

Agricultural Education



Wyoming Future Farmers of
America at Summer Camp

(See page 16)

*"The Youth of a Nation are trustees
of prosperity."—Disraeli*

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WHAT IS YOUR JOB?

The ditch digger works hard. Many people work hard. Many teachers of agriculture work hard. But hard work, despite all the proverbs and maxims, is no sure formula for success. Results count. They count regardless of excuses and explanations. Achievement is bought not by long hours of rush and hard work—these are secondary.

A beginning teacher of agriculture during his first year is complimented by being asked to do things—to belong to organizations. He accepts this and that. The second year he undertakes more, perhaps a bible class, the Boy Scouts, and becomes secretary of the parent-teachers organization. He seems to drop nothing except lesson planning, studying, and thinking. The third year he is a "busy-body." Like a noisy drone the day is much ado about nothing. His job is too big. He, himself, has failed to grow and remain master of his situation. This may seem extreme but it does happen all too frequently.

What is wrong? The question is not whether a thing is worth while but is it *the most worth while*. Time is important. Any one task is worth only a certain amount of time—no more, no less. I remember a young man who became engrossed with preparing a score card on brooder houses for use on a field trip—a fine idea. But he spent about four days on perfecting it while other things suffered. Here is a formula that has worked for some teachers of agriculture. It helps me. It works like a sieve. If an idea, a request, a task satisfies the following four criteria it is likely worth doing and doing well. When a school board hires a man as a teacher of agriculture there are four major responsibilities which the board members unconsciously but certainly have in their mind. Whether the National Vocational Act implies them is beside the point.

First, to reach a maximum of young men and farmers with efficient instruction in agriculture. Many of us are not doing it—certainly not with a total of forty and fifty pupils as the only teaching load.

Second, to assume a *fair share* of the responsibility of agricultural leadership in the community, remembering that there are other agricultural leaders who should participate. This function is not expected of other school teachers and unfortunately seldom expected of school principals. Yet it is a distinct responsibility of teachers of agriculture. Agricultural leadership is expected and the expectancy must be satisfied whether in an instructional way or otherwise.

Third, as one of the local public school teachers, to take a *fair share* of the responsibility for vocational and educational guidance of the pupils in the school. Other teachers have just as much responsibility. The opportunity lies largely

with our own boys and men enrolled in agricultural classes.

Fourth, as one of the group of local teachers, to assume a *fair share* of the responsibility of developing good American citizenship. This is largely a matter of the examples which are set, the attitudes which are evidenced, and the way in which we deal with situations both in and out of school. It is operating in little things like language and spelling as well as in important ways like conduct. This influence is exerted every hour of the day. It is for this reason that citizens are particular about the conduct of preachers and teachers. They may excuse questionable conduct in other public officials and their fellow citizens but not in teachers.

I once read a list of over a hundred responsibilities for the teacher of agriculture. To my mind not one was a responsibility. They were all means to any end. The above are certainly responsibilities. Whether it be an evening school, part-time class, school fair, or something else—the question should be: "Is this the best use of my time in meeting my four responsibilities?"—E. C. M.

PROFESSIONAL IMPROVEMENT

IN AN age when our educational literature abounds in discussions and achievements in the field of adult education, "continuing" education, forums, and community education, it would appear to be timely that the arch-advocates themselves, both administrators and teachers, wear their own shoes and ask, "Am I practicing what I preach?" For present purposes only workers in agricultural education need be considered.

Suppose the state supervisors of agricultural education were listed and after each name were enumerated by years their respective achievements in professional improvement,—courses related to their field pursued beyond the bachelors degree; possibility the degrees received; professional lectures, conferences and conventions attended; professional books and magazines read, and in similar manner all other recognized activities that yield professional improvement. What kind of a record would be disclosed? And suppose we repeat the analysis with the teacher trainers and, again, what kind of a record would be revealed? Nor shall we stop there. What would the record of our 5,000 teachers of agriculture show upon examination? Again, would the record be creditable?

Granted that, unfortunately, there are valid reasons beyond the control of some individuals listed which prevent leaving their jobs to enroll for any course work whatever. But are these few the only ones who have done no course work? It is very doubtful. And, if no course work has been done, has the deficiency been compensated for by in-service improvement,—books read, lectures and conferences attended, and similar professional activities carried on?

Thus far the case is merely hypothetical,—no names, no data. But there is a further answer and it is very real. Each reader can supply the most important data,—his own record. Peruse it; question yourself. How do you feel about it? That is the most important element in the case,—your attitude and mine toward professional improvement. How much are you concerned with keeping up on your job? How seriously do you aspire to something better?

In most states annual conferences are held with attendance compulsory and with programs having varying objectives and consequently yielding varying benefits. Likewise district conferences, often organized as working conferences, are common in many states. Professional reading is within the reach of all, but the extent of participation is not generally known aside from the subscriptions to our magazine, AGRICULTURAL EDUCATION. In most states professional improvement through credit courses has been left largely to individual initiative with perhaps seasonal announcements made of graduate offerings during a summer term. Such enrollments occasionally result in the pursuance of a service study or a research problem in absentia during the school year.

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The Teacher and Social Change

ARTHUR K. GETMAN, Chief, Agricultural Education Bureau, Albany, New York



Arthur K. Getman

I CAN not believe that there is any reader of this magazine who does not believe that democracy is the best possible form of government. Let me hasten to indicate that I am thinking of democracy as a principle of government rather than a set condition prescribed by man-made laws. This principle, as I understand it, is that the entire people of any country shall share in the responsibilities and benefits in developing and demonstrating public policies, services and controls, in order to promote the highest well-being of the entire people.

To state such a principle is one thing, and to execute it is quite another. The wise and skillful practice of democracy is the product of long and faithful effort of any people. As in every realm of human experience, the wise application of the principle of democracy must center in constant research and experiment. We confuse the issue when we assume that, because the principle of democracy is sacred, the methods and devices of our living well together are also sacred, and therefore, not subject to change. For example, in a real sense, we are living under a governmental structure devised in 1786 intended primarily for an agrarian people with industrial and commercial relations playing a very small part.

It used to be said that the only certain elements in life were death and taxes. We would better add a third, namely, *change*. As conditions change, it is imperative that we adjust ourselves to meet the new situations. It is so in a democracy. All of our building in education, science, invention, wealth, communication, and the like, should be focused on the improvement of our methods of living well together. The social injustice, economic hardships, and inefficiencies in government are due to the ineffectiveness of our methods to meet changing conditions, rather than to any breakdown in the principle of democracy.

Indeed, at the present time, the minds of more people are focused on these methods than ever before in the history of democracy. Make no mistake, the prospects of an orderly improvement in our social and economic life depend primarily upon the accurate knowledge of our people. Here the teacher plays a strategic part. If any considerable number of our people flock blindly to some wild scheme to reorganize our methods

of living together, disaster is certain. There are two sets of people who augment this danger. First, there are the rabble-rousers, who champion a particular brand of social justice or a fantastic method of economic security. Then, there are the loose-thinking and light-headed teachers who teach pseudo-economics and the pot of gold at the foot of some man-made rainbow. With free speech in their favor, the first group will carry on. If, now and then, their proposals are based on sound research in social science, substantial progress may be made. But the danger lies in the people flocking blindly and unintelligently to a slogan based merely on half truth.

But what shall we say of the responsibility of the teacher, and particularly, the teacher of agriculture, in these days of social experimentation? How is he

SOME FUNDAMENTAL CONCLUSIONS

1. During the so-called "new era" of the gay twenties, the United States was not living beyond its means.
2. There has been a tendency, at least during the last decade or so, for the inequality in the distribution of income to be accentuated.
3. Vast potential demands alike for basic commodities and for conventional necessities exist in the unfulfilled wants of the masses of the people, both rural and urban.
4. The United States has not reached a stage of economic development in which it is possible to produce more than the American people as a whole would like to consume.
5. We cannot materially shorten the working day and still produce the quantity of goods and services which the American people aspire to consume.
6. In emphasizing the need of increasing consumption, we must not forget the necessity of simultaneously expanding production.

America's Capacity to Consume
 The Brookings Institution, 1934,
 pp. 125-133

to deal with social science problems as they arise in the classroom and in discussion groups? How is he to equip himself to stay out of the field of purveyors of pseudo-economics? Indeed, the thoughtful teacher who keeps abreast of the times through careful study of the current literature and through accurate interpretations of it, faces this type of inquiry. For my own part, I have faced these questions and have come to some conclusions which appear sound. I outline them in the form of suggestions to you.

First, *start where you are*. Secure accurate facts regarding social and economic changes taking place in recent years in the community in which you are now working. There is plenty of evidence in practically every community as an index of such change. Relate discussions among pupils to such facts whenever discussions arise in reference

to the need for a change in methods to meet new and changing social and economic conditions. This is sound procedure, both from the standpoint of good teaching, and good social science. We are merely proposing, you will discover, that we apply the survey method as our soundest approach to the study of social change. Keep in mind that agriculture is a combination of applied sciences, primarily physical, biological and social. The best possible approach to inequalities and injustices imposed on local farmers in the field of marketing, for example, is through a study of actual production, handling, shipping, marketing and credit costs in relation to commodity prices, consumer demand and the net return to the producer. The problems arising from such a study will make excellent themes for securing additional facts in reference to the cause of inequalities. At least two substantial values are present in this type of study. First, students gain right habits in the study of social science, and second, practical experience will be gained in noting the complex elements which enter economic adjustments where numbers of persons are involved. Such an experience is certain to disabuse the mind of any student of the notion that by some mysterious wave of the political wand, machinery can be set in motion at the top, and with one turn, solve all our economic woes. Factual studies of conditions as they exist here and now constitute one of the soundest methods of procedure in proposing methods of improvement. As the infant walks before he runs, so the young citizen must be able to think accurately in terms of conditions and injustices close at hand before he can attempt to deal wisely with the larger adjustments affecting an industry, a group or the whole people.

Second, *state situations accurately*. The "loose-thinking" and "light-headed" teacher referred to above gets that way in the realm of the social sciences primarily because he has never learned to state situations accurately and to locate fundamental principles in dealing with changing and complex conditions. "But," interposes the puzzled teacher, "what is one to do when the great minds are constantly wrangling?" Indeed, here is a dilemma. But, believe it or not, the route to successful democracy certainly seems to lie in the direction of a fair understanding by the rank and file of our people, concerning basic situations in our modern life and sound conclusions regarding them. The ordinary man should leave to the great minds in research, the development of certain techniques and methods, and to the administrator in high office, the formulation and execu-

growth in high school enrollments and the improvement in teaching methods should make this possible. Within the limited space here imposed, let us strive to put our finger specifically on some important social adjustments. Social scientists seem agreed that the willful exploitation of large numbers of our people by some other malicious group does not exist in any large degree. Furthermore, it can be demonstrated that *unearned capital* exists in some degree in isolated cases, but, as a national problem, it occupies a relatively minor position. Aside

Above all things, good policy is to be used, that the treasures and monies in a state be not gathered into few hands, for otherwise, a state may have a great stock, and yet starve; and money is like muck, not good except to be spread.
—Francis Bacon

from these minor adjustments, there are at least four deep and depressing evils in our present method of executing the principles of democracy. Briefly stated, these are as follows:

(1) Our system of social justice and equality of opportunity goes to smash hopelessly in times of depression. Widespread suffering, poverty and hardship result for a large portion of the people and those who have invested their savings sustain tremendous losses.

(2) An appallingly large number of our people are unable to earn a decent wage in order to maintain American standards of living. This is due to lack of ability to perform work skillfully and in accordance with good business methods, social change imposing conditions over which the individual has no control, and to misfortune.

(3) Under present methods, all of us, rich and poor alike, labor under the cloud of insecurity. One price we have paid for a machine age and the specialization of labor is a rapidly mounting insecurity. Unemployment, business bankruptcy, loss of savings and the like, are stark specters in the lives of all of us.

(4) There is tremendous wastage in both natural and human resources. We have not ceased to plunder our mines, forests, oil wells and farms of priceless materials. What is even worse, there is untold wastage in human effort due to lost motion, bankruptcies, breakdown in our banking and currency structure, and the utter misuse of the competitive motive in buying and selling goods and services.

Study these breakdowns carefully. I submit them to you after mature reflection and thoughtful reading. Centering in at least these four sets of conditions is the social challenge of our time, with one exception. With that, we shall deal presently. The four evils which we have listed are serious indeed. Many leaders in social science are convinced that all four of them can be eliminated as *methods* in a democracy, or their impact upon us can be so reduced as to obviate present human misery. Whenever disease enters the human body, the trained physician seeks the cause and provides a remedy. So, in the body politic, when disease in the form of the four evils here outlined is made known, the trained worker seeks the cause and develops a

Deal is making its contributions felt. The Old Dealers, too, are making their opinions clear. Out of experimentation, exchange of opinion and fair trial may we expect the results of tested thought.

Painfully perhaps, but nevertheless, painstakingly, we are "on our way" to eliminating these evils now. In the case of each one of them there is an intricate technique and an acute need for sound research. But what is the exception referred to above? The evils present are merely the outward manifestation of an inner cause, just as the pain of infection is caused by the poison-producing microbe. What then is the cause of such evils? At least a principal cause is *free competition*, driven by the profit motive. Like the heart which propels the human body, free competition drives the economic and social power wheels and regulates our economic relations with a surprising degree of nicety. Modern social research points clearly to the fact that in a machine age large scale production is more efficient than small producing units and that business and management become concentrated in increasingly larger corporations. In the concentration of enterprises two things have happened. First, big business stifles free competition, and second, if the concentration continues, free competition becomes less and less, even to the vanishing point.

Let us examine the implications of this driving force of free competition. Free competition carried to its logical end strives for monopoly, (controlled production and price). When monopoly is reached, competition ends and the delicately sensitive balance to economic exchange is lost. In the face of such a situation, only two courses are open. Either the government of a democratic people must regulate the production of goods in order to prevent a monopoly, or else the government must own and control production. As we now think of our living together, both measures are unsatisfactory. Production is most satisfactorily related to the needs of society for food, clothing, shelter, comforts, and the like, by free competition.

The Economy of abundance is . . . a group of buildings, mines, farms, vibrant with machines, and connected by lines of energy and transportation; founded upon a series of scientific laws, proliferating into specific processes and inventions, and a set of human habits.

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I am pointing out the brute fact that energy has forced us into a collective mold.

The Economy of Abundance
Stuart Chase
Macmillan

Government ownership is socialism; the government owns the land and capital and replaces competition in production by the decisions of its leaders as to what shall be produced which in turn determines what shall be consumed. Here, the profit motive is lacking. There is no human experience to indicate how such a system would work. Surely the debacle in Russia and the Nazi and the Fascist dictatorships are scant comfort. Yet, here we are living in the most suc-

cessful of our developed and no practical man to know. The light-headed amateur tries to find out. Certain of our economic principles are like navigation markers that tell where the rocks are not. The teacher can do no better than to stress the open channels and opportunities of free competition and to emphasize the need of governmental services to

(1) We should hold fast to what we now have as a method of democracy and strive to correct abuses in the management of public affairs.

(2) We should preserve the competitive drive as long as possible as a means of directing private enterprise, and as a delicate balancing mechanism in the production and consumption of goods and services.

(3) We should provide every encouragement for the small enterpriser, the little fellow, the craftsman and the farmer, because these producers use labor more extensively than machines and thereby create buying power. Big scale production is more economical, when machines and power are concentrated in giant plants. As the cost of equipment rises, the tendency to maintain large producing units increases.

Nearly every President who has had anything to do with tariff revision, has been impressed by the way great businesses rally round in the hope of securing government favors through the tariff in order to help them promote monopolies. Such legalized thievery is probably working more harm to the people of the United States than all other forms of robbery put together.

p. 44

The keynote of the new frontier is co-operation just as that of the old frontier was individualistic competition. The mechanism of progress of the new frontier is social invention, whereas that of the old frontier was mechanical invention and the competitive seizure of opportunities for wealth. Power and wealth were worshipped in the old days. Beauty and justice and joy of spirit must be worshipped in the new.

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New Frontiers
Henry Wallace
Reynal & Hitchcock

(4) We should proceed with cautious efforts, resisting every step of the way, toward letting go of private enterprise in favor of drastic government regulation or government ownership. A small producer, under free competition, has been the backbone of our economic progress for 150 years. Because of free competition in private enterprise and the spread of buying power, such producers are still key agencies in a stable society. If and when some form of socialism arrives, we must be a thousand times better prepared for it than we are at the present time.

Third, *show the open channels*. A youth attracted to a sea-faring career approached a sea captain whom he admired and inquired how he determined where the rocks and shoals were in the harbor. The skipper replied, "No, I don't know where they be, but I know where they ain't." That in the opinion of Owen D. Young states a basic philosophy of our living together. No group of men know where the economic rocks are

and no practical man to know. The light-headed amateur tries to find out. Certain of our economic principles are like navigation markers that tell where the rocks are not. The teacher can do no better than to stress the open channels and opportunities of free competition and to emphasize the need of governmental services to

Man has accomplished half his task; he has wrested enough of Nature's secrets from her to give the material basis of a high civilization to every country in the world; to provide not only the necessities but the comforts of life to the whole of the world's teeming population. The other—and the more difficult—half remains; that of controlling his own human relationships, and directing his own activities so that they are not mutually destructive.

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The Framework of an
Ordered Society
Sir Arthur Salter
Cambridge University Press

agriculture in such fields as scientific research, education, credit, and the means for setting up devices for aiding in orderly distribution. If in an emergency it seems wise to establish such controls as in the Agricultural Adjustment Act, the underlying causes of such an emergency, the purposes of the control, and the implications of creating a scarcity upon the principle of free competition, should be clearly emphasized. Furthermore, such government services to agriculture as the following, should be shown to contribute to the principle of the open channel.

(1) Preventing groups from taking unfair advantage of farmers through artificial price control or market manipulation.

(2) Preventing speculative rackets.

(3) Controlling sound credit facilities and preventing discrimination.

(4) Protecting the farmer through the establishment of a national economic balance, so that over the years the prices which the farmer pays, bear a reasonable adjustment to the prices he receives for his goods.

(5) Maintaining a sound currency policy to protect debtor-creditor relations and to maintain sound financial relations.

(6) Maintaining a tariff policy that provides adequate protection for the farmer and the small business man.

Fourth, *help students to think socially*. Under our philosophy of change, we may be sure that the America of the future will be very different from that of the past, and the youth will help to make it so. Recently, a college senior asked me a question, indicating that young men are already moving forward in new ways. He wanted to know how he could enroll in one of the schools for municipal employees. He is a good student of social science and of agriculture. He wanted to start at the bottom in the park service. His training in the social sciences and in agriculture is certain to equip him to be both a better worker and a better citizen.

Throughout history, whenever the upward swing of progress has dipped, the cry has gone forth that human progress was at an end. Only forty-eight years ago, the U. S. Commissioner of Labor solemnly reported that the next half century would show no such achieve-

ment as the last fifty years, and that the nations of the World had overstocked themselves with machinery and manufacturing plants far in excess of the wants of the people. Had this prediction been true, we would still be paying dollar-a-day wages for twelve hours of work and foregoing hundreds of comforts of living. Modern youth refuses to have its hopes shrouded by such a prediction and its spirit so restrained.

Teachers who have studied the findings reported in Recent Social Trends; those who have analyzed the Conclusions and Recommendations of the Commission on Social Studies of the American Historical Society, and those who have read such volumes as, The New Frontier by Henry Wallace, The Economy of Abundance by Stuart Chase, America's Capacity to Produce, America's Capacity to Consume, and The Formation of Capital prepared at the Brookings Institution, A Primer of the New Deal, by the American Education Press, and the Economic Consequences of The New Deal by Stolberg and Vinton, just to mention a few of the current publications dealing with social changes,—such teachers are not strangers to the thesis that education must keep pace with social movements and must adapt itself to the main implications present on our social frontiers. Specifically, the teacher should make at least the following contributions to the preparation of the worker of tomorrow:

(1) He will increase the student's adaptability as a producer in our society with a new emphasis on the importance of each worker carrying his own economic load.

(2) He will build up within the student a new appreciation of and respect for all creative effort.

(3) He will teach the worker to discriminate accurately in his relations with others to prevent being victimized by them, and to build strong co-operative agencies starting within the community and extending outward to the national life.

The new education will train workers to expect the right to enjoy the fruits of their own labor and of a practical idealism, and will help fix the ideal of security for the worker in relation to unemployment and old age retirement.

The Characteristics of a Good Agriculture Teacher

"THE strength of an ox, the tenacity of a bulldog, the daring of a lion, the industry of a beaver, the versatility of a chameleon, the vision of an eagle, the disposition of an angel, the loyalty of an apostle, the heroism of a martyr, the faithfulness of a prophet, tenderness of a shepherd, the fervency of an evangelist, and the devotion of a mother."—Author unknown (Contributed by F. R. Sampson, Mead, Nebraska)

Directory of Officers

Teachers of Agriculture Associations

A PARTIAL list of officers of state associations of teachers of agriculture is given below. It is not complete. The editor will be glad to have the officers of other state associations supply the correct information for their states. When new officers are elected their names should be sent to the editor in order that the directory may be kept up-to-date. Fifteen of the 20 states reporting follow the plan of including the one dollar subscription to the Agricultural Education magazine in their total annual dues assessment. We appreciate this co-operation. We hope other states' associations will make this an order of business at their next annual meeting with the result of adopting a similar policy. This is your professional magazine.

State	President	Secretary	Annual Meeting
Alabama	J. R. Roberson, Rogersville	K. V. Reagan, Atmore . . .	April
California	W. H. VanDyke, Petaluma .	E. R. Hansen, Live Oak
Florida	J. G. Smith, Plant City . . .	A. A. Mendonsa, Plant City	August
Georgia	Four districts—officers in each	September
Idaho	S. S. Richardson, Grace . . .	C. H. Wiswall, Moscow . . .	Summer
Indiana	A. G. Welch, Vevoy	R. W. Gregory, Lafayette	June
Louisiana	J. A. Wedgeworth, Harrisonburg	H. J. Brand, Dutchtown . . .	July
Michigan	A. J. Brendel, Goodrich . . .	E. E. Gallup, Lansing . . .	July
Nebraska	R. M. Kildee, Eagle	V. J. Morford, Seward . . .	June
New Hampshire	John Babson, Contoocook . .	Paul J. Fenton, Alstead . . .	June
New York	O. M. Watkins, Geneva	L. F. Lee, Newark	July
New Jersey	R. J. Potter, Paterson	R. M. Strickland, Ham-monton	June
North Dakota	M. H. McDonald, Park River	P. J. Olson, Page	May
Ohio	W. G. Weiler, Fremont	S. L. Beaty, Rawson	July
Pennsylvania	L. J. Hayden, New Park (Vice-Pres. in State Vocational Association)	December
Texas	Affiliated with Texas Vocational Association
Vermont	George Bond, Chester	John Burrington, Cabot . . .	October
West Virginia	C. W. Hill, Spencer	R. Clarke Butler, Sutton . .	August
Wisconsin	L. R. Larson, Beaver Dam . . .	H. M. Nelson, Ashland . . .	October
Wyoming	Sam Hitchcocks, Buffalo . . .	M. D. Lewis, Lovell	June



Farm Training for City Boys

THOMAS P. DOOLEY, Head, Agricultural Department,
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JUST as we expect a certain number of rural boys to become machinists and plumbers, so we must expect that a small percentage of city boys will desire to become farmers and will need training for that vocation.

And so it is not surprising to learn that small Essex County which has eight cities of 20,000 to 100,000 population, has a number of city boys among the 225 pupils in its county agricultural school. In Worcester with its population of 200,000 the department of agriculture in the North High School enrolls 100 pupils of which a large proportion are city boys. The Jamaica Plain High School in Boston enrolls 200 pupils in its agricultural department, practically all city boys, but this is a very small percentage for a city with a population of 800,000.

There are certain types of problems presented in such schools which are peculiar to the city youth and city environment, or at least are exaggerated there. In attempting a valid solution of these problems, the instructors made some discoveries of value to others. For the present discussion, the problems faced and the remedies tried at the Jamaica Plain High School are presented.

The most urgent of these problems may be listed briefly as follows:

- (1) Adequate vocational guidance to make sure that the right boys get into these groups, i. e., that they really wish and should secure farm training.
- (2) To secure constant practice in agricultural work throughout the school year.
- (3) To assure the most valuable summer employment for boys who have no home project facilities.
- (4) To provide a stimulus to keep the boys at a high grade of endeavor without the appeal of the financial gain in ownership projects.

There are other problems but some of the devices for dealing with those mentioned may be of interest.

(1) Over a period of fifteen years, the sifting of prospective pupils has become more and more rigid by the personal conference method. Greatest weight is put on the vocational intent of the prospect. While the farm-reared boy really knows whether he wishes to become a farmer, the city boy merely thinks he knows. To secure evidence in advance of entrance is the real problem.

In 1934, those candidates who were tentatively accepted in June were required to engage in some farm employment during the summer, under the same supervision and making regular reports as do the older pupils.

These incoming pupils at their respective assemblies last May and June in this school were instructed about the value of prerequisite agricultural experience

prior to their actually starting the agricultural course. They received instructions and a day book to be kept daily. It was suggested that they send in reports every fifteen days from June 1 to August 31.

These prospective pupils were visited by the teachers of agriculture in connection with supervision of their regular pupils. These pupils were encouraged and instructed regarding their problems of summer practice, their questions were answered and every possible assistance was given to them.

Sixty percent of the original enrollment carried on through the summer, they kept up their day books, sent in reports, and reported to this school in September. The forty percent who failed to report in September were in general those without any previous agricultural experience who failed to do much of anything during the past summer to show their qualifications for these courses.

In addition to these pupils, we were forced to enroll all applicants in September, irrespective of previous agricultural experience. Many lacked this experience and again a number did not care much for the study of agriculture. Practically all withdrawals and disciplinary trouble were confined to the group which was enrolled in September without the prerequisite of practice.

My present first year agricultural class is proving to be one of the best I have had. They are very much interested in their school work and have a fine background of agricultural experience upon which to base their classroom work. This may be attributed to the fact that they have had agricultural experience to prove that they are really in earnest in their study of agriculture. Two withdrawals thus far were pupils who never had any previous agricultural experience.

As one conclusion, I cannot emphasize too much the idea of having pupils obtain agricultural practice under supervision during the summer prior to their entrance in the agricultural courses. Our results for the past summer fully warrant this.

I received many telephone calls and personal visits during the past summer from parents who were anxious to know if their boys were to be admitted. There was a noticeable anxiety on the part of the applicants to know whether or not they were "making good."

We hope to build on the fine start of the past summer by becoming more rigid in entrance requirements year by year. We will thus get a more desirable type of pupil, which will mean more serious work.

Several of these applicants did not appear particularly suited for the type of work as given to an agricultural pupil

and they automatically eliminated themselves from the course by not showing up in the fall.

(2) Securing farm practice during the school year absorbs the attention of each of the six instructors. A working agreement with a neighboring market garden farm gives employment through the fall and spring months. A department bus carries a class quickly to the farm where for two hours the boys work intensively under the supervision of owner, foremen, and instructors. The classroom work of a following day is based on this experience. Other types of experience are secured in a similar way at poultry farms, greenhouses, and dairy plants. Whenever it is possible to secure regular employment for individuals, the necessary concessions are made. Trade standards are approached as closely as possible, and the range of these opportunities is increasing.

(3) Even in these times of unemployment, a surprisingly large percentage of the pupils are placed in profitable and instructive employment during the summer months. Early in the spring the campaign of job-seeking begins. The school releases competent pupils who have jobs before the end of the forty weeks' school year but, since the county school boys are released during April, we are at some disadvantage. It is more difficult to change this in the city schools.

A sample letter from an employer indicates the result of this supervised employment.

"Last summer I employed Welby F. MacCollom at the Bolton Orchards, Bolton, Massachusetts. He learned our methods very rapidly and was very satisfactory from our standpoint. I think he absorbed a great deal of practical knowledge.

Welby would like to return to us this year, and we will be very glad to have him. I understand you might allow him to start his work May 10.

I trust you will give this your favorable attention."

(Signed) Jonathan Davis
Sterling Junction, Massachusetts.
March 5, 1935.

(4) To provide a stimulus for high-grade farm practice, we resort to several devices:

(a) A minimum number of acceptable hours in agricultural employment during both the school year and the summer is set high enough to require constant attention.

(b) Contests of every sort are promoted. These range from squad contests in garden practice to inter-school and state contests. The results are gratifying.

(c) An "honor roll" list in farm practice corresponding to the scholarship honor roll of the academic work is published and certificates are given.

(d) Annually, towards the end of the school year, a school assembly is held in which the school administration honors the noteworthy achievements.

Thus we are seeking to offset the handicaps inherent in a city school by devices and standards which will keep

this work truly vocational.

In order that agricultural pupils having superior grades may obtain more and earlier seasonal agricultural practice under the supervision of their teachers of agriculture, the following plan for early dismissals of high school seniors, and pupils who have completed three years of the agricultural course in the Jamaica Plain High School has been authorized for 1935:

"Pupils who have completed three years of the agricultural course and who have a 'promise of employment' in approved positions may be released as follows:

"A" and "B" pupils—May 6.
"C" pupils with at least two "B's"—May 13.

"C" pupils—May 20.
Other pupils at the discretion of the Head Master, preferably May 29 and thereafter.

(These pupils will be under the supervision of their teachers of agriculture.)

Pupils released under the foregoing provisions shall be counted as constructively present for the remainder of the school year. All other pupils are required to complete the school year."

Instruction Check Sheet as a Means of Teaching

OBED L. SNOWDEN, Teacher of Agriculture,
Quitman, Mississippi

IT IS generally agreed by most educators that one of the important ultimate aims of education is to achieve the fullest satisfaction of the wants of mankind. This being true, it seems that every teacher of agriculture should bear in mind that the aim of vocational agriculture is to provide a means whereby the farm boy can get the fullest satisfaction out of farm life and his agricultural course. One way for the teacher of agriculture to accomplish this is to work with the individual boy in such a manner that he will feel a keen sense of responsibility and have the right attitude toward farm life and his agricultural course.

In his teaching all-day pupils, the teacher of vocational agriculture should keep in mind that it is his duty to stimulate, guide, and encourage the pupil in his farming activities. He should regard himself as a trainer of young farmers in reaching some desired end rather than as a drillmaster and impartor of information. The teacher who can carry out these principles will surely meet with success in his teaching of farm boys.

SAMPLE OF INSTRUCTION CHECK SHEET USED*

Enterprise: Cotton

Boy's Name: Woodrow Moffett

Year: 1934

Jobs	Present Home Farm Practice	Improved Practice to Follow or Practice to Change to	Practice Actually Followed
(1) Procuring planting seed	Plant gin run seed	Plant D. & P. L. No. 10 seed and secure them from reliable source.	Planted D. & P. L. seed, and secured them from Co. Agent.
(2)			

* Credit is given to the Rural Education Department, Mississippi State College for the form of the instruction check sheet.

How many of us use method in our teaching, that is, a method that can be recognized as such? Most teachers seem to have a set method or way of teaching, or presenting material to pupils. In teaching all-day boys, we must attempt to carry them through a complete act of thought on every job taught. The instruction check sheet (a sample of which is given below) helps one to carry or lead the student through a complete act of thought. In order that the student may be properly guided, the material must be presented in such a way that the pupil can see a situation arise and a difficulty appear. He must be lead to pick the proper solution to that difficulty, and he must be lead to accept some standard or make a definite decision on each job studied. On the instruction sheet the boy has listed the enterprise, the jobs that are to be studied under that enterprise, the present farm practice, the improved practice to follow, and finally the actual practice followed on each job.

Each pupil selects the enterprises he wishes to include in his farm business; this is done with the aid of the teacher and the parent. Then each pupil is given blank instruction check sheets and sources of reference material that will be needed in helping him to answer questions or solve the difficulty that might appear. The first thing the student is required to do is list in order all the jobs that come under each enterprise included in his farm business; next, he is required to write down the present home farm practice of each job. Now he is ready to study and look for improved practices to follow on the jobs listed. If he finds that the improved practice is not being followed on his home farm, he writes the practice which he wants to follow in the proper place and proceeds to the next job. The student is required to enter in the place provided on the sheet the practice actually followed. This will give the teacher a chance to check his instruction; in other words, it gives him a chance to see a symbol of his teaching. In order for this method to be a success, the teacher must give each pupil very close supervision in the classroom, in the field, and by all means, he must see that each one has plenty of reference material with which to work. When the instruction check sheet is used, learning is expressed as the acquisition of special abilities in making and carrying out the proper decision and acquiring skill in manipulating reference material.

Developing a Long Time Program of Soil Improvement and Farm Organization

FOREST E. VAN PELT, Teacher of Agriculture,
Orland, Indiana

AT THE beginning of school in 1934 twenty-five boys enrolled in the vocational course were introduced to the idea of making an accurate map of the home farm. All of the boys knew within fairly accurate limits the size of the respective fields but in only one case had accurate measurements ever been taken over the entire farm. It was easy for the boys to see a need for this work in view of certain local problems which had arisen because of faulty measurements of fields by Agricultural Adjustment Act officials.

Various means of measurement were devised by boys working in pairs or singly and within two weeks time the maps were completed with permanent tracing, legend, and scale. A sketch of each field was prepared on smaller sheets and the complete history of fertilizer treatment, liming, manure application, crops grown, and yield was recorded. The amount of this information varied widely between farms but a start was made on all farms and the interest stimulated will result in more complete information as seasons come and go in the future.

While the weather was nice in the fall each boy took from three to five soil samples in each field and tested for acidity. The result of this testing was summarized in tabular form for permanent record along with the drawings of each field which showed the location where the soil sample was taken.

Three of the boys enrolled in the classes do not live on farms. They each made an enlarged drawing of our township from a county map and brought it up to date by changing the names to conform to present owners of the land. As the acidity testing, soil testing, and fertility programs develop these township maps will be colored to indicate the extent of the soil improvement project in the townships.

A fertilizer company co-operated by furnishing mimeographed directions for conducting class experiments in determining soil plant food needs. This company and the local farm bureau store supplied fertilizer for carrying on the experiment. Samples of soil which were representative of entire fields were carefully prepared by members of the class. Class time was allowed for the experiment on samples from fields to be planted to wheat and corn in 1935. Other crops which were to be grown were tried out during the students' spare time at their homes after the two successful experiments had been performed at school under supervision.

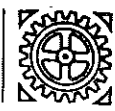
This work proved so interesting that one senior dropped one of his academic studies at the end of the first semester and enrolled in the class, in order to repeat his soils and crops work since this experimenting had not been carried out when he took the course.

The boys of the farm management class used their maps in a study of field reorganization. One project is under way in which a five field arrangement will gradually become a four field farm, having fewer sides, point rows, and end

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Farmer Classes



Modern Pioneers

V. H. WOHLFORD, Teacher of Agriculture,
Calico Rock, Arkansas

IT IS no longer possible nor desirable to carve a new home out of the forests, but established farmers and those desiring to take up the occupation for the first time are pioneering nevertheless in problems just as difficult as those attendant upon conquering the wilderness. The problems of today are those of economic rather than physical adjustment, of securing parity of purchasing power, of installing farm and home conveniences making for comfort, and in making social adjustments attendant upon improved communication and proper use of increased leisure time.

With these facts in mind and with the great movement of people from urban to rural centers the organization of MODERN PIONEERS was brought about. Calico Rock, Arkansas is located in the northern part of the state and due to its climatic condition and the adaptability of its soils to the growing of most crops, its school advantages, and other ideal situations the section attracted many of the persons making that move to rural sections.

The name of the organization was chosen by those farmers coming together for the purpose of learning the more improved practices followed in the section to which they had moved. During the meetings various members expressed themselves as pioneering into a new field of endeavor. Many were from cities, never before performing farm labor, others come from farms in other states. Still others came wishing to take up the business of farming which they had not pursued for several years. One member brought out, "Our forefathers pioneered their way through many hardships, blazed trails of which we are proud today. That group of men and women had the energy, both mental and physical, to make a success so surely we, during this age of education and improvement, with the advice which is available and can be secured for the asking, are strong enough to go through with what we have started by co-operating with one another and likewise make a success of our efforts. We are at this time pioneering under a new deal and we have no doubt but that with the leader we have at the helm of this great United States, agriculture is coming into its own and if our people will devote their energies both mental and physical, as our forefathers did, to this great business of farming, success is assured." The group then selected MODERN PIONEERS as the organization's name and as a slogan chose, "Progressive Farmers Backing the New Deal."

The Modern Pioneers with the assistance of the local F.F.A. chapter have well fit themselves into local conditions. They have co-operated in filling out a questionnaire which answers many questions relative to individual needs, soils, farming program, etc. With this in-

"Progress in Experimentation on Out-of-School Youth in Virginia" will appear in the August issue of Agricultural Education. You will want to read it.

You may also be interested in a special summer school course dealing with the problems of this out-of-school group, to be offered at Blacksburg, Virginia, July 22-August 17.

It is planned for the workers now employed, both men and women. There will also be added a number of new workers, some regular teachers, principals and superintendents. The four-weeks program will include professional, technical and recreational training. Teachers of special abilities are being secured. Part of each daily program will be of a conference nature and then for the remainder of the day the larger group will be divided into smaller groups according to interests and needs. This summer school program if funds can be secured may be increased to an enrollment of 150 or more.—Editor.

formation the F.F.A. members are able to work out individual farming programs for each PIONEER. A five-point program is being followed by each farmer consisting of,

- (1) Growing a cash crop.
- (2) Producing home supply crops.
- (3) Producing feed crops for livestock.
- (4) Practicing a soil improvement program.
- (5) Sponsoring home beautification on each farm and selecting wise use of leisure time.

With the above program in mind it was necessary to have soils tested in our laboratory. Terraces had to be run and built. Land utilization had to be worked out. Markets had to be considered. Feeding schedules had to be worked out. Recreation centers and programs had to be worked out. This was all necessary because at that time the various committees of the F.F.A. along with pioneer members who had some farming experience were working with a group that had to be taught in such a way to make a success. The group was dependent upon some one else for suggestions, advice, and leadership.

The MODERN PIONEERS have not placed money making foremost in their program of work. They are going to first, "Live At Home" in every sense of the phrase and then turn to some cash crop for the supplies which cannot be produced on the farm and cannot be traded for with their neighbor. The soil improvement program will assure each landowner of an increased value of his land at the end of each year when the inventory is taken. Complete sets of cost accounts are advocated and taught with the assistance of F.F.A. members. The home beautification will improve living conditions and make farm life more enjoyable. The Pioneers are able to see the great advancement which they are making and it encourages them to go further in their efforts. They appreciate the earnest efforts which the Future Farmers of Arkansas are putting forth in trying to help them get oriented in their new line of endeavor.

A complete check-up will show that very few of the original 75 families enrolled will be without a comfortable liv-

ing this fall. After the crop seasons are past this group of people are called together in evening classes and discuss their experiences obtaining corrections where mistakes are made, and thus, are better able to attack another crop season. Co-operative movements are also planned at the evening classes. Instead of taking it for granted that "anybody can farm," this group, with advisers, has set about studying its new occupation in a systematic way, avoiding many mistakes often made at great expense by beginning farmers.

The movement was given much impetus recently by the announcement of E. B. Matthew, state director of vocational education, that not only adult farmers but groups of "Out-of-School" farm youths are to be organized and offered special vocational training courses leading to placement in some useful occupation on the farm or in the community. Vocational agriculture teachers in Arkansas are instructing over 5,000 of these out-of-school youths in useful occupations and in addition are rendering service in vocational guidance and placement. The local groups are undertaking various community and home improvement projects in co-operation with established civic groups and governmental agencies engaged in recovery projects.

The organization of these classes for "Out-of-School" farm youth is a direct attack upon the problem of "What to do with regard to the army of unemployed youths." This continues to be one of the gravest problems of this nation but is being met and will be solved by this movement. Obviously what the great majority needs is a chance to work at some job, a chance to develop skills and techniques. In any program of employment, they must be given their fair share of available jobs. For many, however, a training program would be of great benefit.

Below are listed some activities being studied and performed by the Junior Modern Pioneer Groups of the state.

Rural rehabilitation work center; farm housing, fencing repair; community recreation center; farm to market roads; soil erosion projects; game and fish preserve; rural electrification; planting seed; sink, water installation; nursery and landscaping; reclamation of overflow, stump land; securing farm credit; retiring sub-marginal land; agricultural adjustment; rural industrial enterprise; livestock disease eradication; mosquito, fly and typhoid control; play production, radio contests; basketball, soft ball league; co-operative marketing, purchasing; sponsoring exhibits, fairs; sight-seeing tours; developing summer camps; community cotton patch; and fire prevention, flue inspection.

The purpose of this article is to set forth to those interested in agricultural education the program which is being followed here at Calico Rock and to show how each instructor can utilize the aid of his F.F.A. members and at the same time allow them to obtain the most

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Organizing and Conducting a Part-Time Class At Lakefield, Minnesota

ERWIN R. DRAHEIM, Teacher of Agriculture

UPON my arrival at Lakefield, Minnesota on July first, I immediately got busy organizing and planning my program of agriculture instruction in the community for the approaching year. I set up plans to carry out a well-balanced program of agricultural service, including, thoroughly planned all-day classes, proper supervision of all farm practice projects, an evening school for adult farmers in the community, and a part-time agriculture class to meet the needs of the young farm boys in this territory.

Due to the fact that I was new in the community, where everyone was a stranger to me, I had to start right at the bottom and work up. My method or procedure in reference to the development of the part-time class was as follows:

The first problem which confronted me was getting acquainted with these out-of-school farm boys ranging from 17 to 25 years old. A little time and thought led to procedures which solved this problem.

As soon as I started visiting and following up the farm-practice projects of the boys in agriculture, the previous year, I kept one ear to the ground for these out-of-school farm boys. I met and talked with these boys as I located them, explaining to them my plans for a part-time class. On many occasions it was necessary for me to go several miles out of my way and tramp through a long field to finally find the boy I was looking for busily engaged in some type of farm activity.

After about two weeks of farm practice supervision and survey, I found that there were a large number of farm boys in this community who would make up a splendid part-time class in agriculture.

Due to the fact that I was working in co-operation with the county agent and his assistant in the community, I found that I was called upon to help at farm bureau meetings, the 4-H club meetings, and other farm business and social functions. I took advantage of these opportunities and whenever I was speaking on a program, I would end up by explaining my plans of agriculture instruction for the coming year, and then I would get acquainted with these farm families while we were eating our usual lunch.

I was working with three objectives in mind: members for my all-day classes, my adult evening class, and my part-time class.

I found from my experience, that it is a good thing to get acquainted with the whole family and not just the boy in whom you are interested, because you obtain better co-operation in the long run. Thus, I made my acquaintance with these out-of-school farm boys. Every time I met a new boy, and after carrying on a conversation with him for some time, I would jot down his name and several things he mentioned during the little chat in reference to his conditions and needs. In this way, by the time the summer was over, I had discovered the needs or rather the type of instruction which would be most useful to this group in a part-time class.

However, my survey for these farm boys was not complete. When school started in the fall, I had fifty-two pupils enrolled in my all-day agriculture classes. These pupils were well distributed over the community. This gave me a good representative group with which to work: I called in each one of these pupils separately and had them give me the names of the boys in their community who might be interested in a part-time class. Naturally, there was some duplication, but after I added the names of boys gained this way to the boys I met during the summer, I found I had a good-sized mailing list.

I prepared a newsletter including explanation of the class organization, the date we would start, the time and place we would meet, and sent it out to the names on the mailing list. At the same time I put a front page article in the local weekly paper, covering the same material as mentioned in the newsletter, to reach any boys I might have missed.

The first meeting was called for 1 p.m., on Wednesday. Twenty-five boys were present at this meeting. At the second meeting, a week later, thirty-two boys were present, which was the extent of our enrollment. We had fourteen meetings with an average attendance of 87 percent.

Following is a brief review of how the class was conducted: At our first meeting I asked the boys to give suggestions on what they desired to take up in the classroom. I added to this list, which had been placed on the blackboard, the things which I thought we should include in our year's study. We decided on our program of study for the year and the number of lessons to be spent on each job. Naturally, there were some alterations necessary to this original plan, but all the way through the course, I found that we were studying the problems in which the boys were interested and which they needed.

We met on Wednesday, from 12:45 p.m., until 4:00 p.m. The first hour was devoted to recreation in the gymnasium. We had to take the first hour of the afternoon to avoid conflict with other school activities. The work in the gymnasium included such activities as: wrestling, boxing, basketball, and volleyball. The boys enjoyed these workouts very much. Following the shower, which I required everyone to take, I usually showed the boys a film on some phase of agriculture, relative to our program of study. I found this visual education very much worthwhile with this group. This usually took from 15 to 30 minutes, depending on the length of the film.

Then we proceeded to the agricultural classroom where we continued with the study and discussion of our agricultural problems for the rest of the afternoon.

On five different occasions during this fourteen week period, I had this group attend special programs given by outside talent for the high school assembly during the last period of the day.

I enjoyed working with this group more than any group I had in classes during the entire year. I felt confident that the boys enjoyed the course and received a lot of benefit from it.

I also believe there is an opportunity and a demand for more continuation education to meet the vocational needs of this large army of out-of-school farm boys in the United States.

Part-Time Education in Thomson Township Schools

H. L. LAWRENZ, Instructor of Agriculture,
Cloquet, Minnesota

PART-TIME education has become a part of the teacher's program in this community, and in my opinion it is one of the most important ones. The boys attending these classes (in practically all cases) have definitely decided to become farmers and are serious in wishing to obtain practical information concerning this vocation. Part-time education provides the boy or girl who, for some reason, has been obliged to drop out of high school, an excellent opportunity to become an important "cog" in the community wheel. High school graduates who cannot afford to go to college should be encouraged to attend these part-time classes. The information they have gained in high school aids considerably in the class discussions. These students also add dignity to the group.

The courses in this community have been conducted in the elementary school building. Unit courses, such as farm management, dairying, and hay crop improvement have been studied. Last fall the boys selected farm mechanics as their subject. The class has met every Monday night since November, and will hold at least three more meetings. We have been handicapped by having no farm shop at the school in which to work, but some very practical jobs, including tool sharpening, rope splicing, farm carpentry, farm machinery operation and repair, and motor mechanics have been studied. In the study of motor mechanics, an old car motor was taken apart by the class members, and the importance and function of each part discussed. The necessary repairs and adjustments were made, and the motor put together again. Ninety minutes are devoted to class work and an equal length of time is given to recreation such as basketball, volleyball, and indoor baseball.

To encourage a good program of farm practice work among the members, we give each one a guide book containing the community program of work as outlined by the agricultural council. This book also contains record sheets listing the various improved farm practices which each might carry out on his farm. These books are collected in the fall and the number of farm practices checked. To those boys who have attended the classes regularly, who show a good farm practice record, including a membership in some farm club such as F.F.A., 4-H Club, or Farmers' Club, a certificate is given at the Farmers' Club banquet.

Developing a Long-Time Program

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posts. The present time seems to be advantageous for this study because of the need for replacing many farm fences during the next few years.

A study of the soil conditions of each farm is bringing out the fact that certain portions of the acreage is unadapted to economic crop production. One of the developments which is coming from the study will be plans for a conservation project. Trees and grassland will gradually stop the erosion which has been allowed to go unchecked for many years.



Supervised Practice



A Glimpse of the Teacher of Agriculture in Action

H. H. GIBSON, Teacher Trainer, Oregon



H. H. Gibson

I AM asking you to join me in a brief tour of a newly established department of agriculture and see if we can catch a glimpse of the agricultural teaching program in action. We have time for only one phase of this many-sided program, namely, the home project.

The remainder of the picture I leave to your imagination. What are these home projects in agriculture? Why do we stress so much the home project as a phase and method of agricultural teaching? What is there of educational value in them?

I shall not attempt to answer these questions in the form and order given, but you may keep them in mind and answer them yourselves. We shall start with a new teacher who is fresh on the job. The time is 1931, the month, July; for this is the time of year that most new teachers go on the job. His boys will be taking projects in agriculture, and not just studying and getting information about the subject. So the projects must be located on the farms where the boys live and work, and before school begins. These projects do not take the boy out of his home environment but help him to tie up the problems and situations of his home and farm with his school instruction. Projects, then, must come first. Books and classroom will follow later when school begins.

Consequently, we find our teacher going from farm to farm, becoming acquainted with the farm boys, their fathers and mothers, and familiarizing himself with the problems and situations of his community. These scores of individual farms are to be the teacher's big out-of-door laboratory.

He calls at the home of one of the farm boys. Not seeing the boy or his father about, he knocks at the door. A woman appears. "Is this John Doe's mother?" He learns that she is and introduces himself as the new teacher of agriculture. But John, the mother says, is on the other side of the farm at work in the potato field, and his father is away and will not return until afternoon. The teacher now inquires if John expects to enter school this fall and whether he is interested in some particular line of work. The mother discusses John at some length; that he is uncertain whether he should go on to high school and that she wishes the teacher would help him to decide. She says that John has some ambitions to be an air pilot, and yet he would have quite an interest in farming if things were going better. She

adds that after the experience of the last year or two, one wonders if farming is going to be a good occupation for an ambitious boy after all; whether it might not be better, if John should go on to high school, to take studies that might lead to an easier job than farming. The mother now suggests that the teacher come back sometime when the father and son are at home. The hint is strong and perhaps some new teachers would involuntarily find themselves bidding the mother good day, but not so with this teacher whom it is our good fortune to observe. He has not taken a half hour to drive out to the farm only to be invited to come back another day. He knows that unless the boys in his classes have real project programs under way when school begins, his agricultural teaching will become a mere book affair.

So he asks for a few more minutes that he may explain further the purpose of his visit. "It is not our purpose," he emphasizes, "to interest every farm boy in taking agriculture. Some farm boys will not and should not take agriculture. But the nature of the work is such that it is advisable to become acquainted with boys and parents who are interested." He explains the vocational program at some length; that its purpose is to teach a boy how to determine things for himself, how to solve farm problems, the best methods of doing farm jobs, and then actually to do them. If this purpose is to be accomplished, he insists, it is necessary that each boy be made responsible for one or more crop or animal enterprises to be carried out on the home farm. Such enterprises we call projects.

"But," interrupts the mother, "I don't quite see. John is already working with different crops and animals along with his father. I don't quite understand what you mean by projects."

"That is just the point that I want to make clear," urges the teacher. "You just told me that John is at work over in the potato field. Now just work in helping to grow potatoes as he may have been doing year after year with no say in the matter himself would not be a project. But if John were to be given the entire responsibility for managing and growing a potato crop, and if he could see some real goals toward which to work—goals that really appeal to him, such as growing a better grade or quality of potatoes, getting higher yields, cutting down costs, securing a better price and market for his potatoes, and becoming recognized in his community as a master potato grower—then growing potatoes would become a real project in agriculture."

"I think I see," says the mother, "much better than I did what you mean by home projects. But I don't see just

how they are made a part of the school work."

"Well you see having a project of this kind, John would be quite anxious to study, think, plan and work, in fact, to do whatever is necessary to achieve his goals. He would have a purpose in what he is doing. He would be whole-heartedly interested. He would want to get all the information he could about the best practices in growing potatoes. They are his potatoes, don't you see? He would be responsible for deciding what seed to select, what variety to choose, how to treat and prepare the seed, what soil to select, how to prepare the soil and plant the seed. He knows that if he does not study and think out these problems wisely, he will be the one to suffer the consequences of his own plans and actions. The whole idea is a real challenge to him. He wants to succeed."

"These projects help us in making up our course of study. In the class work and individual study the boys determine the needs and problems of each enterprise. They make plans for doing the different jobs before the time arrives for doing the work. Books and bulletins are used to supply information. They discover the practices of successful farmers and find out practices recommended by the college experiment stations. Then, after all this is done, because certain conditions are peculiar to his own project, each boy will need to assume the responsibility for making his own plans for doing the work. "The boys learn much from each other, as these plans are developed."

"Well," Mrs. Doe comments, "I have never heard much about the project work before except a little at the Grange meeting a while back when there was some talk about having an agricultural department in the high school. But I can see from what you say how it all might be very interesting and valuable."

"Just one other thing I want to speak of before I leave, Mrs. Doe. If the project work is to succeed parents, boy, and teacher alike must all co-operate. It is a fifty-fifty proposition between the school and the home. If a boy is to get the most out of his project work, the home farm must be carefully studied so that the projects he selects will give him the best possible training and at the same time make for improvement of your farm as a whole." The teacher announces that John's father may expect a call from him any day and then makes his way to the potato field where John is at work.

Now we must turn the clock ahead to September and the first week of school. As we enter the agriculture room we see a number of alert and interested boys. John is among them. The teacher knows all the boys by their first names. As he talks with them about their project programs, he shows a clear understanding of each boy's home farm conditions. These first days the boys are making maps and inventories of their home farms, writing up plans for the selection of their projects, working out financial agreements and arrangements with par-

ents, setting up goals or objectives they will need to achieve if their projects are to succeed, making out project budgets, which perhaps more than anything else, will show them what they are up against, and the problems they will need to consider. Records are now started, for the boys understand that if they are to profit most from their project experience, they must understand the relation between the practices they follow and the results they obtain.

With these preliminary plans made out, the boys now turn to the study and planning of the individual jobs and problems coming up in their different crop and animal enterprises. These they take up in the order of their immediate and seasonal interest. John has decided to take over the potato enterprise as his project. He discovered that his father's potatoes were badly diseased. So we see John giving special attention to selecting seed and preventing disease. He has consulted numerous sources of information, has talked with several of the most successful potato growers and has decided that it would be a mistake to use any seed from last year's crop. He has also decided that it would be unwise to use soils or fields where potatoes have recently been grown. John has other problems that are going to require some study, thinking, and planning.

Every teacher of agriculture uses both class and individual instruction. In the early stages he finds that he must do considerable explaining. He demonstrates to the boys how to discover and locate the different jobs and problems, how to discover the questions that need to be considered, how to use books and bulletins, how to locate and make use of farmers in the community who are adopting the most up-to-date and approved practices; and, what is most difficult and important of all, how to work out and write up plans adapted to the needs and conditions of each boy's individual project. Gradually the teacher puts the boys more and more on their own responsibility in making their plans.

The boys do not just put their plans on paper. This is not education. We learn what we practice. Project plans are plans of action. So the scene shifts now from school to farm. Mornings, evenings, week-ends, vacation periods, and summer time these boys, under the supervision of their teacher, are translating project plans into action. The teacher visits the boys at critical periods in their projects, inspecting, encouraging, demonstrating, but always teaching on the job. As the boys put their plans into action, they are not passively looking on as disinterested spectators. They are alert to observe what happens, the results they obtain. And so this articulation between study and work, school and home farm, continues.

Another day as we visit the school, we find the boys and the teacher engaged in what they call their project round-up. With the help of their records they are checking up and comparing results and practices. This month one boy is getting sixty percent egg production and another only forty. Why? Is it the feeding practice? The breed? The age of the hens? Management? One boy is having a death loss in his flock twice as large as another. Again why? More study. Every effect must have a cause.

Now the boys close their project rec-

ords. They summarize and analyze results, they determine causes of success or failure. But even this is not the end, for the close of one project cycle is the beginning of another. Last year's projects are usually continued while new ones are added. By the close of the senior year many boys have a program of several enterprises in operation. This is true because the records and experiences of previous years open up new problems and show opportunities for further improvement.

Just another glimpse of John; he is now, June 1935, a senior in high school. Through the use of well-selected, certified seed and special seed plots, careful crop rotation and selection of soil, he has brought up the yield from a bare sixty sacks per acre to well over two hundred. He now has a good market for his seed potatoes, and he and his father have entered into a partnership.

(Author's Note: This is an adaptation of an idea obtained from an article in Agricultural Education, June, 1931 by H. E. Lattig, Teacher Trainer, University of Idaho.—"Insuring Worthwhile Projects by Gaining Co-operation of Parents.")

Class Projects in Agriculture Moapa Valley F. F. A. Overton, Nevada

CLASS agricultural projects in which all boys in the department take active part is a big responsibility, but I have decided it is worth the extra effort and expect to continue to make it part of the yearly program of this school.



Bunching Radishes

Last spring after much discussion and study and asking advice about the financial as well as educational possibilities it was decided by the Moapa Valley Future Farmers to venture a class radish project. Ten dollars was paid for two months use of an acre of fair farming land. This was manured and one hundred pounds of Ammo-Phos was given by a fertilizer company to put on part of the plot as an experiment. From this project the boys realized the necessity of responsibility and the pleasure of accomplishment in producing 1067 dozen bunches of radishes, a labor income of fifty-seven cents per hour, and a fund which they are developing to pay for a group trip through Yellowstone Park next summer.

The most important thing of all is that the boys want and have insisted on another class project this year. When finances could not be furnished for building a chicken house on the school grounds which had been planned and which the shop class was going to build to be used as a class project, radishes seemed to be the most suitable enterprise for this purpose.

A very interesting group of last year students as well as the new boys are going after it in a much more business-like way than even last year. The same ground has been rented, greater care has been given to the preparation of the seed bed for planting and two hundred fifty pounds of fertilizer have been spread over the whole piece. The market outlook is fair but the educational advantages through "Learning to Do, Doing to Learn" and "Earning to Live, Living to Serve" are unlimited. A project of this kind provides a real practical means of teaching co-operation.

Supervised Practice Programs

A RECENT district state conference of vocational agriculture teachers of Iowa was devoted to the setting up of some criteria by which the applied phases of the work in vocational agriculture might be made more effective. A summary of this conference follows:

"Without depreciating the splendid project programs which have been carried on in many departments, most of the teachers were of the opinion that any shortcomings in the home work of the students are largely traceable to the lack of emphasis upon other objectives than those pertaining to efficient production and monetary return.

"They were for the most part agreed that the major purpose of supervised practice is to give assistance to the students in training them for rural life. In order to make more progress toward the realization of this objective, the following consolidated list of suggestions was set up by the conference group:

(1) The home practice programs should be set up in recognition of the needs of the individual students, as well as that of the home and the community.

(2) In so far as possible there should be application with all teaching.

(3) The home work should be planned on a long-time rather than a one-year basis.

(4) Eventual management of certain enterprises or partnership arrangements in farming should be sought.

(5) The program should be broadened to include supplementary activities in farm operations and social relationships.

(6) Opportunities for training in co-operation should be stressed.

(7) A practical system of accounting is essential.

(8) Application should be voluntary and should come about through proper motivation on the part of the teacher.

"The instructors are interested in projecting some changes in the home practice work which will give further consideration to these suggestions. This is a project upon which the supervisors' office and the teachers' project accounting committee expect to devote considerable attention during the year."—(Iowa Monthly News Letter)

Modern Pioneers

(Continued from page 8)

valuable leadership experience obtainable. Should there be any questions as to any point not mentioned in the above article please feel that this department will be more than glad to answer it and further this great work of assisting our fellow man to become self-sustaining and enjoy the better things of life.



Studies and Investigations



Studies in Progress in North Atlantic Region

The following is not a complete list of studies. It will be supplemented later. Similar data for other regions will be given later. The data has been supplied by the Office of Education, Washington, D. C.

SUBJECT	METHOD	NAME	STATE	Year Started
INSTRUCTION				
1. The Collection and Use of Survey Data by Teachers of Agriculture.	Farm management survey. Questionnaire to state supervisors.	M. B. Galbreath	N. Y.	1932
2. The Construction and Use of Job Sheets to Meet the Standards of Good Teaching in Agriculture.	Study of results obtained with 30 pupils over a two-year period.	E. J. Randall	N. Y.	1932
3. Determination of Improved Techniques in Judging Dairy Cows.	Statistical analysis and trial of various procedures.	L. E. Jackson	Ohio	1933
4. An Analysis of the Word Content of Publications Designed for Reading by Farmers and Students of Agriculture.	Determine difficulty level of words in bulletins and farm papers.	L. E. Jackson	Ohio	1934
5. The Relative Degree of Interest Farm Boys Have in Selected Activities.	Paired comparisons technique.	W. A. Alexander	Ohio	1934
6. Preparation of Computing Card for Contests.	Study of different methods of scoring. Empirically derived mathematical formula for inversions. Determine reliability of different methods for reliability.	W. A. Broyles	Pa.	1934
7. Teaching Dairy and Dairy Husbandry, Based on a Survey of Home Farms.	Survey	D. H. T. Brooks	N. Y.	1933
CURRICULUM				
8. The Discovery and Organization of Soil and Fertilizer Content in Sweet Potato Production.*	Cheek list of practices submitted to key farmers.	R. M. Trimmell	N. J.	1931
9. Character Traits Developed in Pupils Through Vocational Agriculture.	Study of cases submitted by teachers, and also by American and State Farmers.	E. V. Bearer	N. J.	1934
10. A Survey Pattern for Discovering the Relative Importance of the Types of Farms and the Farm Enterprises in the High School Area.*	Analysis of the 1930 Census for New Jersey counties.	E. V. Bearer	N. J.	1934
11. A Workbook for Students in Field Crops.	Selection of content and formulation of lessons. Try-out of lessons in Pennsylvania schools.	W. A. Broyles	Pa.	1931
12. Poultry Courses for Evening School Pupils in the Egg Harbor Area of Atlantic County.*	Survey of 90 poultry farms. Interviews with 100 evening class students.	Martin Decker	N. J.	1927
13. The Discovery of Functional Content for a Curriculum Pattern in Vocational Agriculture for the Clinton High School Area.	Analysis of 124 farm records, 220 supervised practice records, and other sources.	Robert T. Gray	N. J.	1932
ADMINISTRATION AND SUPERVISION				
14. A Form for Reporting the Specific Farm Practices of Part-Time Pupils in Agriculture.	Forms constructed; tryout by 12 teachers.	E. V. Bearer	N. J.	1935
15. Directed and Supervised Vegetable Practice Book for Use of Pupils in Vocational Agriculture.	Analysis of project books and suggestions of New Jersey teachers.	E. V. Bearer	N. J.	1933
16. The Tenure of Teachers of Agriculture in Pennsylvania.*	Study of personnel records.	W. F. Hall	Pa.	1934
17. An Analysis of Pupil Elimination.	Data secured from principals. Survey of present status of former students.	C. S. Anderson	Pa.	1934
18. The Cost of Vocational Agriculture Instruction in West Virginia High Schools.	Analysis of data from 32 high schools.	R. E. Winter	W. Va.	1934
19. An Analysis of Direct and Indirect Supervision of Instruction in Vocational Agriculture.	Survey of practices. Questionnaire to supervisors and teacher trainers.	J. S. Champion	Pa.	1933

(Continued on page 13)

Scholastic Difficulties of College Freshmen



C. S. Anderson

WHAT are the problems of a freshman student in college and what is the seriousness of each? Dr. C. S. Anderson, Pennsylvania State College, reports the facts as secured from 115 freshmen there by means of the accompanying questionnaire.

(1) *Inadequate preparation.* Eighty percent felt this was true and inadequate preparation in English and reading ability was the most frequent complaint. Chemistry was next and then mathematics. There were very few complaints as regards biological and social sciences.

(2) *College Methods of Instruction.* Problems centering around this type of difficulty were second in importance. Specifically, they first felt deficient in note-taking, unfamiliar with the lecture method and failed to understand assignments. Next in order was the student's nervous reaction to tests and examinations.

(3) *Student-instructor Relationships.* Only two difficulties were prominent here. Most serious was the students' timidity about reciting and expressing himself. The other was that too much instruction with freshmen depended upon young and inexperienced faculty members.

(4) *Guidance.* Seventy-three percent were experiencing difficulty with budgeting their time as between subjects and extra-curricular activities.

(5) *Social Life and Environmental Influences.* Thirty-seven percent complained of study conditions with 42 percent of the fraternity pledges making this assertion. Girl friends and out-of-town trips did not seem to figure with freshmen.

(6) *Student Finances.* Two-thirds of the group were working their way through in whole or part. Only 8 percent felt that work was causing scholastic difficulties. Expensive texts and working materials was seldom given.

(7) *Health and Mental Attitude.* Seventy-two percent gave nervous reactions to tests as a difficulty with 25 percent ranking it as serious. Ten percent worried over matters outside of school and a like number gave health as of sufficient influence to effect scholastic performance.

The study showed a high intelligence quotient was associated with nervous and temperamental dispositions. The lower intelligence group were more affected by slow reading, timidity, excessive participation in extra-curricular activities and frequent week-end trips. —E. C. M.

The Questionnaire Used

Listed below are problems frequently mentioned by college freshmen and freshmen advisers as contributing to scholarship difficulties. Are these problems difficulties to you in your college work? Following the statement of each problem the words "serious difficulty," "minor difficulty," "no difficulty," were listed. The students were asked to mark (✓) after serious difficulty, minor difficulty, or no difficulty, according to the degree that the problem presents itself to them in their college work.

Problem 1. I read slowly and in some of my courses I am unable to do the required reading.

Problem 2. I cannot afford to buy the expensive texts used in some courses and I am trying to get along without them.

Problem 3. I am working my way through school (either in whole or in part), and I do not have enough time for study.

Problem 4. I spend so much time on extra-curricular activities that I have insufficient time for my studies.

Problem 5. The methods used by college teachers are so different from those used by high school teachers, that I seem unable to become adjusted to them.

Problem 6. I have difficulty in taking clear and meaningful notes in class.

Problem 7. My assignments are not well distributed between courses and over the semester.

Problem 8. Assignments are frequently made in reference books that are not in the library or in references, a very limited number of which are available.

Problem 9. My instructors lecture a great deal and I find it hard to follow them and to distinguish between the important and unimportant points of the lectures.

Problem 10. I allow my major subjects and interests to consume too great a proportion of my time.

Problem 11. My background (prepara-

tion) in _____ (Name the subject or subjects) is inadequate.

Problem 12. I am timid about reciting or expressing myself freely to my instructors or before a class.

Problem 13. I react nervously to examinations and tests and this makes it difficult for me to respond satisfactorily to the questions.

Problem 14. I worry about certain matters not associated with school. These worries keep me from concentrating on my studies.

Problem 15. My health is poor. A disability such as poor eyesight, indigestion, etc., interferes with the pursuit of my studies.

Problem 16. I am homesick and in general do not like Penn State.

Problem 17. I spend a great deal of time with a girl friend and this affects the time and thought which I devote to my studies.

Problem 18. I go home over the week-ends and spend a considerable amount of time away from the college.

Problem 19. It is hard for me to find a quiet place to study.

Problem 20. I find that fraternity and other social activities consume more of my time than I had expected them to and this interferes with my studies.

When a mathematical weight was assigned to each of the three degrees of expressed difficulty the twenty problems assumed the following order of importance or significance.

Importance rating	1	2	3	4	5	6	7	8	9	10
Problem number	11	13	12	9	5	10	14	6	7	4
Importance rating	11	12	13	14	15	16	17	18	19	20
Problem number	3	1	19	8	2	20	15	18	17	16

Studies in Progress (Continued from page 12)

SUBJECT	METHOD	NAME	STATE	Year Started
20. A Study of the Course Taken by the High School Boy and its Relation to his Future Occupation.	Each teacher gets data on former students of his school. Committee tabulates and summarizes.	G. E. Bond P. K. Hooker H. N. Montague	Vt.	1934
21. Vocational Agriculture for Out-of-School Farm Youth in New Jersey.*	Bibliography developed. Study based on twelve classes in progress.	E. V. Bearer	N. J.	1934
22. The Influence of Curricula Selection on the Occupations Followed by Former Male Graduates of the Bridgeton High School.	Analysis of occupational records of graduates of 7 different curricula.	J. E. Bowen	N. J.	1933
TEACHER TRAINING				
23. Characteristics Important in Determining the Success of Teachers of Agriculture.	Personal surveys. Correlation technique.	R. S. C. Sutcliffe	N. Y.	1932
24. An Analysis of Certain Pre-employment Records and Activities of Candidates for Teaching Vocational Agriculture.*	Questionnaire to graduates and study of scholastic records.	C. S. Anderson	Pa.	1932
PERSONNEL				
25. Scholastic Achievements of Selected Groups of College Students.	College personnel and other records analyzed.	B. C. Lawson	N. Y.	1934
26. The Permanence and Significance of Vocational Interests of Pupils in Certain Rural Community High Schools of Pennsylvania.	Study of responses to vocational interest questionnaire.	C. S. Anderson	Pa.	1928

*Studies recently completed.

The Importance of Motivation in Teaching

RUSSEL M. ADAMS, Instructor in Agriculture, Forest Grove, Oregon

OF THE various steps in the teaching process, preparation or motivation is of major importance.

Teachers employ a variety of methods for arousing interest. Most of these methods require time and careful thought if they are to work effectively. Sometimes it is necessary to resort to unusual situations in order to stimulate participation of the students. For example, in preparing a class of boys to study the codling moth, the teacher may treat them to some wormy apples. An effective way to introduce a study of marketing small fruits might be to use a can or two of frozen-pack strawberries. It is often effective to have field trips to places where agricultural methods unusual to the boys are being practiced. These places may be farms or factories where the products of the farm are being processed and graded. The background of the boys in the class should be used to create interest.

There are occasions when these and other similar plans for creating interest will not work. We must often go further in our plans than simply to prepare the boys themselves without recognizing other factors involved. The attitude of the boys' parents and the approval or disapproval of the public in general are important factors. A general disapproval of a farm practice which the teacher is trying to put over to the boys, on the part of either the parents or general public, will often nullify the most strenuous efforts if confined to customary class procedure. On the other hand, recognition by the boys of the general approval of their elders will serve as sufficient incentive to work without further stimulus.

Oregon Future Farmers recently adopted as one of their objectives the carrying out of definite plans for home improvement of landscape and buildings. We were faced with two situations which had to be overcome. One was the feeling on the part of the boys that landscaping, lawns, and flowers, if found at all on the farm, were the concern of girls and women, not men. The other was the scarcity of money for anything but necessities in many of our farm homes. In order to sell the program to the boys in the local chapter, it was evident that they must be convinced that their parents would support them in their undertakings and that the best citizens would back them up in what they did. Our program might be called a campaign for the selling of an idea, namely, that beautifying the farm home by landscaping and building improvement was worthwhile. The idea was to be sold first to influential citizens, then to the boys' parents, and lastly or concurrently to the boys themselves.

The members of the local garden club, including the state president, were approached, and the plan explained to them individually and in group meetings. They offered to lend their moral support to the program and to contribute planting materials to the boys free of charge. The garden club members, three merchants dealing in agricultural supplies, the newspaper editor, and a

(Continued on page 16)



Future Farmers of America



F. F. A. Practice Meetings

CARL G. HOWARD, State Advisor, Wyoming



Carl G. Howard

THE local F. F. A. chapter seems to be the logical and ideal agency through which F. F. A. boys may be aided in developing leadership abilities. In supporting this contention, a number of facts seem to offer proof of its reliability. First, meetings of the state association and the national organization are too large and over too soon to offer much in a training program. They are in effect the proving ground or testing agencies for leadership training already received. Second, many states are so large in area, so small as to population, and so short on finance that a leadership training school cannot reach enough boys to uncover the talents and abilities which exist in every state. Third, the local F. F. A. chapter is, at least in theory, an effective, and unified body of such size and elasticity that any plan of action set up may be carried to successful completion. One of the greatest factors in this possibility is to be found in the fact that the local adviser and his executive committee have a chance to know personally and intimately all members of the chapter. Another important factor is that all chapter members may be given as much practice as is necessary to assure each repeated opportunities for participation and development.

If it may be assumed that the local chapter should be the training agency for developing agricultural leadership, the logical development program seems the next consideration. Various ways and means have been tried out in many states. Reports of these efforts seemed to indicate that one of the greatest single skills which needed development was that of parliamentary procedure in the conduct of the business of the chapter.

After considerable thought and planning the state adviser in this state undertook the job of demonstrating to each chapter in the state the method of conducting practice F. F. A. meetings for the purpose of sugar-coating the tasteless pill of parliamentary practice so that each practice meeting would allow participating experience in conducting business meetings. Several motions, amendments, and counter motions were developed and mimeographed, before the chapters were visited. The sheets were cut into slips and passed to chapter members to read after the chapter of-

ficers had opened the meeting. Chapter members were encouraged to make extemporaneous contributions in addition to the prepared motions and amendments. The chapter officers were left to handle the business as they saw fit. When they reached the point where they could go no further suggestions from chapter members were asked for. Finally errors made were pointed out and recommended procedure indicated.

Dr. Spanton, the regional agent for the Pacific region, was present at some six or seven practice meetings and contributed much toward the enlargement of the vision of the boys as to the possibilities for leadership training on the part of the F. F. A. chapter.

All of the necessary dialogue for one correctly-handled practice meeting is now in process of completion and may have a place on the program of the next state association meeting.

Not enough time has elapsed to get a very complete picture of the results of this state-wide series of practice meetings, but some indications of results and trends have been discovered.

In one school the superintendent was informed by the boys present at the practice meeting that they had learned something and wanted more of the same. He inquired of the adviser as to what had transpired, and manifested interest. It so happened that on the afternoon of the same day a student council meeting was called with the whole high school in attendance. The chapter adviser noted particularly the activity of his F. F. A. chapter members in the council meeting. He reported that all discussion from the floor was carried on by chapter members, that all points of order were raised by chapter members and that they saw to it that procedures developed in the practice F. F. A. meeting were followed throughout the council meeting. The superintendent at the close of the council meeting sought an interview with the chapter adviser. It developed that he felt the council meeting just completed was the best ever held in the history of the school and was followed by a request for the F. F. A. chapter to conduct an assembly program consisting of a practice F. F. A. meeting in order that the whole high school might be exposed to the painless exemplification of parliamentary procedure to which chapter members had been subjected.

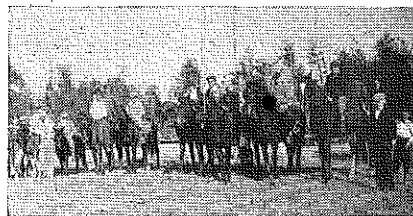
This is only one instance and may not be conclusive or even characteristic, but it would seem to point toward the value which the administrator attaches to this type of training. However, the feeling of the state adviser is very emphatic in believing that practice meetings following a definite technique, with motions and amendments not too ridiculous, and with general chapter participation, will

aid materially in training present officers, trying out prospective officers, and at the same time raising generally the efficiency of the chapter in handling matters of business.

Future Farmers Hold Horseback Ride and Outing

MARTIN L. DOORDAN, Adviser, Bridgeville, Delaware

ONE of the most enjoyable activities of the year for the members of the C. A. McCue Chapter of Delaware was a horseback ride and outing held in March. This is a new feature on the annual program of the chapter, but it was so highly successful that it already has been given a permanent place in future programs. Members of the eighth grade were guests of the chapter for the day.



Ready to Go

The boys assemble at the school at nine o'clock. Ponies, horses, and an occasional mule furnished the means of transportation. A few boys unable to get animals were transported to the camp site in automobiles. Food, athletic equipment, rifles, and drinking water were sent on ahead in automobiles. Under the supervision of the vocational agriculture and manual training instructors, the group rode to a site previously selected for the outing. On arriving at camp some of the boys entertained with exhibition riding. The entire group then went trail-hunting through the woods. Following this, sites were selected for camp fires and everyone became busy preparing and cooking food for the thirty-one people who by this time had developed good appetites. The remainder of the day was devoted to games and target practice. At four o'clock the party started back for school and upon arriving was dismissed for the trip home.

The outing served as an excellent means for the members of the chapter to become acquainted with the boys who will enroll in agriculture and possibly future farmer work in September. We feel that boys who can play together will work together better because they have more in common.

Future Farmers and Community Improvement

GENE BRANDLIN, Cadet Teacher, Ripon, California

CAN a Future Farmer Chapter improve the agricultural practices in a community? After three years of sponsoring a dairy herd improvement program, the Ripon Chapter, feels that the answer is, "Yes." Not only do they think but they know the answer, for the boys have figures to back their opinions.

After three years of work the boys summarized their findings to show definitely just what has happened. Here is what did happen, and the figures are somewhat surprising for an established dairy community. This Future Farmer Chapter shows that they have saved their dads over three thousand dollars in feed and labor for the cows that just would not pay for their keep. To save this amount the boys have made approximately 5,500 separate tests on over 500 cows and have culled out 75 cows. They also figured that their work was worth about one hundred fifty-five dollars in pupil labor income.

A help to the community! A worthwhile program of non-productive project work! Just try to tell these boys' dads whether or not the work was of any value. They are enthusiastic and have certainly had the value of cow testing brought home to them in a definite way.

Let us take a look behind the scenes in this small community and see just what brought about this program and how it was carried out. In 1932, butterfat prices were low and many of the local farmers began to realize that their dairy herds were not paying, let alone bringing in a living income. Strange as it may seem, these California boys like to eat as well as any other husky farmer lad, and when father began to talk of difficulties something had to be done. The Future Farmer Chapter with their adviser, Mr. O. M. Kingery, started to formulate a plan of dairy herd improvement that would show them a cheaper way to produce butterfat. Many plans were thought of, the foremost being feeding, testing, and better breeding. Finally it was decided that cow testing would be started first and the others added as

needed. Thus, the chapter started the first step in a community improvement program.

In the fall of 1932, the boys and their instructor ran into serious difficulties. Some time was needed to learn the skill of accurate testing. Schedules were at times mixed. The high school, which furnished the necessary materials, often wondered where all the broken bottles, pipettes and empty acid bottles came from in such profusion. In a few months, however, the situation was cleared up and regularly, every month, each boy in the program was doing his sampling, testing, and recording right on schedule, and mistakes were uncommon. In spite of all these difficulties the yearly summary showed that 13 boys had tested regularly 275 cows and had eliminated 26 culls from their fathers' herds during the first year.

The results of 1933 and 1934 show that 46 culls were sent to the butcher, the quality of records was decidedly improved, and the entire program was running smoothly.

Record keeping was probably the chief obstacle to the success of a neatly finished program. However, after a period of trial and error the instructor and the boys worked out in class a system which quickly shows the poor and good cows. A look at its workings will show something of the process. Each month, after the boy has arrived at his results in testing, the figures are entered upon a monthly sheet along with such other pertinent data as the time of lactation period, the age of the cow, the amount of feed consumed during the month, and the gross receipts. At the end of the year the boy summarizes and works out in a percentage figure the ratio between the feed cost and the gross income for each cow. This figure quickly indicates whether the cow stays in the herd or is escorted to the market. Both of these sets of records are kept in a herd book that also contains material on cow testing, breeding and feeding. A part of one of these summary sheets is shown in Table I.

Recently a visit was made to the fathers of these young Future Farmers to find out their opinions of this work. A program of tuberculosis testing in the county is now in full force and many of

The opinions of these dairy farmers may be easily summarized in the statement that one of them made, "Testing our herd for production has been of great value. We culled at least one quarter of our herd of thirty head and increased production on an average of forty pounds, and were able to make a go of it with the low price of fat for the last two years." A better testimonial of the chapter's work could not be found. This same farmer also said that the records had been of value to him in getting a government appraisal that brought him the full reimbursement from the government for his tuberculosis cows, and that, when his herd has been rebuilt he would definitely join the county testing association. Other farmers had about the same answer, and none was to be found who had anything but praise for his son's labor.

Other questions also brought out that these farmers are not content with just cow testing. They are anxious that their sons keep up the good work and begin to bring into their program the other points thought about at the start. Feeding practices are due for a close scrutiny and a possible working over. These farmers are beginning to realize that well-balanced rations and a program of feeding based on the cow's production might not be a bad thing. "Won't you boys please get to work on this?" they ask, and the boys are.

All in all the Future Farmer Chapter of Ripon has certainly awakened in their dads, and many of the neighbors too, the idea that possibly, after all, butterfat prices do not have to be sky high and that maybe with a little of the right kind of work and careful planning they can still make a pretty fair living with their small herds. Once again it is asked, "Can a Future Farmer Chapter improve the community? The boys themselves, and their fathers, too, say definitely, "We know we can. Have a look."

Virginia Chapter Wins Approval

THE following advertisement appeared in one of the daily newspapers of the state. It is a fine tribute to the members in this chapter, and is evidently a recognition of their accomplishments.

The Massanutten Bank, an institution chartered under the laws of the Commonwealth of Virginia, wishes to congratulate the Future Farmers of America and their instructor upon the accomplishments they have made during the past year.

A representative of this institution attended the Father and Son Banquet of this organization held on Thursday night. The organization held on Thursday night. The community would do well to acquaint themselves with the progress that this organization has made. We feel that the work that is being accomplished means a great deal to this community.

In appreciation of the efforts of all departments, we are announcing that the F. F. A. of Strasburg can call at the Massanutten Bank and receive the necessary funds for the completing of the payment for the Soil Testing Equipment, which equipment, if used, will mean a great amount of gain to this community.

MASSANUTTEN BANK
Founded 1890
Strasburg, Virginia

TABLE I
SUMMARY SHEET F. F. A. HERD DATE December 8, 1933

NAME	Cornelius Van Elderen	Kind of Herd—Jersey		Kind of Sire—Grade		Total Feed Cost	Total Gross Receipts	Labor Income	Rating in the Herd	Culls
Cow Name or Number	Lactation Number	Lbs. of Milk	Lbs. of B. F.	Total Feed Cost	Total Gross Receipts	Labor Income	Rating in the Herd	Culls		
June	10	6,830.8	332.6	\$44.60	\$82.59	\$37.99	25			
Ida	10	7,134.6	324.7	44.41	82.46	38.05	24			
Lena	9	10,873	385	40.45	97.45	57.00	7			
Spottie	12	9,785.7	337.6	51.75	79.50	27.75	38			
Lora	11	8,444	381.8	47.51	92.90	45.39	21			Sold
Luey	6	3,385.3	151.7	26.51	35.23	8.72	42			
Gertie	11	6,434	342.7	43.15	93.95	50.80	12			Sold
Marie	4	2,470	109.1	25.96	19.54	6.42	44			
Martha	9	9,339.5	417.4	49.67	98.12	48.45	19			
Pet	11	8,365.4	362.6	42.59	91.66	49.07	14			
Priscilla	10	7,868.21	350.1	46.30	83.14	36.84	26			
Rena	9	4,472.4	228.7	43.01	59.43	16.42	41			Sold

Wyoming F. F. A. Summer Camp

THE illustration of which appears on the cover of this issue of the Agricultural Education Magazine, represents an experiment which is not entirely satisfactory. However, it proved definitely that there should be no other activities in connection with a summer camp for Future Farmers except those which are directly connected with recreational and camp activities. This camp was a combination teachers conference, Future Farmers of America summer camp, livestock judging contest, farm mechanics contest, public speaking contest, and a meeting of the delegate assembly of the State Association of Future Farmers of America.

The quarters were rented from the Presbyterian Synod and provided that everyone was under shelter and sleeping on springs and mattress. A cook was hired for the week, serving some 110 meals three times a day, which were collected for in advance. Transportation expense was cut down by providing the teachers with round trip mileage for conference attendance. Nearly all of them loaded some boys in the car so that the item of transportation was minimized.

The camp, as the illustration indicates, was in the mountains with easy access to good trout fishing, and a camp supervisor was provided to handle the recreational activities for the boys while the teachers were engaged in conference sessions.

The camp idea on the state-wide basis has been temporarily discontinued to be replaced by several smaller group camps of somewhat shorter duration. It has been brought about by the fact that there is such a variation in altitude, temperature and seasons within the state that one section will be putting up hay or thinning beets while another section is going through a relatively slack period, making it difficult for boys from a very large area to be free at the same time.

It is hoped that Wyoming will eventually get back to a state-wide summer camp, but it will likely be at some future date.—Carl G. Howard.

Professional Improvement

(Continued from page 2)

If these activities constitute the scope of professional improvement among our forces, is it the best we can do? Cannot a policy of professional improvement be inaugurated on a state-wide basis? To my knowledge only Massachusetts has a program of professional improvement which is planned, purposeful and required. It would appear timely for the staff of each state to discuss professional improvement for themselves and their teachers, and to determine purposes, means, policy, and possibly standards to the end that agricultural education may have its house in acceptable order when the hour for professional inspection arrives.—W. F. S.

Teachers should remember that the best method of yesterday may be the poorest today.—*Pennsylvania Vocational News.*

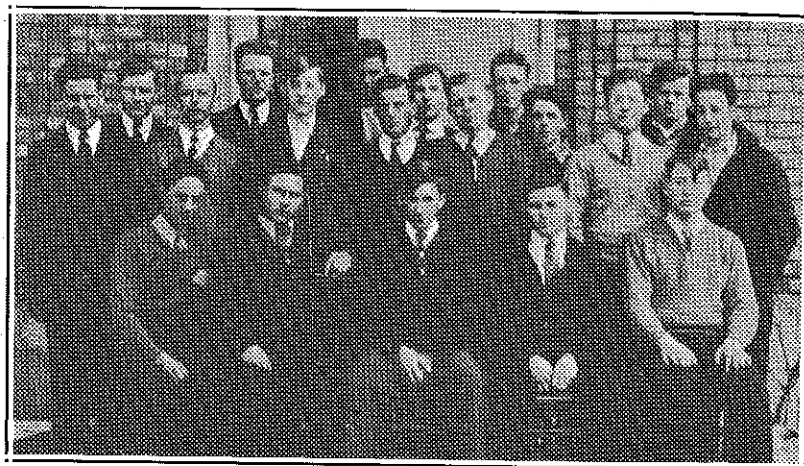
Midland Chapter Confers F. F. A. Degree before State Grange Convention

LYNN HEATLEY, Teacher of Agriculture, Midland, Michigan

THE State Grange Convention, which was held at Midland last November opened their meeting one afternoon to the Future Farmers of the high school. The officers of the Grange turned over their stations to the officers of the chapter and a regular F. F. A. meeting was conducted. After the regular opening ceremony the Green Hand Degree was

the advancement of agriculture as an objective. The State Grange was happy to recognize the splendid work of the F. F. A. by having this chapter appear in the convention with the teacher of agriculture, Lynn Heatley, who rendered valuable service to the convention.

The President of the Chapter writes: "The Midland Chapter of the Future



Standing from left to right: Harry Carroll; Albert Peek, Secretary; Robert Valentine; Lynn Heatley, Advisor; John Heminger; Basil Marsh; Robert Sasse; William Kleinhans; Douglas Sasse, Reporter; Pete Maxwell, President; Judson Hill, Vice-President; Floyd Bailey; Paul Brown, and Joe Hardy. Seated left to right: (candidates who received Green Hand Degree) Albert Palfey, Emil Sapyak, Russell Owens Leland Post, and Arthur Mapes.

conferred upon six candidates. State Master Bramble and other State Grange Officers spoke to the boys. Many of the objectives of the two organizations are the same and are working hand in hand for a better rural life.

The following picture and article from The Michigan Patron is reprinted by permission of Miss Edith Hostetler, Editor.

This group of fine lads is the F. F. A. of Midland High School, which conferred the degree of the Green Hand before the State Grange Convention in October.

The Grange is ready at all times to cooperate with any organization which has

Farmers of America, No. 18, were pleased with the honor and opportunity of being the first chapter to confer a degree before the State Grange Convention. It gave us a friendly feeling toward the grange and a more complete understanding of the organization. Since many of our objectives are the same we feel that we can look upon grange as an older brother with the spirit of co-operation and helpfulness. We hope that a large number of future farmers will someday be grange members.

"Sincerely yours,
"Pete Maxwell, President,
Midland Chapter of the Future
Farmers of America."

The Importance of Motivation in Teaching

(Continued from page 13)

local bank combined to offer cash prizes totaling \$42.50 to the boys achieving the most and having the best home improvement plans. Parents, members of the school board, the high school faculty, and citizens sponsoring the home beautification idea were invited to the annual F. F. A. banquet. The beautification program was explained, talks were given in support of it by persons of influence, and prizes and donors announced. The "kick-off" in this manner was a huge success. Then the matter was taken up

in the agriculture classes. Parents were backing it. The newspaper was glad to print news as to progress. Field trips were taken to visit the prettiest places and to collect free planting materials. To date 2,300 narcissus bulbs have been contributed and given out to the boys along with other planting materials. A nursery for shrubbery cuttings and perennials has been planted on the school grounds and now measures 25 by 30 feet. Plans are being sketched on paper, and planting materials selected. The boys are taking advantage of every spell of good weather to start their work at home. We believe that the preparation step in the teaching plan has been accomplished.