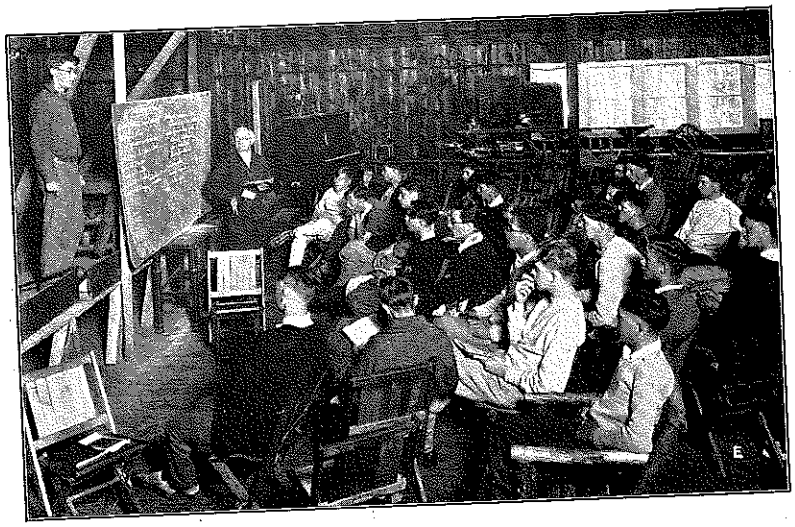
Vol. VIII AUGUST, 1935 No. 2

Agricultural Education



Maine Future Farmers Conducting Group Discussions at Summer Camp

(See page 18)

"The rule for every worthwhile man is that no serious job ever shall receive less than his best thought and effort."
—*Selected.*

EDITORIAL COMMENT

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

Subscription price, $1 per year, payable at the office of the Meredith Publishing Company, Des Moines, Iowa. Foreign subscriptions, $1.25. Single copies, 10 cents. In submitting subscriptions, designate by appropriate symbols new subscribers, renewals, and changes in address. Contributions should be sent to the Special Editors or to the Editor. No advertising is accepted.

Entered as second-class matter, under Act of Congress, March 3, 1879, at the post office, Des Moines, Iowa.

ARE YOU HAPPY?

AS SCHOOL closes and regular classes are over, are you happy over your achievements? Do you really believe that thru your efforts, needed abilities and worthy attitudes were developed in the boys and men with whom you worked? Did you do your best in the classroom and in farm practice work with the all-day group, the part-time group, and the evening group? If you did, you are happy. If you shirked your duty, you are unhappy.

The best and happiest teachers do more teaching during the three summer months than during the entire nine months school is in session. Summer is the time of greatest activity on the farm and therefore affords the greatest opportunity to teach. It is then that teachers can devote their full time to the phases of their program which they believe most significant in developing proficiency among present and future farmers. Some teachers are very unhappy in their summer work, because they didn't start anything while school was in session to follow up, and it is too late to start most programs after school is out; tho it is never too late to get busy. It is a pleasure to visit a boy who has a good program underway. On the other hand, it is an unpleasant task to visit a farm when there is not anything specific to be accomplished by the visit. Analyze your situation and see why you are happy or unhappy.

If you are unhappy and your excuse is that you did not have time to put on a real program, meditate on the following quotation, from Chesterfield:

"It is an undoubted truth, that the less one has to do, the less time one finds to do it in. One yawns, one procrastinates, one can do it when one will, and therefore, one seldom does it at all; whereas those who have a great deal of business must (to use a vulgar expression) buckle to it; and then they always find time enough to do it in."—The Agricultural Advance, Kentucky, June 1935.

OUR COVER

IN MAINE, during the last week in June, a F.F.A. Leadership Training Conference is held annually on the shores of Lake Cobbesecontee, located in the south-central part of the state. Here, from one to eight delegates from each of the twenty-five chapters in the state meet for seven days of intensive training in leadership.

The boys are kept busy from reveille at six in the morning to taps at nine-thirty at night. The daily program runs as follows: 6:00 A.M.—Reveille, calisthenics, and dip; 6:30-7:00—Breakfast; 7:15-8:00—Lodge duties; 8:05-8:40—Chapel; 8:45-10:55—Meeting of F.F.A. Delegates, chapter reports, election of officers, adoption of state program of work, etc.; 11:05-11:35—Skills in handicraft—choice between leatherwork, photography, radio, archery, and slide rule; 11:45—Swimming or free time; 12:30-1:30—Dinner; 1:50-2:50—Skills in expression—choice between conducting group discussion, parliamentary law, public speaking, and debating; 2:55-4:30—Skills in athletics—choice between baseball, soft ball, basket ball, volley ball, tennis, life saving, and diving; 4:40-5:00—Swimming; 5:30-6:15—Supper; 6:20-7:45—Free time or athletic competition; 7:50-9:00—Evening talks and discussions; 9:30—Taps.

Such a program as this is possible thru combining the F.F.A. Leadership Training Program with the Leadership Training Conference carried on by the State Young Men's Christian Association. All of the camp equipment belonging to the State Y. M. C. A. is available for the use of the F.F.A. delegates, and in addition the State Y. M. C. A. provides special courses and special instructors whenever requested.

The camp buildings include an auditorium, dining hall, infirmary, and six sleeping lodges with sleeping accommodations for three hundred persons.

Delegates provide their own blankets, and pay $10.00 per week for board with an additional $2.00 for a registration fee.—H. S. H. (The cover picture is used thru the courtesy of the State Young Men's Christian Association, Waterville, Maine—*The editor.*)

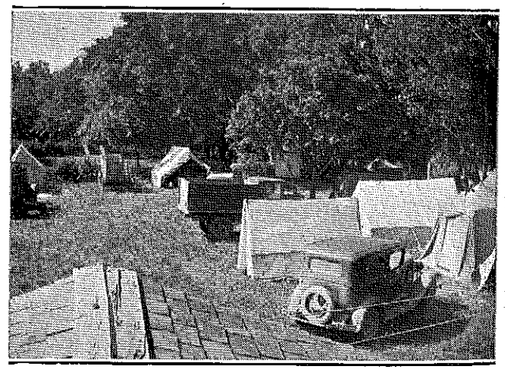
POETRY

Favorite bits of poetry, contributed by Frank Sampson, Teacher of Agriculture, Mead, Nebraska.

BEYOND THE ORDINARY

"To every man there openeth a way
and ways and a way
The high soul climbs the high way,
the low soul gropes the low
And in between on the misty flats,
the rest drift to and fro.
But to every man there openeth a
high way and a low,
And each one in his mind decides
which way his Soul shall go—"
—Author unknown.

(Continued on page 21)



NORTH DAKOTA

This is a picture of the North Dakota State F.F.A. Camp which is held annually at Minot, North Dakota, in connection with the Northwest Fair. The members are given two free passes to the grandstand for the fair programs, one in the afternoon and one in the evening. All of the Future Farmers and their advisers in the state are invited to attend this Camp. We usually have from 100 to 150 members enrolled. The members are permitted to bring in livestock exhibits to compete in the F.F.A. contests, the winners of which are permitted to compete in the open contest. Each year we have a state F.F.A. judging contest in which most of the boys compete. Recreation such as swimming, baseball, and tours are also a part of the activities.

Professional

The Panel Method of Group Discussion

W. A. ROSS, Specialist in Agricultural Education, United States Office of Education, Washington, D. C.

THE panel method (or jury-panel method) of group discussion, is really a modified conference procedure and is a simple but effective teaching device with both adults and young people. This method tends to eliminate the most objectionable features of the ordinary conference—that is, inactivity on the part of the group and "competitive exhibitionism" on the part of certain individuals within the group. The main weaknesses of the method seem to be that discussion may be somewhat restrained due to the presence of an audience and action may be somewhat hasty unless the panel members are well prepared.

The purpose of the panel discussion is the same as in the conference method—that is, "orderly and deliberate consideration" of various angles of an important problem. The panel method tends to conditions favorable to good will and to the stimulation of constructive, original thinking. The idea of presenting views to the chairman to be used by him in summarizing seems to lessen the personal element in case of conflicting opinions. In a panel there is no restriction on freedom of thought. Members are expected to present divergent views and each original angle should stimulate interest and be given fair consideration. The outcomes sought in the panel method of discussion are constructive group thinking, good fellowship, better understanding, and tolerance for views which one does not hold or necessarily accept.

The panel method is more satisfactory for many types of problems than the conference or general discussion method. Some people feel there should be sufficient preliminary stimulation of thought or recall of experiences to insure plenty of ideas in both the audience and the panel. However, others feel that any preparation of this kind defeats the purpose and effectiveness of the panel. Let us consider the panel method in its various phases.

The essential elements of a panel are: (1.) A problem about which there is some perplexity, difference of opinion, or confusion of thought. (2.) A group that desires knowledge and a better understanding of the problem at hand. (3.) A panel of four to eight persons chosen to represent the entire group. (4.) A chairman.

Selecting a problem: The problem or subject has much to do with the success of a panel discussion. It must involve different views in order to provoke worthwhile discussion. It must be specific, but the statement of it must be such that it is not too narrow.

Making-up of the group: Those who are ready thinkers, glib speakers, interested in the subject and representative of a wide variety of viewpoints make good panel members. Above all, members need to maintain the co-operative attitude.

Seating: As a usual thing the panel is seated on the platform in a semi-circle, facing the audience, with the chairman in the center. Tables are usually placed in front of the panel members.

General procedure: There are *no speeches* made at all by anyone, but there is free-for-all exchange of ideas between members of the panel just as if there were no audience present. There is no debate or conflict tolerated. The panel members enter into the discussion with the spirit that every view brought forth may be a contribution and is thus worthy of consideration in the general thinking pattern which is to be woven by the panel for the benefit of the group.

The chairman: The chairman is charged with many responsibilities in a panel discussion. However, in general, it is his job to "build bridges from mind to mind" and in conducting the discussion to put together by emphasis and redirection a comprehensive and consistent view of the subject under discussion. All of this comes out of the aggressive and creative thinking of the panel followed by contributions from the group as a whole.

It should be borne in mind that it is not absolutely essential to the success of this type of discussion that a decision or decisions be reached in every instance arising. It should be understood that the goal is the "clarification of thought." The chairman, of course, always serves in an informal rather than a formal way.

Preparatory meeting: A meeting of this type is usually the first step in a successful panel discussion. It includes the chairman and the members of the panel. At such a meeting the people get acquainted (if not acquainted before) with each other and become familiar with the conditions of the discussion. A preparatory meeting is especially valuable prior to a public appearance in paneling. Certain facts about the procedure are emphasized so that everybody is in the spirit of the undertaking but no set procedure is ever agreed upon to be followed at the panel discussion.

Explanation to audience: At the time of the panel discussion the chairman opens the meeting by stating briefly the purposes of the method, the problems at hand, and makes it clear to the audience that the panel is serving "as the mouthpiece for the whole group." It should be further explained by the chairman that the service rendered by a panel is that of setting the stage and forming a pattern of ideas. The audience is requested to listen until that is done and is promised the opportunity of discussing the subject after the panel has "set the stage."

Starting and conducting the discussion: Following the explanation by the chairman some member of the panel volunteers to express his view on a certain phase of the problem or subject. No member of the panel stands up or addresses the chair, but all talk together just as one big family on good terms with each other. The chairman listens, selects the elements of the contribution, sometimes re-states them briefly, and asks if other panel members hold different views about the matter. Thus the discussion continues propelled by original, purposeful, self-directed thinking.

The discussion may follow along a single clear-cut line, but more often there are numerous angles of approach, by-paths, and attitudes, so that little harmonization is possible. However, according to most panel method advocates this is not a sign of failure because it must be remembered that the value of the discussion lies in the development of creative thinking and co-operative thinking. In other words, it means presenting your own views and listening with an open mind to those of others. Panel discussions may last from an hour and a half to three hours (total discussion time) but as soon as the panel has set the thinking pattern sufficiently, the chairman invites further contributions from the audience. The whole thing is quite informal but the results should be evidenced in a clearing up of ideas, a broadening of view, tolerance, and a stimulation of further thought—all this in spite of the fact that no harmonization of conflicting data or views was evident.

Closing the panel discussion: It is the job of the chairman to close the discussion at the proper time and bring together in final form the contributions, welding the products of the discussion into a worth-while summary which is presented at once to the entire group present at the meeting.

To what use can the panel discussion method be put in vocational agriculture. Since his first contact with the panel method, this question has been going thru the writer's mind and it appears that at least the following uses may be practical and beneficial as a means of creating interest, improving instruction, and getting a job done with a group:

(1.) In connection with adult evening schools, qualified farmers can be selected to discuss certain jobs or problems included in or growing out of a course of instruction.

(2.) In connection with a civic or community agricultural meeting, where there are many problems and divergent views. Several panels may be organized in such instances.

(Continued on page 23)

Improved Teacher-Training

F. E. HEALD, Supervisor of Agricultural Teacher-Training,
Amherst, Massachusetts

F. E. Heald

PERHAPS the most common disappointment met by teacher-trainers is in discovering that a trainee does not come up to our expectations when he is placed in regular employment. In Massachusetts, we have from the beginning depended upon our itinerant teacher-training to develop these men in service if they have any latent capacity.

Prospective Teachers

However, we have for years attempted to secure a trial period in an "apprenticeship" in order to remove as many hazards as possible. Many difficulties have been encountered in the administration of this plan and several experiments have been tried with only moderate success. A new experiment tried this year appears to be a success and will be continued next year. It may interest others.

During his junior year in college, each candidate is expected to take the first of the two courses in methods of vocational teaching. At the close of this year the acceptable candidate is placed *for a full year* as an apprentice under a selected teacher some distance from the college. During his senior year, he takes the second special methods course based largely on the problems discovered in his apprenticeship. At graduation he can claim a full year's experience in teaching.

This means, of course, that the trainee takes five years to graduate and we had some question as to his willingness to do this. At present, only six semester hours of credit is granted on his college record for the full year in which he does his apprentice teaching, but the men seem to set the proper value on the experience. The only obstacle now appears to be that an occasional man elected to some senior honors, such as a football captaincy, will not wish to pass them up.

We have previously had full semester apprenticeships which were very successful and which furnished the pattern for our new machinery. However, very few men availed themselves of the opportunity because of college rules. The absence for a full year removes practically all of these difficulties and furthermore enables the school in which he is placed to pursue its own program without interruption.

One factor in the success of this new plan lies in the financing of this experience. The trainee is paid a salary sufficient to relieve him of any sacrifice, at present $1,000 for the year. The state pays half of this outright from special funds and the other half is put on the salary account for which there is the usual reimbursement. The local school actually pays not over twenty-five percent net and therefore is more ready to render the service of supervision in return for the service of the trainee. The compensation will be kept low enough to prevent a scramble for the positions.

There are too many details of the service and the plan of supervision to be described here. The state supervisor of teacher-training concludes the arrangements and gives adequate supervision, giving each critic-teacher ample assistance for the close-range supervision. The head of the department of education at the state college also supervises the trainee as a student of the college.

Each trainee submits regular reports each month, with a summary at the end of the year. Further assistance follows the reports and improvement is evident during the year. The man obtains the sequence of teaching and project supervision naturally. He is far from the college and the campus does not occupy an important place in this thoughts. He functions as a regular teacher both in the agricultural work and in any activities which fall to such teachers.

Teachers on the Job

For employed teachers, in addition to the customary training in service and professional improvement, we have for a few years tried successfully some unit courses in vocational method conducted at convenient centers. These courses may be credited in the graduate school of the state college if the candidate wishes but this enrollment is not necessary.

During the year 1934-35, the supervisor of teacher-training has conducted such a course at two centers south of Boston. At each of these, ten or twelve men have met at one of the county schools at intervals of three or four weeks. At each meeting two hours are used as a seminar in clearing up unfinished work and in starting new work on problems which are to involve the current class work of the individual instructor during the interval. Each man selects one or two problems for individual research thruout the course and small committees work together when desirable.

This course, centering upon local problems and trials or applications in the routine school work, tests the validity of each proposal. After 16 to 20 hours of class work, the group work is closed but individual work continues indefinitely with occasional personal conferences. New problems are discovered in each class and the results of some of the studies are compiled and mimeographed for distribution to other teachers in the state.

One example will illustrate. In Massachusetts there is a requirement that instruction shall be given in "vocational hazards and diseases" in all agricultural schools. It has developed in one of these courses that the teachers feel that this is not done well. An attack on this problem disclosed that the information needed for such teaching should be collected and compiled. The campaign to assemble all the contributions possible has begun and in due time the mimeographed results will be distributed to all teachers.

The type of course described is vastly superior to summer school courses at the college because the individual school class rooms become the laboratory of the course with daily work providing a check on all premises. Such a course is most valuable for men of considerable experience in teaching.

Research in the Southern Region

N. E. FITZGERALD, Department of Agricultural Education, Knoxville, Tennessee

THE Southern Research Committee on problems of vocational agricultural teaching is composed of one person from each of the twelve southern states and the chairman. The individual state members are appointed by the delegates from the respective states and the chairman is selected by the members at the regional conference. This committee made its first report in 1931. The meeting to begin the program of work was held at Tulsa, Oklahoma. During this meeting the problem selected was "Determining factors in the low and high rating of departments." This problem was analyzed into segments totaling eighteen. The first six segments were studied during the year and these were reported on at the annual conference* held in Washington, D. C., in 1932. These segments were:

"1. A study of the number of farm boys in schools having agriculture departments. Compare the number (not percent) of farm boys in schools having low rating departments and schools having high rating departments. Include, if possible, number of farm boys and farm operators in patronage areas.

"2. A comparison of the location of high rating and low rating departments. Are these in farming areas and are they near industrial centers? Someone with a very thoro knowledge of the state should study and compare these locations of high and low departments.

"3. The salaries of teachers in low rating and high rating departments of a state. Statistical study would be made including only full time teachers.

"4. A study of dropped departments to see how they rated just before they were dropped. The causes of dropping should be determined.

"5. A study of teacher tenure in present position in low rating and high rating departments.

"6. To what extent are teachers prorated in low rating as compared with high rating departments. A statistical study to show the amount and kind of prorating in the two groups of schools."

* Federal Board for Vocational Education. "Report of Fifteenth Annual Southern Region Conference," Washington, D. C., March 7-11, 1932, pp. 38-60.

(Continued on page 25)

Adjusting the Training Program for Teachers of Rural Youth

R. M. STEWART, Cornell University, Ithaca, New York

R. M. Stewart

ASSUMING, as presented in our previous discussion (Installment I, May 1935), that the basis of the selection of teachers of agriculture can be determined only in terms of the teaching situations themselves; that is, in terms of the conditions of the population, of farm homes, of farming, of farming facilities and the like, let us proceed to a definition of the problem of the *selection* of the teacher himself.

II

There must be a new inventory of teacher-types and teacher-qualities in order that we may select such individuals for training,—or to set a standard for performance in those already selected,—as will make it possible to do efficiently the work that must be done in a progressive community.

In the first place we must understand that teacher selection is an essential item of consideration in the teacher-training problem. It has two poles: (1) the individual pole relating to the personality of him who offers himself as a candidate for training-education, and (2) the social pole relating to the group that is responsible for making the selection. Each of these two factors in, what we may now call, the bi-polar process of selection has two approaches: (1) the selection of an initial group by the elimination of the clearly undesirable candidates for training and teaching, a selection based upon definite standards that are generally applicable, and (2) the selection that takes place among those first retained as they progress thruout the training program.

As the knowledge of what constitutes desirable qualities of a teaching personality becomes available and an adequate number of desirable personalities offer themselves for training for the several teaching positions, on the one hand, and as the teacher-training staff understands the psychology and sociology of the training that the education process involves, on the other, less attention may be given to elimination selection based upon the lacks and more attention given to the constructive selection based upon sound professional programs. This makes the initial selection of candidate teachers, by whomever they are thus selected, and the gradual eliminations from time to time thruout the training program protective of society's interests and welfare. Complete elimination in the initial selection of candidates would have to be made with great care, since the candidates, on account of immaturity and in the rough, may not display clearly those qualities of a teaching personality that lie latent often until stimulated by the special program of training.

Let us recognize first that selection is continuous over a considerable period of time for those who have not been eliminated at the beginning on account of objectional qualities. But, in the second place, care must be taken also to discover as early as possible such other qualities as are detrimental or at least uneconomic. The factor of possible and proper placement upon graduation is a factor to be considered fully in this program of directing teacher training. This is an aspect of the problem that candidates must be made fully aware of. *Whom we cannot hope to place, we should not plan to train.*

(1) *Selection by Elimination.* What are the qualities on the basis of which certain individuals should be eliminated and other individuals retained? Or why should any individuals be eliminated at the beginning of training? Answering the second question first, it may well be said that the reason is two-fold:—(1) the protection of the individual against failures, and (2) the protection of society against economic waste. In connection with teacher-training programs for the new day, it must be remembered that it takes (1) many credit hours of a student-teacher's time to qualify adequately for a teaching position and (2) many dollars of tax money. Neither should be wasted on a trial and error basis, when a more scientific procedure may be followed. Only recruits with potential teaching personalities should be permitted to train.

On the first point, that of the qualities upon which the selection should be made, we are not so clear. However, it should be clear that the candidates must have opportunities to present their claims: (1) in terms of what are commonly called the personal qualities that they possess; (2) in terms of experience in farming occupations; (3) in terms of awareness of what tasks are involved in the conduct of the teaching, and (4) in terms of the developing abilities to "carry on" and maintain a high level of professional achievement.

Under the first type appear those qualities of the candidates' persons,—their physical beings no less important than the mental and spiritual. It involves cleanliness of person, physical vigor in keeping with the task involved, neatness, initiative, presence, address, speech, etc. It involves appropriate attitudes and genuine purposes in relation to both farming and teaching. Going into teaching must not be a "falling in" process, nor merely one of the individual's self-protection against unemployment, but one of deliberate choice. It should be remembered, of course, that attitudes and purposes do not appear full-grown, but develop with experience and hence in part may be modified in the training itself.

Farm experience on typical farms is coming to be accepted more and more as essential to initial selection since without apprenticeship on a typical farm, a candidate will not only tend to lack the necessary attitude, but will actually not know the situations and conditions that must form the background of teaching. There are exceptions but cases that turn out successfully without experience are rare. The difficulty is not one of native ability but rather one of limitation of acquired abilities, not the least of which is his knowledge of farmer character itself. A check-up of farming experience and of the attitudes toward farming constitutes an essential factor in determining the original "squad" of candidates for training.

A third type of situation out of which aid in selection comes is that of guidance or orientation into the needs of the situation. Most candidates for teaching academic subjects tend to emphasize the subject-matter point of view, but prospective teachers of agriculture must think in terms of youth needs and what the people desire. Before a teacher-training institution enters upon the elaborate program of training, candidates must be tested for attitudes, for social and scholastic abilities in relation to natural situations, and for the expressions of initiative that they may show; their facility to grasp the youth and community point of view must be apparent; their understanding of the relationships of knowledge to youth problems must be given evidence; the tie-up of vocational education with other types of education must be appreciated; and success as a student must be assured.

For those who are able to continue after these tests, there will come the final test of "pointing up" training to the final constructive selection to be made in a participation program that leads to placement and teaching. Though one would hope that no one would have to be eliminated after having entered the directed teaching stage of training, occasionally it happens that the actual handling of the class and the conduct of teaching is a test of ability that cannot be made in the early stages of training. It is expected, however, that in the previous stages of training there will be sufficient evidence to warrant the candidate's promise or otherwise. It does remain, however, for actual participation in the responsibilities of teaching to furnish the last pre-employment opportunity to select good prospects. A further successful probationary period of independent teaching in-service is *society's* basis for final approval. No wonder teaching is an honorable calling.

POETRY

(Continued from page 18)

In men whom men pronounce as ill
I find so much of goodness still;
In men whom men pronounce divine
I find so much of sin and blot;
I hesitate to draw the line
Between the two, when God has not.

—Joaquin Miller.

To each is given a bag of tools,
A shapeless mass and a book of rules,
And each must fashion ere life is flown,
A stumbling block or a steppingstone.
Isn't it strange that princes and kings,
And clowns that caper in sawdust rings
And common folk like you and me,
Are builders of eternity?

—Author unknown.

Methods

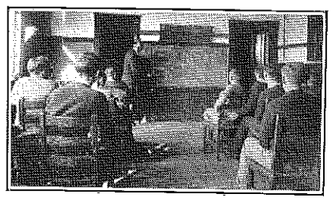
Planning and Financing Tours

EDWIN A. RICE, Teacher of Agriculture, Arendtsville, Pennsylvania

MANY readers are more impressed by an article if the author is known to have had experience and knowledge sufficient to write authoritatively upon the subject. Therefore, to show that I have had experience with the tours for vocational agricultural boys, a brief statement of my activities along this line follows: A distance of more than 40,000 miles has been covered, carrying a total of 145 boys into all but three of the United States and into seven Provinces of Canada. The first tour covered a distance of 700 miles and since that time a tour has been taken every two years with the exception of 1928. The last tour in 1934 was the longest covering 10,300 miles.

There are two important items in the preparation: First, raising funds; and second, planning how to get the most out of the funds that have been accumulated.

Some years ago when vocational agriculture was comparatively new in the state, I incorporated into our gardening course an individual garden plot for each of the boys. The products were sold and the receipts were placed in a common treasury. When it came to the disposal of the funds thus collected, we decided to see as much of Pennsylvania as our funds would allow. The results of following this plan were very satisfactory and from this experiment has grown our present plan of financing a trip.



Planning Group Project

Our plan of raising funds is inseparably joined to a group project. Because of the arrangement of touring every two years, two classes, freshman and sophomore, are included in the group which participates in this project. This provides each boy in school with an opportunity to avail himself of the experience of traveling. This group project is not compulsory, but elective; therefore, the boy who does not elect the group project can participate in a tour only when he has deposited in the general treasury, before departure on such trip, a sum equal to the total sum earned by the group project divided by the number of boys who worked on the group project. Our group projects are of sufficient size to meet the minimum requirement for projects in our state; that is, the acreage divided by the number of boys concerned will give a figure equal to, or in excess of (as is usually the case) the state requirement for individual projects.

The land for our projects is rented from the farmers in our community for approximately five dollars an acre, except one year when we rented an entire farm of eighty acres on a share basis. The machinery and horses are furnished by the boys and neighborhood farmers who are interested in the boys.

All the labor is done by the boys. The method used to apportion the labor as nearly equal as possible is this: The boys are divided into groups and designated as groups one, two, three, etc. Each group works one week until all have worked in turn. Then group one works again followed in order by the others. When harvest time comes all groups are called in. This insures a quick harvest without any loss.

Except for the one year when we farmed an entire farm, our crops have been limited to those which can be disposed of at a canning house. In fact, we contract with the canneries for acreages of peas, beans, and tomatoes. Occasionally, if we have more land than we wish to plant in these crops, we grow corn; but we always expect to make the most of our money from cannery crops.

After two years of project work, such as we have described, we count our money and make calculations as to where we can go on the amount we have. We have always traveled in a truck. For the truck we allow four cents a mile for wear and two cents a mile for fuel and oil. These figures we have arrived at after keeping rather close account on former trips. Where we go has always been determined by the instructor to the evident satisfaction of all concerned.

To give an idea of the nature of one of our tours, the following brief outline is given: Arendtsville, Watkins Glen, Lake George, Fort Ticonderoga, Niagara Falls, Sudberry, The Soo, Duluth, Winnepeg, Saskatoon, Edmonton, Banff, Lake Louise, Cranbrook, Spokane, Mt. Rainier, Portland, Crescent City, Yosemite, Mohave, Grand Canyon, Salt Lake, Yellowstone, Omaha, Chicago, Arendtsville.

In order that we may live cheaply, we carry along with us canned goods and salted meat, which the boys bring from their homes. This makes it possible to provide two meals each day from our supplies. We buy the third meal, usually at noon, wherever it is convenient.

The boys are divided into different squads; such as, the mechanics, whose duty it is to look after the truck, keeping it in good running order and changing tires, if such action is necessary; the packers, whose duty it is to pack and unpack whenever the occasion demands; and the cooks, who are indispensable. There is one other important squad of one member, the treasurer, who carries the "bag" for all and dispenses to each one, in small amounts, his own private funds, which each boy has deposited with the treasurer at the beginning of the trip; and who pays from the general treasury all bills for gas, oil, etc.

Harvesting Crop

The boys are required to travel as light as possible. Each one usually carries three blankets, or a sleeping bag, several changes of clothes, and an overcoat. One suitcase to two boys is the rule and all of their belongings, except their overcoats and blankets, must go into this one suitcase.

Each one is required to deposit enough money with the treasurer to insure sufficient funds for purchasing one meal a day. This is then dealt out to the individual as he needs it. This provision is necessary because of the danger of losing money and because of the inability of some boys to keep money without spending all they have on their person.

We have started to work for our 1936 trip and, in order to give an idea of the attitude we have toward the tour in this community, I am including a copy of the contract which the boys have signed preparatory to their activities in the group project, which, we hope, will be at least successful enough to duplicate past efforts.

F. F. A. Tour Contract

We, the undersigned, for the purpose of earning money to finance a tour do severally and collectively enter into the following agreement:

PROVISION 1. No individual, or group of individuals, may at any time collect from the treasury any money which they may have helped to earn.

PROVISION 2. If for any reason the money is not spent for the purpose stated in the introduction of this agreement, the money shall be turned over to the supervisor of agriculture (whoever he may be) for use as he may see fit in the agricultural department of the Arendtsville Vocational School. If for any reason whatsoever the agriculture department of the Arendtsville Vocational School should cease to exist before the tour materializes, the money left in the treasury shall be pro-rated to the individuals whose signatures appear on this agreement.

PROVISION 3. Each individual shall be responsible for his share of work and financial obligations. If he refuses to do his share, or provide a substitute, when he is called upon to work, he will be obliged to pay into the treasury a sum equivalent to the prevailing wage plus a penalty of ten cents per hour for each hour he is absent from work.

PROVISION 4. For the sake of safety and decency all persons who participate in the tour shall refrain from the use of tobacco and strong liquors, beer included; the penalty for any violation of this provision is a discharge from the group.

PROVISION 5. Any person whose signature appears on this agreement who is not a regular student in the Arendtsville Vocational School, at the close of the second term nearest to the departure of the group on the tour, shall automatically be dropped from the group.

PROVISION 6. Any person who has done one year's work toward the trip may take part in the tour by the payment of one-half of the sum deposited in the treasury by those who have never been students of the Arendtsville Vocational School.

PROVISION 7. All persons participating in the tour shall be required to deposit his spending money with the treasurer of the group and it is further agreed that each person shall take his meals at such time and place as is designated by the person in charge of the tour. Also the sum of five dollars shall be deducted from each individual's spending money, to be held by the treasurer as an emergency fund, this said sum of five dollars shall be returned to the individual, if it has not been used, within two days of the end of the tour.

Members going on the tour:.....

.....

.....

.....

The Panel Method

(Continued from page 19)

(3.) In connection with part-time classes.

(4.) In F.F.A. meetings as both an entertainment and an instructive feature. Many problems in connection with the program of work, and the various activities of the chapter, can be handled intelligently by the panel method. The boys will enjoy it and they will surprise you with their quick thinking.

(5.) In a limited way in the all-day class instruction, primarily as an interest factor.

References on panel discussion: "The Panel Discussion Method" by Earl L. Bedell—Industrial Arts and Vocational Education 22: 203-5; June, 1933. "Cooperation in Thinking" by S. A. Courtis—Progressive Education 10: 85-88; February, 1933. "Organizing and Conducting Discussion Groups"—supplement to Phi Delta Kappan: 189-92; Volume XVI, Number 5, February, 1934.

Methods and Practices in Training Teachers of Vocational Agriculture

C. C. ADERHOLD, College of Education, University of Georgia, Athens, Georgia

THERE are two rather specific questions that are continually facing those responsible for training teachers of agriculture. The first is, what methods to use in developing the desired teaching abilities, and second, how much practice to provide in developing these abilities.

In order to get some idea of how these two problems are being met, a detailed study of three teacher-training institutions was made. Two of these institutions are located in the southern region and one in the north central region. The names of the institutions will not be used in this article, but the schools will be designated as A, B, and C.

In the outset it was agreed that all three institutions aimed at developing the following abilities of its trainees:

1. Select a vocational group.
2. Set up a supervised practice program.
3. Organize the vocational agriculture course.
4. Organize subject matter for vocational classes.
5. Teach the class.
6. Provide physical facilities for a vocational department.
7. Keep records and make reports.
8. Supervise the practice program.
9. Make community contacts.
10. Fit the vocational work into the school program.
11. Conduct extra-class activities.

The data sheet was developed to get the amount of time spent by each institution in the following methods: (1) lecture, (2) laboratory, (3) observation, and, (4) participation. For example:

PROBLEM I.

Selecting the Vocational Group

Number of Hours Trainee Devoted to the Problem	A	B	C
a. Lecture and Recitation	8	7	11
b. Laboratory	0	0	0
c. Observation	0	0	4
d. Participation	0	0	14
Total.....	8	7	29

Data on the other ten type problems were gathered and tabulated in the same manner as that for "Selecting the Vocational Group." Space does not permit the inclusion of the tabulated data by problems; however, the summary for all items is given below:

Summary

Number of Hours Trainee Devoted to All Problems	A	B	C
a. Lecture and Recitation	143	103	70
b. Laboratory	9	0	6
c. Observation	43	77	32
d. Participation	46	111	266
Total.....	241	291	374

It may be noted that School A is giving 100 percent more time to lecture and laboratory than C and 70 percent more than B in developing these eleven groups of abilities. On the other hand, School C is devoting 330 percent more time to observation and participation than is A, and School B is giving 210 percent more time to these activities than is A.

It is also interesting to note that in order to develop abilities to deal with these eleven major problems School A is giving about one-half of the professional training time to lecture and laboratory and the other half to observation and participation. On the other hand School C is devoting 23 percent of the time to lecture and laboratory and 77 percent to observation and participation. School B gives 35 percent to lecture and laboratory and 65 percent to observation and participation.

This study does not provide the answer to the questions raised in the first paragraph of this article. It merely emphasizes the need for many studies in the field to furnish tested information relative to the amount of time required and the best methods to use in giving the prospective teachers the essential abilities to successfully teach vocational agriculture.

Classes for Former Vocational Agriculture Students

FLOYD BARNHART, Instructor in Vocational Agriculture, Caruthersville, Missouri

FEELING that I have been falling behind the ranks in evening school work, I put my mind to searching for some way in which I might catch up.

There are some communities in Missouri where it is almost impossible to get farmers to attend evening school meetings. The farms in such communities, I believe, are farmed largely by tenants. In Pemiscot County such is the case, and most of the tenants move each year. In addition, these farmers are able and equipped to farm only one crop and have no livestock to speak of, other than work animals. Such farmers cannot be expected to be greatly interested in evening schools.

With such conditions existing I have been for some time "flirting" with the idea of inviting former students of vocational agriculture to attend a number of meetings. One of our supervisors clinched the idea.

These meetings are being held in the afternoon to suit the convenience of the largest number of boys. If the boys do not have some means of conveyance, they are transported by bus.

The number attending the first meeting was 26 and the course content was determined to meet their needs. Some of their needs were as follows: A world viewpoint of the cotton trade and industry, a study of cotton prices and factors affecting such prices, a review of the present economic conditions and some of the suggested ways out. Some time was spent discussing the three surveys which had been made in this school area during the past two years. A farm account book, which has been made by the advanced class, to meet our peculiar conditions, and criticized by competent people, was submitted to these boys to create an interest for keeping records of their farming operations. These records will be summarized, averaged, and used by the teacher.

Such, in brief, is my plan for what may be either an evening or a part-time school.

Supervised Practice

A New Slant on Getting New Practices Followed

L. D. KLEMMEDSON, Teacher-Trainer in Agriculture, University of Arizona

THERE has long been a question as to the most effective method of instruction for establishing a new practice in farming. If we stop to analyze some of the natural occurrences and impulses conditioning learning processes among farmers (and, for that matter, others), we would soon see the solution to our problem. In the first place, farmers have the natural characteristics of other folks. On the one side, we have energetic, progressive, resourceful, independent, original, critical-minded, responsible, experienced, and thinking individuals who are leaders of the community. On the other side, we have the lazy, unprogressive, unresourceful, dependent, dull, irresponsible, inexperienced, incompetent type who operate by rule of thumb, guesses, or superstition. In between, we have a group with varying degrees of the attributes of both types. They are the middle class or average farmers. They usually want to better their condition, but may be handicapped to some extent by some limiting factor such as lack of knowlege, capital, poor land, or just inexperience. Some members of this group are potential members of the best group, as they will overcome the limiting factor due to their inherent ambition to do as well as possible.

The entire group is possessed of the natural impulses with which all normal people seem to be endowed. Some of the stronger of these impulses which can be utilized for adult training and the spread of ideas, new and better ways of farming, are: gregariousness, curiosity, wonder, competition, imitation, activity, ambition for self advancement, love of home, love of nature and farming.

Because of its inherent nature and the traditions surrounding it, the business of agriculture has no barriers for preventing any person or group engaged in the production of agricultural commodities from learning the best known means or ways of producing these commodities. There are no trade secrets, copyrights, or other informational barriers. The products are grown in open fields where the processes and results can be observed by all. There are few "Keep Out" signs. Thanks to agricultural information services and the results of experiment station research, the latest agricultural science and methods are free to all. Information about agriculture comes to the agricultural population thru 25,000,000 popular and technical bulletins, thousands of news and interpretive articles in the daily press, letters, and radio broadcasts thru 300 stations. In addition to these means of spreading agricultural information, there are large staffs of teachers, extension agents, ex-

(Continued on page 32)

WANTED—ARTICLES ON SUPERVISED PRACTICE

This magazine is in need of articles dealing with supervised farm practice. It is especially in need of material suitable to the early fall issues. Have you something that would give your fellow teachers, or fellow teacher-trainers or supervisors, an idea? Write it up and send it to the special editor of this section of the magazine, Mr. G. A. Schmidt, Colorado Agricultural College, Fort Collins, Colorado.

Is This a Solution to the "Town Boy" Problem?

L. E. WAIGHT, Cadet Teacher, Turlock, California

WHEN Walter Erlick, a freshman, enrolled in vocational agriculture, there seemed to be no way in which he could carry a suitable agriculture project. His father had moved to town, leased his ranch, and the only facilities available were the usual town backyard or vacant lot. Turlock is a dairy community and Walter's interest lay in the field of dairying.

The solution to this particular boy's problem was found when Mr. Weir Fetters, agriculture teacher, learned that Mr. Edward Newman, a local dairyman who owns a purebred Jersey herd was in need of additional help. Mr. Newman's son had enrolled at the college of agriculture and it was necessary to find someone to help the father with the additional work thrust upon him.

Mr. Fetters paid a visit to the dairyman and told him of this freshman boy who wanted to learn the dairy business. He arranged for this young man to move out to Mr. Newman's ranch. Since the beginning of the school Walter has been milking and managing this herd of Jersey cows, keeping a record of the various jobs which he does and receiving in payment his room and board, and a small wage. In addition to doing the chore work necessary in connection with a dairy herd, the boy is keeping individual records of production and costs on the entire herd. He has already arranged to purchase a purebred dairy heifer this coming year, keep it on the ranch where he is working and lay the foundation for a dairy herd of his own.

Regardless of whether this boy owns any dairy stock during his entire high school career, it would seem that he is carrying on a supervised practice program which will be very valuable to him from the standpoint of really training him for dairy farming. The dairyman with whom he is working not only has one of the best herds in the community but is thoroly modern in his practices. No boy could work in these surroundings and with such a man for four years and fail to receive training which would be of real value to him as a future dairyman.

Apparently, projects similiar in type seem to present a solution to at least some of our "town boy" problems, especially where the town boy is sincere in his desire to learn, and dependable enough to be recommended for farm work.

Science Studies on the Project

F. F. A. Committee Report, Essex County, Massachusetts

Mr. Rufus Stimson comments in a note to the editor as follows: "My feeling is that this Summer on-the-job Study of Related Science is too good for anybody to miss, in laying out of his program of work for the year, or in counting up his educational blessings at the end of any given season."

ESSEX County Chapter of F.F.A. has one hundred sixty-three members. Its program of work is carried on by a system of committees and clubs, intended to insure 100 percent participation by pupils and staff members. The fourteen working committees include: chapter service; county service; plays, entertainments, and orchestra; public speaking; fairs and exhibits; judging and demonstrations; roadside stand; co-operative buying and selling; sales booth and concessions; thrift service; science day program; club relations; recreation and athletic activities; and vocational improvement.

There are six clubs as follows: bee; dairy, floriculture, foods, poultry, and ornamental garden.

The supervision of these committees and clubs is taken care of by an executive committee consisting of seven officers of the chapter and three members at large; also three faculty advisers.

The science program here illustrated and described supports and lights up operative and managerial activities. It, in no way, interferes with them. Boys working away from home are better liked by their employers, because of such evidence of interest in their jobs and the determination to know all that can be learned about them as the changing seasons advance.

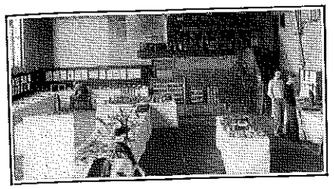
Class work in science, as science is taught at the Essex County Agricultural School, Hathorne, Massachusetts, is definitely related to the project courses in the various fields in agriculture. Subject matter is adapted to the specific needs of the individual as pertaining to his present and future enterprises in agriculture.

In addition to the regular prescribed six months classroom courses, the science department has for the past twelve years made it a policy to carry on a supervised science program during the summer project months.

Each month, letters are sent to students suggesting timely science observations which can be made on their own particular projects. In connection with this practice, space is provided in the weekly report sheet for science questions which arise in the boy's mind and for records of observations made. When definite needs are indicated, a member of the science department makes a personal contact with the pupil; and, incidentally, records at the school show that many of these contacts are made during each project season.

From this summer science program has evolved an annual event known as science day. The first science day was held in 1925 with five exhibits in the nature of collections shown that day, and since then there has been a natural growth and progress.

On last November 23, the tenth annual science day was observed with a special program. For the first time the exhibit was set up in the large school gymnasium and sixty-four student and five special exhibits were on display. This was the largest and finest display held to date and was shown for three days previous to science day. Quite accurately it may be said that science day has become science week.



EXHIBITS TENTH ANNUAL "SCIENCE DAY" PROGRAM

Ornamental Horticulture	14
Poultry	6
Fruit Growing	3
Vegetable Gardening	8
Forestry	8
Dairying	5
Nature Study	7
Miscellaneous related to Agriculture	9
Miscellaneous unrelated to Agriculture	4

The above view shows about one-half of the total number of exhibits set up in the school gymnasium.

The sweepstakes prize was awarded to René Deloge of North Andover for his one-idea display entitled "Pest Control in the Orchard." This pupil, who is now a senior, has exhibited for four years with constant improvement in the quality of his work, finally culminating with this exhibit which we believe to be the best ever shown at the school.

The science department can safely say that the great majority of the student body carry on a summer science program and that roughly a third are sufficiently interested to prepare and organize exhibits for display on science day. At least twenty pupils, in addition to the sixty-four exhibitors, could have displayed their work, if it had been possible for them to overcome their natural shyness and modesty.

This work would not have progressed to the extent to which it has, were it not for the co-operation and support from the project instructors and the active assistance of Mr. H. A. Mostrom and Mr. Alton Perkins, two members of the science department not connected with the science committee.

Extra curricular science consequently carries out one of our most worthy objectives in that it enables the pupil to express himself effectively in that phase of agriculture in which science correlations can be made.

Further, in regard to this summer science work, we submit a school assembly talk by René Deloge, referred to previously, on his experiences with this phase of his work. For this talk René was named sweepstakes prize winner. The boy's speech follows:

"Last winter, knowing that I was to work on a fruit project, I made my plans for a collection and exhibit pertaining to the control of orchard insects and diseases. I sent for bulletin material on diseases and insects which I thought would be helpful in carrying out the job I planned to do. Later, I listed all the material and specimens I hoped to collect and the approximate time for collecting.

"On the job as I was cultivating, weeding or doing other nursery work, I would be on the lookout for specimens which I would collect. If successful in collecting material on any particular day, that night I would attempt to identify the specimens by referring to the bulletins which I had obtained for this purpose. After identification, I would study the available information on the subject.

"It is true that I spent considerable time on this science project, but this was spread over a period of five months and the time involved any single day did not interfere with my work.*

"After obtaining all the specimens I thought it possible to secure, I started my plans for exhibiting my collection in the best possible manner.

"It might be well to add that most of the specimens were preserved in formaldehyde and each container labeled with a suitable inscription.

"I made many drawings of various ways in which I could display my preserved specimens so that they would show up to advantage. From these drawings I finally selected the three-way shelf which I spent much of my spare time in constructing.

"Reviewing what I now had to exhibit, I could see that something was lacking to make it as I wanted—self explanatory. After considerable thought, I finally decided on life history charts. To make these charts, I had to refer to bulletins for the material that was needed and this job again taught me a good deal of what I now know of the life histories of diseases and insects.

"In collecting this material, I have learned how to identify different insects and diseases. I know the approximate time to expect the appearance of various insects and the causal organisms of many diseases. My powers of observation have been trained so that I am always unconsciously, it seems, on the lookout for certain pests.

"In future years it will be easier for me to control these pests in my own orchard because I know what insect and disease attacks to expect; also, what timely control measures to apply. Then, again, the mental satisfaction of knowing, not only what to do, but why it is done, is a thrill in itself in combatting orchard pests.

"In years to come, I hope to own a combination fruit and poultry farm and dispose of most of my products thru a roadside stand.

"The setting up of my exhibit has helped to teach me much of the art of displaying, and has given to me some advertising experience which one must have to make roadside marketing a success, and I expect to take advantage of the knowledge I have acquired.

"May I quote Mr. Stimson as saying that, 'Summer Science gives the boys in summer and on the job something besides a backache and a chance to earn a few dollars and pick up a little manual skill.'

"In closing, let me say that while doing this summer science work I found that learning was easy, since the work which I did seemed to be a part of the job. It was not a study of a cut and dried subject, but interesting work in a field alive and full of natural curiositics."

* Note by Mr. Rufus Stimson, State Supervisor of Agricultural Education: "Rene's employer spent much time at his elbow, or looking over his shoulder, as he gradually built up this store of scientific knowledge and practical rules. Other boys have similarly risen in the estimation of their elders."

Research in the Southern Region

(Continued from page 20)

Since the meeting in 1932 it has become necessary to shift the study from the original problem selected and consider those of immediate necessity especially in connection with supervision. For example one study that was made in the region had to do with the location of prospective departments of vocational agriculture in rural high schools. Several states made this specific study and the data were used to show the need for additional funds in vocational education in agriculture.

One of the segments in the original analysis was "A comparison of the supervised practice programs in high and low rating departments. Statistical study of such items as scope, labor income, improved practices included in projects, number of projects per boy, and hours of labor." This is the problem that was decided upon by a mail vote in the fall of 1934, as the one to be pursued by the research committee. At the regional conference in Atlanta in January, 1935, the committee met and used the leadership of Dr. F. W. Lathrop of the Office of Education in setting up a final procedure for the work within the states. An article in Agricultural Education for March 1935, page 135 by Dr. Lathrop on "Needed Research in Agricultural Education" suggests a form for the collection of data by which supervised practice programs might be evaluated. Several of the states have collected data on a form quite similar to this and some have gone so far as to actually attempt evaluation of programs in certain schools in their states. The purpose of this study at the present time is twofold. It is hoped in the first place to have some careful evaluating of supervised practice programs in individual schools. In the second place it is hoped that every member of the supervisory and teacher training staff in the states in the south will have an opportunity to collect the required data from at least two schools under the direction of the member of the research committee from his state. This it is hoped will give everyone in supervisory and teacher training positions a very definite knowledge of existing conditions in the supervised farm practice work and therefore, create a state of mind that will permit a deeper study of supervised practice programs looking toward their improvement. In order to make the information selected comparable, the states have been warned that no data should be collected except under the guidance of the same man in each and every case. It has been felt that the collection of data by other persons would not be valuable because every individual would have his own interpretation of the blank and would, therefore, secure data from a different point of view.

PART TIME **Farmer Classes** EVENING

Progress in Experimentation on Out-of-School Youth in Virginia

EDMUND C. MAGILL, Professor of Agricultural Education, Blacksburg, Virginia

E. C. Magill

DURING the past few years there has been a large increase in the number of out-of-school youth for whom in rural areas nothing has been done. In urban areas something is being done. This increase has been due to a disappearance of occupational outlets and the return of many young people to farm areas as a result of unemployment.

Many conferences and educational meetings featured out-of-school youth during 1934. Thought either followed some previously established pattern such as part-time work in vocational education or else the discussion was limited only to the large number of young people out of school in rural areas and occasionally something about their needs. There was considerable philosophy but a meagreness as to workable and tried plans for doing something.

Briefly, some of the reasons for any school system examining the opportunity and possibilities of rendering a service to out-of-school youth as shown by studies are as follows:

1. A tremendous increase in the number of out-of-school youth has occurred even where the number is not apparent, judging from recent studies.

2. These young people are restless. They wish to do something. But the opportunities at home and in the community are very limited and of a very inadequate nature. They are going to do something. Some one had better assure its being something worth while.

3. They wish to better themselves occupationally.

4. They desire to "belong to something"—that is, to have some means of self expression and group action free of domination of their elders. They do not resent sympathetic interest and guidance. They want it.

5. The school, judging from the studies, has done a poor job. The mortality has been great, especially in the South. *What agency has more responsibility and is in better position to tackle this problem than the school?*

6. It is more largely the less privileged who make up the out-of-school group. A large proportion of the others have been able to go to college and the opportunity for employment for them seems to be better.

7. This group is not to be considered as boys or girls but as one of young men and women.

8. Apparently the out-of-school youth situation is to continue for some time, with improvement very gradual, requiring a number of years for the problem to work itself out.

In Virginia we selected six rural counties for experimentation, all with some small towns and in a few cases some industrialized communities. The young people regardless of sex, employment, marital status, interest in farming, place of residence, or occupation of parent were all to be included in a county-wide survey. Many of the results are reflected above. From 300 to over 1000 were found in these counties from 16 to 24 years of age who were out of school. The facts were much the same as those found by Starrak of Iowa except that as a rule young people in Virginia had dropped out of school at the seventh grade, had received no vocational training, practically belonged to no organizations and owned nothing.

Objectives

1. To determine if the school system could develop some form of education for young people out of school which would meet their individual needs and interests.

2. To determine the content and methods necessary to utilizing the natural inclinations of young people in order to promote guidance, especially vocationally; to furnish them something worth while to challenge their attention; to promote group activities; and to promote better citizenship.

The practice followed in initiating the experimental project follows:

Conducting the Survey

1. A simple blank form was prepared calling for those data which were necessary to getting a true picture of these young men and women.

2. A survey was conducted by the school or county—principals and vocational teachers assuming responsibility. The high school patronage area is the basic unit in making a survey.

3. The entire school patronage area was covered. Each radiating road was followed out to prevent missing *any* individuals. In Virginia there was one case where the survey was poorly done, far more individuals attended from those not reached than reached by the survey.

4. It seemed best for the teachers to secure the data personally. Yet there was not time for vocational teachers to get around to all out-of-school youth and other teachers usually did not have automobiles. The use of FERA workers in the unemployed teacher classification was best. When older high school pupils assisted they were carefully chosen, given some coaching in the use of the blanks, and cautioned to consider the information confidential.

5. Tabulation was frequently done by selected high school pupils.

6. The results of the school surveys were then presented to all of the high school principals, vocational teachers and other directly interested individuals called together by the county superintendent.

7. At the meeting the group decided the following: (a.) Should any kind of classes be offered or organizational opportunity be developed for these young people? (b.) What should be the plan for meeting the desires and interests of this out-of-school group—teachers, facilities, content of instruction, if any, time of meetings, organization attempts, and the like?

8. Subsequent meetings were desirable if a county-wide program was developed.

9. The plans for the out-of-school youth project were then put into operation. Supervision was done by the district supervisor for vocational agriculture or home economics and the writer.

The Teachers

To work with the young women, it was unfortunately necessary to secure teachers who could qualify for FERA aid because of finances. For the young men, teachers were secured who had good mechanical ability and experience and in one case where the individual had some experience in directing athletics and recreation. All of the teachers had been in college, four of them having graduated in engineering. Experience included working in garages, radio repair, broadcasting stations, boiler making, surveying, and shops. Two received no training while the other four were given from three to ten days of professional training for their jobs. The training and supervision have not been adequate. The selection of the teachers as individuals is very important. In two counties actual teaching assistance has been secured from citizens, one an automobile dealer, and two power plant foreman.

The Plan Followed

Groups were organized into classes or clubs. In no case were the young men and women combined altho it is hoped that such an attempt will be made. The groups in most cases meet at night but sometimes in afternoons. With the pick-up of farm work and employment, afternoon meetings are not successful as spring advances. The special teacher encourages home projects of various kinds spending the day visiting class members and helping them. As good opportunities are found at home or in the community for experience in auto mechanics, radio repair, concrete, house wiring, or the like, several of the members are taken to the project to work with the teacher. As high as 18 boys have appeared for such tasks.

In one county there are only two points for instruction, two night meetings behing held at both. This is the most intense effort. The most extensive effort made was trying to serve seven points but this has been reduced to five and should be reduced further. This is too much of a load. The teacher cannot become intimately acquainted with the young men, their homes, and the teaching opportunities represented, rapidly enough. He cannot maintain an efficient program of visitation.

In two cases an attempt has been made to devote a part of the evening to one kind of activity, such as auto mechanics, and the other part to something else like radio, due to a difference in desires of the group. This has not been satisfactory. All come for both activities. It is difficult to stop one activity and then begin another. Finally, the night meeting becomes too long.

All kinds of quarters have been used—regular class rooms; basement laboratory fixed up; a barn changed into a shop; farm shop of the agricultural department, and in two cases new quarters are now in the making. In some cases, the special teachers have had tools of their own. The young men have brought some, others borrowed from garages, and the high school shop where present has furnished much. Some of the teachers have found plenty of projects to work on and sufficient second-hand material and supplies; whereas two have had difficulty.

An organized correspondence course in radio is being followed at two points. Mr. Long, president of a large coal company, is giving some labor to the boys to pay for their course. Class members pay $.50 to $1.00 a month for the radio correspondence course.

Content

As an illustration of the range of activities covered in instruction the following are listed for one county and its four classes or groups.

Radio, electricity and house wiring have not figured at all. Three portable motor-driven saw rigs have been the most noticeable undertakings calling for much of an instructional nature. Fairly good agricultural shops exist at each point and all have been provided with lights. Shop work has been prominent. Activities have included the following: Gas motor repair, carburetors, automobile movies, radiator repair, auto bearings, auto ignition, auto valve repair, electric light units, saw filing, glass cutting and window repair, soldering, and washing machine repair.

This county is one in which there are power plants and an abundance of electrical power service. Therefore, all attention has centered on three things, the automobile, radio and electricity. Radio is prominent not only because of electrical service but because of the ample experience of the teacher in this field. A surprising number of electric and gas motors and radios have been repaired and adjusted. Here is the best case of having a number of young men present when a job is to be done at any home. One group has wired and fixed up a barn for quarters altho it is too cold on some occasions to meet there. Most of the time, afternoon classes meet at some home where work is to be done. Even on visits as high as ten boys have been present.

In another county two classes have co-operatively been taking a correspondence course in electricity which they desire. Laboratory materials as well as instruction and reading materials are furnished. For a time a home-made projector was used, borrowing a projecting lense from a jeweler. In this way all in the entire group could study together and discuss the reading material and illustrations.

This experimental project is going far beyond the activities of the special male and female teachers. At two points the school house looks like a "People's University." The evening begins with thirty minutes devoted to group singing. Then class groups meet separately as follows: auto mechanics and wiring, sewing, typewriting, shorthand, and local history.

Methods

Here is the type of lesson topic appearing at first: "Tearing auto down and teaching clutch and transmission." A pretty big order for one evening. This sounds as if no lesson were planned; no determining of an objective to be attained by the class. This extreme no longer is found in reports. Instead the better teachers would report their lesson something like the following:

1. Teacher's objective—To insur every student understanding the necessary nomenclature and the procedure of dissembling an automobile.

2. Set up on blackboard the procedure including the system of parts classified and assembled as removed.

3. Teacher serving as "generalissimo" but doing no work.

4. Naming, examining, every part removed possible even to distinguishing the kinds of bolts and threading. Certainly observing the use of everything as the basis of its construction.

5. Requestioning to be sure that all understand that which is essential. There is so much physical science involved.

6. Finally leave clearly what is necessary for the next lesson. Leave a problem. And quit on time with everything cleaned up and put away.

"Education is experience." Very effective education is likewise a thoro, vivid functional experience. As a teacher he, who is leaving every pupil with a vivid experience, is doing good teaching regardless of pedagogical patterns or rules. Is yours good teaching?

Another teacher did much better than the first case mentioned when he confined his work to carburetors all evening. When they finished they had studied a model and four makes commonly used. The principles, of course, were emphasized again and again. They drew them on the board and examined books as well as the four specimens and model.

Radio trouble shooting is difficult to get participation on. Here is a good trick one follows on radio. It is pretty difficult to spot trouble on one to three radios brought into class while supervising pupils. Therefore, the teacher takes the radios home if promising to be problems. He runs the trouble down, and at the next class he methodically directs the class in its reason while trying to locate the trouble.

Another teacher has an ingenious plan on learning radio principles. He has set up two complete radio sets on boards—not in cases. "I use Fahnestock clips on parts so that the receiver can be torn down and set up easily again and again. They work in groups. Results when it operates are proof whether the set-up is done right."

Disciplinary problems have figured very little. Invariably it has resulted from 15- and 16-year-old boys and seemingly never from the out-of-school men. The teacher put it up to the group of older boys in one case—they definitely looked after this. In the other case these boys have been dropped.

Local individuals and other members of the faculty and sometimes class members can demonstrate and teach a job better than the instructor. A Ford motor dealer at Gloucester is the backbone of an auto mechanics class. A carpenter taught saw filing at Charlotte. The foreman of a power plant in Giles handles one of two sections of a class. A banker is to teach investing money, checks, notes, and borrowing money. Who can help you? There are many more who have not yet been asked to serve. But likely they must be prepared by the teacher especially to make their teaching tangible with illustrations and practice.

Pupil Job Check Lists

Lists of jobs and skills have been made for a number of kinds of activities. If one or more pupils are interested in making a portable motor saw rig from an old automobile, the many jobs are listed thru which the individual must go. At least those jobs necessary to the accomplishment of the larger task are checked by the student, especially for those in which he is not skilled. We are not sure just how useful these will be. One teacher is using them extensively while three are not using them at all.

These special teachers run into all kinds of problems. This illustrates. One instructor has a deaf boy interested in taxidermy. A man has been found to help him. This same teacher was helping one mature pupil to figure on a water power unit when recent floods not only ruined the site but the house collapsed.

In other words less worry is being expressed as to whether out-of-school

(Continued on page 29)

Studies and Investigations

Predicting Teacher Success in Agriculture

C. S. ANDERSON, Pennsylvania State College

EVERY teacher of vocational agriculture naturally aspires to be a successful teacher. Every department of agricultural education hopes that its graduates will achieve success. What are some of the predictive earmarks of teacher success in vocational agriculture? If teacher success factors can be isolated, would not the facts form valuable information both for the teacher-trainer and the teacher-trainee? It was with a hope of answering these and similar questions that an analysis was made of the pre-employment records and activities of three hundred men prepared at The Pennsylvania State College to teach vocational agriculture.

Success Measurements

Three bases for determining or measuring teacher success were arbitrarily established. No claim is made that these are the sole bases for making a success rating for teachers. To some they may seem quite superficial. They are, however, measurements very commonly used, and, in order to understand the findings of the study, they must be kept clearly in mind.

1. *Length of teaching experience.* It is assumed that men who have taught vocational agriculture five to ten or more years are reasonably efficient and successful teachers. Though some individuals may not readily recognize their own teaching inabilities and, therefore, seek other forms of employment, it is not likely that those responsible for their employment and supervision will continue to recommend their reappointment. In this study, length of teaching experience proved to be the most valid measure used.

2. *Salary increments.* Up to and including the school year 1929-30 the teacher's salary and the salary increments which he received from year to year constituted a fair measure of teacher success. Owing to the present disturbed economic conditions, reflected in the salaries of teachers, no salary data subsequent to 1929-30 were used in the study.

3. *Teacher transiency.* The mean number of years of service rendered by a teacher in all his teaching positions has some significance in an analysis of teacher success. It may be assumed that by remaining a long period of years in a community a teacher of agriculture is enabled to build up a continuous, perpetuating program of work. While important, transiency proved to be the least valid of the three success measures employed.

Sources and Nature of Data

Data were secured from two principal sources, the records of the college registrar and from a questionnaire sent directly to all graduates in the curriculum in agricultural education. The accumulative records of the department of agricultural education and of the state department of public instruction also contributed desired information.

The major considerations in the questionnaire dealt with elementary and secondary school training, farm and farming experiences, decisions and influences affecting college attendance and curriculum choices, participation in high school and college extra-curricular activities, and the manner of meeting college expenses.

Data secured from the files of the college registrar pertained largely to grades, courses failed, ratings of their college preparatory schools, and the student's intelligence quotient.

Findings

Approximately thirty items of comparison were drawn from the pre-employment records and activities of the candidates for teaching vocational agriculture whose records were a part of the study. Space will permit the mention of only a few.

Two-thirds of the graduates attended the rural elementary school (largely the one-room school). There was evidence in the data that those who did not attend the rural elementary school had slightly longer teaching experience in vocational agriculture. When measured against salary increments, the percentage of those who attended the rural elementary school decreased as salary increments increased. On the other hand, teachers trained in the rural elementary schools showed a slightly lower average transiency than did teachers who did not attend the rural elementary school.

One-half of the graduates attended the rural secondary schools. Here the correlation with the three teacher success measures was even more significant. Teachers prepared in large consolidated high schools or in urban high schools decidedly out-rated those who attended the rural secondary schools.

The high schools of the state were grouped into classes A, B, C, D, according to an index number computed by the registrar of the college and based on the records made in college by graduates of the different high schools. A very high proportion of the class A schools, those whose graduates made the best college records, are urban. Therefore the evidence again favored the urban school for preparatory training for teachers of vocational agriculture.

Four-fifths of the agricultural education graduates were farm reared. Two-thirds of the fathers were actually engaged in farming at the time their sons enrolled in college. The factor of being farm reared is closely related to length of teaching experience. As the length of teaching experience increased, the percent of farm reared teachers within the experience groups increased. Larger salary increments were paid to farm reared teachers than to those not farm reared. Also the records of farm reared teachers indicated a somewhat higher average transiency than in the case of those not farm reared.

Graduates with teaching experience records over five years showed much higher intelligence quotients than teachers in the lower experience groups. All teachers receiving above the average salary increments were also above the average in intelligence. Most teachers of low degree of intelligence showed a tendency to change positions more frequently than did those of higher intelligence.

A close correlation prevails between the teacher success measures and an early decision to prepare for teaching. Only rarely did a teacher rate high if his decision to prepare to teach was made late in college or after receiving his baccalaureate degree.

No significant relationship between participation in either high school or college athletics and the teacher success measures was revealed in the data. Participation in journalistic, dramatic, forensic and music extra-curricular activities, while engaged in much less frequently than athletics, was much more predictive of teacher success.

About one-tenth of the graduates had all of their college expenses paid for them. Of the remaining nine-tenths approximately one-half borrowed the greater part of their funds and one-half worked the greater part of their way. In length of teaching experience there was evidence favoring those who did not have their expenses paid. Those who borrowed money ranked higher, particularly in the matter of salary increments, than did those who worked their way.

The teaching groups of longest experience earned the highest grades in all under-graduate work. Grades earned in professional courses showed a particularly close relationship to the length of teaching experience. Graduates in the short teaching experience groups averaged the most course failures. The greater the percent of failures the lower was the annual salary increment and the higher the degree of transiency.

Conclusions

From the factors studied certain conclusions may be drawn with reasonable assurance that they are of some value for general predictive purposes. These conclusions should be used collectively in sizing up the records of a candidate for teaching vocational agriculture. Thus used, the findings should serve to assist and guide teachers and teacher trainers as they counsel with young men contemplating becoming teachers of vocational agriculture.

The measures of success used in this study were: length of teaching experience, salary increments (no salary data after 1929-30 used), and teacher transiency. Certain definite relationships are reported and summarized between the measures of success and a few of the items of information selected from some 30 items concerning these young men. This study of vocational agriculture teachers in Pennsylvania seems to show that for students presenting themselves as trainees in agricultural education, they are likely to become successful as these conditions are fulfilled:

1. When their elementary school training was not received in the rural elementary school, particularly in the one-room rural school.

2. When their secondary school training was received in a large consolidated high school or an urban high school rather than in a small rural high school.

3. When they are farm reared and spend the summers during their college years on the farm.

4. When they make early and settled decisions concerning teacher preparation.

5. When they are at least average and preferably above average in general intelligence.

(Continued on page 31)

Progress in Experimentation

(Continued from page 27)

youth work is agriculture. The project is designed to serve the youth first and to show that the local school system as a whole has the responsibility.

The following is a much abbreviated pupil check list.

PUPIL JOB CHECK LIST

Converting Model T Ford into Mobile Wood Saw

Name of Pupil.....

Check in the first column those jobs you desire to undertake. Provide yourself with instruction to do the job in each case by studying job sheets and references and by securing any necessary explanations from your instructor or other skilled person. Finally check in the second column when you feel the task has been well done.

THE JOB	Selected	Completed
1. Determining most efficient type of outfit.....	.....	.....
2. Drawing plan to scale on blackboard or large cardboard.....	.....	.....
3. Determine materials needed for mountings and saw.....	.....	.....
4. Determine parts needed for engine.....	.....	.....
5. Determine cost.....	.....	.....
6. Removing body.....	.....	.....
16. Checking wiring.....	.....	.....
17. Checking gas line and tank.....	.....	.....
18. Cleaning and adjusting carburetor.....	.....	.....
19. Soldering radiator.....	.....	.....
20. Replacing hose connections.....	.....	.....
30. Mounting saw.....	.....	.....
31. Building and attaching wood rack.....	.....	.....
32. Attaching gas throttle..	.....	.....
33. Setting and filing saw..	.....	.....
34. Making and attaching tongue.....	.....	.....
35. Making and attaching double- and singletrees..	.....	.....
36. Making neck yoke.....	.....	.....
37. Painting outfit.....	.....	.....
38.	.....	.....
39.	.....	.....
40.	.....	.....

Afternoon classes have not gone so well. But there are some decided exceptions to this rule. Enrollments are smaller but more of a uniformity of interests, better working conditions and possibilities with daylight and in general more actual accomplishment—that is where the classes can go at all.

Shall boys in school be allowed to attend or not? This has been answered both ways. It appears to be an individual matter. Certainly in no case should they be allowed to dominate, to attend in large number, and must abide by the established rules of conduct for the group.

Some attempt has been made at both organizational and recreational activity. The results are conflicting and the workers as yet too inexperienced to say whether these are advisable or essential. Recreation has consisted of cards, self-testing stunts, basketball, baseball, boxing, checkers and a little group play in one county.

Some Tentative Conclusions

1. A minimum of telling and a maximum of actually doing something seems to be important in maintaining attendance. Several lessons of lecturing and "fundamentals" unhitched to anything tangible is an effective method of culling the group to a select few.

2. Informality and close acquaintanceship of teacher and pupil seem to be important. There is simply no use in expecting these groups to assume a typical school room attitude. Vulgar language has been successfully discouraged. In some cases smoking has been allowed, in others not—we do not know what is best as yet.

3. Those who came merely out of curiosity are no longer on the rolls. However, if attendance drops much it raises seriously the question, "Why?" A certain type either thru ambition or amenability to our methods will hang on. The others need the education even more than those who stick faithfully.

4. Purposeful visits to the homes of class members are essential to determining the content for group instruction on the one hand and to varying it on the other. Application of such instruction to the home situation is impossible without the teacher visiting the home.

5. Group instruction and home visitation (sometimes visitation to where the individual is employed) should result in one or more home projects or undertakings for each member of a class. Only a limited variety of undertakings can be attempted thru group instruction. There is practically no limit to the variety of things which can be done at the home. If the pupil is employed the project work can still be organized in conjunction with the regular employment.

6. It is so easy for these teachers to become *community janitors.* Fixing a radio for someone is a matter of using that radio to teach that person or others. Once in a while such a thing has to be done because it is a matter of wisdom. This should be the exception.

7. There is yet no definite proof that the club idea is essential. Theoretically it appears sound. It offers pupil experience in organizational expression—very few belong to *any* organization. The out-of-school youth work can be more readily resumed if a worker should leave or if the work temporarily has to cease.

8. A club is of no use unless it is used. Some are being used but in other cases they apparently exist in name only.

9. Recreation has natural appeal and is highly educational if the recreation is thoughtfully planned, well supervised, and teaching opportunities utilized. It should be varied, new ideas introduced, pupil leadership trained outside of class, and care taken to see that all participate.

10. For a club to succeed good leadership is necessary. Proper selection of teacher is the first essential. The second is that of proper training secured thru advising and planning with leaders outside of class, and then giving them the responsibility. They will, of course, make mistakes. We can not expect them as beginners to be any better than we adults are, and most of us do a rather poor job.

11. Recreation conducted jointly for the two sexes would seem desirable. While tried several times, the results have been reported for only one case—highly successful—highly educational. In some communities where the social strata are pronounced the idea may not go so well and where the personnel of the class for young women and young men is totally different.

Major Improvements Needed in Project

1. More and better job sheets or instructional guides are necessary. These should have been furnished but this phase alone would keep one worker busy for a year. Such instructional material can be purchased by pupil, and school finances prevent its purchase in the quantity needed.

2. More experimentation is needed especially with organizational and recreational activities.

3. Planned lessons with real objectives are still needed. If courses are really needed these are supplied in the "Pupil Job Check Lists" as far as anything can be furnished.

4. A vigorous drive for home visitation, but visits for real observation and supervision. The author guesses that with *six* work days there should be an average of at least four a day.

5. Home projects or undertakings should be pressed more vigorously and will furnish a veritable gold mine of teaching opportunity.

6. The idea in teaching in class or at home should be: "Do not do a job, teach the individual to do it."

Conclusion

The opportunity, rather than the success of the experimental project in the out-of-school youth work, has resulted in plans of extending it to at least fifteen counties. The state superintendent and entire state staff have become very much interested. One result is a statewide survey in all of the counties and cities. Certainly in some of these counties the work may be attempted with some of the regular teaching force, where there are teachers who seem to have special adaptations for working with this group, and who possess or secure such technical training as may be needed.

Future Farmers of America

One Thousand Future Farmers Visit Cornell University

A. K. GETMAN, State Supervisor, Albany, New York

ON FEBRUARY 14 and 15, in connection with the Annual Farm and Home Week conducted by the State College of Agriculture at Cornell University, more than 1000 Future Farmers took advantage of the educational opportunities provided by the university, especially for their interest and benefit. The leadership training program, stressing instruction in parliamentary procedure, elements of successful farm organization, and public speaking, was an important part of the program. Selected groups of vocational students from Forestville, Gouverneur and Waterville, presented half hour radio programs over the Cornell station, WESG, during the Farm and Home Hour. On the afternoon of the 15th the New York branch of the Future Farmers of America conducted the semi-annual and mid-winter meeting. On the evening of February 14, in connection with the annual award for the Master Farmers, sponsored by the American Agriculturist, Mrs. Franklin D. Roosevelt awarded medals to two Future Farmers for outstanding accomplishment in school activities, leadership and productive farming.

On Friday evening the university presented a special banquet program of interest to the Young Farmers, including selections by the University Glee Club. Dr. Arthur K. Getman, Chief of the Agricultural Education Bureau, awarded the American Farmer degrees to the 1934 candidates, elected at the National Congress at Kansas City. Jared Van Wagenen, President of the State Agricultural Society, addressed the group on "The Traditions of New York Agriculture." The banquet was closed by a presentation of awards for the competitive judging contests in livestock, farm produce and farm shop skills.

This is the ninth annual gathering of the young farmers at the state college of agriculture. The attendance of the boys at this event is accredited toward attendance at the local school. Local school officials co-operate with the agricultural education bureau and the college officials in assisting young men to take advantage of this training opportunity. In addition to the activities outlined above, the attendance upon special lectures scheduled as a part of the Farmers Week program is a valuable feature of the meeting.

Governor Herbert H. Lehman, who was the guest of honor at the University on the 15th, addressed an audience of more than 4000 persons in Bailey Hall and at least 5000 others gathered in groups about the University, who listened by radio transmission. In the audience the Future Farmers were provided with special reserved seats. The Governor gave special emphasis in his address to the agricultural education services. He said in part:

"Now I come to the third and last of my three suggestions, on which we must build the present and future success of New York agriculture. That suggestion is, that more and more education must be made available to rural people of this state as a foundation for better farming and better living. Last night I attended the Master Farmer banquet and handed medals to the young people who have made outstanding achievements in the business of farming and the art of living. . . . may I give you an example from the record of one of the boys who received one of the achievement awards last night. This boy is 17, and is a high school student taking a vocational course in agriculture. During the first two years of his vocational work in high school, he has earned with agriculture projects, nearly $1000, all of which he has invested in land, equipment and livestock. Yet, with all the work required to care for his farm projects and attain a creditable school standing, this boy finds time to be an active Grange member, play on school athletic teams, and represent his school in agriculture on judging teams. Can we wonder that this boy's father has already taken him into full partnership in the poultry enterprise, and has promised him a partnership in the entire farm when he has finished school. In his report this young man said in part, 'I help care for everything around the farm. My father, grandfather, and I have all the work to do, so we work until it is all thoroly done. When I am going to school, I milk on the average, 6 or 7 cows, draw the milk eight miles to the plant, then return home and drive nine miles to school. I haven't any other special things to do.' "

Douglas Friend, State F. F. A. President, presenting Governor Hoffman with Honorary State Farmer Key

GOVERNOR Harold G. Hoffman of New Jersey was given the honorary State Farmer Degree at the Glassboro Chapter, F. F. A., annual parent-son banquet on Friday, March 29. Governor Hoffman was guest speaker and affirmed his interest in the public schools and in agriculture, and commented favorably on the Future Farmer organization as an important force in vocational education.

Representatives of eleven chapters of the state were present at the banquet, together with the director of vocational education and the state supervisors of agriculture.

The banquet was served by the home economics department of the local school, and the programs were printed by the printing department of the Camden County Vocational School.

Consumer packages of eggs, sweet potatoes, and white potatoes, three of the chief farm products of the district, were given to the Governor as samples of Gloucester County produce. A bouquet of roses, arranged by the floriculture teacher of the Camden County Vocational School, was sent to Mrs. Hoffman.

An Interview on Dudley M. Hughes and Hoke Smith

Presented by Jack Mosley and Robert Allen of the Georgia Association of Future Farmers of America as a part of the national radio program of the Future Farmers of America.

Jack: "Gee, Robert, but didn't that music sound good? Suwanee River—it's a grand old song when you listen to it back in Georgia, but when you're a thousand miles from home, it sounds a lot better."

Robert: "It surely does, but we are not here to discuss music. We are here to 'tell the world' about the part two Georgia statesmen played in the enactment of the National Vocational Education Act."

Jack: "That's right."

Robert: "You know, Jack, you and I are members of the organization known as Future Farmers of America. We have both been fortunate enough to have the State Farmer degree conferred upon us. We are two members of an organization of more than 82,000 farm boys. I am wondering if you and those who are listening in today are aware of the fact that the Act which provided funds for establishing vocational education in this country was in part due to the leadership of two Georgia statesmen?"

Jack: "Those who are listening in may not know it, but I am fully aware of the fact and I also realize that had it not been for the Smith-Hughes Act, the Future Farmer organization might never have been formed. As a matter of fact, I recently visited the home of late Congressman Dudley M. Hughes, who introduced and championed this bill in the House of Representatives, and I have for the past two years made quite a study of his career."

Robert: "Yes, Jack, I understand that you have. You will be interested to know that I have been studying the part that the late Senator Hoke Smith of Georgia played in promoting vocational education. Rather unique, don't you think, that this bill was introduced and championed in both branches of Congress by Georgians?"

Jack: "Yes, it is unique."

Robert: "Jack, suppose you tell me something about Congressman Hughes, and I will tell you something about Senator Smith."

Jack: "Fine! To begin with, the late Congressman Hughes was a farmer who loved rural life. He owned a farm known as 'Magnolia Plantation' consisting of approximately 6,000 acres."

Robert: "Did he actually live on this farm?"

Jack: "Yes, he actually lived on it. He was living at Magnolia Plantation when he died in 1927. I am confident that his experience in farming and his close association with farm life made him realize the need for practical agricultural training for the farm youth of this country. As I stood recently in front of his home with its white columns and wide windows surrounded by beautiful magnolias and pines, I could hear in my imagination the impressive voice of the late Congressman Hughes as he declared in the House of Representatives almost 20 years ago: 'The greatest resource of any nation is the undeveloped skill and vocational possibilities of its population. Vocational training is needed to prevent waste of human labor which is the most destructive form of extravagance of which a nation can be guilty.' "

Robert: "You know, Jack, he was pleading for educational opportunities of a practical nature for thousands and thousands of farm boys in every state in this nation."

Jack: "Not only that, Robert, but I am confident that from one of his statements during the hearings on the bill, he saw through vocational education in agriculture the opportunity to develop, on the part of farm boys, a love for rural life and the opportunity to dignify the occupation of farming."

Robert: "Why Jack—that's one of the objectives of the F.F.A. organization."

Jack: "I hadn't thought of it, but it's true. I could tell you lots more about Congressman Hughes, but I know you are getting anxious to tell us about the late Senator Smith."

Robert: "Yes, I am. The late Senator Hoke Smith became interested in practical agricultural education long before anyone ever dreamed of the Smith-Hughes Act. From what older people have told me, he was certainly a man of vision. He evidently realized that the prosperity and development of a state and the nation depends upon the development of the people—teaching them practical things they will use. He believed so strongly in this idea that in 1903 he provided funds with which three men could cover Georgia and speak in the interest of teaching agriculture in the common schools. I have been told that this was the first step ever made in Georgia to include the study of agriculture as a subject in the common schools."

Jack: "That is news to me, Robert. I doubt if many of the younger generation of Georgia know about it."

Robert: "I doubt if they do myself. A few years after this program was started, the legislature of Georgia passed an act requiring that agriculture be taught in the common schools and also enacted a law which established congressional agricultural schools. I merely mention this to show that the late Hoke Smith was interested in agricultural education long before the movement to provide vocational education on a nation-wide scale."

Jack: "Isn't it true that Senator Smith also had something to do with the national legislation providing general funds for county and home demonstration agents?"

Robert: "Sure, the bill that provides funds for agricultural extension work bears the name of Smith of Georgia and Lever of South Carolina. As you know, the Smith-Lever Act was passed in 1914. He also took a leading part in legislation providing for agricultural experiment stations."

Jack: "From what you say, Robert, Senator Smith must have been the nation's outstanding leader in legislation for agricultural education."

Robert: "I don't know so much about others, and of course there were others who championed legislation for agricultural education, but Senator Smith certainly played a most important role. As you know, the Smith-Hughes Act was passed in 1917, when Congress was facing the serious problem of deciding whether or not the United States should enter the World War."

Jack: "Yes, I know that is true."

Robert: "Well, I recently read Senator Smith's opening remarks concerning the bill. He made this striking statement: 'We have given much of the time at this session for preparation for war. We might well give some time to preparation for peace and to the better preparation of our boys and girls for the struggles of life, for its joys and trials.' "

Jack: "That was a striking statement. Robert, do you suppose he realized the far-reaching effect the Smith-Hughes Act would have?"

Robert: "Yes, I believe he realized it fully. I don't believe he would be the least bit surprised today if he could come back and find that more than a million and a half people yearly are being given training to make them more efficient and contented workers. I don't believe he would be surprised to know that as a by-product of the Smith-Hughes Act, there are more than 82,000 Future Farmers of America—farm boys banded together for a common purpose. Yes, I'm quite sure that Senator Smith realized fully the far-reaching effect the Smith-Hughes Act would have. My reason for thinking he was aware of the great possibilities of the program of practical education to be developed as a result of the law, was a statement he made to a friend not long before his death."

Jack: "What was that statement?"

Robert: "In a discussion with a friend on the many legislative measures he had championed during his long career as Governor of Georgia, member of the President's Cabinet, and as United States Senator, the Smith-Hughes Act was mentioned. Senator Smith paused and thought for a moment and then made this remarkable statement: 'The Smith-Hughes Act! That was the crowning achievement of my career.' "

Jack: "Robert, our time's up. I've certainly enjoyed hearing about the late Senator Hoke Smith."

Robert: "Yes, and I've enjoyed what you have had to say about the late Congressman Dudley M. Hughes. They were both great statesmen and distinguished gentlemen."

Jack: "You know, Robert, since learning of the activities of these two great Georgians, I can more fully understand why the pictures of Congressmen Hughes and Senator Smith hang on the walls of every vocational agricultural classroom in Georgia."

Robert: "As members of the Georgia Association of F.F.A. we are proud of the work of these two men, not only for the opportunities it gave the boys in Georgia, but for the opportunities it gave thousands of other farm boys throughout the nation."

Predicting Teacher Success

(Continued from page 29)

6. When their scholastic achievements expressed in terms of grades are above average.

7. When they are interested in participating in extra-curricular activities, particularly those activities referred to as intellectual activities.

8. When they have limited resources with which to attend college, finding it necessary to borrow funds or work their way in part.

A New Slant on Getting New Practices Followed

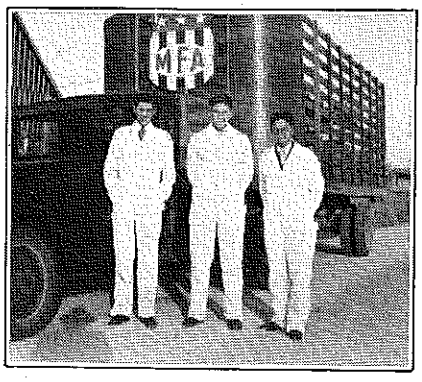
(Continued from page 24)

periment station and federal government specialists and workers to assist in a personal way towards the spread of ideas for improving farming methods.

If we organize and conduct our instruction to take advantage of these natural conditions surrounding agriculture, we may give considerable impetus to the spread of new ideas.

If we realize that the more progressive farmers are eager to learn the better ways of farming; that successful people in any field are largely imitated; and that imitation is a natural impulse which is assisted by the desire for self advancement and can be accomplished because no barriers prevent it, then new methods can be spread if we can get the better class of farmers to adopt them.

Here the conference method combined with close attention to follow-up work and supervision on the home farm is a most effective means. If a small group of, say, fifteen to twenty of the more progressive farmers, are selected to attend the evening classes in agriculture, and this group is well taught and their efforts to improve farming practices on the home farm are closely followed up by good supervision, it will not be long until the new practices are established in the whole community. It is not necessary to educate all of the farmers directly, only those who will be receptive of new ideas and put them into practice. The rest will follow and imitate.



This picture was taken after the feed committee of the Marshall, Missouri, F. F. A. Chapter finished delivering 11,100 pounds of feed purchased co-operatively. The feed consisted of: 7,600 pounds of tankage, 2,000 pounds of home mixed egg mash, and 1,500 pounds of home mixed hog mineral. The committee has purchased and mixed 10,000 pounds of laying mash co-operatively so far this year

PLANNING the Feeding of Farm Animals is the second bulletin in a series published jointly by the Agricultural Experiment Station and State Vocational Board in Mississippi. These bulletins are a compilation and organization of experimental data for use by vocational agricultural teachers and county agents in the State. The first bulletin gives data on Winter Legumes. C. F. Clark, a former agricultural teacher, has charge of the work.

Helps in Mastering Parliamentary Procedure

Dr. W. F. STEWART, Professor of Agricultural Education, Ohio State University, Columbus, Ohio

A TWENTY-FOUR page booklet dedicated to the FUTURE FARMERS OF AMERICA in which the author sets forth in clear and simple style a procedure whereby each participant may master a series of graded abilities in parliamentary procedure. Especially helpful to all organizations of young people whose members are interested in becoming proficient as presiding officers. Used widely in F. F. A. chapters, in high school classes in English, public speaking and civics, and in literary organizations as a project in mastering parliamentary procedure.

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Financing Projects Through the F. F. A. Chapter

Project Work and Character Training. A great deal of attention is being given to character training by educators. Project work in vocational agriculture is accomplishing a great deal in developing right character traits in farm boys. Since the project is a whole-hearted, purposeful activity entered into by the boy in such a way as to interrelate the school, home and community, all the agencies that are most vitally concerned in the welfare of the boy are working in harmony in developing his character. Because of this close relationship, there is not much opportunity for the boy to drift into careless habits. Industry, initiative reponsibility, pride in workmanship, foresight are all character traits that are developed in the conduction of a project. Interest, success, competition, loyalty, co-operation, guidance and supervision are so finely interwoven in a project in agriculture that almost unconsciously the character of the boy is shaped in such a way as to make him an asset to society.—L. T. Clark, Olney, Illinois.

Winfield Plants Lespedeza

NINETEEN members of the Winfield F. F. A. Chapter, Alabama, are making plans for planting a half acre of Lespedeza sericea as a part of their supervised practice program this year. Each boy was given five pounds of seed grown in the laboratory area last year by the F. F. A. This fall each member co-operating in the program will return 10 pounds of seed to the F. F. A. which will be sold, and the receipts turned over to the treasurer of the chapter.

Under the direction of W. D. Hunt, adviser and teacher of vocational agriculture, the boys are studying methods of preparing the land, fertilizing, and cultivation. Each boy plans to fertilize his land with 300 pounds of basic slag or superphosphate and will cultivate similarly to cotton. The boys expect to produce sufficient seed for their fathers' farms and to have some for sale.

A group of vocational agriculture students studying terracing by practice in running contour lines on the school grounds of the Lafargue High School at Effie, Avoyelles Parish, Louisiana. Principal Andrew McNeal, an ardent supporter of Smith-Hughes work, is shown on extreme left of picture, taken in front of welcome sign near the main highway. T. J. Carruth is teacher of vocational agriculture

Do You Benefit? You Can Help

THE following excerpts from letters received by the editor offer suggestions as to how you may use the magazine and how you help to improve it.

"I wish to assure you that I will be only too glad to do whatever is in my power to help along the work of the Agriculture Education magazine. I might add that I read it regularly and refer to it in my class room discussions. The editors are doing a fine piece of work and, speaking for one, the teachers in the field are reaping the benefit from their efforts."

"We appreciate very much the splendid service rendered by the Agricultural Education magazine and if you as editor can have a fairly ample number of things to select from it is possible for you to give us a much better magazine."

Pennsylvania has F.F.A. Band

ONE feature of the Farm Products Show was the 65-piece, state-wide, F. F. A. band. Its members were dressed in white trousers, white shirts, black bow ties, and F. F. A. caps. Their appearance was preceded by three three-hour, grilling practice periods under the direction of Henry S. Brunner of the Department of Rural Education. The smoothness and ease with which the band played was really marvelous in the light of the fact that it had been assembled from all corners of the state. Twenty-four schools in 17 counties were represented in its membership.

In the next quarter of the century there will be less cultural education with more emphasis on the vocational. It will be the students who cannot succeed in vocational studies who will turn to the cultural, thus reversing the conditions as they exist today.—E. P. Cubberley.

No true artist works by the hour.
—*Sir Henry Wood.*

There is no knowledge which is not valuable.—*Burke.*