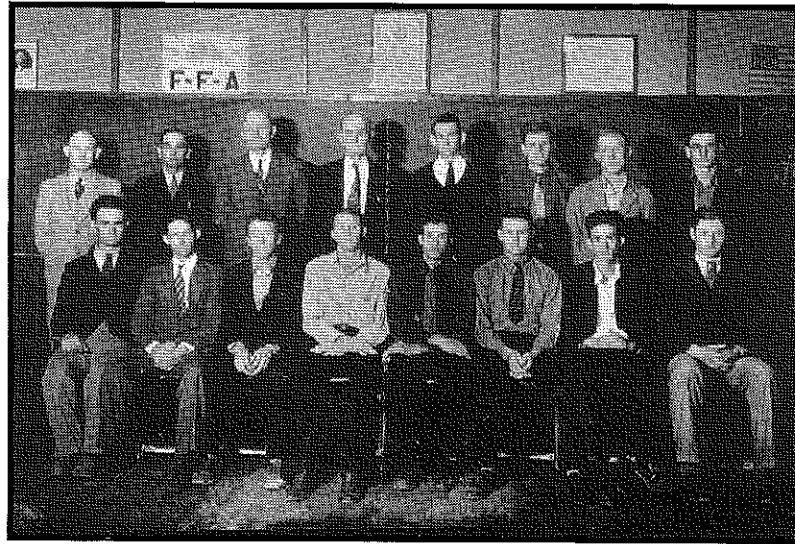


Agricultural Education



A Part-Time Group at Linville,
Louisiana. (See page 144)

*"We can not abandon our education at the school
house door. We have to keep it up thru life."*

—Calvin Coolidge.

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.

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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.

A. V. A. PAPERS

THE plan followed this year in reporting the addresses and discussions given in the agricultural sectional meetings of the American Vocational Association held at Chicago is to publish summarized statements of the proceedings with one or two exceptions, in which cases the whole address will be printed.

Mr. Edmund C. Magill, secretary of the section has made a splendid assignment for having these papers summarized and we are glad to include in this issue several of these summaries. They will be found on pages 131 to 135. Others will follow in later issues.

PART-TIME SCHOOLS

A LARGE part of this issue is devoted to contributions on part-time work. This is one of the important problems now facing workers in vocational agriculture and we desire thru the columns of the magazine to give every assistance we can to the teachers of agriculture. We also urge each teacher out of his experience with part-time groups to use the magazine in expressing his ideas which will be helpful to the other 4,000 readers in promoting their part-time schools to better serve these thousands of rural youth. The special editor of the Part-Time Section will welcome your contributions.

APPRECIATION

YOUR servant, The Editor, upon the completion of a year's work with this issue, wishes to express a mass word of appreciation to all the workers in vocational agriculture for their faithful service in making the magazine a success. Some have responded in an abundant measure; some have fulfilled their share; some have contributed very little; and some have had good intentions which did not materialize, but regardless of degree it is only thru your efforts that YOUR MAGAZINE is able to continue. We hope that the good intentions of the past year will materialize this year and that the names of many new contributors will appear in forthcoming issues.

The Editing-Managing Board have been very helpful to the editor on many occasions and their suggestions have been constructive and have produced an incentive to work harder in the limited time available for the editorial service.

The staff of special editors have carried on thru the year even tho a few have desired to be relieved of their duties for justifiable reasons. This loyalty has been greatly appreciated by the editor and in due time their requests will be granted.

We recognize the fine co-operation and continued interest of the staff of the Meredith Publishing Company in our magazine. We are especially indebted to Mr. Hugh Curtis and Mr. M. A. Hunnicutt for their encouragement and helpful suggestions.

WORKERS in vocational education, and especially those in the southern region, have sustained a great loss in the passing of two leaders during February. These men entered the service of the Federal Board soon after the passage of the vocational education act and have been held in high esteem by fellow workers.

Dr. H. O. Sargent



Dr. Sargent, a farm reared boy, received his early training in Alabama. He became a Federal agent for agricultural education in the fall of 1917 and was placed in charge of the work for Negroes. This program has made phenomenal progress and his untiring efforts in its development have carved an everlasting tribute to his name. In addition to work in his particular field he rendered valuable service to the whole program by his sound judgment.

Robert D. Maltby



After his early education and life on a farm in Michigan, Mr. Maltby had teaching and administrative experience in New Jersey, Florida, and Georgia. He was called to the Federal Board from Georgia in 1920 to assume the duties of southern regional agent. He wrote frequently for the magazine, setting forth ideas which contributed much to the rapid development of the program in the South.

F. F. A. POSSIBILITIES

THE Future Farmers of America is a national organization reaching from Washington to Puerto Rico and from Maine to Hawaii. Numbered in its active membership are more than 100,000 young men who are studying vocational agriculture in the public schools of the country, representing, as they do, the pick of America's farm boys. Its membership offers a reservoir of potential rural leadership that can not be equaled. Its organization offers the machinery for making this leadership effective. Yet if the Future Farmers of America as an organization is to wield the influence it is capable of for improving American agriculture and for bettering living conditions in rural communities, it must retain as active or as associate members a much higher percentage of the graduates from courses in vocational agriculture than it now does.

Provision is now made whereby a student may continue his active membership for a period of three years after completing his systematic instruction in vocational agriculture, and may then continue in the organization as an associate member for an indefinite time. It is these young men who are just getting started in the business of farming who are to be the rural leaders of tomorrow, yet our contact with them too often ceases with their graduation from our classes.

Retaining graduates of the vocational agricultural department as F. F. A. members is largely a problem for the local chapter. These young men are not so much interested in the program of the national organization or of the state association as they are in the vocational, recreational, and social opportunities offered by the local chapter. Their membership depends upon what the local chapter offers them, and for this reason a considerable part of the chapter's program should be designed to appeal to this group of young men. If each local chapter would set as one of its goals for 1935-36 and for succeeding years the retaining of all graduates as active or associate members the Future Farmer Organization would be well on its way towards that position of leadership in the farming industry it is capable of assuming.
 —F. E. A.

Professional

Securing Technical Information and Assistance from the Extension Service

DEAN H. H. KILDEE, College of Agriculture, Ames, Iowa

FIRST, I want to state that I very much appreciate the honor and responsibility which came to me with the invitation to discuss this very important subject. Members of this organization are responsible for a very important phase of the agricultural education program in America. No one who has worked with Smith-Hughes teachers in their regular high school courses and evening schools for adults, or who has participated in state Future Farmer conferences and contests, or who has been so extremely fortunate as to attend and receive inspiration from a National Future Farmer Congress with its pick of America's young manhood, can question my enthusiastically appreciative attitude toward the great contribution which you are making to our America of today as well as to our America of tomorrow.

I have been exceedingly fortunate for one who has spent many years working in a technical field of agriculture in that I have had an opportunity to work with many teachers of vocational agriculture. Thus I have come to know not only the objectives, the plan and scope, and the accomplishments, but I have come to know also some of the difficulties under which the work is, at times, conducted.

I am, therefore, keenly interested in the subject assigned. I believe that in each state the college of agriculture in all of its divisions should be very closely tied in with the teachers of agriculture in its high schools. This applies not only to the workers in the field of agricultural extension but also to the staff members engaged in resident teaching and research. Each group is doing an important work. No one can rate the relative importance and worth. We do know that each group is handicapped in the conduct and effectiveness of its work unless there be proper understanding, co-operation, and co-ordination of effort among the staff members working in the several fields.

It is the primary objective of this paper to consider the more effective working relationships between those engaged in teaching vocational agriculture and those engaged in agricultural extension work in our several states.

Sources of Information

The subject is too important to have its discussion based upon the observations and experiences of one person or the staff of one institution. Therefore, the information presented was secured largely from replies to an inquiry addressed to state supervisors of vocational education, directors of agricultural extension, and teacher trainers. In addition to splendid response received from representatives of these three groups, I

have used information, relative to the subject under discussion, secured a year ago from the deans of agriculture in 41 land-grant colleges and universities. These deans had responded to a request for information as to what was being done to correlate the work of their colleges of agriculture with the Smith-Hughes schools in their states.

No attempt has been made to secure detailed information regarding the practices in each state. The information received indicates the relationship which now exists between the teachers of vocational agriculture and the extension workers as regards technical information and personal service, and some suggestions as to further steps which should be taken.

In this paper I have included some examples and suggestions which illus-



Dean H. H. Kildee

trate general principles, and will, I hope, stimulate thought. Therefore, when mention is made that in a certain state a practice is followed, I do not imply that this is the only state in which this is done.

The General Situation

The letters received indicate that the relationships between the two groups of workers are harmonious and co-operative in approximately 65 percent of the states, that there is little co-operation in 25 percent of the states and that the two groups are rather antagonistic in the few other states. Nearly all of the letters indicate a strong desire to bring about more effective co-ordination. The statements of several of the administrators

varied little from the statement of the dean in a western state who wrote, "Conditions are becoming increasingly favorable in this state for correlating the work of both agencies whenever it is desirable."

The situation reported by many is illustrated by the following statement made by a teacher trainer in one of the North Central States:

"There is hearty co-operation and a splendid feeling of good will. However, we really need more technical, as well as personal, extension services to teachers of vocational agriculture."

The situation in the same state was referred to by the supervisor as follows, "Extension force is friendly and willing to co-operate, but heavy program in proportion to staff members makes it impossible for teachers to get as much help as is needed."

The supervisor in another state reports, "There has never been any friction. Objective for both groups is the same—better farm practice and better farm life. The methods are different. Systematic instruction belongs to the Smith-Hughes group, while general informational work, demonstrations and 4-H Club work belong to Smith-Lever group."

Approximately 25 percent reported as did the director of extension in a southern state, "Practically no co-operation in personal service or preparation." Or as a supervisor in a New England state reported, "Co-operation not as close as it could be." It is very unfortunate that the two groups seem to be antagonistic to each other in a few of the states.

A teacher trainer writes, "Relationships between the two services, unfortunately have been characterized by not only lack of co-operation but by jealousy and discord." A supervisor in another state reports, "There exists very little co-operation. It has been the custom for the extension service to do the co-*ing* and leave us to do the *operating*."

It is, however, very encouraging to note that progress is reported as being made in nearly all of the states in that the two groups of workers are becoming more co-operative. Many expressed a desire to learn of the ways and means which have brought about improved conditions in other states.

The representative of one institution wrote, "Our limitation is because of lack of knowing what to do rather than a lack of desire to co-ordinate the two fields of work."

In the remainder of the paper I shall attempt to indicate the practices which have been reported from the several states as contributing to more effective co-ordination of the two services. An indication of the interest and thought now being given to furthering the inte-

gration of the two lines of work can be found in the many administrative devices now being tried.

Appointment of Individuals to Give Special Services to Vocational Teachers

Dr. J. W. Linke, Chief, Agricultural Education Service, United States Department of the Interior, has advised me that the United States Department of Agriculture has recently employed Dr. L. E. Jackson, Specialist in Information, for the preparation of technical information for teachers of vocational agriculture. Dr. Jackson is working in close co-operation with Mr. Ross of the Agricultural Education Service.

In Nebraska a special college editor has been appointed to make the publications of greater value to the teachers of vocational agriculture.

At Iowa State College, Dr. H. M. Hamlin now gives one-fourth of his time to a program planning project for Smith-Hughes teachers. His work consists mainly of the preparation of course of study materials. He is at present co-operating with members of the extension staff in agricultural economics and agricultural engineering in organizing courses in land utilization and farm mechanics respectively for evening school groups.

The Farm Management Department at Purdue University has employed a full-time man to work with teachers of vocational agriculture. This service takes the form of a graduate course for which university credit is granted. The plans for this work were developed co-operatively with the state director of vocational education.

In Wisconsin Dr. James has made a special study of the work in several states in the matter of securing technical information for Smith-Hughes teachers.

Integrating Committees and Councils

In many states integrating committees and councils have been set up to formulate constructive, comprehensive programs of agricultural education; to co-ordinate the activities of the Smith-Hughes teachers, the county agents and the other agencies involved, and to make available and use most effectively technical information, and specialists' services. Time permits but a few illustrations.

In Ohio a committee composed of Smith-Hughes teachers, county agents, and supervisors of the Smith-Hughes and agricultural extension work has been in operation during the past two years. This committee has met two or three times each year to discuss mutual problems, many of which are concerned with the use of specialists and the distribution of publications to Smith-Hughes teachers. Director Ramsower reports that this committee has been helpful in arriving at a mutual understanding of the services which may be expected from the extension staff.

In Indiana, county agricultural education councils are being formed in many counties where the number of teachers of vocational agriculture is sufficient to warrant the organization. The council is usually composed of the county superintendent of schools, the county agricultural agent and the teachers of vocational agriculture.

A unifying council has been set up in Iowa in an attempt to secure proper in-

tegration of the activities in extension and vocational agriculture. This council is made up of a central committee of three: the agricultural teacher trainer, the state supervisor of agricultural education and the state leader of county agents, and three advisory groups. The advisory groups are as follows:

a. A group of administrative officers: the dean of agriculture, the director of agricultural extension, the state director of vocational education, and the head of the department of vocational education.

b. A group of three teachers chosen by the state supervisor.

c. A group of three county agents chosen by the state leader of county agents.

The central committee has been holding monthly meetings for more than two years and has developed plans and initiated programs of action which have helped materially in bringing about better understanding and more effective co-ordination.

Conferences

As I have reviewed the letters from extension directors, supervisors of vocational education, and teacher trainers, I have come to the conclusion that there is a definite correlation between the holding of county, regional, and state conferences of the workers and administrative heads of the two groups, and the development of mutual understanding and confidence, friendly co-operation, and effective co-ordination of effort in putting into operation the most constructive programs of agricultural education. Needless to state, these conferences have helped materially in making the technical information and personal service of the extension divisions available to the teachers.

After abstracting the letters received, I found that I had seven pages of excerpts descriptive of these county, regional, and state conferences. It is obvious that but a few can be quoted in this paper. Therefore, I shall quote representative ones scattered from the Atlantic to the Pacific.

New York—"... all directors and teachers in the state meet for an outlook conference with county agents and the extension specialists, who prepare outlook data and estimates. Thru the state the agricultural group is divided into 21 sections ranging from 8 to 15 teachers per section. These men meet once a month for professional and technical improvement. Extension specialists meet these groups."

New Jersey—"We hold frequent joint conferences."

Connecticut—"Groups meet together occasionally for conferences."

Massachusetts—"Fine co-operation resulting from frequent conferences."

Georgia—"Last January we held a joint two-day conference of extension workers and vocational agriculture teachers. Methods of co-ordinating the work were discussed. Had service reports from county agents and Smith-Hughes teachers telling how they had co-ordinated their work in different counties. These reports constituted the highlight of the conference and I feel they pointed the way as to how all county extension workers and vocational teachers may most satisfactorily supplement each other's work."

Ohio—"We make wide use of the extension workers in district conferences

of Smith-Hughes teachers."

Illinois—"Invitations are sent to teachers of vocational agriculture to attend important county and regional agricultural conferences sponsored by college and extension service."

Wisconsin—"In each county, conferences of county agents and vocational teachers are held to discuss respective programs and agree as to division of responsibility and methods of co-operation to avoid duplication of effort and expense."

Iowa—"The state council has encouraged the holding of county meetings in which the workers in the two fields participate."

Minnesota—"Smith-Hughes teachers are invited to district meetings of county agents."

South Dakota—"Administrative heads attend annual conferences of workers in the other field."

Montana—"Many specialists and county agents attend Smith-Hughes conferences."

Oklahoma—"The teachers of agriculture and the county agents are meeting together in districts over the state and thru these meetings are setting up state-wide programs of agricultural education thru the schools."

Texas—"In Bell and Madison Counties the county agents and teachers of vocational agriculture meet regularly to plan and carry out county agricultural programs."

Oregon—"Organizing 24 county agricultural conferences to be participated in by county agents, and Smith-Hughes teachers as well as other leaders in the field of agriculture."

California—"In several counties there are informal organizations of technical agriculturists which meet once each month for discussion of mutual problems. These are known as 'County Agricultural Round Tables'."

Supervisors as Members of College Staff

In several states the state supervisor of agricultural education or one or more assistant supervisors are members of the faculties of the state agricultural colleges. In six states the supervisors were reported to have their headquarters at the college.

Memoranda of Agreements

In many states memoranda of agreements are relied upon to bring about the desired co-ordination and co-operation thru recognition of the responsibilities of each group. It is evident that in several states the administrative heads place a great deal of emphasis upon memoranda of agreements which rather rigidly define both positively and negatively the duties and responsibilities of each group. Many of the letters emphasized the agreements relative to 4-H Club work. On the other hand, the director of extension in a western state reports, "Have memorandum of agreement in files but doubt its potency as promoter for co-operation and co-ordination. Other methods are more effective."

Services Rendered to Workers in Other Groups

a. By county agents

Workers in ten states reported that county agents assist the teachers with adult evening schools and from three

states came reports of assistance with high school classes.

b. By specialists

Extension specialists help with evening school groups in many states. The amount of help given varies from the giving of a few lectures to the situation in an eastern state whose director of extension reports, "Extension specialists plan and conduct all of the evening schools for adults."

In several states the specialists are co-operating in the development of the class room work of vocational teachers thru the preparation of subject matter material and the giving of some lectures. In a number of states the specialists assist with regional and state conferences. From a southern state comes the report, "Specialists are working to bring about effective co-ordination between teachers of vocational agriculture and county agents." Only a few states report that the specialists do not render assistance to the teachers. However, it is the more general policy for Smith-Hughes teachers to secure help of the specialists by making application to the county agents, thus avoiding duplication and conflict.

c. By teachers of vocational agriculture

In many states the teachers assist with 4-H Club work, frequently acting as local leaders. They also assist with community meetings, demonstrations, fairs, etc. In a few cases it was reported that the teachers give service to the county agent's office and even take over the work when he is out of the county on other work or on his vacation.

Joint Enterprises

A number of the states report that Smith-Hughes teachers and county agents have set up joint projects, such as soil conservation, demonstrational plots, farm record keeping, series of meetings, educational programs in C.C. C. camps, livestock shows, and judging contests. In many states marked progress is reported in working out the long existent conflict between Future Farmer and 4-H Club activities. This is commendable because very valuable work is being done by each of these great organizations of farm youth. The value of the Future Farmer and 4-H Club activities can not be overestimated. We agree with Disraeli's statement, "The youth of a nation are the trustees of prosperity." At present it is impossible for the combined efforts of the two groups to reach more than a small percent of the farm youth. Therefore, it is only right and proper that we have effective co-operation between the two groups. The letters indicate real progress in a great many states in attaining this objective. The greatest progress is reported by those states in which the leaders recognize that each activity can be made to supplement the others, so that as one extension director reports, "County agents and teachers co-operate in 4-H Club and Future Farmer activities."

In Iowa the Smith-Hughes teachers and the extension workers are co-operating in the development of a program for rural youth. Plans are developed by a joint committee. The two groups have also shared in an annual rural young people's assembly, held at the college during Farm and Home Week.

(Continued on page 139)

Organizing All-Day Teaching Program

A Summary of the Proceedings of the Teacher-Trainers Sub-Section of the American Vocational Association, December 4, 1935.

H. M. HAMLIN, Department of Agricultural Education, Iowa State College, Ames, Iowa



H. M. Hamlin

vocational agriculture.

Programs of individualized instruction, built about the home practice activities of the boys, which have been developing rapidly of late, particularly in the south, were ably presented and ably attacked. Out of the discussion, which seemed at times to present wholly irreconcilable ideas, there emerged at the end, a surprising degree of agreement as to the nature of a well balanced program.

Professor J. C. Floyd of Louisiana State University opened the discussion, presenting for the most part the theoretical reasons for individualizing instruction. These were based very largely upon the psychology of Thorndike. His general conclusion was that "the nearer the instruction is individualized the more successful will the instruction be." Professor Floyd then outlined ten steps in inducting boys into the vocational course in agriculture at the high school level, as followed in Louisiana, where an individualized program is in effect. These steps are:

1. Acquainting the student with the department of vocational agriculture of the high school.
 2. Surveying the home farm.
 3. Selecting the farming type.
 4. Building the farmer training program.
 5. Enterprise budgeting and estimating.
 6. Financing the supervised farm practice program.
 7. Making the final selection of enterprises and supplementary farm jobs to be included in the supervised farm practice program.
 8. Preparing a study calendar of jobs.
 9. Planning farm jobs.
 10. Supervised farm practice records.
- Louisiana, he said, has shifted definitely in the past three years from "the stereotyped course of study made up largely of informational subject material to courses built on the idea of training farmers for specific farming occupations." Simultaneously comprehensive farm practice programs have been developed, broad enough to be the basis of nearly all of the classroom instruction.

A paper by Mr. T. V. Downing, a district supervisor in Virginia, was presented by D. J. Howard, acting state supervisor for Virginia. Mr. Downing stated that Virginia too has abandoned formal courses of study for class groups

TEACHER-trainers assembled at Chicago in December presented an excellent exhibition of their ability to do both constructive and critical thinking of a high order in their attack on the problem of organizing the high school program of

and has gone over to individualized courses of study built by the boys with the guidance of the teachers.

Mr. Downing described the conditions which led up to this change in point of view. In 1930 a study was begun of the differences in farming efficiency of young farmers with and without special training in vocational agriculture. While the study showed that young farmers in Virginia had benefited by their course in agriculture and that they were making a larger labor income than boys who had not studied agriculture, the difference was not as great as had been desired.

"I visited both groups of young farmers in my district," Mr. Downing said, "and the difference was so negligible that I was ashamed and more than that—afraid. I knew that the people of Virginia would not continue supporting this type of education if we couldn't make a better showing than that."

When the situation had been fully diagnosed, it was decided that the main trouble was a poor kind of supervised practice program, and particularly a lack of planning of farm practice. Changes designed to improve farm practice led to considerable individualizing of instruction.

Each boy is asked each year to plan a practice program for the current year and for three years in advance of the current year. Group work is carried on only to the extent to which it is justified by common elements in the programs of individual boys. A considerable amount of group work appears to be justified on this basis, particularly in F.F.A. work.

Mr. Downing listed the following advantages from the use of the revised program in his district.

1. There are no problems of discipline.
2. There is a different attitude on the part of the boys. They are there for work and are not satisfied with "getting by."
3. Greatly improved supervised farming programs are being carried by the boys.
4. Practically all of the boys are carrying farm practice programs which they control under a definite business agreement with their parents.
5. Greater co-operation is being secured from the parents because the boys are doing effective, business-like farming.
6. The teacher of agriculture does more purposeful visiting and is better acquainted with the boys' situations at home. He has to have the facts and his supervision is now more important as more is at stake.
7. The boys are making more money on their farm practice programs, due to closer supervision on the part of the teacher and better planning in the school by the boy.
8. More boys are planning to be farmers when they finish school because they are actually farming when they finish.

Dr. W. F. Stewart of Ohio State University began the discussion of the papers by Floyd and Downing. Reasoning from his conception of an ideally educated person, Dr. Stewart raised three questions regarding the procedures being initiated in Louisiana and Virginia:

First, he contrasted "individualized instruction" with "solo instruction." "Solo instruction," he said, "cannot provide for that learning which is derived from group discussions of common problems. The benefits from group instruction may include the give and take of competitive reasoning, the sharpening of judgments, the widening of experience in applying appropriate knowledge and ultimately the increased mental ability to appraise a situation more rapidly, to reason more logically, and to reach conclusions more cautiously." While conceding that some "solo instruction" is desirable, he urged the merits of group discussion and warned against "throwing the baby out with the bath."

Second, he charged that "solo instruction" does not provide the repetitive experiences necessary for the development of managerial ability. He said, "The recognized procedure for the development of managerial abilities involves three distinct steps on the part of the learner: (1) discovering the principles which are basic to the ability; (2) graded practice in the use of these principles; and (3) a final test of the ability itself thru the learner's reacting to a normal life situation involving that ability. In the first step, technical information is learned; in the second step, skill in making managerial judgments is developed. For the boy working alone on his project only the first step is provided and that only in the limited sense in which it is confronted in one situation. To be a master of the principles, more situations than a single project provides are usually necessary. The second step is omitted quite entirely. The failure to provide the second step has been the fault of much of our vocational teaching, and, in my judgment, is both the cause of ineffective teaching and the reason why many of our students after leaving departments have not displayed a higher degree of managerial ability. The procedure of individual instruction presented does not remedy this weakness."

Dr. Stewart held, in the third place, that the procedure outlined "does not provide for enriched learning involving ideals, attitudes, appreciations, and to a degree abiding interests. The procedure of job analysis is valuable as a means but not as an end. We get jobs by analyzing enterprises, but when we analyze boys and farmers we get abilities. The two are closely related but it needs to be well understood that teaching from developing in that boy the ability to do that job, so that teaching based on job analysis is not usually the equivalent of teaching that strives to develop pupil abilities. Furthermore, by the method of job analysis we never discover needed ideals, attitudes, and appreciations which, if a farm boy possesses, will make him a better farmer, a more desirable citizen. To leave them to the pick-up method by the boy is to ignore the most vital causes of progress in society. . . . Why not recognize the truth that in the deficiency of many of our farmer-citizens today we find so great a need for some

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Leadership Training for Future Farmers

J. E. BORDER, Director of Vocational Education,
Bozeman, Montana

THE future of the Future Farmers of America depends on wise leadership both now and in the future. Chapter officers are picked for some qualities that appeal to the members but in all cases these qualities will not fit them for the type of leadership required of an officer of a Future Farmer Chapter. The boy who has been elected to an office, takes the office with all the confidence of youth, but little in the way of experience that will help him make a success of the job. He must be taught the aims and objectives of the Future Farmers, he must be given a vision of the possibilities of the organization and must be shown ways and means of carrying out the objectives.

The constitution of the Future Farmers sets up eleven purposes for which the organization was formed, and unless these are fully understood, are just so many meaningless words to the average farm boy. If the officers are to carry out these purposes, and make their chapter a functioning organization, they should have them well enough in mind to enable them to make them clear to the chapter members. One of the first meetings of a training conference should be a group discussion of the purpose of the organization. A skilled conference leader can develop these fully, using the knowledge already gained by the group, and will have to supply but little information himself. In cases where the group is too large for a conference, some person who has a clear vision of Future Farmer possibilities should explain them, using illustrations where possible.

Officers of local chapters have not been impressed with a need of a complete knowledge of the F.F.A. constitution and by-laws and some time should be given to the study of their provisions. A good way to open a discussion of the provisions of the constitution is to hand out a questionnaire for the boys to fill out. The following one was used with the Idaho Leadership Training Conference—1935—

Instruction on State and National Constitution and By-Laws

1. Why is there such an organization as the F.F.A.?
2. When is a vocational student qualified to become a Green Hand?
3. When can a Green Hand be made to a Future Farmer?
4. How long can a Future Farmer maintain his active membership in the F.F.A.?
5. What class of membership will he hold after his time has elapsed for an active member?
6. How does an individual become an honorary member of the organization?
7. How many State Farmers can be elected each year?
8. What sort of a record must a boy have made to be eligible for the State Farmer degree?
9. What are the advantages of being a State Farmer?
10. What are the qualifications for the American Farmer degree?
11. How many American Farmers does (Idaho) have each year?

12. Who can become an officer in the State Association?

13. How can a local chapter secure a charter?

14. How long do state officers hold office?

15. What is the method of electing state officers?

16. How is business of the State Association handled?

17. How are proposals put before the State Association?

18. According to your constitution and by-laws, how are the following handled?

- (1) Change in constitution.
- (2) Funds expended during the year.
- (3) Delegates selected for National Convention.
- (4) State publicity for F.F.A.
- (5) How are bills paid?

These papers should not be collected but should be used as a check for the boy himself. After some time has been given for the boys to answer the questions, each question should be taken up and discussed at length by the group. Copies of the state constitution should be available for reference and study at the time as each boy is more interested in it then than he ever has been before.

An interesting discussion in all leadership training conferences is one on the essentials of a good F.F.A. chapter. This can be introduced by asking the question—Why is one Future Farmer chapter better than another? This usually brings out some very frank discussions which are not too complimentary to chapter members and officers. The discussion, however, should be confined to the discussion of what makes outstanding chapters rather than what makes poor ones.

The boys who attend the leadership training conferences are all chosen leaders from their local chapters and possess certain qualities of leadership. A discussion of the qualities, in an individual, that make him a leader, will bring the same results from every group and the boys enjoy such a discussion.

Where the conference is not too large a model program of work should be worked out with the group, taking it up under the nine heads suggested for the national chapter contest. In some cases where there are but few chapters represented in the conference, a meeting of chapter officials to discuss their own program of work is even more satisfactory. Besides working out goals and ways of meeting these goals an objective chart should be set up where each chapter member is given some definite job to do and a time set when the job is to be completed.

In these conferences it is advisable to hold some split sessions where the groups are made up of boys holding the same offices in the local chapters. This would mean special groups made up of presidents, secretaries, and reporters, and where each group could discuss the duties of their respective offices.

The main feature of a training conference should be a practice meeting in

(Continued on page 138)

A National Research Program in Vocational Agriculture

F. W. LATHROP, Research Specialist, Office of Education, Washington, D. C.

THE panel discussion conducted on this subject brought out the following points:

Four weaknesses of existing studies were pointed out: (1) lack of continuity between studies, (2) unnecessary lack of objectivity, (3) lack of careful interpretation of results, (4) small number of cases.

Emphasis was placed on the training of research workers. In this connection it was pointed out that where teacher trainers are located in universities having colleges of education, they may take advantage of training facilities for research workers in education.

Training in the use of statistical procedures is needed, especially those related to validity and reliability. A course of training in educational statistics followed by special application to agricultural education was suggested as desirable.

The use of Purnell and other Federal funds in connection with studies in agricultural education was discussed. No good reason was advanced to explain why these funds have not been widely used in this way except that projects have not been submitted to the directors of experiment stations. However, it was pointed out that such projects or studies would require the use of trained research workers which would preclude many of our graduate students, at least when they begin graduate work.

It was pointed out that research in agricultural education has been done by professional or trained research workers and untrained or partially trained workers. We cannot expect too high quality in master's theses which are done for the most part by untrained or partially trained workers.

A list of problems which have been suggested as in need of study was submitted to the audience, as follows:

Problems in Agricultural Education Which Need Study

I TEACHERS

- A. A long-time study of teacher load
- B. What teachers are asked to do, outside of their all-day program
- C. Occupational study of men trained to teach vocational agriculture
- D. Relationship of the agricultural college to the state program of vocational agriculture

II TEACHING

- A. The setting up and attainment of specific objectives
- B. The development of desirable attitudes toward teaching
- C. Individual instruction. Place, techniques
- D. Improvement of instruction thru developing supervision techniques
- E. The amount of time required by vocational students to reach certain specific objectives



F. W. Lathrop

Extracts from the Reports on the Magazine

THE reports of progress of the magazine were made by the Business Manager, Dr. W. F. Stewart, Ohio, and Editor, Dr. Roy A. Olney, West Virginia.

The magazine had a most successful year financially, making a total profit of \$1,116.79 for the year ending June 30, 1935. While the number of states having over 100 percent subscriptions has decreased slightly there has been a steady gain in the subscription list with an average monthly gain for the past year of 484. No month showed a loss over last year. There is still need for a few states to increase their subscriptions based on the number of teachers employed. The state administrative staffs should continue to promote the sale of the booklet "Contributions of Ten Leading Ameri-

cans to Education," and the new binder for the magazine.

From the editorial side the magazine has been well supported. Very few states were not represented by contributions in its columns during the past year. Articles received from teachers of agriculture equalled the total from state supervisors and teacher trainers combined. It was urged that each state contribute a minimum of twenty pages of double-spaced typewritten material, and by so doing sufficient copy would be available to print the magazine during the year. It is hoped, however, that much more copy will be available so as to improve the quality of the magazine.

In what ways can you improve the data given for your state?

STATES	SUBSCRIPTION DATA		ARTICLES PRINTED DECEMBER, 1934—NOVEMBER, 1935		
	Number of Teachers, 1934-1935	Subscriptions November 1, 1935	Number of Articles	Number of Inches	
					White	Colored
Alabama	138	30	152	3	28
Arizona	26	..	7	1	16
Arkansas	98	44	96	8	203
California	157	..	60	3	54
Colorado	49	..	18	6	181
Connecticut	14	..	11	0	0
Delaware	15	2	11	1	10
District of Columbia	..	..	12	17	497
Florida	51	18	73	2	20
Georgia	144	47	145	1	14
Idaho	33	..	32	0	0
Illinois	268	..	131	22	233
Indiana	203	..	172	15	294
Iowa	118	..	115	11	215
Kansas	130	..	105	4	86
Kentucky	166	2	37	5	93
Louisiana	91	58	89	4	58
Maine	32	..	34	2	29
Maryland	38	4	14	1	4
Massachusetts	64	..	39	4	95
Michigan	196	..	209	2	45
Minnesota	102	..	69	5	72
Mississippi	174	76	112	6	49
Missouri	144	2	59	4	38
Montana	40	..	26	3	23
Nebraska	80	..	89	10	75
Nevada	10	..	12	3	27
New Hampshire	15	..	15	0	0
New Jersey	33	1	17	8	101
New Mexico	34	..	33	3	85
New York	223	..	231	10	343
North Carolina	236	44	53	3	77
North Dakota	40	..	36	3	14
Ohio	223	..	231	12	255
Oklahoma	99	22	86	1	42
Oregon	43	..	49	9	164
Pennsylvania	162	..	150	13	256
Rhode Island	10	..	0	0	0
South Carolina	162	96	65	0	10
South Dakota	51	..	29	1	10
Tennessee	141	21	148	6	142
Texas	377	121	248	13	136
Utah	49	..	42	0	0
Vermont	24	..	16	1	20
Virginia	140	34	100	8	283
Washington	65	..	37	1	81
West Virginia	66	3	60	6	50
Wisconsin	126	..	141	12	331
Wyoming	32	..	32	3	40
Hawaii	47	..	..	0	0
Puerto Rico	57	..	..	2	25
Alaska and United States Possessions	..	..	77	0	0
Foreign	..	..	12	1	31
Total	4,921	625	3,837	235	4,345

(Continued on page 139)

America Faces A Changing World

FRANK E. GANNETT, Publisher of the Gannett Newspapers, Rochester, New York

I AM glad for this opportunity to address you who are interested in vocational education. You are in intimate touch with youth and the new life that flows thru it. You are moulding and influencing the minds and ideals of the men and women of tomorrow—those who will control the destinies of this nation and perhaps the world. What a glorious work! What an opportunity you have! What satisfaction you must get out of your great public service.

This is an appropriate time to look at conditions about us, to see where we are and where we are going. It is true that every generation has its problems, but, not in my memory, at least, have we had such critical situations as we have today. Who is not gravely concerned about the future?

Never were there so many men under arms, never more devilish machines and devices of destruction ready, never more dynamite exposed to a spark that might at any time blow the whole world into pieces—yes, destroy civilization.

While thousands of our schools are closed, while millions of our people are illiterate, we who are supposed to be immune from attack, are to spend, in the current year, a billion dollars on our army and navy. Do you realize how much is a billion dollars? A dollar every minute of the day and night from the birth of Christ to the beginning of this century would not be a billion dollars!

The greatest question before the world today is whether we shall have peace or war. Our greatest duty is to do everything possible to prevent war and to promote peace, good will among men.

Let me hasten to say that I am not an alarmist, but an inveterate optimist. I have faith in the future. I have hope that another great war may be avoided, but I am also a realist. I recognize that we can make no progress unless we face facts and do our part to make this a world in which wholesale slaughter will not be tolerated.

LAST year I went to Europe to study political and economic conditions there, so I might have a better understanding of the factors that make for peace or war. I had the privilege of interviewing nearly all the statesmen of the leading governments—such as Stanley Baldwin, Samuel Hoare, who has just resigned as Secretary of Foreign Affairs of Britain; Schacht, Hess and Dieckhoff, the leaders of Germany; members of the Soviet Executive Committee next to Stalin; Mussolini himself; Premier Laval, former Premier Flandin and many others in government, finance, business and newspaper men. It was a great experience and has made a deep impression upon me.

As you know, Great Britain is enjoying great prosperity, as are also the sterling bloc countries—those countries doing business on the basis of the pound sterling. Eliminating these countries, the rest of Europe is a dismal, discouraging, terrifying picture, presenting desperate problems because of the hatred and fear that prevail in the governments. The peoples of these countries themselves do not differ from us. None of them want

For many years Mr. Gannett has manifested keen interest in and has provided substantial support for vocational education. The article beginning on this page is the text of an address delivered by him at the annual meeting of the New York State Association held recently. The appearance of the article in this journal is in response to a wide appeal on the part of those who heard him speak and those who read the news releases to have the address published. The readers of Agricultural Education will wish to preserve these stimulating and prophetic statements.—A. K. Getman.

war. They only wish to be left alone, to carry on their lives with their families in their own way, undisturbed. But when one looks at the governments that have been set up in these countries, he has an entirely different picture because rulers have motives and ambitions and an entirely different outlook upon the world.

A FEW years ago we fought a war to make a world safe for democracy. The war settled nothing. The Peace Treaty merely bred more hatred and a worse situation; within a few years, we have seen democracy overthrown in country after country, until today, Great



Frank E. Gannett

Britain and America stand almost alone as powerful defenders of democracy.

Germany, a nation of 65 million people—and the German people are a wonderful race—is in dire straits. The government's finances are almost exhausted. It can't get sufficient raw material. Its food supply is short. It seems in an impossible situation.

Italy is also in a desperate financial position, and is short of raw materials, with a rapidly increasing population and inadequate food supply. Germany covets the fertile fields of Austria, but the Austrian government is opposed to Nazi-ism and to Hitler. Italy, too, is determined that Germany shall not have Austria.

France herself is in great distress, has intense fear of Germany and does not

want to see Germany's power or resources increased.

Then there is Russia, fearful of an attack on its western front by an aggressive Germany, and Germany likewise fearful of an attack by Russia and afraid of Communism. In the Far East, Japan, like Germany and Italy, in great need of raw materials and of food for its rapidly increasing population, is pushing further and further into China, with Russia resenting its moves and preparing ultimately for a war on its eastern borders. With such a delicate situation prevailing between these great nations, Italy starts a war of aggression in Ethiopia. No one can predict the outcome. The League of Nations imposes sanctions, or penalties, against Italy. Italy talks of attacking Great Britain if she continues her interference with Italian plans. Premier Laval of France discloses his fear that another great European war will develop unless the Ethiopian affair is terminated with some sort of immediate peace plan.

So this whole world situation is most disturbing. As I said before, it is filled with dynamite.

WHAT worries me is the fact that two or three individuals have absolute power to start a great war and the peoples of these nations will have nothing to say about it. Whenever the word may be given, they will have to march off to the great slaughter house without knowing for what purpose they are being sacrificed.

My experience in Europe was terrifying. You who have not seen life under dictators have no idea what it means to be deprived of the liberties we enjoy. Neither life nor property is safe in these countries ruled by dictators.

Can you imagine what happened in Berlin a little more than a year ago, when the party was "purged" by the Nazi leaders? The records show that 243 persons, prominent in the life of Germany, were taken out of their homes and shot down without even a chance to protest, without even their families knowing what had become of them. In Germany there is constant fear. Spies are everywhere. No one dares utter a word against the government. There is no such thing as freedom of the press. The newspapers carry only what will meet the approval of Hitler and his government. No one knows how many people have been sent to prison or summarily executed, whether innocent or not, without opportunity for defense.

Russia may be making progress with her great social experiment in collective ownership and production, but at what great sacrifice! In Moscow I talked with newspaper men who had made a personal investigation of the Ukrain. They tell me that between five and six million peasant farmers—kulaks—were left to starve or freeze when the government, three years ago, took away from them all their food and supplies, in order to force upon them collectivism. The world has never known of such a frightful, ghastly tragedy. It was when I was in Moscow, that Kirnov, the twelfth ranking member of the Soviet Committee,

was assassinated in Leningrad. I am told that not less than 1,000 persons, most of them quite innocent, were summarily shot, without a chance to protest their innocence. The government wanted them out of the way.

We have quite forgotten some of the ruthless methods that Mussolini adopted when he first became dictator. No one knows how many innocent people were executed or sent into exile in order to entrench him in power. Today the Italian people do not know the truth about the Ethiopian war because Mussolini controls all avenues of information—all the newspapers, the radio—and has misled and deceived these happy, peace-loving people and inspired them to march off to war.

In Germany, children from the cradle are being taught that the one great object in life is to die on the battlefield. In Italy, little tots, almost as soon as they can walk, are taught that it is glorious to be a soldier. In Russia, its youth are being taught that Communism must be their religion and life, the goal of all effort and sacrifice.

I came back to America feeling as never before that life under dictators is something too awful to endure. When the state becomes everything, and the individual nothing beyond a pawn in the hands of a dictator, life is intolerable. We simply can't appreciate what it means to be deprived of freedom of the press, freedom of speech, freedom of religious worship, protection for our lives and property. We have these great blessings and yet I fear we regard them lightly. We seldom think of their cost or how precious they are; I repeat that, until one has seen what it means to be deprived of liberty and freedom, he does not realize what they mean.

WHAT brought on these alarming conditions in Europe? What made dictatorship possible? What caused the overthrow of governments? What has brought us to the verge of another annihilating war? The answer is to be found in intolerable economic conditions. History has shown, again and again, that when people are deprived of food and an opportunity to take care of those dear to them, they will revolt, overturn their government and put in power almost any demagogue who promises to better their lot. It was the terrible condition of the French people that caused the French revolution. It was the unbearable conditions in Russia that overthrew the Czar. It was unspeakable conditions that brought Hitler to power and made it possible for Mussolini to march on Rome and become a dictator. When people are hungry and in want and distress, they don't think of constitutions, of democracy or of any form of government. They turn to whatever affords them hope.

Once you put a dictator in power, it is difficult—almost impossible—to unseat him. Give him the machine guns and the sources of all information and communication and the people become helpless and lose all hope.

And let me interject here, and impress upon you this fact—that these revolutions are led by youth, by young men full of daring, determination and courage. Our own Revolution of 1776 was carried to success by young men. Our own Declaration of Independence was the work of youth. How important it is,

then, that youth have a hopeful attitude toward life and toward government. How important it is that they be given a chance to develop their talents and to realize their ambitions.

Turning from the distressing picture of Europe, let us look at America. What about our country? What of our conditions and our future? Only a few years ago we were enjoying the greatest prosperity in the history of the world. Everyone was employed, all seemed happy and we were told that poverty was almost a thing of the past.

Then something happened. A collapse of prices brought a crash and the worst depression in our history. Taking everything into consideration, this depression was undoubtedly more costly in lives, wealth and misery than our participation in the Great War. The depression has been a horrible nightmare for all of us. Unfortunately we have become calloused to the plight and suffering of the millions who were thrown out of work and deprived of their savings and left unable to take care of themselves or those dear to them.

WE ARE emerging from the worst of the depression. Business conditions undoubtedly are better, but the stern fact remains that there are still more than 11 millions unemployed. Our relief costs are at the highest point. The condition is still most serious and should be the cause of great anxiety.

Five million of our youth have never had a job since leaving school or college. What must be their attitude toward life? More than 20 millions are on relief. What must be their feeling about conditions?

Let me say with emphasis that this terrible depression was not an act of God. It was not due to any destruction of resources. It was not the result of a famine or the crippling of our production.

The great depression which we have suffered was man-made. It stands out as a monument to our ignorance and stupidity, failing to set up a workable economic machine.

With a slight improvement in business, we are already beginning to forget what has happened. What alarms me most is that we may come out of this depression without learning anything from our experience, without profiting from the terrific sacrifices and without making any preparation to prevent a recurrence of this disaster. Another great depression may be the last, for with it might disappear all of our precious institutions.

What amazes me is that our intelligent people have not yet learned what caused the depression and failing to understand it, we have resorted to wild schemes and panaceas. Instead of finding out what stalled the car, we have been adding gadgets to the instrument board and wondered why the machine would not operate efficiently.

With the government spending billions of dollars, we are sure to see more business activity in many lines, but there is no question in my mind that conditions today are unhealthy and such as to give us the deepest concern.

What caused the depression? In my opinion, which is confirmed by abundant proof, the collapse in prices I have already referred to was a result of the in-

creased value of gold throughout the world. The depression was world-wide, affected every country on a gold standard basis. Countries on a silver basis did not suffer as we did. I haven't time here now to discuss our monetary system, but I want to urge you to give it study. I might add briefly that gold, while a measure of value, is also a commodity and like every other commodity is subject to the law of supply and demand. The great demand for gold in the late '20's increased its value, not price, and when we measured everything else by grains of gold, the price of everything also fell in terms of gold. The same number of grains of gold bought more of everything else and this made everything cheap in comparison to gold.

Gold, which thru the ages had been relatively stable, turned traitor to modern civilization and crucified us. And yet today some of our wisest men fail to see this plain fact—that a dollar of changing purchasing power, a dishonest dollar, brought on us woe and misery and led us to the very brink of an abyss.

The situation reminds me that Aristotle propounded the theory that bodies of different weight fell at different speeds. This theory stood unchallenged for 2,000 years, until finally Galileo went up in the Tower of Pisa and dropped two objects of different weights and found they fell at the same speed. Galileo almost lost his life for daring to utter such heresies.

For 100 years, we have accepted gold as a fixed standard of value without question. Even when scientists gave convincing proof that gold is like every other commodity, there are those who will not accept it and sneer at those who, like Galileo, upset the beliefs that they long have held.

For a short time our President got a glimpse of the cause of our depression and we who had studied the monetary system were filled with hope. Following 33 other nations, we tardily went off the gold standard. England had deserted the gold standard 18 months before we did and was already on the way to recovery before we took action. The price of gold was raised 69 percent and the prices of basic commodities rose 67 percent. Equities in property were partly restored and we began to see daylight. During the first six months of the administration, while we were increasing the price of gold, we made more progress toward recovery than at any time since 1929, but the administration came under some strange influence—possibly of international bankers—and returned to the fixed price for gold, without completing the task that the President had undertaken. At the same time we adopted a program of scarcity and control of production. The government in Washington began to manage everything and everybody, telling the farmer how many acres he could plant and the worker in the factory how many hours he could work, the employer how much he could produce.

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With the government spending billions of dollars, we are sure to see more business activity in many lines, but there is no question in my mind that conditions today are unhealthy and such as to give us the deepest concern.

THIS change in our fundamentals is the cause of great concern. Without questioning the motives of those in power, I fear we have set out on a road, perhaps unconsciously, that leads to dictatorship, to the conditions that I saw in Europe which frightened me. Instead of having a government by law, we are turning our government over to individuals, with discretionary powers, the

very thing that our ancestors fought, the very thing that brought about the founding of America!

America was built to its great heights by free enterprise. Millions came to this country from Europe to get the opportunities that a land of liberty afforded. Our government offered protection for life, freedom and property and there was even a chance for the poorest boy, with the greatest handicaps, to win success and positions of leadership.

When we set up in Washington a government to control and limit our efforts and our ambitions, we set out on a road that will lead to disaster. When you start on a program of this sort, you are carried further and further toward centralized control and management and suppression of the individual.

Hitler, Stalin and Mussolini may try to arrange every detail of the lives of their people and control them, but, in my opinion, there is no one big enough to do such a job in America and surely we will not let any one try it.

Jefferson, the Father of Democracy, said that "a wise and frugal government shall restrict men from injuring one another, but leave them otherwise free to regulate their own pursuit of industry and improvement and shall not take from the mouth of labor, the bread it has earned."

I cling to the belief that the job of our government is to protect us, to keep men from injuring one another, to defend us against an aggressor nation, or the unscrupulous exploiter, guarantee to us justice and the fullest measure of freedom and liberty. I maintain that no man is fit to rule another, that, we, the people must create and control our government, instead of having the government control us. History has shown repeatedly that when any rights or privileges of a people are surrendered to a government, it is difficult to regain them.

AS I said before, intolerable economic conditions brought dictators to Europe. If we are to be saved from Fascism, Nazi-ism and Communism in this country, we must put men back to work, open an opportunity to our five million youth who have never had a chance, restore prosperity to the farmer, restore equities in property, and make it possible to pay off our burdensome debts. The remedy for this surely is not to destroy the system of free enterprise which gave us such progress in technology, such wealth of production as no nation has ever enjoyed. We should not undermine the foundation that made this possible by resorting to regimented economy. Instead, we must analyze the cause of our trouble. It was not too much invention, it was not that our factories failed us, our workers did not refuse to perform their labors; for five years they have been pleading for a chance to work. Our farms and mines produced so much that we had the illusion that there was overproduction. What failed us was the money mechanism with which we distribute goods. Today we have the spectacle of many willing to work and earn so that they may buy food and clothing, but with no chance to work, and idle factories nearby, while in the cotton fields and the wheat fields, farmers produce cotton and wheat that idle workmen need and are unable to buy.

Last week Chicago papers reported there were thousands of children in that

city so poorly supplied with clothing that they cannot attend school decently clad, yet, in the south, millions of bales of cotton are being bought up by the government because there is no market.

I burn with indignation that in this land of plenty, with unlimited resources and means of production, we should have any want, hunger and idleness. It makes me furious that we should be so stupid and so ignorant that we can't correct such conditions. What is the answer?

OF COURSE it is education. Teachers can play a great part in the long run in solving our great problems. I am amazed at the ignorance that prevails after all we have spent for schools and education in giving millions an opportunity to learn. The other evening I heard an Inquiring Reporter on the radio ask, in turn, five people, "Who is Frances Perkins?" and not one of the five could identify her as the Secretary of Labor of the President's Cabinet! How much can we hope from people who know so little about our government and our public affairs?

What we need on the part of everybody, rich and poor, great and small, is more interest in government, more appreciation of the privileges we enjoy, a greater devotion to guarding, protecting and preserving them.

In these trying times of peace, we must be ready to give everything to our country, make the same sacrifices we have made in times of war. And when we say sacrifice, do we know what the word means?

Commander McMillan, returning from an expedition to the Arctic, reports that in the cold regions when their periodical winter shortages of food occur, the old people shut themselves in separate snow houses, with one day's food, there to die so that the children and the youth may have the food and live. He asked one mother in the spring, "How was the winter?" She answered, "Very hard. Our food ran out." Then she extended both her hands. The tips of her fingers were covered with scars, every finger had been slit open many times for her children to suck her blood when they could no longer digest the hides and tough food that remained. That is the way these suffering people of the far north sacrifice for their youth and childhood. Today our society seems to be sacrificing youth to the dead hand of the past that makes them victims of an out of date economic system, one that causes starvation in the midst of plenty.

If America is to go forward on the road laid out by our forefathers, we must have more and better education of old and young. We must discard false worn-out theories of economics. We must set up the proper machinery for exchanging goods and services. We must make it possible for agriculture to produce abundantly and cheaply and for industry to produce abundantly and cheaply. We must make plenty of everything available for all and when we do this, there will be jobs for every one, and free enterprise, with unlimited possibilities, will have full reign again.

What a glorious opportunity is open to us! With great enthusiasm we should approach this task, so that we may raise our standard of living, eliminate misery and want, prove to the entire world that democracy can function with efficiency

and justice and that democracy does offer the greatest opportunities of any form of government.

I am sure America will fulfill her destiny, set herself up as an example to all the world, by promoting prosperity and happiness and so lead the world to everlasting peace.

Leadership Training for Future Farmers

(Continued from page 134)

which instruction is given on conducting a meeting and parliamentary practice. Some one who is well grounded in parliamentary practice should give the instruction and lead the discussion in which all the points that would be used in conducting a Future Farmer meeting would be discussed. After this discussion hold a practice meeting where all the officers present will have a chance to participate. This meeting should bring out all the different procedures and the motions should be made that would furnish amusement for the whole group. Some of the motions made in these practice meetings are: "That the chapter ask the schoolboard for five days vacation each week so the football team would have time to practice"; "That the chapter buy an alarm clock so that some member could get to school on time in the morning." Such motions furnish a lot of fun and at the same time, if handled right, will illustrate any point that should be brought out.

These leadership training conferences have proved quite beneficial and are well worth the effort it takes carrying them out. There might be added to this conference a section for local advisers as they play an important part in the success or failure of a local chapter.

Book Reviews

Electricity in the Home and on the Farm, by F. B. Wright. Published by John Wiley & Sons, Inc. Pp. 320, excellent print and binding, price \$2.50 net. Designed to aid in teaching a practical knowledge of electricity and its applications in the home and on the farm. The book is divided into two parts. The first part consists of a series of practical jobs, starting with very simple ones and proceeding step by step to the more difficult ones. The second part consists of ten chapters of text on the fundamentals of electricity and is intended as supplementary study in connection with the jobs listed in Part One. This text should prove helpful to Smith-Hughes teachers and vocational agriculture students in their Farm Mechanics work.—A. P. D.

Rural Electrification, by J. P. Schaenzer. Published by The Bruce Publishing Company, Chicago. Pp. 266, cloth bound, price \$1.72. This book contains twenty-five chapters dealing with the elements of electricity and its application to the farm and home. Good print, profusely illustrated with material presented in teachable form. Each chapter lesson is divided into the following sections: class discussion, equipment, demonstrations, practice and problems, information and suggested readings. Vocational agriculture students and teachers should find this book especially helpful and interesting.—A. P. D.

Securing Technical Information and Assistance from the Extension Service

(Continued from page 133)

Preparation and Distribution of Technical Information

It is encouraging to note that there is a growing tendency for the extension and resident staff members in our agricultural colleges to take a larger part in working out course material and in furnishing bulletins and mimeographed pamphlets. Unfortunately this practice is not followed in all states. I regret that the situation in one of our states is such as to result in the following description.

"Both county agents and state leaders have refused to supply available technical information to vocational teachers upon the grounds that it would reduce the comparative prestige of the members of the extension staff. On the other hand, vocational teachers have failed to give credit to 4-H Club work where such credit was due."

Contrast this situation with that in the many states in which the bulletins are furnished almost without limit for class use in departments of vocational agriculture.

Kansas State College and Iowa State College provide sets of bound bulletins for each of the agricultural courses offered in the high schools. These bulletins are the principal references in many schools. Mississippi, Nebraska and Tennessee report of the appointment of staff members to the responsibility of preparing publications especially appropriate for use in high schools. In New York, resident and extension staff members have prepared a study manual composed of data developed from the various research activities in the field of agriculture. This is revised once each year and sold to the teachers of agriculture by the teachers association.

In Ohio a "Handbook of Agronomy" has been prepared for teachers. In Iowa Dr. Hamlin has co-operated with extension specialists in agricultural economics and agricultural engineering in the preparation of course of study material.

The letters from 22 other states report that experiment station and extension bulletins are available to vocational teachers and their students.

In many states the supplies must be obtained thru the office of the county agent. However, the policy in several states is in agreement with the following statement from a director of extension, "It is not quite the function of a Smith-Hughes teacher to build up a supply of bulletins in his office which he may have for distribution to farm people in his district."

Special releases to county agents are sent to vocational teachers in many states. Outlook material, moving pictures, and lantern slides are available to teachers in several states.

Contribution of the Agricultural Adjustment Administration Program to More Effective Co-operation

One of the lasting benefits of the agricultural adjustment administration program has been the teaching of practical co-operation among farm people. It is significant to note that many of my cor-

respondents have pointed out the contributions made by the administration of this program to closer affiliation and more effective co-operation between the extension and vocational agriculture groups. They have found from experience that much more effective work can be done when all work together in a systematic manner.

Exchange of Personnel

The conduct of this agricultural adjustment administration program has resulted in drawing into the extension staffs many who have had training and experience in vocational agriculture. From many states have come reports of better understanding and more effective co-operation as a result of this transfer of workers from one field to the other, even tho a few reports indicate that there have been so many transfers as to temporarily handicap the teaching program.

Professional Opportunities for Teachers and County Agents

A few of the states report that definite efforts are now being made to provide better opportunities for professional improvement for teachers and county agents while they are employed, many of whom have taken no systematic training since their college days.

I have referred to the provision made by Purdue University. In Iowa in 1934, a one-week short course for teachers and agents was held; in 1935 this was expanded into a country life institute with an adequate budget and numerous speakers of national reputation. During the summer of 1935 also there was held for the first time a three-week graduate course for agents and teachers. It is planned to develop this project on a permanent basis with broadened offerings and increased attendance. A standing committee, whose membership is comprised of administrative heads, county agents and Smith-Hughes teachers, has been appointed to develop this project.

I have not discussed all of the ways and means which are being used effectively in different states to bring about proper correlation of these two organizations which are contributing so largely to our American program of agricultural education.

Last year the University of Minnesota made a survey among the teachers to determine the extent of its service to the teachers of agriculture. About half of the teachers replied and the following facts indicate the contributions which they received from the extension division: 2,228 bulletins sent to teachers of agriculture, 147 letters, and 156 interviews were credited to the extension division. In addition, 15 teachers received special teaching material, and 9 reported special teaching helps from the extension division.

If all the teachers had replied, no doubt each of the items would have been doubled.

In conclusion, I want to commend those individuals who are charged with the responsibility of organizing and conducting these two very important fields of agricultural education for the thoughtful, constructive steps which are being taken to bring about proper understanding, real co-operation, and effective coordination. Much progress has been made during the past few years.

A National Research Program in Vocational Agriculture

(Continued from page 135)

F. The development of attitudes as they affect success in farming and rural life

III PUPILS

A. Occupational history of former students

B. The educational needs and resources of youth and adults in a community

C. A study of the parents and homes of students

IV GUIDANCE AND PLACEMENT

A. The function of the teacher of agriculture in vocational and educational guidance

B. Placement of young men on farms in a community

1. Study of needs and characteristics of young men available for placement

2. A study of farms to determine what opportunities exist or will exist for placement

C. The credit needs of young men

V CURRICULUM

A. Opinions of young men as to their educational needs

B. Relationship and emphasis of recreational activities in part-time education

C. Organizing the course of instruction in vocational agriculture

VI ADMINISTRATION

A. Vocational agriculture in the small high school

B. The potential locations of agricultural departments in high schools

C. Adequate and economical records and reports

D. State and local financing of vocational agriculture

E. Farm practice records

VII GENERAL

A. State survey of vocational agriculture

Program of the Research for 1936

The completion of the project on summarizing studies in agricultural education calls for a continuous follow-up of new studies and for supplementing Bulletin 180 from time to time. However, with the completion of the summaries and the publication of *Summaries of Studies in Agricultural Education*, Bulletin 180, U. S. Office of Education, the committee of the Agricultural Section has decided to embark on a new project.

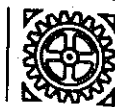
For many years and in all parts of the nation, workers in agricultural education have made improvements in the vocational curriculum. In some cases the improvement has aimed at better selection of content; in other cases at better teacher organization. Farm surveys indicate one example of effort toward better content selection; cross section organization illustrates improvement of teaching organization.

The proposal which was accepted by the committee provides for a survey of the various efforts to improve the curriculum, a description of many types of effort and possibly an evaluation of these types.

It is proposed to assign certain trends in curriculum improvement to each member of the committee. Eventually this project, it is hoped, will result in a publication which will bring us up to date in curriculum making.



PART TIME Farmer Classes EVENING



Aiding Out-of-School Farm Boys to Establish Themselves in Farming Thru Part-Time Education

A. LARRIVIERE, Assistant Supervisor of Agriculture, Louisiana

SINCE the out-of-school youth problem will occupy our attention for sometime to come, we should try to remedy some of the conditions which are prevailing if we are to continue our efforts in this type of education and make it worth while.

What has been taught to part-time pupils cannot be severely criticized owing to the fact that a start had to be made; however, steps for a more definite program should be made in order to continue the interest which has been stimulated. Various jobs have been taught in these classes and no doubt they were well presented. I do not believe that in most cases these jobs have been taught in the most effective manner to the group. We must realize that considerable thought must be given to the fact that a large majority of the boys who have left school did so for the reason that they could not see the practical application to some of the courses or subjects which were being taught to them. If we should stop to consider that we direct our activities along the line which we see a practical application, we would more and more put ourselves in these boys' places.

Suggested Procedure in Conducting Part-Time Classes

It is impossible for me to outline a definite course or procedure to follow due to the fact that it deals more or less with individuals. I will try, however, to give an idea which may be used and adapted to your situation. In order to work a concrete example on which to base, I made a personal survey of Clyde Savoy in the Sunset Community. The following facts were gathered in the interview with him and his parents.

1. Eighteen years of age.
2. Graduated from high school in the spring of 1935.
3. Had four years of vocational agriculture.
4. Father owns 70 acres of land.
5. Father is anxious for his son to remain home to help him since he is unable to send him to school. He does not want his son to "job around" from one place to another.
6. Father is anxious for his son to become satisfactorily established in farming—having him own his property.
7. The boy wants to farm but wants to own his property. He does not want to be engaged as share tenant on farms other than his father's.
8. Father is willing to give his son access to eight or ten acres of land to put in crops of his choice and get the full proceeds of same.
9. The boy will be required to purchase his own clothes and take care of

his own pocket change. He is also to continue meeting the premiums of a \$1,000 life insurance policy which his father took out for him a few years back.

10. Boy is to have access to the plot of land free of cost; that is, no rent to pay, and no charges made for the use of workstock and equipment.

11. Boy is interested in basketball, boxing, swimming, and dancing.

12. Boy has had some managerial experience, but same could be developed much further.

13. Boy has not recognized his civic responsibilities in connection with rural community life.

14. Boy is still at a formative period of life when habits and ideas can readily be formed.

15. Boy is interested in raising workstock.

16. The enterprises included on the home farm are: sweet potatoes, cotton, corn, poultry, Irish potatoes, truck, legumes, swine, and dairying on a small scale.

With the foregoing picture, let us see what kind of a long-time program could be outlined for this boy which would help him to become satisfactorily established on a farm of his own. Let us think of this case in terms of at least five years. We have reason to believe that this boy will establish himself in or around the Sunset Community, therefore, the type of farming he will follow will probably be the one prevailing in his present locality. Looking at the boy's possibilities on a one-year basis does not bring out the fine lines in the picture. One must consider very seriously the whole philosophy of part-time education, and think of a long-time program which will give the individual the things included in the philosophy of such instruction. *The very core of the situation is looked upon as a one-year proposition.*

In the following outline I have tried to organize a procedure which would tend to contribute to the boy's main goal—that of land owner—and I have also tried to integrate other activities which would bring out civic and sociological activities in an interesting manner for the individual. Upon close observation one will see that for the most part what is outlined has been done in such a manner as to have some practical application.

A LONG-TIME SUPERVISED FARM-PRACTICE PROGRAM AND OTHER ACTIVITIES FOR CLYDE SAVOY, ELIGIBLE PART-TIME STUDENT IN THE SUNSET COMMUNITY, ST. LANDRY PARISH, LOUISIANA

ENTERPRISES	1935-36	1936-37	1937-38	1938-39	1939-40
	Scope	Scope	Scope	Scope	Scope
Sweet Potatoes	8 a.	8 a.	8 a.	7 a.	7 a.
Cotton	2 a.	2 a.	2 a.	3 a.	3 a.
Irish potatoes	1	2 a.	2 a.	3 a.	3 a.
Brood mare	1	1 mare and colt	1 mare and 2 colts	2 mares and 3 colts	2 mares and 5 colts
Truck		1 heifer	1 heifer	Cow & calf	cow, 2 calves
Dairying				1 sow and litter	1 sow and litter
Swine				2 acres on rented land	2 acres on rented land
Corn and legumes					
Estimated net profit	\$750.00	\$920.00	\$985.00	\$1,010.00	\$1,185.00

Total 5 year estimated net profit including appreciation of livestock.....\$4,850.00

Supplementary farm jobs and related activities	1935 and 1936	1936 and 1937	1937 and 1938	1938 and 1939	1939 and 1940
Orcharding:					
1. Propagation	x	x	x		
2. Grafting, budding, pruning			x	x	
Poultry:					
1. Brooding		x	x		
2. Feeding		x	x	x	
3. Culling	x	x	x		
4. Caponizing		x	x		
5. Housing		x	x		
6. Diseases and parasites	x	x	x	x	x
Corn:					
1. Field selection	x	x	x		
Truck:					
1. Grading	x	x	x		
2. Insect and disease control	x	x	x	x	x
Record keeping	x	x	x	x	x

Bachelor Club Members Form Part-Time Group

SAM HITCHCOCK, State Supervisor, Cheyenne, Wyoming



Sam Hitchcock

WHERE there are local clubs of young farmers already organized in communities where vocational agriculture is taught, it should be a very simple matter to get a good enrollment in a part-time school.

While teaching at Buffalo, Wyoming, it was discovered that such a club had been organized by a group of young farmers living in one section of the county close to the agriculture department. The territory in which they lived covered about twenty miles along a creek. The purpose of the club was of a social nature and about thirty young men gathered together twice a month for a meeting. I was organizing a part-time class at that time and was endeavoring to get members for the session. I contacted several members of this club and told them about the school and what we were going to do. At their next meeting, they brought the subject up and nearly the whole group decided to attend the part-time school.

The first meeting was devoted to finding out what subjects the members were interested in and the school was based upon their desires. It was found that farm mechanics work, as well as agricultural subjects, were included in the list. It has been found that letting the members take whatever subjects they are most interested in forms the basis for a very good school. It is nearly always true that such subjects are practical and really give the members information that they can put right to use.

As an example of this, I would like to cite one case. The part-time school of which I speak was started in the fall of the year. About that time, many of the ranchers were selling their hay. Many of them did not understand how to figure amount of tonnage in a stack or did not know what formula to use. A part of one evening was therefore devoted to problems on figuring out tonnage in stacks of hay. The federal rule was given each member and each copied it down in a notebook. Problems were then given them until each one was able to use the formula properly. This practical information saved many of them from being short-changed in the selling of their hay.

Allowing the members to choose subjects which they want instead of setting a definite course will keep up the interest in the school. I have in mind one member of my class who lived twenty miles from the agriculture department. He rode horseback into town to attend the classes each night the school met, and he did not miss a single meeting. This meant that he would not get back home until three or four o'clock in the morning. Much of the time was below zero weather and was not very pleasant for horseback riding.

The schools were usually started at 7:30 in the evening. There would always be someone waiting to get in when the instructor arrived. The usual closing

time was about eleven or eleven-thirty. Part-time schools have been run three years since the bachelors' club was organized and members of the club have attended all of them. It has been found that members of local school boards are many times interested in getting some of the work, especially the shop work. I have had members of my local board attend many of my classes.

It might be a good plan for vocational agriculture teachers to find out, by means of a survey, whether such a club is in existence in their community. It would solve many of the problems that teachers have of getting members for their part-time groups.

Co-operative Insurance Association for Projects

C. M. HARDIE, Teacher of Agriculture

WHEN I established a vocational agriculture department at Moravia, Iowa, in July 1934, two major problems confronted me. The first was the establishment of a local F.F.A. chapter, and the second, the development of a strong project program. The first was accomplished largely by developing interest in an F.F.A. band and orchestra. The project program was more difficult to carry out, due to the very severe drouth and shortage of feed in southern Iowa that year. The boys finally agreed to a co-operative potato project for the crop projects and to a junior breeders' association in purebred sheep and cattle for the balance of the livestock projects.

One of the breeders in the community agreed to furnish the boys with purebred ewes at \$8.00 per head; another agreed to furnish purebred baby beeves, to be settled for when the calves were sold. Another farmer agreed to furnish land for the co-operative potato project.

A meeting of all the boys was held to set a date for selecting the purebred ewes and calves. At this meeting, one of the boys remarked, "I can get eight dollars for one ewe, but what would I do if she died?" And from that remark a co-operative insurance association developed.

After the calves and ewes were selected, another meeting was called at the demand of the boys and there they fully decided that they needed some type of protection to cover possible loss of the livestock by death. A committee was selected and drew up a constitution and by-laws. The boys discussed the various by-laws and amendments proposed and after some revision adopted them. The crop association then decided that they should be protected against loss of seed and fertilizer in their projects and asked to be included in the plan. The association, thus, includes the thirty-seven boys enrolled in vocational agriculture.

The association does not carry a sinking fund, but takes care of losses by assessments. The actual loss is not paid; a coverage of three-fourths the value is given.

During the current year we have had two losses, both being purebred ewes. The total assessment for each of the 37 members has been 28 cents each.

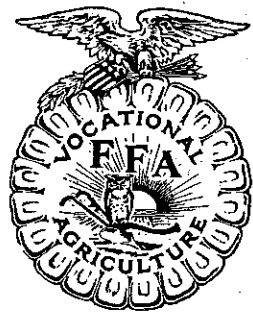
The boys are completely "sold" on the insurance plan and those having losses have replaced the ewes that died. We believe the association is functioning very well. Its aim is to keep losses so low that the boys can maintain a strong project program at all times.

Supplementary farm jobs and related activities	1935 and 1936	1936 and 1937	1937 and 1938	1938 and 1939	1939 and 1940
Business English:					
1. Write to experiment stations, extension service depts., congressmen, for bulletins to establish home library	x	x	x		
2. Write to various seed companies to see whether I could interest them in growing hotbed plants to supply their needs	x	x	x	x	x
3. Write to various hatcheries to see what commission they would allow me should I be able to place orders for them	x	x	x	x	x
Self Expression:					
1. Exchange ideas in class	x	x	x	x	x
2. Relate interesting experiences	x	x	x	x	x
3. Appear before school board and explain part-time education in vocational agriculture				x	
Banking:					
1. Open a checking account	x				
2. Open a saving account		x			
3. Organize and operate a loan agency for lending money to all-day students to finance their enterprises				x	x
4. Scientific farm credit				x	x
Farm Shop:					
1. Care and repair of farm machinery	x	x	x	x	
2. Tanning hides	x	x	x	x	
3. Repairing harness	x	x	x	x	
4. Building a farm bridge	x	x	x	x	
Farm Management:					
1. Things to consider in locating and buying a farm				x	x
Civic and Sociological:					
1. Work out a plan of recreation for people in community during community fair. Direct activities	x	x			
2. Outline things I could do around home to improve the sanitary conditions			x		
3. Outline things which could be done around Sunset to improve sanitary conditions				x	
4. Help conduct community fair, having various duties each year				x	x
5. Parliamentary law practice during class meetings and at public meetings	x	x	x	x	x
6. Basis for taxation of farm property				x	x
7. How farm taxes are used					x
8. Organization of municipalities and duties of officers					x
9. Parish officers and duties					x
10. Help train high-school boxing team	x	x	x	x	x
11. Act as referee for basketball games at high school	x	x	x	x	x
12. Organize out-of-school young men's basketball team	x	x			

The above program should tend to bring about the following:

1. Finances for the purchase of farm.
2. Young work stock for the young man to have on his own farm.
3. Swine for home use.
4. Dairy cattle for home use.
5. Experience sufficient to carry on the operations of a 20- or 30-acre farm or more.
6. Fruit trees for an orchard.
7. Leadership.

"Many a teacher and author writes and argues in behalf of a cultural and humane education against the encroachments of a specialized practical education, without recognizing that his own education, which he calls liberal, has been training for his own particular calling."—John Dewey.



Future Farmers of America



What Is Your Part as a Member of Organized Groups?

DR. DWIGHT SANDERSON, Department of Rural Social Organization, College of Agriculture, Ithaca, New York

IN A recent article in 'Agricultural Education' the attention of members of Future Farmer Chapters was directed to the importance of organizations in rural community life. The point was made that organizations are becoming more important as a means of obtaining the satisfactions of country life.

This being the case, let us consider just what part a member should take in the various groups to which he belongs. What must he do to obtain the most value out of his membership in an organization?

There are four kinds of members in any organization or group: the leaders, the lieutenants, the rank-and-file, and the hangers-on. The leaders are usually the officers, and are chosen from those members who have shown most devotion to the interests of the organization and in whom the majority of the members have confidence for their ability to guide them in achieving its objectives. Some leaders shove themselves to the front because they wish recognition, while others are drafted into service because of their special knowledge or ability. Not every member may be a leader, but every loyal member should be willing to assume any responsibilities of leadership for which he may be chosen.

The second class, the lieutenants, are sort of assistant leaders. They are the chairmen of standing and special committees; those who have shown particular interest in some line of work or activity of the organization and the ability to obtain the co-operation of other members in it. They are in the process of becoming leaders.

The third class, the rank-and-file members, are those who attend the meetings of the group with reasonable regularity and who may be counted upon to take part in its activities.

Finally, in every group there is a fringe of members who are sort of hangers-on, who come now and then, who have to be urged to attend and to pay their dues, and who are more or less apathetic in their loyalty to the purposes of the organization.

Any organization is strong according to the proportion of the first three classes of members and weak if it has a considerable element of inactive members who cannot be depended upon to do their share of its work. To which class do you

Editor's Note: Dr. Sanderson's article was one in a series of radio discussions entitled "Preparing for a Changing Farm World" given over the Cornell University station for the Future Farmers of New York State under the direction of Dr. R. M. Stewart. Another paper, given by W. A. Smith, will appear in a later issue.

belong in each of the organizations in which you are a member?

There are three duties of every member of an organization which are essential not merely for its success, but because if they are neglected, membership in the organization gives less satisfaction to the individual member.

First is attendance. It seems fairly obvious that one cannot obtain much value from an organization if he does not attend its meetings with fair regularity, and that no organization can succeed with irregular attendance of its members. If you cannot attend with reasonable regularity, is it worth while to belong?

Second is participation. Do you take your part in the activities of the organization? Are you willing to do your best in the job assigned to you? We may not all be able to act as leaders or to assume any star role, but any organization is strong or weak to the extent that each member is willing to do what he can do, however humble the job, and to the extent that every member is given some job to do.

The third duty is to be loyal and helpful to the leaders chosen. They have been chosen to conduct the affairs of the organization, and their success will depend upon the attitude of the members toward them as to whether it is helpful and tolerant of their shortcomings, or critical and antagonistic. One measure of civilization is the ability of people to choose and follow leaders. Among the most primitive tribes which anthropologists have studied, it is found that there is very little leadership and that the tribes are weak because the individuals are so distrustful of each other that they are unwilling to recognize the ability of another and trust him as a leader. Consider this attitude among the people you know in various organizations and see if it is not true that those who are least willing to recognize the leadership of others are the most backward individu-

als. The strength of an organization depends upon the loyalty and helpfulness of the members to their leaders, even tho they may disagree with them upon minor points. When the rank and file cannot support the leader, he ceases to be a leader, and it is time to find a new one.

Another factor in the success of every organization, for which each member is more or less responsible, is the elimination of cliques and factions or social distinctions within its membership, so that there may be a spirit of equality and solidarity, in a unity of purpose. Cliques and factions are more likely to develop among the inactive members, the hangers-on. One of the duties of every active member is to help arouse the interest and loyalty of these inactive members by making them feel that they are wanted in the organization, and that its success depends upon their active and whole-hearted participation.

In last analysis the role of an individual member in any organization or group depends upon whether his attitude toward it is that he is belonging for what he can get out of it for himself or whether he can best achieve his own interests and desires by doing everything he can to promote the common objectives and purposes for which it exists. The real satisfaction you get out of belonging to any organization comes from what you put into it rather than from what others give you, and from the friendships of others which arise in the feeling of achievement and accomplishment thru common effort.

If one is really to enjoy membership in any group or organization he must attend its meetings, take his part in its work, support its chosen leaders, and do what he can to promote a spirit of solidarity and loyalty to its purposes.

Future Farmers will be successful members of their communities to the extent that they ally themselves with those organizations in which their people are banded together to promote those purposes—economic, educational, religious, and social—which are essential for the common welfare. The success of these organizations depends upon the degree to which each member will do his part in the manner which has been described. How to learn the role of being a good member may well be one of the objectives of every individual in a Future Farmer Chapter, for if one learns how to be a good member in one organization he will probably take the same role in others. You will enjoy your membership in any organization to the extent that you make for yourself a place in it and feel that you are doing your share for its success.



An F. F. A. Apple Packing Contest. In connection with the State Farm Products Show held annually during the winter at Trenton, the State F. F. A. stages an apple packing contest. Competition is keen and the publicity value is well worth while

Helping a Community Grow, and Growing With a Community

JULIAN A. McPHEE, Supervisor of Agriculture, California

THE fifty-two Future Farmers of America in the Washington Union High School chapter at Centerville, Alameda County, California, are probably doing more than any other agency in the county to develop better agriculture in the township.



J. A. McPhee

The major enterprises in the community are: dairying; market vegetables such as peas, corn, and cauliflower; and field crops, such as potatoes. The high school vocational agriculture students are doing work in several different agricultural enterprises.

Thru the co-operation of a major dairy company, the boys have an opportunity to learn calf-raising almost unequalled anywhere. The company gives the boy five heifer calves, and furnishes the feed. The boy raises the calves to approximately 100 days of age, keeping his choice from the five and turning the other four back to the company. Or, the concern will buy back the fifth calf at prices which have averaged about \$25.

More than 200 calves have been thus raised in the last two years, 132 of them during the present year. Dried milk, ground and whole grain are furnished by the company. Study of feeding values and mixes is made in the classroom. Many of the boys have kept the calves thus earned for foundation females, while those who have sold the calves have earned \$382 this year.

The plan is thoroughly educational. For example, Edward Avila raised six calves for his father, feeding three of them

with the improved system introduced by the large dairy company, and three the way the father had always raised them. While at the end of the period the heifers raised on whole milk were somewhat smoother and heavier, all calves were thrifty and in good condition, and those raised on dried milk and calf meal had cost only half as much as the others.

Recently at a community fair sponsored by the Lions Club, 17 of the boys showed 88 of the calves being raised in co-operation with the company. Thousands of visitors saw the animals, and learned about the feeding practices.

In co-operation with the U. S. Department of Agriculture and a local farmer, the chapter has been working on pea variety trials. Alameda County is second in the value of market peas in the nation. Twenty-two boys have worked on the project, trying heavier-yielding varieties not grown in the community, and hybrid varieties which are resistant to disease and heavy yielders. The trials, already showing results, are laid out for several years ahead.

Much of the market corn for the San Francisco bay region is produced in this community. Four boys are working on projects to determine whether the common practice of "suckering" the corn pays or not. Anthony Silva is working in co-operation with the University of California developing worm-resistant varieties—the biggest single problem in the district. Top-crossing inbred lines and getting great hybrid vigor is reported. The yield is checked against common varieties in the district.

Fertilizer trials on a three-acre tract of cauliflower have been carried on extensively, using 18 test plots. Already, the trials have shown that with manure fertilizer, superphosphate is needed; without manure, ammonium phosphate

is needed. Complete records on the cauliflower have been kept, including rate of growth, yield and quality on each of the 18 plots using different fertilizer combinations and amounts. This data was not available to the community, which has 1,800 acres of cauliflower. Much more data will be tabulated as the trials progress under chapter management.

Within six miles of the school, potatoes are growing on some farm every month of the year. Farmers have been using Garnets as the early variety, and common Burbanks as the late variety. The Future Farmers two years ago introduced Bliss Triumph seed from Montana. In six field trials on a commercial scale the Triumph has outyielded the Garnet. In the late varieties boys are now trying out White Rose, Katahdin, and Certified Burbank against the common Burbank. Farmers are interested, and cannot get a fraction of the improved seed stock they want.

It is not too optimistic to assume that these fifty-two boys, while learning agriculture, are definitely improving agriculture to the actual cash benefit of the community many times the cost of their education. In addition, they are going to be better community assets as they graduate better farmers. They are surely growing with the community, and helping it to grow.

Statement of Judges Concerning Star American Farmer Award

THE purpose of vocational agricultural teaching is to train boys at home for successful farming and farm life. It is one of the most important constructive factors in the development of a finer rural citizenship and a higher standard of farm life.

This award is not only a personal triumph for the winner, but also a recognition of distinguished achievement in the basic industry of agriculture. To be a successful farmer requires the highest type of business, scientific, mechanical, and executive ability. It is a job big enough to challenge the imagination and the enthusiasm of our ablest young men. We believe that this award will be a stimulus to higher achievement by every student in vocational agriculture in America, and will thus contribute to the development of a more prosperous agriculture and a more satisfying country life.

After careful consideration, your judges have decided that the award of the Weekly Kansas City Star to the most outstanding student in vocational agriculture in 1935 should be made to Paul Leck, of Kansas. The task of selecting the winner has been a difficult one, because of the high excellence of the work of all of the young men whose achievements entitled them to consideration. We wish to congratulate Paul Leck on his outstanding record as a farmer and as a citizen, as well as on his promise for continued progress in his chosen field of work.

John H. Finley

P. W. Litchfield

W. I. Myers (Chairman)

Tune in on F. F. A. Broadcast Over N. B. C. Farm and Home Hour, Second Monday of Each Month

The Out-of-School Youth Problem

S. D. REECH, Teacher of Vocational Agriculture, Linville, Louisiana

LIKE a large body of water flowing thru the breadth of our land, the hundreds of thousands of young people between the age of fourteen to twenty-five years who are out of school, and unemployed, constitute a grave problem to our Nation. Yet not unlike that large body of flowing water if "harnessed" the youths constitute a national potential resource.

To the end that these youths might fit themselves for some particular place in our national economic machinery, the vocational-agricultural schools in Louisiana have been teaching these young people various subjects and trades during such time as the vocational teacher is not teaching regularly enrolled pupils. The class in part-time work meets either at school or at other central locations for the purpose of being instructed in some phase of education. The accompanying picture is that of the part-time class held in the Linville High School. This particular class was visited by school officials on the night they completed their fifteenth ninety-minute class in agricultural arithmetic. Standing from left to right are: S. D. Reech, vocational-agriculture teacher; A. Larriviere, Assistant Supervisor of Agricultural Education; P. L. Read, Superintendent of Schools in Union Parish, in which this class was held; Honorable T. H. Harris, State Superintendent of Education for Louisiana, and the remaining four young men together with the entire front row are members of the class.

Organizing All-Day Teaching Program

(Continued from page 134)

of these finer values of life that it almost overshadows the ability needs for the very important reason that ideals and attitudes determine the direction and the quality of the ability?"

Dr. Stewart brought out the issues clearly in his final statement:

"On the point of teaching jobs vs. abilities I find some evidences in Professor Floyd's paper that abilities are recognized, as the term "ability" is used twice and "understanding" once in the organization of subject matter which he has submitted, but the fact that jobs are used more than two dozen times makes me feel that our points of view are still far from agreement, and on the point of enriched teaching I find no evidence indicating the recognition of desired values. I see no reason why we should expect our teachers to become proficient in the techniques for the development of ideals, interests, and attitudes when all references to them in the organization of subject matter is wrapped in smug complacency, in total silence while farm jobs constitute the sole framework for pupil development."

Dr. A. M. Field of the University of Minnesota concluded the discussion. He held that the individualized programs outlined "represent a long step in the right direction," in that:

1. They are designed to train young

farmers for specific farming occupations.

2. They eliminate uniform courses.

3. They relate to the entire farming business, which gets away from the single project idea.

4. They begin with the farm and boy "as is."

5. They get away from purely mental training.

6. They recognize individual differences in boys and farms.

7. They place emphasis on present and future needs of boys.

8. They put emphasis on boy improvement rather than farm improvement.

9. They put emphasis on planning—long-time planning.

10. The programs are designed to take the boys into farming.

While stating that he was, in general, in accord with the first two speakers, Dr. Field raised certain objections:

1. The programs assume that all the boys in agriculture classes are to be farmers. The program should provide for those who plan to enter the commercial or professional occupations related to farming.

2. Course of study making cannot be left largely to boys. The problem is even too baffling for teachers and adults.

3. There is danger of making farm practice a miscellaneous mixture of projects.

4. It is too much for a young boy to plan a four-year farm practice program the first month in high school.

5. Occupational choice should precede occupational training. In the first year the boys might study the occupational opportunities in agriculture; learn the abilities, skills, and aptitudes necessary in the agricultural occupations; learn their fitness for certain occupations; choose a field for specialization; enter upon a program of study and practice designed to harmonize with their age, interests, experience, and opportunity to practice. A grading or range of difficulty and complexity should be recognized in the material for each year.

Dr. Field contended that, as people in industry do not usually learn a trade by practicing it but as apprentices, the training program for farm boys might well be, in part at least, a sort of apprenticeship to their fathers thru the long-time farm practice program.

In the ensuing discussion which continued until the dinner hour, the meeting was to have adjourned at five o'clock, there appeared to be general agreement that there is much merit in the innovations discussed but that there are some who are perhaps over-enthusiastic about them. All agreed that more attention needs to be given to individual differences and needs but all were inclined to avoid narrowly specialized farmer training programs at the high school level which leave out of account the advantages of group thinking and group activity. No one denied the justice of the criticisms of Dr. Stewart and Dr. Field. All declared that they wished to manage their "individualized" programs in such a way that the dangers they pointed out could be avoided.

"Education is guided growth." In spite of diplomas and degrees, the best-educated individual is the one who keeps growing and makes wholesome adjustments to worthy life situations.

The Value of a Local F. F. A. Chapter

V. H. Wohlford, Calico Rock, Arkansas

THE organization, Future Farmers of America, has a distinct role to play in the activities of the boys who study vocational agriculture in the high schools. The program set up for any chapter can be of such a nature that it serves to motivate the farm practice activities of the boys and to increase the economic return from the study of agriculture.

The F.F.A. also serves a useful purpose in furnishing a medium by which social inclinations may be expressed thru wholesome activities. There are no "forgotten boys" in communities where active F.F.A. chapters are maintained. Farm boys like other boys, enjoy the opportunity of belonging to something. They like to play and engage in recreational activities that are worth while.

Some Advantages to Pupil

1. It gives him a part to play in the national program. He has the satisfaction of belonging to a national organization, yet it reaches him thru the local chapter.

2. It offers to him a training in business which he can use in later life.

3. It gives him an opportunity to study and practice parliamentary procedure.

4. It develops leadership by giving him special responsibilities.

5. It develops hidden abilities which are brought to light thru activities in the organization.

6. It develops his ability to speak before an audience and to lead a group discussion.

7. It promotes scholarship because this is one of the requirements for advancement in the organization.

8. It presents to him a challenge for achievement.

9. It presents an opportunity to put into practice his ideals.

10. It teaches him to co-operate.

11. It gives him an opportunity to put into practice scientific methods of carrying on agricultural occupations.

12. It develops a love for the country and country life.

13. It provides recreational and educational entertainment.

14. It promotes thrift.

15. It teaches him to forget self and to work for the good of his community and his fellow pupils.

"YOUR Future Farmer Organization broadens your opportunities for training. You are taught to work with others and responsibility is placed upon you. One of the finest ways to learn and develop is to accept your responsibilities seriously. To succeed, you must be able and willing to adjust yourself in such a way that you can work in harmony with other persons."—Sidney B. Hall, State Superintendent of Schools, Virginia.

A NEW feature was introduced into our F. F. A. paper. The Farmerscope, the name given the column, tells the life story of a Future Farmer each week, resulting from interviews with these boys.—Beaver Dam Chapter, Wisconsin.