Because many county superintendents and principals do not think that education should go beyond the four walls of the schoolroom, they do not encourage teachers to do part-time work and do not give them time to do it. To appreciate part-time work, one must think in terms of the value of education rather than in terms of credits and diplomas.
4. Because it requires less effort to teach those who are forced to go or are fortunate enough to go to school, teachers prefer to devote their time to organized school work. Human nature leads them along the path of least resistance.
5. Many teachers have classes six periods a day and teach one to three evening classes. They do not have time for part-time work.

Here are some suggestions from Mr. S. T. Haddon, teacher of vocational agriculture, Ramer, Tennessee, who taught a successful part-time class in 1931-32.

How to enroll boys in part-time classes:

1. Get a list of boys not in school from students, evening class members, and teachers.
2. Visit and talk to prospective students.
3. Get F. F. A. members and evening class members to encourage boys to attend.
4. Notify all prospective members to meet at the agriculture center for an important meeting, two or three days before date of meeting.
5. Have some fun at this meeting.
6. Tell the purpose of the school.
7. Have boys select and suggest a list of practices and problems they want to study.
8. Have boys to understand that they are not to go through the grind that caused them to drop out of school.

How to hold the interest of the boys:

1. Teach what the boys want to know.
2. Create interest in improvable practices and show boys the opportunity to make more money and get ahead of the average young farmer.
3. Give as much individual instruction as possible and use conference method of teaching liberally.
4. Do not hold the class too long. If the interest lags considerably dismiss

A Part-time Course In Mississippi

C. O. HENDERSON, Supervisor of Vocational Agriculture,

A special survey by C. F. Clark, agriculture teacher of the Philadelphia School, Mississippi, revealed that there were 35 boys within a radius of five miles of the school who were part-time prospects. After the survey was summarized and studied, Mr. Clark made a definite outline for doing this work.

The first step was for the teacher to visit each prospect at his home. During this visit, an interest was shown in the boy's plans for the year. He was asked if he felt the need of help in deciding what crops to grow. Practically every boy answered yes.

The boy was asked if he believed he could obtain any help from other boys having similiar problems, all working towards the solution of these common problems. If the boy seemed sufficiently interested, he was asked to suggest a time for a meeting. Since Mr. Clark had approached other boys as he made the rounds, he mentioned that others had suggested a time and place for meeting in order for them to get together, so Clark himself suggested a time and place which was agreed upon by the boy.

The first meeting was held at the Philadelphia agriculture building on January 18, 1932. At this meeting plans were made for other meetings. It developed that some of the boys had to walk 7 or 8 miles and could not come more than once a week. Therefore, it was decided to meet each Wednesday afternoon, and study from 1:30 until 4:30. From 4:30 until 6:30 the boys cooked their own food which was brought with them, and they had supper together. Part of this two-hour period was used for games—usually basketball. At 6:30 the class returned to the agriculture building and studied and worked until 8.

The following problems were taken up at the 16 meetings held during the winter and spring months:

1. The outlook for the enterprises in which they were interested. Each boy was made responsible for the study of outlook for one enterprise. During the discussions, this boy was expected to justify his reasons for his conclusion.
2. After each boy had decided on the enterprises that he expected to carry, he studied what he considered the most important practices.
3. As these young farm youths studied the outlook, cultural practices, and managerial decisions, many problems in mathematics, spelling, grammar, civics, and health were taken up incidentally. The teacher was careful that these problems be studied only in connection with the real farm problems that they were taught.

Two of these boys are managing farms for their mothers. The supervised practice programs for the remaining four boys include 2 sweet potato projects, 1 dairying project, 2 cotton projects, 2 corn, 1 velvet bean, 1 rutabaga, 2 sorghum, and 2 black locust projects —making a total of 13 projects carried by the four boys.

Of these six boys, one has finished the eighth, one the ninth, one the eleventh, and three the twelfth grade. None of the boys who attended the meetings had completed less than the eighth grade. Only a small percentage of the boys surveyed had less than eighth grade work.

Three Years of Part-time Work

W. H. BRUNER, Montpelier High School, Ohio

During the past three winters systematic instruction in agriculture has been offered to young farmers in Montpelier Community. In the winter of 1929-30 a course was given in farm mechanics, consisting of 10 sessions. In this course farm machinery adjustment and repairs, rope splicing, knot tying, and soldering were studied. The average attendance was 18. Some improved practices carried out by individuals as a result of this course were: adjusting of plows on home farm to give best results, calibrating of grain drill, splicing of hay ropes, soldering of farm utensils, and aligning of cutter bar on mower.

In the winter of 1930-31 a course was given in soils, consisting of 10 sessions. Thirty-eight individuals enrolled in this course, with an average attendance of 20. The group studied the following: soil acidity, legumes, care and use of barnyard manure, fertilizer analysis, and rotations. Some of the improved practices carried out by individuals as a result of this course were: testing soil for acidity and applying lime where needed, using higher analysis fertilizers, providing protection for manure while in storage, growing legumes in rotation, and inoculating legumes. Twenty-four individuals carried out one of more of these improved practices.

In the winter of 1931-32 a course was offered in feeding and breeding livestock. Seventy-one enrolled in this course, and the average attendance for 11 sessions was 43. The following were studied: selecting and mating animals at breeding time; pedigrees; flushing ewes and sows before breeding; feeding of swine, poultry, and dairy cattle. Improved practices were carried out as follows: flushing ewes and sows before breeding, keeping egg and milk records, feeding of protein and mineral feeds to swine and poultry, and the studying of close-up pedigrees of breeding animals. Thirty-one individuals carried out or are now carrying out one or more of these improved practices.

During the past three winters these courses have been offered once a week. The length of each session is 90 minutes. After the regular session, those interested go to the gymnasium and play basketball for an hour.

A course in farm management is being planned for the young farmers in

Part-time and Evening Work in the Negro Schools of Tennessee

H. O. SARGENT, Federal Agent for Agricultural Education

H. O. Sargent

NEW justification for the expansion of vocational education in agriculture among Negroes comes to light in the story of the accomplishments of Negro vocational students in West Tennessee recently presented by District Supervisor Frate Bull, of Jackson.

Mr. Bull's report stresses the strides made by these students, both in part-time and evening classes, in reducing their living costs and otherwise relieving the financial strain put upon them by depression, through the adoption of the "live-at-home" program promulgated by a group of 13 Negro teachers in the western Tennessee area.

"For three years," Mr. Bull states, "these teachers have consistently and systematically preached the 'live-at-home' doctrine, under which students are taught how to raise on the home farm practically all of the food needed by the family for their own use. With the help of the vocational home economics teachers in the area the agriculture instructors have determined the minimum quantities of different foods necessary for the family larder for a year, and have then laid out a plan by which the home farm could be made to produce this food supply."

Such projects serve a double purpose. They provide food for the family, and at the same time permit the agricultural student to get practice in raising farm products under improved methods and conditions. Supervised farm practice enterprises become under such a plan a means to an end, and the student has a real incentive to make a success of his project activities.

Mr. Bull points with pardonable pride to the development of the vocational agriculture program in the Negro schools of his district during the depression period.

"During the year 1930-31," he says, "283 boys were enrolled in 24 all-day classes, 328 out-of-school boys in 17 part-time classes, 78 boys in day unit classes, and 557 adult farmers in 21 evening classes. Eighty-six per cent of the all day students, 84 per cent of the part-time students, and 98 per cent of the day unit students completed supervised practice work with respective labor incomes of $12,358, $11,927, and $1,434." Mr. Bull has reason to be proud of this record.

The 1930 census shows that almost 57 per cent of the Negro boys in Tennessee between the ages of 14 and 20 who lived on farms were out of school. Of interest, therefore, is the fact that 71 per cent of the persons enrolled in the western Tennessee area were in the out-of-school group. Of the 689 boys enrolled in all types of instruction, 52 per cent were out-of-school boys who

time schools. All of these, moreover, were farm boys. Eighty-two per cent of the evening school members completed a total of 995 improvable farm practices, with an estimated increased earning, due to evening school attendance, of $11,489.

As a result of the work done by the 13 teachers in the area, Negro vocational agriculture students in 1931 replaced 2,019 acres of cotton with food and feed crops, improved 280 home gardens, produced the home meat supply for the first time in years on 121 farms, canned and preserved fruits and vegetables on 27 farms, and increased the number of milk cows on 38 farms. During the year the members of two evening schools taught by J. L. Seets, a Negro teacher at McKenzie, preserved 1,500 cans of vegetables from 27 gardens, in a community canner, and divided them among 27 families.

Mr. Bull calls attention to the fact that the part-time and evening school work among Negroes in Tennessee is the outgrowth of a three-weeks conference at the Agricultural and Mechanical College, Nashville, in 1930, at which plans for a survey of available part-time students was worked out and carried through. Two teachers were assigned to devote their entire time to teaching in part-time schools. They gave instruction to 150 out-of-school boys in eight part-time schools of six weeks each.

Before the conference started, the supervisor worked out a "live-at-home" program to be taught in evening schools, and the teacher trainer gave the teachers necessary instruction for conducting such a course. The supervisor continued throughout the year to lay special emphasis on part-time school work and on the "live-at-home" program in the evening schools.

The program started at the Nashville conference has served to emphasize in the most decisive way possible what can be done in educating Negro farm boys and their parents to the possibilities of methodized farming.

Projects Develop Characteristics Which Influence Success

The successful handling of a project by a student is in itself great character training. It develops factors essential to farming. The ability to get work done on time; the ambition to succeed; farm experience; establishing a liking for farm work; and learning to cooperate with his associates, are some of the things he acquires; and the best part of the bargain is that they stay with him and enter into his character make-up. One year of a successful project has made a man of many a boy who previously was of such bad character that other school departments were contemplating dropping him from school. It pays to spend a lot of time and much more of your own energy to

Evening Schools

Evening Schools Help Farmers Meet Changed Conditions

L. R. IVINS
Teacher of Vocational Agriculture,
Lund, Nevada

FARMERS of Lund and Preston, Nevada, who for years had enjoyed a good market serving the isolated mining districts, found that market slipping away from them in 1927 and 1928 as improved highways permitted outside agricultural districts, producing higher quality products, to compete with local produce. Consumers learned, for example, that they did not have to buy eggs of every kind, color, and weight.

An evening school, held to consider the recently created problems of farmers in these communities, resulted in the organization of a poultry marketing association.

An immediate demand that has never been entirely filled was built up on the local market for high-quality, fresh eggs. The association handles practically all the eggs sold, and every egg is weighed, candled, and sold under U. S. market grade in cartons carrying the name of the organization and a strict guarantee printed on the outside.

Centering their attention on the production of quality eggs, these farmers found it more economical to purchase day-old chicks than to hatch them, as previously had been the practice.

The association also buys cartons, potato sacks, certified seed potatoes, materials for treating potatoes, and most of the poultry and dairy feed necessary to ship in.

A second-year class made a further study of local marketing problems, resulting in an improvement in the plan of the organization and in considerable publicity. Two or three wholesalers bid on the surplus potato crop, one large company purchasing and shipping out several car loads which were among the best potatoes they handled that year.

The last class considered problems in farm management and dairying. A check-up shows that at least twice as much manure was hauled the next year, irrigation ditches and fences received better closely culled. A better understanding was established with the milk distributing plant, resulting in harmony and better feeling between producers and distributor.

Ten large poultry producers have now kept complete records over a two-year period, more than half of them finding that they were operating at a loss. More farmers are beginning to keep records each year.

Relation of All-day Classes to Evening Classes

MR. Thomas N. Roberts, Resident Teacher Trainer of the Georgia State Industrial College, working under the direction of Prof. J. A. James of the University of Wisconsin, completed a study in 1931-32 dealing with the relation of all-day classes to evening classes.

The study was based on reports from 100 outstanding teachers of evening schools. Fifty of these were white, and 50 colored. These teachers were located in 16 states.

Lack of space prevents the use of the entire article but his conclusions follow:

It is reasonable to conclude from the data presented that there is a rather close relationship between the all-day and evening classes in agriculture.

1. The all-day class is a prelude to the evening class because
   a. Successful all-day classes create a demand for an evening class.

(Continued on page 105)

Petitions Prove Useful In Getting Attendance

W. A. HOOK,
Teacher of Vocational Agriculture,
Greenfield, Missouri

DURING the past eight years I have held 23 evening schools, and in that time have gained some experience which I am glad to pass on. Having spent the previous six years in extension work, I had learned something about how a farmer regards the adoption of better farm practices. One cannot teach him anything unless he thinks he needs it. To meet this condition then is the first fundamental in teaching an evening school. The farmer must see that he needs to improve his methods, or he will not attend.

To secure this point of contact I have been successful in the use of a petition of request which is placed in the hands of one or two key farmers with the instruction that they secure the signatures and explain how the work is to be conducted. The petition reads as follows:—

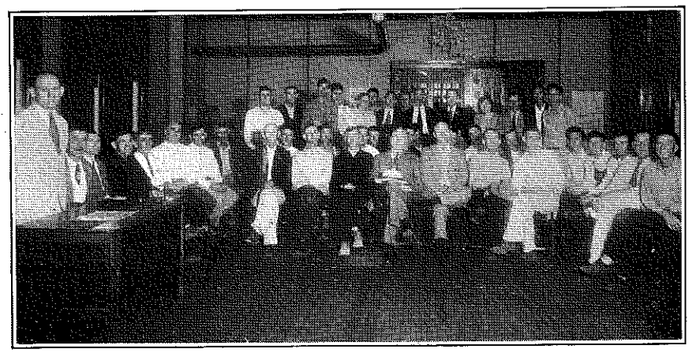
"We, the undersigned residents of .....community, request W. A. Hook to hold an evening School at.....(place of meeting), and we hereby agree to attend all sessions unless detained by sickness or some other unavoidable reason. We understand that there will be no expense and that as many as 12 farmers will sign up for the work."

The petition secures the interest and desire to attend. It morally obligates those who sign to attend and assures a crowd, at least at the first meeting.

In my last evening school I did not use the petition form, and the attendance was the lowest of any of my schools. While I do not consider this fact altogether responsible, I am sure it was partly so. Some who said they would come did not come. I believe if they had signed a petition they would have felt an obligation to attend, anyhow the first meeting. After that, it is up to the instructor to hold the attendance.

This brings us to the next fundamental, that of throwing the responsibility of what is to be taught on to the

EVENING CLASS MEETS FOR A YEAR



This evening school class in Lynville, Louisana, was organized over a year ago, meets regularly every Tuesday night, and has 87 active members, many of whom have never missed a meeting. Among the membership are brothers and sisters, fathers and sons, and one member 74 years old as active and enthusiastic as the youngest of them.

The class has studied fertilizers and terracing, swine, cattle, poultry, and the art and science of canning. This one phase of improved practice (canning) was made use of by 67 individual farm homes last winter which canned a total of 21,700 pounds of beef alone.

In the group are: Seated in the center first row at right, P. L. Read, Superintendent of Schools in Union Parish; and to the left, Emmitt J. Lee, publisher of the Farmerville Gazette, two enthusiastic supporters of the work;

By this plan, all teaching will be narrowed to those practices that should be improved. Farmers are vitally interested in better farm practice but are not so very much interested in technical subject matter. They want to know how to do better the things they have to do. If they decide what is to be taught and show enough interest to sign a petition of request, I find it an easy matter to get their cooperation throughout the school.

The next step is to secure supervised or directed practice work. I try to impress the members of the class with the fact that there is no justification for the work unless they expect to put into practice what they agree to be the right practice. I find that if the work has been organized as stated, the farmers will naturally try to put the teaching into effect. My department last year ranked first in the number adopting approved practices. I believe this was mostly due to not spending time on any practice that the farmers seem to be doing in a good way.

The final step, as I see it, is to see that the newspapers get continuous reports of what is going on, not only while the school is being held but after it is over. Particularly, do I think it is good policy to report the results of the supervised practice. One of my evening school students three years ago was able to make over $600 on her poultry by following what was learned in the evening school. Her letter was a strong factor in getting a department established in a neighboring town. This woman has attended four of my schools, and her husband five.

I have found that I can hold my schools more successfully in the rural school buildings. Notwithstanding the fact that I had better lights, laboratory equipment, etc., the farmers did not come to the school I held last year at the high school building to the extent they did in the rural districts. As stated, I think this was partly due to not using a petition of request.

In conclusion, I wish to say that I believe the evening school offers an excellent opportunity for teachers of vocational agriculture to render a service. An evening school well taught is one of the best ways I know to advance the interests of the teacher, and it automatically takes care of the enrollment in the all-day classes because the farmers will naturally want their boys to take the work. Holding evening schools is one of the very best ways for a teacher to secure a better job. To fail in this important phase of the vocational program might be plain SUICIDE. At least I would not want to take any chances.

An Evening School In The Corn Belt

ARETAS W. NOLAN,
University of Illinois

IT was my privilege to attend a session of the Bement evening school last January. There were about fifty farmers present. The occasion was astir with enthusiasm and interest. The room was the farm shop of the agriculture department and was well equipped with illustrative material, circulars, and mimeograph material for distri-

and closed promptly after a spirited and profitable discussion of 90 minutes. Some comments by Mr. Hodam, the teacher, will best describe the evening school program, its work, and its problems.

"The evening school work is just one continual experiment. No two meetings have been alike. In every community there are a few men who like to talk too much. You have to use tact and hold such fellows in check. Some like to argue on every point. A little bickering back and forth adds fun, but you can have too much of it.

"I try to follow the conference method as much as possible, but the instructor must keep the class under control and keep it steered in the right direction.

"The interesting thing about these meetings is the way the men stay after the formal sessions and argue and discuss the topic of the evening. Sometimes I think that more real constructive work is accomplished after the 90-minute session than during the regular meeting of the group.

"If the agriculture teacher can get the respect of the men, he has a mighty good tool to work with."

It was evident that Mr. Hodam had the respect of the men. The following facts guaranteed this respect:

1. The men knew that he had been farm reared.
2. They knew that he had farmed for himself and that he had a farm of his own, with problems similar to their problems.
3. He tries to meet the farmers on their own level.
4. If asked a question, he gives an honest answer. If he does not know, he says so, but always promises to get the information later, and does it.
5. He takes part in church work and other community activities, pays his bills, and is genial with everybody.
6. The boys in the all-day classes like him.
7. He senses the farmers' economic situation, and looks at their problems from the cost and profit standpoint.
8. He works hard enough to demonstrate to all that he is earning his salary.

The following facts about this evening school were obtained from the teacher:

1. There were 10 sessions, all lead by the teacher of agriculture.
2. The average attendance was about 60 interested farmers.
3. Publicity is carried on by:
   Newspaper articles announcing the course, postcards which are excellent reminders, personal invitations, interesting meetings which are good publicity, mimeographed hand-bills scattered about public places. (Grocers place bills in farmers' grocery orders.)
4. The membership is about constant. Weather plays an important part in attendance. About 40 men could be counted upon as regular. Day-school boys are not encouraged to attend, but there are usually five or six present. Quality and not quantity counts in evening school work.
5. Scientific data in the form of bulletins or mimeographed materials are handed out each meeting.

tice is made by the teacher following the evening school, and help is given. Even before the school closed, many new farm practices had been taken up.

7. The steroptican-slide machine used, handling opaque pictures, glass slides, and still films, added much to the meetings.
8. Home talent has frequently been called to aid in conducting the evening classes. A local horseman, the teacher of economics, and others were willing to contribute.
9. In this particular evening school all feeding rations considered were on a home-grown, low-cost basis. These cheap rations caused more favorable comment than any other single thing.
10. At the close of the school, an evening school committee was chosen to assist in planning next year's program.
11. The farmers are given definite information to carry home.
12. The commercial department of the high school cooperated in getting out much of the mimeographed material distributed.

Such evening schools as this one justifies the faith which vocational leaders have in this type of adult education.

Relation of All-day Classes to Evening Classes

(Continued from page 104)

2. The evening class influences the enrollment of the all-day class because
   a. Parents gain a new appreciation of what the agriculture teacher is doing to promote community welfare.
   b. Father is now a "learner" and sees the relation between *learning* and *doing*.
3. The all-day class influences the enrollment in the evening class to a much greater degree than the converse.
   a. Fathers of boys in the all-day class comprise the largest number and per cent of the members of the evening class.
   b. Fathers of boys in the all-day class profit most from the instruction.
   c. Fathers of boys in all-day classes and former all-day pupils show a greater relative growth than any other groups.
4. All-day work is rated first among causes of evening class growth.
   a. Improved teaching methods, new attitudes toward vocational agriculture, and interest of former all-day boys also rank high.
5. With the growth in evening schools is also coming a growth in the enrollment in all-day work.
6. Seven years of vocational teaching experience and five years in one community is a part of the equipment necessary for reaching the upper level of successful evening class instructors.
7. While the evening class has shown pronounced growth in the past five years, it is well to remember that the all-day class retains the prominent role in the program of

Supervised Practice

Supervising Practice in Vocational Agriculture

SHERMAN DICKINSON, University of Missouri

Sherman Dickinson

ONE of the weakest links in the chain of teaching vocational agriculture is project supervision. This situation is not confined to any few states, but appears to be common thruout the country.

There may be several causes for this condition. Supervision of the home project, tho called for in the Vocational Education Act of 1917, is a comparatively new practice. Possibly the importance and value of the supervisory process is not fully realized and understood by the teacher of agriculture. The aim of supervision may not be understood, and in consequence the methods employed are faulty, and the outcomes are unsatisfactory. It may be helpful, therefore, in attempting to improve the supervision of the home project to (1) indicate its importance, (2) define its aim, and (3) suggest methods in procedure.

Importance

The importance of project supervision is so closely related to the importance of the project itself that it would seem unnecessary to discuss the matter. It appears, however, that the value of proper supervision is very generally underestimated by teachers. A project without supervision is like a book without a teacher. Something will be learned from the project alone as from the book alone; but just as the teacher assists in interpreting and clarifying the information in the book, so will supervision organize and vitalize the knowledge gained in project work.

Project supervision is the rudder of the project ship. Altho a project may have been carefully planned, the student will still profit from guidance thru supervision. The importance of supervision is further emphasied in the statement of the aim in terms of teaching. When supervision is regarded as an *extension of the teaching process,* its value is clearly indicated.

Aim

It is not always clearly understood that the chief aim of project supervision is to *teach.* To see that the student is following the plans previously worked out, to see that he is keeping up his records, to see that he is spending enough time on his projects, these are only minor objectives in supervision. The progress of the project is not the biggest thing to be considered in supervision; the big thing that the condition of the project is an indication of the boy's progress, but only an indication. The supervisory visit should result in project improvement, of course. This improvement may be obtained, however, without much improvement on the boy's part. The boy must learn something new in the way of information, skill, or attitude before a supervisory visit can be called really successful. It seems strange that so many teachers fail to take advantage of the teaching situation inherent in project supervision. The setting is ideal—a job in progress under natural conditions, the boy responsible for the job and vitally interested in it, and the teacher who has helped in the planning of the job. What better opportunity for teaching could be found?

Method

The method to be followed in project supervision will be influenced by the aim which the teacher has. If the aim suggested, i.e., to teach, is the desirable one, then the supervisor will follow a method which will result in instruction. It must be recognized, of course, that few definite rules as to method of project supervision can be stated to hold good under all circumstances. Methods will be influenced by many factors, such as the personality of the teacher, the nature of the project, the characteristics of the boy, and the attitude of the parents.

Frequency of Visits

There are, however, some fundamental principles involved in good project supervision which remain unaltered under most conditions. The question is often raised as to the frequency of visits. Should a project be visited every week, every two weeks, or once a month? Frequency of visitation cannot be stated in such terms. How often a project is visited depends upon many factors. Visits should be more frequent in most cases (1) toward the starting and conclusion of the work, (2) with boys who need extra help and encouragement, (3) with difficult projects, and (4) at critical periods in the project. If any rule is to be formulated regarding frequency of visits, it would be, "Visit the project as often as necessary to assure project success and the educational growth of the boy."

Notification of Visit

Discussion is frequently heard as to whether or not project visits should be announced. The question is "Shall I notify John Smith that I will visit his project on July 12?" This question is not easy to answer, for under some conditions the answer would be "yes" and under others "no." In general supervisory visits unannounced. It is usually difficult to know just when one will reach the boy's farm, because of weather conditions, variation in length of visits at other projects, and unexpected demands upon one's time. Another objection frequently raised against announcing the visit is, that the boy will "spruce up" his project and give a false impression as to his activity. I am not so sure that this objection is valid, however, for one of the objects of project visits is to keep the project in the best possible shape.

There are certain definite occasions when it would seem advisable to notify the boy that a visit is to be expected. If some special piece of work is to be done, as spraying the orchard, it is necessary that materials and equipment be ready. This means that the boy must know when to expect his teacher so that time will not be lost in gettnig ready after arrival. Another case where it is wise to notify of the prospective visit, is when the boy lives a long distance away. In this instance, much of the teacher's time might be wasted if the boy did not happen to be home. In his whole matter of notification, circumstances must govern the decision.

Teacher's Attitude

The attitude which a teacher has toward the boy and his project may be the most important factor in the whole supervisory process. The attitude will be determined, very largely of course, by the teacher's aim in supervision. If he is really supervising to *teach,* his attitude will be friendly, sympathetic, helpful, and encouraging. It is usually a wise plan to precede criticism with commendation. Commendation will put the boy in an attitude to accept constructive criticism offered in a friendly manner. In commenting on the work, the instructor should adopt the "problem attitude" and thus lead the boy to do the same and to think and to reason. Interest in the boy, his project, and his problem, is the keynote to the attitude which the teacher should have.

Visitation Procedure

Arrived at the farm and finding the boy at home, there are certain things to be done. It is usually advisable to make some contact with the mother and father and others in the family. It helps to keep their interest in what the boy is doing. The next thing is to see the project. Talk over the work accomplished since the last visit, asking questions to discover whether or not the boy has reasoned as he worked. Lead the boy to see how he might have improved his practice, and plan with him definitely for the next steps. Be

Talk over the whole situation fully. If possible, develop a problem out of his project work. It is perfectly proper to make a definite assignment, leading to the solution of the problem, to be reported upon at the teacher's next visit. *Remember that the project is school work and that it's primary purpose is to educate.*

Sometimes during the visit, the records of the project should be examined. Failure to study records is a serious mistake in several ways. In the first place, the records are on index to the efficiency with which the project is being conducted. They will serve as a basis for constructive criticism and advice. Records are likely to be slighted by the boy, and he must be required to keep them up. A "records keeping habit" must be developed thru practice and thru a realization of the value thereof.

Visitation Record

The record of the visit is the final thing of importance. A teacher must not trust his memory—a written record is essential. Most project record books provide space (usually very limited) whereon the teacher may enter certain notes at the time of the visit. These notes, however, remain with the boy and serve as a record for *him,* not for the teacher.

The teacher's written visitation record should include the following items as a minimum: boy's name, date of visit, special purpose of visit, condition of the supervised practice, recommendations or decisions for the future, special notes, and possibly a grade indicating the relative standing of the boy's work. A blank form providing suitable space for these items should be provided of proper size and character to facilitate the use and preservation of the record. Some teachers may wish to duplicate parts of such a record by the use of carbon paper, leaving a copy with the boy.

Whatever the form of such records, they should include only those items of real value in project supervision. Visitation records should not become burdensome to the teacher nor formalized and stereotyped in use. All of these suggested items have a definite value in improving supervision, and used in connection with a more detailed "basic record," assist in keeping the teacher in close and effective touch with the supervised practice programs of his boys.

To summarize the method of project supervision: Visit the boy on his project as frequently as necessary to be of the greatest value educationally and to safeguard the economic outcome; announce the time of the visit if there is a good reason for doing so, otherwise not; have the teacher-friend attitude; see the folks; study the project and use it to teach thru problem study; study the project records; and make a careful record of the important items of the supervisory visit.

The teacher who attaches the proper importance and value to project supervision, who realizes that its chief aim is to teach, and who uses proper methods on the job, will add much to the value

Achievement Goals for Project Work

IT is difficult to set up project goals or standards in an enterprise which will be adaptable to the entire state. With the rapidly changing conditions in agriculture, it is hard to know and determine how to apply a measuring stick in setting up project standards.

Goals or standards should be worked out in class with the students, based on the conditions found in the community, on data found in available farm studies, and on records of completed projects. When the students have a hand in setting the goals, they should take more interest in the project work and in attaining the goals. Each teacher should attempt to work out standards for important enterprises, with his students.

The following samples are selected, not as definite standards but as guides for teachers to follow in discussing and arriving at goals with their students:

ACHIEVEMENT GOALS FOR SHEEP PROJECTS

Minimum size	Per cent lamb crop	Hours of labor	Pounds of wool per head	Weight of lambs at 8 weeks	Cost per lamb	Profit per ewe
10 ewes	150	10	9	38 pounds	$2	$2.50

ACHIEVEMENT GOALS FOR DAIRY PROJECTS

Minimum size	Labor income per hour	Pounds of milk per cow	Butterfat per cow	Hours of labor per cow	Cost per pound butterfat	Cost per 100 pounds milk	Labor income per cow
4 cows	$.30	7500	290	100	$ .16	$.54	$30

ACHIEVEMENT GOALS FOR POTATO PROJECTS

Minimum size	Income per hour	Yield per acre sacks	Cost per sack	Per cent No. 1's	Per cent No. 2's	Kind of seed	Seed treated before planted
2 acres	$.75	200	$.40	80	17	selected or certified	hot formaldehyde

ACHIEVEMENT GOALS FOR SWINE PROJECTS

Pigs saved per litter	Sanitary measures	Weight pigs 8 weeks	Pasture	Pigs marketed	Cost per pound pork	Pigs castrated
7	New ground	40 pounds	alfalfa	200 pounds 6 months	$.03½	7 weeks

ACHIEVEMENT GOALS FOR BABY CHICK PROJECTS

Minimum size	Per cent of chicks raised	Hours labor per pullet	Actual cost per pullet	Labor income per hour	Feed cost per pullet	Egg production at 6 months
200	95	.75	$.60	$.50	$.48	25 percent

ACHIEVEMENT GOALS FOR SUGAR BEET PROJECTS

Minimum size	Date of planting	Per cent stand	Distance thinned	Yield per acre	Cost per ton	Labor income per hour
2 acres	April, 20	98	14 inches	20 tons	$2.25	$.60

From the 1932 Conference Report of Idaho

Successful Projects of Former Students Interest Freshmen

I found this year that one way to interest freshmen in project work soon after the start of school is to begin talking with them in class on the first day about home projects they have known

There is hardly a boy in my freshman class this year who does not know of at least one good project. I have always found it a troublesome job to give a new student a clear understanding of the requirements of project work. As we discussed projects of former students, it was easy this year—Ralph Morray

Farm Mechanics

Securing and Organizing Farm Jobs for Instruction in Farm Mechanics

H. H. GIBSON, Department of Agricultural Education, Oregon State Agricultural College

H. H. Gibson

DIFFICULTY frequently noted in teaching farm shop and farm mechanics is that of securing real farm jobs—that is, repair and construction jobs actually located on the pupil's farm and on other farms in the community. Stated in another way, the problem is one of securing jobs that actually need to be done, in contrast to pseudo jobs or perhaps mere exercises furnished or suggested largely by the teacher. The teacher who is not able to overcome this difficulty cannot make his farm mechanics instruction function in a truly vocational way in the occupations of farm boys.

The following suggestions are offered with the thought of stimulating thinking and action that will serve to correct this condition.

1. A *farm-job-teaching attitude must be acquired by the teacher if farm shop instruction is to be vocational.*

Perhaps teachers are thinking too much in terms of subject matter units of teaching, such as, soldering, rope work, blacksmithing, woodwork, rather than in terms of farm jobs that involve the operations, skills, and information needed in such units of teaching. Of course, the mere doing of repair and construction jobs without regard to selection or sequence and in a haphazard manner may result in much work being done and but little learning acquired. But it is also true that performing mere tool operations and skills without regard for the job, will not create practical attitudes of mind and work, and will result in little vocational and carry-over value.

2. A *job-getting and go-getting attitude is needed by the teacher in farm shop instruction.*

The importance and necessity of having well-selected jobs for instructional purposes is not taken seriously enough. The selection, many times, is left to the offhand suggestions of the boys, hence is unsystematic and haphazard. If suggestions from the boys are not forthcoming, the teacher is often inclined to suggest and furnish jobs without due regard for pupil and farm needs. Such assignments are likely to be construction rather than repair jobs, and made up of materials secured and too much a formal school affair, beginning and ending largely within the walls of the school farm shop building.

3. *Important sources of farm shop jobs must be clearly determined and utilized.*

Vigorous and systematic methods must be employed for locating and securing real jobs for instruction. The following sources are suggested as being among the most important.

(1) The home project.

The projects are the teachers' most important source of farm shop instruction jobs. In the analysis of each boy's individual project work, no opportunity should be overlooked to discover needed jobs of a repair or construction nature. If the projects are of the size and scope they ought to be, at least 25 to 30 per cent of the shop instruction can be furnished from the projects.

(2) Farm enterprises (crop and animal) not included in the boys' home projects, are a second important source of farm shop jobs. Jobs within the separate enterprises, such as hogs, dairy cattle, poultry, potatoes, fruit crops, as found on each boy's home farm should be carefully inventoried and surveyed each year to discover needed repair and construction work.

(3) General farm repair and construction jobs.

Much repair and construction work on every farm does not come within the scope of the boy's home project or separate crop or animal enterprise. Gates, fencing, farm motors, are examples of such general repair or construction work.

(4) Farm home conveniences and improvements.

This group of jobs comes mainly within the farm home and farmstead. Examples are septic tanks, concrete walks, putting in windows for more light and sunshine, installing hot and cold water, modernizing the kitchen. All such jobs have to do with farm home efficiences, satisfactions and comforts.

(5) Contract jobs.

The four sources of jobs mentioned include only such jobs as originate and end on some particular farm or farms. In lieu of such jobs, and partly because of convenience and easy access, teachers sometimes resort too much to the use of contract jobs, such as the building of garages, automobile trailers, etc., for persons in town. It may be opportunities for acquiring skills as surely as will jobs located on real farms. It must not be forgotten, however, that the development of vocational attitudes of mind and work which come only from actually locating and determing farm jobs that need to be done on particular farms is perhaps just as important as the acquiring of farm shop skills. Too much time and attention to contract jobs located on the school grounds and about town tend to make shop instruction a formal school affair and widen the gap between agricultural instruction and the farm home.

4. *The farm shop survey as an effective devise for locating farm repair and construction jobs.*

The farm shop survey is the best single device for spotting and locating needed repair and construction jobs on individual farms. But the survey, to be effective, must be well planned and organized, and systematically carried out. It will mean little to go to farm boys and farmers in a random way with such general questions as: "What kind of farm shop jobs need to be done on your farm?" The replies will be just as general and vague as the question. The survey should proceed along two lines; first, the kinds of tools, equipment, and machinery used on farms, and second, the particular repair and construction jobs that need to be done. In getting at this second problem, the survey should proceed systematically by investigating the jobs coming under the four important sources of farm shop instruction already noted. It is a mistake to ask the boy and his father what blacksmith work or woodwork needs to be done. It is more natural and practical for them to think in terms of specific jobs that occur in home projects, farm enterprises, farm home machinery repair, etc., as already explained. Under each source of farm shop jobs then, the teacher should have a suggested list of jobs which he can check against the particular needs of the boy and father. The survey should be made on the farm where real needs can be observed and recorded, and in company with both the boy and father. Summer and project supervision visits furnish occasions for this work.

5. *Which farm shop jobs are to be done at home and which are to be done at school?*

Many of the best jobs of repair and construction nature must necessarily be done at home and on the farm—jobs

Such work can often be included as a part of the regular supervised farm practice. Again, the entire class may utilize to advantage shop work to be done on some boy's farm. In fact, there is so much shop work that must be done out on the farm that a resourceful teacher could carry out much worthwhile instruction without the use of a school farm shop room or building. We are too likely to think of farm shop instruction as confined mainly to the school farm shop building, and consisting of portable jobs made up at school and then carried home.

6. *Making the final selection and organization of jobs to be used in teaching farm shop.*

The list of jobs needing to be done and discovered by the survey will never be too large and varied. The number should be large. This gives an opportunity to make a careful selection in accordance with their practical and economic value and as to type of jobs best designed to develop important tool operations and skills. For instance, there will be a large list of jobs involving carpentry and woodwork. The list will be much larger than the instructor can use in teaching. On the other hand, the woodworking operations and skills involved in all of these jobs will be found on analysis to be relatively few. They will include sawing, (rip, cross cut, and mitre) chiseling, squaring, leveling, laying off, assembling, nailing, planing, and boring. These operations will be combined somewhat in varying degrees of complexity and difficulty in the many jobs available for practice. It will be the teacher's task to group these jobs somewhat according to identity of tool operations and skills, complexity, and difficulty, and further to select jobs of the most practical value from each group which at the same time are designed to develop a well-balanced set of skills. This suggested procedure is not always easy to follow in practice. Compromises to meet given and practical situations will be made, but in the main this plan will prevent the haphazard procedure indicated too often by the teacher's question, "What do you want to do now?" or "What do you want to do next?"

If the instructor has carried out the procedure suggested here, he will have an individual program of shop work for each pupil, based on needs of home project and home farm, and second, he will have a well-selected and organized list of jobs to be done by the class working together as a group. Also, if he has followed the suggested methods given for locating and securing jobs, he will have a list sufficiently large to make it possible to select those most appropriate to the development of skills and information for the different classes or kinds of farm shop instruction.

Nothing has been said about dividing and grouping the jobs according to the different kinds of shop work to be done each year; such as rope and leather work, soldering, etc., the first year; concrete work, farm machinery repair, etc., the second year. While some attention must be given to divisions and grouping of work by years, shop work by years according to particular kinds of tool processes and skills to be developed, will result in a very formal and stilted organization and will cause the teacher to overlook the importance and necessity of securing real farm jobs.

The vocationally minded teacher will first of all select and organize farm shop jobs in relation to home project and home farm needs. If he has made a careful analysis of the different tool processes, operations, and skills involved in different kinds of shop work, he should be sufficiently resourceful to teach them as they normally occur in these jobs. Selecting formal units of work first, such as elementary woodwork, elementary blacksmithing, and *then* selecting only exercises and jobs that will fit into such units, is not vocational. The question is not one of jobs versus tool operations and skills, since both are essential. However, the teacher who has the vocational viewpoint of jobs first and jobs before skills, will not be lacking for real jobs to work with. He should be resourceful enough to select and utilize these jobs in the development of important and well-balanced sets of skills.

7. *What means will the teacher use to get the farm shop jobs to the school shop building?*

Even though jobs in abundance may be located on farms, jobs that actually need to be done, teachers say, "how are we going to get the boys to bring these jobs to school?" It is said that now most boys come to school on the "bus" and have no way of bringing jobs to school except very small and relatively unimportant ones. Again, the boys promise to bring jobs for school shop practice but forget from one day to another; so, teachers say, they seem compelled to furnish boys with exercises and jobs far more than they prefer to do.

The writer believes that if instructors will more nearly follow the foregoing suggestions and procedure, this problem will not seem so baffling. A job-teaching and a job-getting attitude on the part of the teacher, combined with the survey idea and method, will lead to such incentive and interests on the part of farm boys and farmers that ways will be found of getting farm shop jobs to the school shop building. The fact that some teachers are succeeding in overcoming this difficulty would seem to point to this conclusion. Farmers come to town by truck, by auto and with trailers more frequently and easily than ever. Many still drive in with the wagon. Some teachers are using school trucks and busses to bring in farm shop jobs. And again, it should not be forgotten that much of the most important farm shop work, whether by individuals or the class, should not be done at the school shop building but should be done on the home farm.

Organizing and Presenting Subject Matter in Farm Mechanics

EDWIN HEDSTROM,
Teacher of Vocational Agriculture,
Clay Center, Kansas

IN organizing the subject matter of the organized material, the fundamental principles should be: First, can the subject matter be mastered by the student; second, how effective is the method of teaching in developing ability for successful work when the pupil enters farming.

One objective in teaching farm shop work in a vocational course is to train the student for a successful farming career. All matter taught, as well as the manner of teaching, should have that objective. Modern agriculture demands a knowledge of farm machinery and equipment and how to properly operate and maintain it. To increase the life of farm equipment and to be able to repair it at the most economical cost, goes hand in hand with profitable agriculture. It is the training of youth to meet the complex problems of life that justifies our communities in the expenditure of funds for the support of high school education.

The type of farming practiced in any community and the possibility of changing the present status to potential needs should influence the content of the course of study.

When a freshman enrolls, his knowledge of the principles of the operation and repair of machinery is usually rather limited. It should be the purpose of the work in the first year to teach the student these principles and basic skills so that in subsequent years he will not be handicapped either by a lack of knowledge of principle or a lack of skill in attacking more complex jobs. If the student acquires the simpler skills in his first year, he will be able to more completely master the more difficult machinery problems to follow.

The second fundamental consideration in a farm shop course is how to teach an organized course of study. Theoretical knowledge without a practical application may be acquired but is likely to be forgotten. Jobs which have a practical background carry a greater appeal to the pupil and at the same time give the instructor an opportunity to teach the principles of operation. If the student does not acquire the principles involved, he is losing a vital part of his training. A teacher may give the student sufficient material to construct a hog house, and the boy may build ever so good a building, but if he is not required to calculate the estimated cost or is not required to plan the building upon his own initiative, he is losing the better part of the educational value. In after-school years, the student will not have a teacher at hand to do his thinking and planning.

The teaching of farm shop should develop ability to think through the job or problem. While the boy is actually enrolled in the course is the time to develop habits of thinking.

When the student has chosen a job, he should be given the opportunity to think it through before he is allowed to proceed with the tool operations. One way in which this may be done is by requiring him to study reference material either in the form of books, bulletins, or illustrative material.

The use of reference material is important if the student is to learn how to apply specific information from the job he does today in the shop to the jobs that he will do as a farmer.

Future Farmers of America

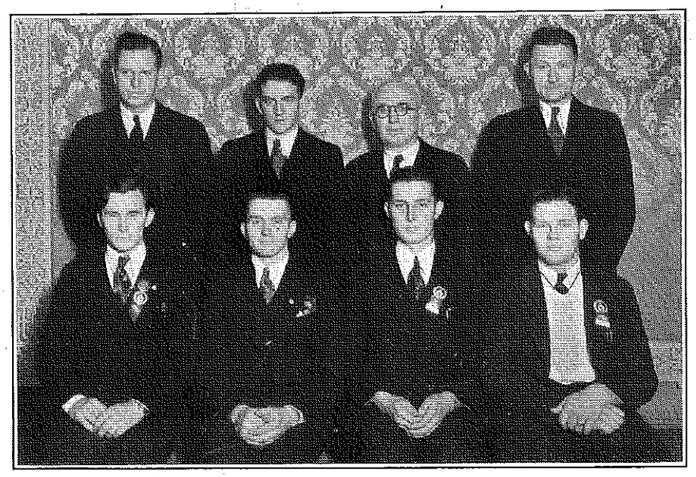
News from National Congress at Kansas City

Future Farmers of America Elect Officers

VERNON Howell, of Guymon, Oklahoma was elected National President of the Future Farmers of America at the fifth convention in Kansas City, Missouri. He is a tall, agreeable, and confident youngster of twenty who has an enviable record of achievement.

Elected to support him in guiding the affairs of this nation-wide group of 70,000 farm boys, were other American Farmers of the executive committee. They hold office as follows: Leo Paulson, Concordia, Kansas, Student Secretary; LaVerne Newton, Iowa Falls, Iowa, First Vice-President; Paul McCutcheon, Second Vice-President, Fink, West Virginia; Charles Fitzgerald, Third Vice-President, Sequim, Washington; and E. K. Waters, Lebanon, Tennessee, Fourth Vice-President.

Adult officers were reelected: Dr. C. H. Lane, National Adviser; Henry C. Groseclose, Treasurer, W. A. Ross, Executive Secretary.



Officers of F. F. A., 1932-33

Skinner of Ohio Addresses Future Farmers

DR. B. O. Skinner, State Superintendent of Public Instruction for Ohio, used the theme of "Personality" as the basis for his speech before the annual banquet of Future Farmers and vocational agricul-

"Personality," said Dr. Skinner, "is that intangible something which gives the individual power *over* material things and power *with* other human beings." Seasoning his talk with many stories and word pictures, Dr. Skinner pointed out the true essentials in a personality which can achieve success.

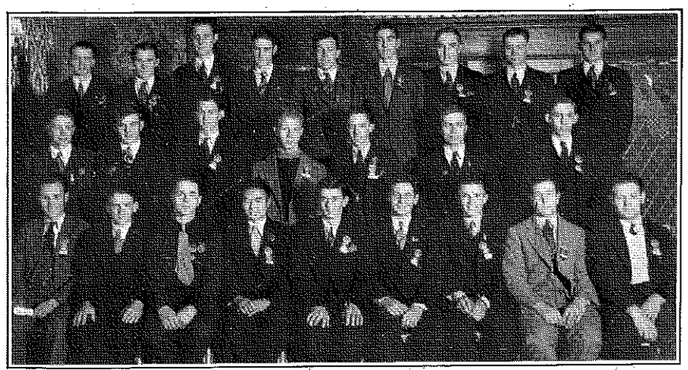
Congratulating the Future Farmers on their splendid achievements and expressing sincere admiration therefore, he stated that some of it may be due to natural causes, and that the boys must not think it all the result of their own efforts.

Dr. Skinner emphasized that good looks were not at all necessary to good personality, but many other qualities were. Ability to be at home in many situations to show a true courtesy which comes from within, the development of poise and clear thinking under trying conditions, were suggested as necessary attributes.

Five - hundred and fifty vocational agriculture students from all over the United States sat down to the banquet as guests of the Kansas City Chamber of Commerce. Dr. C. H. Lane of Washington, D. C. was toastmaster, and the Future Farmer Band of Texas furnished the music.

Sixty-Five American Farmer Degrees Conferred

NOMINATIONS of candidates for the American Farmer degree were made at the opening session of the Fifth National Convention, Future Farmers of America at the Hotel Baltimore, Tuesday, November 15. Dr. C. H. Lane, National Adviser, presented the names of 5 men for the honorary American Farmer degree and of 60 vocational agriculture students for the active American Farmer degree. Honorary degrees are awarded for service to the Future Farmers of America, and a gold key in token of this recognition is presented to those so honored.



The nominations were voted upon by the assembled delegates and approved. Honorary Ameri-

grees were presented to the following men: Dr. H. O. Sargent, Federal Board for Vocational Education, Washington, D. C.; Mr. George R. Collett, Kansas City Stock Yards Co.; Mr. Frank Mullen, Agricultural Director, National Broadcasting Company, Chicago, Illinois; Mr. Arthur Jenkins, Editor National Farm Journal Philadelphia, Penn.; Mr. John Stimson, Agricultural Agent for the Missouri Pacific Railway.

The 60 Future Farmers were raised with a simple ceremony to the high rank of American Farmers. These boys have all held a state office in the F. F. A., are farming or have made definite plans therefore, and hold the degree of State Farmer. The following boys are now American Farmers and entitled to wear the gold honor key of the degree:

Harvey Milligan-Grady, Ala.
Marvin M. Durbin-Clanton, Ala.
Earnest Thornbill-Metumka, Ala.
Arvel C. Stafford-Driggs, Ark.
Harold Snyder-Green Forest, Ark.
Chester Torbett-Danville, Ark.
Wm. F. Jameson-College City, Calif.
Neibo Casini-Tomales, Calif.
Clinton Gould-Hydesville, Calif.
Harry Bolinger-Ft. Morgan, Colo.
James Mahaffey-Apopka, Florida
Olen Shiver-Sale City, Georgia
R. M. Fulcher-Waynesboro, Georgia
Harold Ball-Menan, Idaho
Eldon D. Powel-Jerseyville, Ill.
D. E. Wareham-Taylorville, Ill.
Harold D. Umbaugh-Nappanee, Ind.
Russell Bill-Muscatine, Iowa
LaVern Newton-Iowa Falls, Iowa
Leo Paulsen-Concordia, Kans.
Everette Miller-Rantoul, Kans.
Joseph Wright Heady-Owensboro, Ky.
L. W. Ruesink-Adrian, Mich.
Clarence Warner-Centreville, Mich.
Donald Dailey-Pipestone, Minn.
Clarence Goldsberry-Houston, Mo.
James W. McGinness-Maryville, Mo.
Orie M. Sowards-South Bend, Nebr.
Charlie Barnhart-North Loup, Nebr.
Roy Heise-Gardnerville, Nevada
Frank N. Spangler-Matawan, N. J.
N. E. Eastman-Porterville, N. Y.
John Gleason-Ashville, N. Y.
Herbert Grigg-Lattimore, N. C.
Leonard Knoff-Hoople, N. D.
Vernon Benroth-Vaughnsville, Ohio
Leo Braun-Ashland, Ohio
C. L. Stockdale-Westerville, Ohio
Thomas Collett-Willmington, Ohio
Vernon Howell-Guymon, Okla.
Clinton McCarty-Quinlan, Okla.
Elwood Berry-Clinton, Okla.
Harold Schadd-Newberg, Oregon
Wayne McFetridge-Enterprise, Oregon
Lloyd H. Hunter-Washington, Penn.
Dana J. Harkness-Gillette, Penn.
Ben Anderson-Switzer, So. Car.
Max Meyers-Dallas, So. Dak.
E. K. Waters, Jr.-Greenwood, Tenn.
Solomon A. Bass, Jr.-Mt. Juliet, Tenn.
James Matthews-Cisco, Tex.
Edward Odelle Nevills-Abilene, Tex.
Geo. Wright-Stephens City, Va.
John Beard, Herndon, Va.
B. A. Rucker, Jr.-Delaplane, Va.
Chas. Fitzgerald, Jr.-Sequim, Wash.
Albert Hess-Omro, Wisconsin
John Fred Boss-Oshkosh, Wis.
Paul McCutchcon-Fink, W. Va.
Masayuki Nagai-Captain Cook, Hawaii

Texas F. F. A. Sends Band To Convention

CLAD in the official F. F. A. uniform of blue and gold, the all-Texas Future Farmer Band participated as the official band in the events of the

Composed entirely of vocational agriculture students, it was a 100 per cent F. F. A. organization. Headed by a vocational agriculture teacher, Mr. T. K. Morris, of Itasca, Texas as director, and H. G. Rylander, vocational teacher of Carrizo Springs as cornetist and drum major, these 35 boys travelled over 1,100 miles from the Lone Star State to give color and rythm to the national meeting. Gathered from all over Texas, it was a well-balanced organization.

The band played during the Public Speaking Contest Monday Night, lead the parade in the arena on Tuesday night, opened several sessions of the F. F. A. convention, and played at the banquet Wednesday night.

Thirty-One Teams Judge Livestock

TEAMS composed of vocational agriculture students from 31 states competed for national honors in judging livestock in the arena of the American Royal, November 14. Two rings each of breeding beef cattle, breeding sheep, breeding swine, and draft horses made up the contest, conducted under the general supervision of J. A. Linke, Washington, D. C.

Tennessee won the championship, with Montana, Illinois, Utah, and Missouri ranking in the order named. R. Howney of Atwood, Illinois, was high-ranking individual, with L. Whitaker of Fairfield, Iowa, and R. Hansen of Cardwell, Montana, second and third.

Teams were composed of three vocational students who had won championships in the states they represented.

States competing were: Arizona, Arkansas, California, Colorado, Florida, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisana, Michigan, Minnesota, Missouri, Montana, Nebraska, New Mexico, North Dakota, North Carolina, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Texas, Tennessee, Utah, Virginia, Washington, West Virginia, and Wisconsin.

Craig Best Showman

JOHNNIE Craig, Future Farmer of Noble, Oklahoma was adjudged the best ring showman in connection with the vocational agriculture judging contests.

Arkansas—Winning State Association F. F. A.—Founder's Trophy and F. F. A. Plaque. R. B. Smith, State Adviser; Harold Snyder, State President.

As one of the team alternates, Johnnie gave his services in holding and showing stock during the contest. He received an Eastman Kodak for his skill, pre-

Others winning special mention were Charles Fitzgerald, Sequim, Washington; Ray Frick, Spanish Fork, Utah; and Geo. Crawford, Stanford, Kentucky.

Illinois Again Wins Meat Identification

FOR the fourth consecutive year an Illinois team won the National Vocational Agriculture Meat Identification Contest. The team from Dixon High School, coached by John Weiss, repeated its achievement of 1929. Dundee, Illinois placed first in 1930 and 1931.

Scoring 142 points out of a possible 150, the Dixon team established an all-time record in this event.

Second place was won by Arkansas (136 points) with a team from Harrison, coached by Henry L. Cochran. California placed third, Minnesota fourth, Texas fifth, Missouri sixth, Utah seventh, Colorado and Ohio tied for eighth, with Kansas taking tenth.

Individuals in order of winning were Elton Williams, Dixon, Illinois; Melvin Fiscel, Dixon, Illinois; Doyle Burns, Harrison, Arkansas; Wimer Gerdes, Dixon, Illinois; Jack Shaddox, Harrison, Arkansas; Christian Stokstad, Santa Rosa, California; Bert Carpenter, McLean, Texas; Robert Hallister, Staples, Minnesota; Ben Noonan, Santa Rosa, California; Allen Muir, Harrison, Arkansas; Lloyd Bowers, Huntsville, Missouri and Don Morgan, Platteville, Colorado, tied for tenth place.

This contest was sponsored by the National Livestock and Meat Board, which awards a silver loving cup to the high ranking team. The American Royal Livestock Show presents "The Book of Rural Life," a ten-volume set, to the high ranking individual. L. B. Pollom, State Supervisor of Topeka, Kansas, Superintendent of the Contest, states that the quality of the work of the boys was much superior to that of previous years.

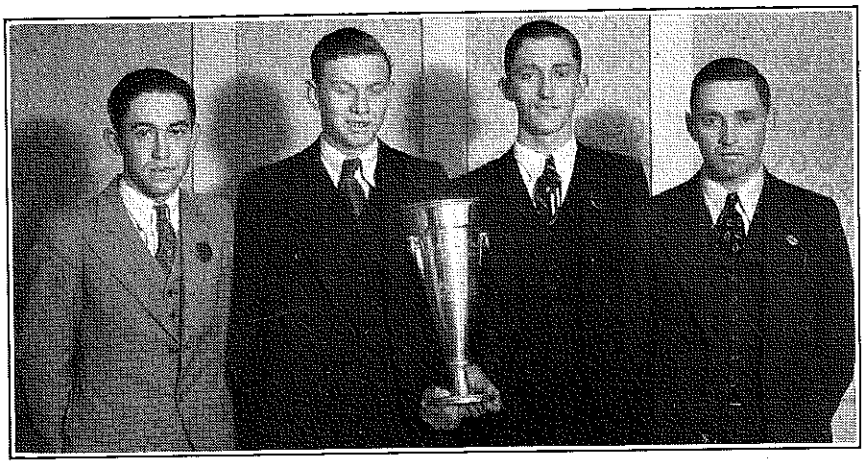
The following nineteen states entered the final contest: Arkansas, California, Colorado, Florida, Illinois, Kansas, Louisiana, Minnesota, Missouri, Michigan, North Carolina, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Virginia.

Deer Lodge, Montana Wins National Chapter Contest

ONE thousand dollars in prize money was awarded for excellence in Future Farmers of America Chapter achievement for 1932. Four chapters, each representing one of the four administrative regions of the United States, received their shares.

Deer Lodge, Montana was awarded first rank in this contest and received $400 in recognition of its chapter accomplishment. Maryville, Missouri took second rank and the $300 prize that went with it. Third place was awarded to Pikeville, Tennessee with $200 in money; and Franklinville, New York took the $100 and fourth place.

Twelve chapters are mentioned in the report of the judges committee. The runners-up for the various regions in many cases offer close competition to



National Champion Livestock Judging Team, 1932, Tennessee—Fred Clark, James Hatfield, J. Sam Woodward, D. S. McReynolds (Coach)

runners-up were Cairo, West Virginia and Sutton, West Virginia. Those for the Southern region were Lebanon, Tennessee and Rogers, Arkansas. Bolivar, Missouri and Ft. Atkinson, Wisconsin shared honors for the Central region; while Lebanon, Oregon and Ellensburg, Washington furnished competition for the Pacific region. Prize money was provided this year from the treasury of the National F. F. A. The entire sum was made available from the national dues paid in by the 62,000 active members. That the contest is growing in popularity is indicated by the increased number of entries in 1932 over 1931. While 171 chapters participated in the finals last year, 200 sent in reports for the current contest.

Judges reach a decision on chapter achievement on the basis of certified reports submitted by the various chapters. These reports cover the activities of the boys in detail, including supervised practice work, cooperative activities, community service, leadership activities, earnings and savings, group organization, scholarship, recreation, and group and chapter consciousness.

Arkansas Wins State Association Contest

WITH an outstanding report of the state association of the Future Farmers of America, Arkansas won first place in a fast field, and the Founders Trophy presented by Henry C. Groseclose. A plaque for this achievement was awarded by the national organization.

Honorable mention was given to Virginia, Louisiana, Texas, California, Oregon, New Jersey, Pennsylvania, West Virginia, Iowa, Kansas, Nebraska, and Wisconsin.

Eleven States Have Displays

PROF. L. F. Hall, of Manhattan, Kansas reports that 11 states set up panel exhibits on the ground floor of the American Royal Building.

These exhibits consisted largely of pictures and charts showing the work of vocational agriculture in the states represented. The purpose of these displays was to acquaint the public with the character of vocational agriculture.

States represented were Arizona, Delaware, Missouri, Kansas, New Hampshire, Pennsylvania, Wyoming

Gossard Brings Best Ear Of Corn

CLAIR Gossard, F. F. A. of Kempton, Indiana, with an ear of Reid's yellow dent, took first place in the contest for best ear of corn used in F. F. A. ceremonies.

The 10 ears entered included 8 of yellow dent, 1 of white dent, and 1 of flint type. The Chapter of Plain Dealing, Louisiana, took second; Harold Schaad of Oregon placed third; the Chapter of Lawrence, Kansas took fourth.

Searson Wins F. F. A. Public Speaking Contest

PRESENTING his speech on "Give them a chance," William Bagot Searson, Jr., of Young's Island, South Carolina, was awarded first place in the Third National F. F. A. Public Speaking Contest. With the honor attached to this distinction, a cash prize of $400 and a gold medal were presented by the F. F. A. organization.

Sharing honors in this event held at the Shrine Temple, three other speakers presented their views on important farm problems. Having been selected through a series of elimination contests, each represented one of the major regions of the United States.

Armond Stalnaker of Western, West Virginia, won second place for the East and $300 for himself with his speech "Tax Equalization as a Farm Relief Meausre." William K. Snyder of Lovell, Wyoming, western representative, took third place and $200, speaking on "Marketing Western Wool and Lambs." The speech "Equalization of Taxes as a Farm Relief Measure" presented by David Pettus of Stanford, Kentucky, placed fourth and earned the $100 prize.

The judges of the contest were R. W. Dunlap, Assistant Secretary of Agriculture, Washington, D. C.; Honorable John F. Case, President, American Agricultural Editors Association, Wright City, Missouri; and Chaney O. Williams, Teacher of English, Kansas City, Missouri.

Goldsberry of Missouri Named "Star Farmer of America"

A 22-year-old Missouri boy who had made such a record as an operating farmer that he amazed one of America's industrial giants was awarded the title of "The Star Farmer of America" at the American Royal Livestock Show.

The boy was Clarence Goldsberry of Houston, down in the Ozarks of Southern Missouri. With his title of "Star Farmer of America," which designated him as the most outstanding student of vocational agriculture in the nation, Clarence won a $1,000 cash award offered by The Weekly Kansas City Star.

The man who was amazed at Goldsberry's achievements was Harvey S. Firestone, rubber manufacturer of Akron, O. Mr. Firestone was a member of the committee which met in Washington to select the Star Farmer. After the committee had gone over the records of all the candidates, Mr. Firestone turned back to the book holding the records and pictures of Goldsberry's farming operations for the five years he was in high school and made the comment:

"It doesn't look possible for a boy to have done what he did and still be in high school."

At the time Goldsberry received the award, presentations were made to the winning Star farmers, with cash awards offered by The Weekly Star of $100 to $200 each. These winners were:

Star Farmer of Missouri, James McGinnis, Maryville.

Star Farmer of Kansas, Leo Paulsen, Concordia.

Star Farmer of Arkansas, Arvel S. Stafford, Driggs.

Star Farmer of Colorado, Harry Bolinger, Brush.

Star Farmer of Iowa, LaVern Newton, Iowa Falls.

Star Farmer of Nebraska, Orie M. Sowards, South Bend.

Star Farmer of Oklahoma, Clinton McCarty, Quinlan.