Evidences from Curriculum Researches

(Continued from page 133)

that our curriculum difficulties are becoming more numerous and more complex. Once upon a time, when education was synonymous with erudition and when the amount of information was not vast, there were no curriculum difficulties. Even when the amount of information became larger, the curriculum set-up was simple, the problems few. Most of us have had to cut loose from our belief in education as erudition. That not all of us have done so is proved by our continuing to attempt to measure learning in terms of information. (Some of us are going to have to throw away some of the things we believe if we continue to believe the other things we believe.) Somewhere some of us got the idea that training in vocational agriculture was development of manipulative abilities. Now, most of us see, or think we see, the necessity that our product possess many other abilities, some of which determine the success of the farmer far more than do manipulative abilities. And we have come to see that attitudes are tremendously important. With our enlarged concept of abilities, with our attempt to develop desirable attitudes in the learners, with our coming to see that information should contribute to abilities and attitudes, with our recognizing individual differences in learners and teachers, with the increased instead of decreased necessity for general education and our integrating vocational agriculture with it—we really *have* some curriculum difficulties. And every difficulty presents a need for study or need for application and dissemination of studies.

As a parting shot: We must somehow see the whole setup and its background. As Walter Pitkin says in the December, 1936, *Rotarian*, "It's like the setup of pieces in a chess game. Seeing one or two pieces won't help you. Seeing them all merely with an eye to your one next move won't help you. The chess champion sees series of movies—six, ten, or more." Curriculum building is much more complex than chess. In curriculum construction the pieces themselves move as you look at them. They move even while you are not looking at them. And they move after you think you have won the game. The game must always be in the process of being won.

Montana Exhibits Fat Lambs

The Future Farmers of Montana exhibited 100 fat lambs at the Montana Wool Growers Fat Lamb Show during the month of January.

California Adopts Loan Plan

The Brawley Chapter of California has developed a system for loaning a purebred brood sow, semi-annually, with the Future Farmer boy having the outstanding hog project. In this enterprise, the local Chamber of Commerce is assisting. In making the award, consideration is given to size of project, opportunities for development, accuracy and completeness of record book, improved farm practices, and efficiency

The Streamlined Program

(Continued from page 130)

interested. But these programs were for the sole purpose of talking business in regard to the things we had studied. The local teacher had other things to do and the work had to be delegated to local leadership, leaving the department of vocational agriculture as a parent organization, still sympathetic and ready to help when its offspring is in need of Dad's advice.

The Webster department is going to look into the possibilities of using "The Streamlined Program" in its next evening school where ever "actions can speak louder than words."

THE dramatized program is the type which is in demand everywhere. Whether it is a lesson on co-operation, on world peace, or on soil conservation, we believe more people will attend and better results will be obtained if the program is dramatized. In our modern society, hundreds of conscientious leaders waste energy by lecturing to a few when their message is comparatively ineffective unless it reaches the masses. So often we lecture to a few believers and fail to contact the hardened sinners. Would it not be better to spend a little time in streamlining our program if by so doing we could reach four times as many people, especially if the larger group includes the individuals who most need the instruction?

Modern critics of formal education say that educational methods are not keeping pace with our changing civilization. Trying to bring primary education up-to-date, the Atlanta schools are letting the children play, spontaneously, in the classroom. Would that system work with adults? The streamlined program? Yes, just try it.

Farm Mechanics

(Continued from page 141)

farm mechanics instructor if he could again take the course. He said he wanted no credit, but that he had a large poultry project that necessitated the building of a considerable number of mash hoppers. The instructor at Phoenix, where he was applying, recognized him as a problem case when he was a regular student and was reluctant to admit him. After an understanding was reached, he was admitted and went to work in earnest. That stimulus was all that was required to actively interest a large number of the class in the building of poultry feed hoppers.

Another boy, who had left school and had gone to work on a cattle ranch, returned and asked permission to work in the shop during a slack period. This boy was one who had taken a year of farm mechanics and had built up a reputation as a builder of bits and spurs. He was both clever and fast. The instructor was quick to grant the permission, and it was not long until quite a number of bits and spurs were taking form in the shop.

Another method of creating interest discovered by the use of a survey was suggested by Professor L. D. Klemedfarm mechanics classes were interested in making money. One boy who had developed a fair degree of skill at saw filing obtained saws from his neighbors and sharpened them. Another boy who had spoiled a few handles in learning to fit them to tools, brought in axes, hoes, rakes, etc. and fitted handles. Still other boys did different jobs. One boy made a few lawn sprinklers with pipe and sold them for enough to pay for his material and made a good profit. Several boys made cotton chopping hoes out of old shovels, and drags for orchards and fields. Articles of all kinds from rope show-halters to sheet metal tractor funnels began to be made for sale. The building of these articles teaches skills and does not compete with commercial products. Many articles which have a boy-appeal are purchased by other members of the classes.

During the last few years, the Phoenix farm shop has experienced quite a revival of interest in leather work. Bridles, hackamores, belts, holsters, martingales, quirts, coin purses, gun cases, etc. have been made. The new leather work has the most appeal and seems to divide itself naturally into two classes, stamping and plaiting.

The fundamentals of leather stamping can be taught easily with just one filed nail head. This is all one needs to make a basket-weave design. Shapes to which the nail heads might be filed can be determined by inspecting a saddle or stamped article and shaping the heads to fit.

Some boys enjoy plaiting or braiding leather. The thongs may be cut from scrap leather to save expense. This is the method employed by the Boy Scouts, so some of the best boys in a class may be familiar with it.

The system of a student foreman has worked out satisfactorily, and, in the opinion of the writer, it is indispensable. Boys consider it an honor, and because of this honor and trust, they develop more rapidly in the acquisition of skills and leadership responsibilities.

In each farm mechanics class at the Phoenix Union High School are found six foremen and one general foreman. These boys represent the following departments — carpentry, blacksmithing and plumbing, sheet metal, rope work, leather repair and stamping, and leather plaiting.

Let us bear in mind the important part played by farm mechanics in the agricultural curriculums of our modern high schools; furthermore let us not fail to recognize the characteristics of human nature possessed by the boys of high school age. With all this in mind and seasoned with experience, so that one can anticipate the mistakes of the boys before they are made, and thus prevent them, the instructor is equipped to do a commendable job.

* * * *

Youth is beautiful. Its friendship is precious. The intercourse with it is a purifying release from the worn and stained hardness of older life.—N. P. Willis

* * * *

When we are out of sympathy with

Vol. 9 APRIL, 1937 No. 10

Agricultural Education

Part-Time Classes at Ainsworth, Nebraska. Wayne Girardot, Teacher. (Mr. Girardot is now located at Albion, Nebraska.)

"The teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on cold iron."—H. Mann

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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CONTEST JUDGING MARCHES WITH GOOD INSTRUCTION

JUDGING contests are colorful, dramatic, and highly motivated. Competition, applause and publicity, generous awards, all combine to make a state or national judging contest a great occasion. The criterion by which teachers must measure such occasions is the pedagogical criterion. Are contests a good teaching device? This is the question.

During the past three years much has been done to make contests march with good instruction. Official judges in selecting classes of specimens to use in judging contests take great pains to have their specimens so selected for a contest that all trained coaches generally accept their placements. A scientific system has been perfected for converting to numerical value the relation of contestants placements to the official placement. Techniques of management with rules and regulations for contests have been perfected so as to eliminate chance and unfairness. Score cards and contest placement cards have been revised and are used effectively by coaches of judging terms during the instruction in preparation for contests. Improved methods have been worked out for tabulating results of judging contests, so that placement ranks, grades, and awards contribute to instructional values.

The effectiveness of contest judging in relation to instruction in vocational agriculture is illustrated by the performance of the dairy judging team sent to the American Royal Livestock Show at Kansas City in October from Pennsylvania. Each of the boys had studied dairy husbandry and had been carefully coached for judging. They had participated in a number of judging contests and each showed consistent records at the national contest.

Rollin Young, who won the first prize of $300 among 72 contestants from 24 states as the best F. F. A. judge of dairy cattle, has had careful schooling. He has been one of the first ten in the annual contest in the State of Pennsylvania where over 300 boys from more than 100 schools were participating, and he has won second place in the state final contest. We are led to conclude that when a boy can meet all these tests of performance that he is very well schooled in judging dairy cows. To agree so closely with official judges in judging 20 classes as did Rollin Young would indicate consistency of placement by judges. It would further indicate that all such factors as techniques for conducting contests, systems of grading, etc. were factors under control.

It is, therefore, now common opinion among administrators and teachers of agricultural education that contest judging has become an important and motivated part of school instruction, and that contests have been enough improved to justify the statement: "F. F. A. contest judging

NEW STAFF MEMBER

H. H. Gibson

WE ARE happy to announce the appointment of Mr. Gibson to the staff of the *Agricultural Education* magazine as special editor of the supervised practice section. Born and reared upon a farm in Ohio, Mr. Gibson has had experience in the field of vocational education in the states of Iowa, Vermont, Arizona and has been professor and head of the agricultural education department at Oregon State College at Corvallis since 1921. He is a graduate of Denison University with advanced work at Columbia and Cornell universities. Mr. Gibson will take over his duties with the July issue and he will be glad to receive manuscript at anytime. We know that you will assist him in making this section an outstanding one. On page 154 of this issue, you will find a suggested list of topics which we feel readers of the magazine will be interested in having teachers write about.

G. A. Schmidt

DOCTOR SCHMIDT has rendered a real service to the supervised practice section of the magazine for the past seven-year period, April 1930 to April 1937. Members of the staff, who know the time required to perform this valuable service to the readers, wish to express for them our appreciation of the contribution which Mr. Schmidt has made. Professor Schmidt first taught in Wisconsin in 1915; following this experience he took his present position in teacher-training at the Colorado State Agricultural College at Fort Collins in 1919.

NEW BULLETINS

Young Men in Farming, Bulletin No. 188, Office of Education, Washington, D. C. A very helpful and suggestive bulletin for teachers giving part-time work. Read the author's statements on page 152.

Interpretive Science and Related Information in Vocational Agriculture, Bulletin No. 191, Office of Education, Washington, D. C.

BOYS' AND GIRLS' WEEK

The 1937 observance will be from April 24 to May 1 inclusive. The manual of suggestions, which is distributed by our committee free of charge upon request, gives complete information concerning the program and how it can be carried out in the community.—S. Kendrick Guernsey, Secretary, 35 E. Wacker Drive, Chicago, Illinois.

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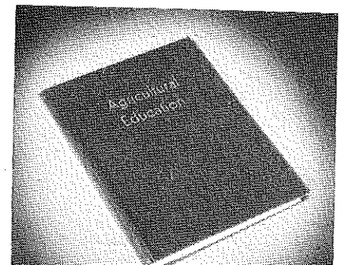


Professional

Whither Agricultural Education in Teacher Education?[1]

R. M. STEWART, Professor of Rural Education,
Cornell University, Ithaca, New York

IN PRESENTING this discussion in the brief space allotted to me, I must confine myself to relatively few of the many problems involved. I shall take the position that teacher education is primarily a means to an end and not merely an end in itself, as it frequently appears. In the light of such an approach, I shall undertake to indicate a certain few directions that teacher education is surely taking. As much as I should like to present certain historical aspects of the development of teacher education, I must refrain from doing so; however, I do wish to say that there is good reason for our looking back to get our moorings when new directions ahead are being taken. Theoretically at least, teacher education—however limited or extended in scope during the years—has always stressed an intimate relationship between the programs of education that are being worked out in the community and the programs for *teacher-education* in institutions. This is as it should be. The newer trends of teacher education today tend rather to relate themselves to the more specific practices of teachers and to the improvement of their programs—based more upon observation, experimentation, and new knowledge. This leads us to our first point.

I

The focal point of our attention is more and more being centered upon teaching situations. This means that the situations in which teaching is to take place on the farm or within the rural high school *are being analyzed* and defined in a realistic fashion. This analysis calls for an understanding of the human resources within the area where responsible teaching is to be done. This centers our attention upon *people*. It is the *people* of whatever age, who are on the land and who propose to farm or to prepare to farm, that present the need. They are the concern of the educating institution; otherwise these institutions would not exist as such. This analysis includes *all* of the people. As has been presented in an earlier discussion[2], it calls for changes in these people from what they are to what they want to be, to what they may be, or to what they should be, and changes to a degree of proficiency that their total farming situation in that area would seem to demand. In other words, we have to take into account the kind of people that are to be educated by these teachers for a farming career, the kinds of farming carried on there, where these people are to farm, and, as indicated above, the de-

These local areas, therefore, constitute the natural educational settings in which problems of farming are discerned and attacked. The teachers in such areas are intermediaries between the boys, young men, and older men, on the one hand, and the outside world on the other. As such they are the representatives of those of us who assumed responsibilities for educating them in these particular ways. These teachers must continue to be, *they are*, the teacher-trainers' beacon lights if such trainers would want to know the correct ways of sound teacher education. The teacher-trainer is responsible to these teachers and the communities that they serve for optimum

R. M Stewart

aid during the pre-employment period. With the young men teachers and the community leaders counted in, with the farms at hand, and with the standards of the community farming in mind, on the one hand, and with the educational institutions, their libraries and lecture rooms, their laboratories, and their resources and connections, on the other hand, we have the chance to find out what the teacher-education program should approximate for particular situations. It is the business of the educational institution to find ways and means of making an optimum plan of teacher education. This is why we call this the focal point. Agricultural education is moving well in that direction, never more so than now. Its directness and significance is clearly manifest. No teacher education will exist for long unless it serves this direct and specific need.

ment as a factor in teacher education. Placement is fundamentally a part of our first discussion. It is a part of the total situation upon which we have directed our attention. Placement is a critical matter. I wish to emphasize its importance in setting it out as a conditioning factor of teacher-education success. Any vocational training must have reference to placement, else it ceases to be vocational. Placement has in the past been thought of as a sort of capstone put on artificially at the end of the vocational processing of the individual. Today, however, it holds the stage of our attention. Tho it appears as merely a final step, it actually exists from the beginning of any intelligent training program. The man or boy on the land expects the instruction either to place him in farming or, being placed, to establish him better on the land. The prospective teacher under a program of preparation in the college expects exactly the same type of thing. The importance of relating one's education and employability can hardly be overemphasized. The teacher-training institution does assume the responsibility for knowing, as well as it may: (1) the agricultural situation and (2) the number and character of the people who may be seeking employment. An analysis of the population with all that that implies and an exploration and discovery of present and potential opportunities for agricultural employment are basic to any teacher-education program for agriculture. This is emphatically true in agricultural education because of the social changes (educational, economic, etc.) that have affected and are affecting employment stability. Teacher education is now giving emphasis to this important point. It is basic in any sound plan.

III

Dynamic teaching content is demanded in teacher-education courses. What to teach has always been a problem. We attacked it from the beginning. I believe that the emphasis upon functioning materials of instruction has characterized our education program thruout. It is now being refined. A forward-looking program of agricultural education always involves recognition of changing social and economic needs, and of the contributions of scientific and technical knowledge to the new problems arising. In an earlier day, considerable time was given to mere practice in agriculture. Then, we talked about "scientific agriculture." This was the practice of

agriculture. This gave rise to technologies or technical sciences—in our case agricultural science. Further development, involving the social and economic aspects of agriculture, soon gave rise to a great body of material relating to farming and the improving of farm practices, economical disposal of the products of the farm, and to an understanding of the basic principles involved in these activities.

It was at this point that *the professional* aspects of agriculture began to demand attention. Agricultural colleges comprehended a group of fields each rich in its cultures from which the materials of instruction were becoming available for teaching purposes. This technical material had to be selected or better sorted for such specific purposes as its needs called for and its uses justified. It had to be evaluated with reference to the particular purposes that were to be served; hence, the new body of material took form and grew until now professional education embraces the content of certain phases of technical courses, special courses in departments, schools, colleges of education, and teachers colleges—all designed to train the teacher.

The teacher-trainer is responsible for this sorting and selecting of materials appropriate to the special purposes of teaching vocational agriculture. These materials must prepare the prospective teacher in *readiness* to adapt what he does, feels, and knows to the appropriate ends. The institutions recognize the obligations imposed, teacher education languishes where it should be thriving because it is cheaper and easier to use old materials, old forms of practice, and old methods of teaching. The future of teacher education lies in the direction of more and better materials and methods, and more focusing of attention upon what is to be done in the education of the people on the land. The available materials of agricultural science, studies in agriculture, agricultural practice, and such human studies that in and of themselves facilitate adaptation are at the teacher-trainers' disposal. This sorting and selection involve the psychologizing of the learner's situation on the farm. It calls for a curriculum of studies appropriate to the purposes set up. It is basic to the economic use of time in the process of teaching.

IV

Supervised participation is rapidly becoming the core of agricultural education. If the best way to learn is by *doing*, then the principle holds as true of the student teacher as of the student farmer. On this theory the basis of procedure in teacher education is participation. It is upon this basis that we are making our present progress. The teacher-training institutions are directing the work of prospective teachers in representative situations in schools and on farms. This participation comprehends *all representative experience* in the typical teacher's cross section of work. It is not erroneously limited merely to classroom teaching. This places directed observation and directed teaching—under supervision—as the *central emphasis* on the professional side of a teacher's preparation. In speaking of the *representative experience* men-

teacher's activities, that cannot be transferred ready-made from one mind to another. (Can anything be so transferred?) They must be experienced. They relate to administrative relationships with school authorities; to discovering the human resources of the local teaching area; to organizing these persons, older or younger, into appropriate groups for instruction; to providing equipment and other teaching facilities; to teaching in field and classrooms; to supervising pupils' farming programs; to surveying and evaluating agricultural resources; to constructing curriculums and courses of study; to engaging in community activities; to making commercial contracts; to stimulating one's professional growth; and probably to doing many other things. These relationships are now being learned in teacher-education courses.[3] In addition to directed observation and directed teaching, referred to above, as the *central emphasis* of the student teacher's undergraduate training, apprentice teaching in typical situations and itinerant teacher-training while in a full employment situation, constitute the rounding-out training in the whole cross section of the problems in the agricultural community. The last two stages of training mentioned are appropriate for increasing the teaching skills, impossible to accomplish with the limited facilities of most teacher-training institutions, and are appropriate for the provision of the many types of teaching experience, tho begun in undergraduate teaching, that cannot be carried on adequately unless in a typical school in the rural area. Then, too, itinerant teaching, as well as apprentice teaching, gives opportunity for the teacher-training institution to assist any teacher who may still have peculiar difficulties after entering upon regular teaching.

This sort of a program of professional learning provides for another important function also: it puts the concepts of educational psychology, of principles of education, or of any other elective educational studies to work in the natural settings of a "total teaching situation," not merely to learn psychology and principles of education but to psychologize and to put principles to work.

V

Guidance of prospective students is now essential in any program of teacher education. A participation program implies continuing guidance and continuing selection. The old-fashioned blanket theory of teacher education does no longer apply to teacher preparation if there is to be adaptation of preparation to the specific needs of the particular groups to be taught. Even educational psychology, principles of education, and similar courses in the teacher-education programs are being modified to meet particular needs of teaching situations. This is as it should be. Quantity of content, methods of teaching, sequences, and similar features are always relative to aim and are being adjusted to the needs of the learners. With more difficulty, perhaps, but nevertheless conspicuously, departments of technical agriculture, such as poultry, animal husbandry, and crops, are responding to the demand for adjustments in schedules, character of prerequisites, organization of courses

situations. In certain institutions, well-functioning advisory systems give great promise for the integration of courses where the main core of the four-year (or five-year) program is pointed up thruout the entire period to teaching and closely related ends. Candidates for teaching have appropriate advisers in the freshmen year and thruout the entire college period. Checks and tests are made in addition to the usual records of work done in classes. Records of apprentice experience in the farming occupations and records of student observation help to determine fitness of students for teaching and to provide intelligent bases for selection or elimination. The relationship of the student to the adviser is intimate and frank. Some sort of advisory system of this kind has become essential in any teacher-education program on account of the necessary specificness of the education program for variable and complex teaching responsibilities. In this series of helpful advising—frank but kindly criticism and recommendations for types of positions—the adviser discovers not only the candidate's intellectual abilities and aptitudes for skillful performance but also the appropriateness of his attitudes for agricultural teaching. On such bases, the eligibility of the candidate for further preparation will be determined.

VI

Schemes of certification are becoming more flexible. We have seen that the blanket theory will not do for adequate preparation of teachers for the variable types of agricultural situations; neither will it do for certification. There is evidence that in departments of education there is coming to be greater flexibility in the requirements for certification and also greater emphasis upon the plan of preparation that is appropriate to the teaching post. In the not very distant past, large numbers of teachers "fell into teaching" or they took a few general education courses as a "safety-first" protection against possible unemployment at graduation. Now, candidates are more deliberative, largely perhaps because of specific educational requirements. This is essential. In a field such as agricultural teaching a mere jumble of unrelated technical and professional courses, making up so many credits required for graduation, cannot longer be accepted as adequate.

Frequently, in this connection, much unimportant discussion has issued over the number of hours required for certification. Any arbitrary determination of the number of hours of education courses without reference to what the courses are, their sequence, or organization and method, and the relation of these points to the student's progress thru his related technical courses is not only wasteful but stupid. Considering the complexity and multiplicity of details in a complete pre-employment program of teacher education for vocational agriculture, 12 or 15 percent of the total time may well be used for educational purposes and without any waste. I may be wrong in my judgment, but I am convinced that the criticisms directed against education courses on account of hours involved should, with greater pro-

ficulty is more often the result of subject-matter muddling. I hold no brief, however, for education courses that do not serve purposes specifically. Generalization courses without specific support in specific applications have little direct value in any teacher-education setup.

VII

In summarizing these few points, I wish to emphasize their importance and to say that no attempt has been made either to comprehend the field of teacher education or to elaborate fully the items presented:

(1) Teacher education gets its meaning and significance in focusing attention upon the total teaching situations in the specific rural areas where the service is to issue. Survey and analysis are basic.

(2) Teacher education has no significance in vocational agricultural education if the placement of the individual in economical wage earning or income bearing activities is not a central emphasis. This is a definite force that will gain momentum as we understand our problems.

(3) Teacher education is dependent for whatever progress of a scientific character that it makes upon materials and methods that contribute to wiser choices and improvements of practice relating to all the productive, economic, and related activities of farmers.

(4) Teacher education calls for individual participation as its core. The tendencies to act are foundational to learning in the first place; also the tendencies to learn from good patterns by putting them into operation. Both of these types of self-expression provide the substratum for the education that we dignify as higher, involving thinking and reasoning. This is the order of learning.

(5) Teacher education demands a program of guidance for each individual. Teachers are individuals. They are selected as individuals. They react as individuals to the many problems of teaching situations and to the problems presented by the teacher-training institution. Without a minimum of guidance much valuable time may be wasted in poor guesses and wrong turns.

(6) Teacher education, finally, is closely related to certification problems. Co-operation between certification officials in state departments of education and educational institutions involved in educating teachers is essential. There is distinct progress in the direction of making certification functional, flexible, and promotive. The outcomes of co-operation are of mutual consideration. The future of teacher education depends in no small measure upon the promotion of intelligent and effective means of a vital teacher education.

1. R. M. Stewart, *Agricultural Education*, May, 1935, page 163; August, 1935, page 21; November 1935, page 67, related article.
2. Kruse, Paul J. *Agricultural Education*, August, 1936, page 19.
3. Stewart, R. M. *Agricultural Education*, November, 1936, page 66.

If, in instructing a child, you are vexed with it for want of adroitness, try, if you have never tried before, to

Doctor Morgan Becomes Head of Department

Barton Morgan

Doctor Barton Morgan has been appointed head of the department of vocational education at Iowa State College. He succeeds Dr. W. H. Lancelot, who was relieved of this duty at his own request, after 15 years of service. Doctor Lancelot will continue as professor in the department and as chairman of the college council on teaching, and of the bureau of educational service.

Doctor Morgan has been associated with the department for the past 13 years. He is a graduate of the State Teachers College at Kirksville, Missouri, and obtained his doctorate from the University of Iowa. He has had high school teaching experience in Iowa, Missouri, and Washington.

North Dakota's New Assistant

E. L. DeAlton

Ernest L. De Alton was appointed assistant supervisor and assistant professor of agricultural education at North Dakota Agricultural College, to work with Edward H. Jones, state supervisor and professor of agricultural education, starting November 1.

Mr. DeAlton has had five years experience as an instructor of vocational agriculture at Moccasin, Montana. For the past four years he has been superintendent of the school at Musselshell, Montana, where he was instrumental in getting both vocational agriculture and home economics established.

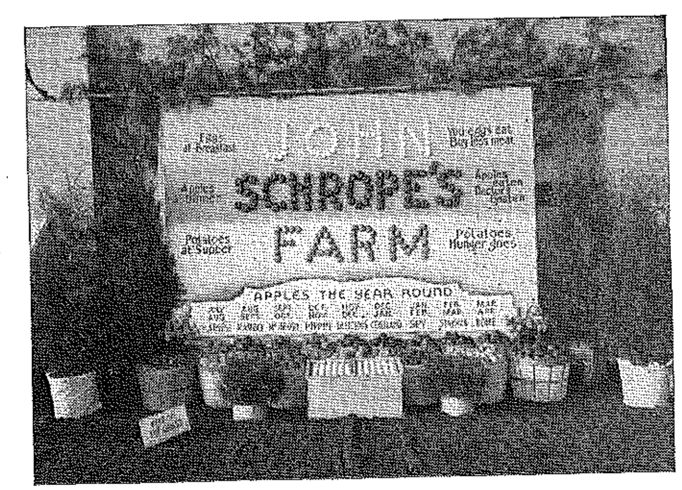
Mr. DeAlton took his undergraduate work in agricultural education at Montana Stage College and obtained his Master's degree at Iowa State College.

A Master Farmer Can Aid You

W. E. ESHELMAN, Teacher,
Knoxville, Pennsylvania

The last few years have brought to the teaching field in agricultural education many young men with a wealth of theoretical subject matter. These newcomers to the profession are handicapped by a lack of practical farm experience, in many cases, and as a consequence many harmful assertions are made in the classroom. Nothing dampens the enthusiasm of a Future Farmer as does an impractical proposition suggested by the classroom teacher. May I suggest one way for the young teacher of agriculture to gain practical knowledge for teaching in his new community.

In making a survey of your community select the outstanding farmers, not necessarily those farm folk having made the most money but those carrying on acceptable farm practice with an



theory of making all rural folk in his community prosperous. By so doing he also aids himself. It has been my pleasure to know and work with one master farmer during the past few years. Whenever I found myself in a situation where advise was sorely needed, I would run out to see John. The philosophy and sound farming practice of this friend would send me back to the classroom with new energy and hope.

Mr. John Schrope not only gave me personal help but he also helped to promote the whole program of the school and agricultural department. This has been demonstrated by his exhibit at the school fair and by his membership in the evening class for farmers.

The following points give an outline

If I Were Again a Teacher of Vocational Agriculture

J. H. STARRAK, Iowa State College, Ames, Iowa

IT IS recorded that some wise man has said or written that "of all sad words of tongue and pen, the saddest are these—it might have been." I am sure we can all vouch for the truth of this observation, for there is no one of us who has not had the ghost of the things we might have done rise up to haunt us.

It is now nearly 15 years since the pace in high school vocational agriculture became too fast for me, causing me to seek refuge in the sheltered halls of a college, there to spend my time telling budding teachers of vocational agriculture how to do what I myself did so poorly. This requires courage of a sort but not nearly so much as it takes to approach full-blown teachers on the same mission. However, caution was never one of my distinguishing characteristics and I am emboldened to make the attempt in the hope that it may serve to bring to your minds some ideas about teaching of agriculture which may not be new to you at all.

In fact you may be putting every one of them into practice. If you are, checking thru them again may renew your faith in them and encourage you in your good work. If you have failed in the practice of them it is not too late to begin now. At any rate, I hope you may read what I am about to set down even if only to disagree with it.

1. If I were again a teacher of vocational agriculture I would spend more time and make a more systematic effort getting acquainted with the human and material resources of my community. Of course, I used to go out and run down some prospective students in order that my regular day classes would fill, just as you have done, but that, I see now, was hardly enough. I would become well acquainted with the progressive men and women in the community who are now its leaders. I would attempt to discover their interest, noteworthy achievements, and personal attitudes in order that I might be better able to enlist their co-operation and support in my program. I would locate the best herds of livestock and get to know their owners, the best farmsteads as well as the poorest, and the people who inhabit them. I would make close observations of the types of soil, the efficiency of the methods of cultivation commonly employed, and the defects or shortcomings in the agricultural practices of the community.

In addition to these last named economic resources, I would make a canvass of the cultural or recreation activities and resources of the community, noting their strength and weakness and the opportunities for improvement and expansion.

2. I would co-operate more generously and cordially with other workers in agricultural education, and more particularly with those in charge of the local farm organization's program. I would try to regard myself as a co-worker with the county agent and the club-leader in the great task of raising the level of farm

instead of a competitor with whom I must compete for clientele and credit. I would make a most serious attempt so to lose myself in the cause of a better agriculture that all petty jealousies and personal differences would no longer operate to render ineffective so much of the energy and time we spend.

I blush to confess that this ideal is quite far removed from the condition which existed in my time between the teachers of vocational agriculture and other workers in the field of agricultural education. Too often we were jealous of each other, losing no opportunity to minimize the contribution of one another and refusing to assist in the other's program even when invited.

I REALIZE now how silly, even criminal, was our behavior, for not only were we attracting adverse criticism of our clientele to our respective programs, but we were dragging our heels and retarding the wheels of progress. For progress in human affairs must come thru co-operation. There is no other way which offers a shadow of hope. Competition has been overworked and has brought disaster in its train. The history both of natural evolution and social progress clearly demonstrates that co-operation has greater survival value than competition, and from it man may learn this lesson—"Learn to co-operate or perish." What made our antagonistic attitude the more deplorable was the size of the task we each had in hand. Had our vision been at all adequate we should have seen clearly that there was plenty of work for us all to do, for truly "the harvest was plentiful but the laborers were few."

3. I would co-operate more fully with the administrative officers and the faculty of the school system. In those early days, we teachers of agriculture were want to regard ourselves as specially privileged folks and not to be burdened with any of the routine duties in which all the other teachers shared. Since part of our salary and that of our supervisors came from the federal government we had the idea that we were federal employees sent into the community to do a specialized task. We were not always willing to accept orders or suggestions of the superintendent and principal and did not wish to make any effort to integrate our work with the whole school program, or to take responsibility for extracurricular activities.

It is very plain to me now that such an attitude on our part was very petty, unprofessional, and greatly to be deplored. It is plain to me that the task of educating youth must be a co-operative one; that the regular curriculum is only part of the program, but a very important part, and one in which all teachers should make their respective contributions in an unselfish, intelligent fashion; that our responsibilities do not cease with the effective presentation of our respective subjects but extend to the other parts of the program, i. e., the school with the community; and that for these reasons a teacher who refuses to become an integral part of the faculty of a school in all its varied activities and responsibilities has no right to hold a position in it. I regret that reports from different sources indicate that all teachers of vocational agriculture have not yet rid themselves of this very unprofessional attitude.

4. I would teach less and teach better. I would follow Alfred North Whitehead's admonition as literally as possible: "Let the main ideas which enter into a child's education be few and important." I would be as discriminating and ruthless, as my judgment and courage would permit me to be, in my selection of the relatively few important principles and techniques that my students should make a permanent part of their mental equipment.

Now I know full well that this is no easy task, for agriculture is a tremendously large field of human activity, drawing as it does on so many different sciences. Moreover, knowledge in it is increasing rapidly with each passing year as the findings of the numerous experiment stations and research laboratories, public and private, are formulated and made available. The school curriculum has always been very active in accumulating subject matter but very sluggish in eliminating the obsolete and less important. The net result is that school subjects have become, in all but rare cases, the masters of teachers rather than their servants, and that in their attempts to satisfy the demands of their masters (the subjects they teach) teachers pervert the real purpose of education, which is the development of those individual powers and attitudes requisite to intelligent living in the modern world.

THERE are other factors responsible for the well-known inefficiency of school education, but certainly the attempt to teach too much is one of the most widespread and devastating. And because agriculture is such a broad field and because of the large amount of research being done in it, teachers of vocational agriculture are particularly in need of the admonition to cull out carefully and ruthlessly all but the most significant items of subject matter in the various phases of their subject.

5. I would try to teach these important principles and techniques more effectively. I would endeavor to secure a thoro understanding of these principles and techniques on the part of my students. Far better is it for them to understand a few basic principles than to have a hazy superficial knowledge of many. I would lead them into the habit of inferring or implying other knowledge, when needed, from those principles they have so mastered. This ability of inferring new truth from old is of inestimable value in meeting new problems in a changing world. I would teach them to apply these principles and techniques to the solution of practical, life situations. This would result in the attainment of the ability and habit of reasoning, judging, and planning on the part of the students, and thru these, give them power over life's problems.

And I would not stop here. I am acquainted with too many people who

they possess, but whose behavior has not been changed one whit thereby. Very obviously such an education is very ineffective. Something more is needed, too, and this something must not be neglected or all our efforts will have been in vain. So I would teach my students to appreciate, intellectually and emotionally, the great need which exists for the application of these essential principles and techniques to the everyday affairs of life and the sadly needed contributions to individual and social welfare which would follow their wholehearted, intelligent application to the more pressing, crucial problems of agriculture and rural life.

FURTHER, I would try to light and fan the flame of desire for individual and social progress to the end that my students would not go out into the world satisfied with both it and themselves, to carry on their lives much as they would have done had I never taught them; but rather be individuals with a clear vision of what ought to be done, with the ability to do it and the insistent desire to do their share toward its consummation. In other words, I would try to be a real teacher and make permanent, beneficial changes in my students' behavior rather than to load upon them a mass of undigested knowledge, which like a bag of salt upon their backs melts in the first storms they encounter after they leave school.

6. I would pay more attention than I formerly did to what was taking place in the character or personality of my students as it was being shaped and crystallized by the experiences of school, home, and community. I would try to keep ever uppermost in my mind the idea that the real purpose of education is the proper development of the character or personality of the individual. I am using these terms synonymously and I am attributing to them a very broad meaning. "Personality" as I use it has much the same meaning as the word "soul" as used in the Bible. And in that Book we are asked, "What doth it profit a man to gain the whole world and lose his soul?" I would paraphrase this and say, "What doth it profit a boy to gain the whole field of knowledge and ruin his personality?"

I AM not quite ready to accuse the average school of doing more harm than good to the growing personality of its students, but I do insist that many of the experiences which it provides do have very far-reaching and deleterious effects upon personality of the students. This may not be clear to some of you, and space does not permit much elucidation at this time, but my main arguments, if I had time to give them, would center around the effect which many of the ordinary experiences of the school have upon the emotional reactions of the child. I shall have to assume that you appreciate the close relation which exists between personality and mental health. It may not be so apparent to you but I believe that it may be said, without injury to the truth, that the average school does more harm than good to the mental health of the individual students. It accomplishes this damage in various ways. One is thru

of the ridicule of fellow students, and of the thinly veiled or open sarcasm of teachers, and fear of demotion. Another way is thru the establishment of inferiority feelings of various types, ranging all the way from the realization of one's lack of good looks and good clothes, thru physical deficiencies to lack of mental ability and social graces. For the creation of all these inferiority feelings the school is not wholly responsible but by insisting upon a single, common standard of academic and cultural achievement for all and sundry, without regard for the great differences in mental equipment and cultural background; by the prominence given to class lists, honors, awards, and other satanic academic instruments of torture for the great majority who never get prizes and honorable mentions; and by dubbing as failures all those who fail to meet the standard requirements, regardless of the amount of effort and seriousness of purpose they have shown, school administrators and teachers have created an environment which reacts in divergent ways, but equally disastrously, upon both bright and dull. Need I belabor this point? How many of you, supposing you had only one good leg, would day after day enter a race against people with two good legs apiece, who had demonstrated over and over again that they could run much faster than you? Would you come to such a hopeless race each day cheerfully and hopefully and run your best with the certainty of failure riding on your back? Would you maintain your sweetness of disposition and the proper social attitude under this insistent pressure to do the impossible? If you would you might be justly regarded as either an angel or a fool. Yet, that is about what we expect of our duller students, and still we are surprised when they develop traits of discouragement, carelessness, lack of interest, and deliberate dishonesty as the result of the experiences we force upon them.

SOME day when I get old and bold enough I am going to write a book on "the crimes of teachers." The obviously great size which such a book would attain has so far operated against the attempt. If and when it is written, among the most heinous of the crimes enumerated will be the one just described.

It should be noted that the particular damage to which I refer not only results in the production of maladjusted and unhappy personalities of individuals, but in addition has serious and far-reaching social consequences. By our emphasis in schools upon competition, upon the strong defeating the weak, upon the striving for monetary rewards or empty honors we have stimulated and fostered the growth of the greedy, selfish, and individualistic impulses of man. Then in our stupidity we stand back and view with dismay the disaster which competition, the greed for gain, and selfish individualism have brought upon the human race, without however appreciating or admitting our own responsibility as educators for the present plight of mankind. Doubtless H. G. Wells was right when he said that civilization is a race between education and catastrophe, but he might well have trophe, for we have been encouraging the development in our young people of those personal traits and attitudes which place a great strain on civilization and which will lead inevitably, if not checked, to its collapse.

Believing firmly in what I have just expressed, I would eliminate from my teaching all appeals to my students to gain recognition, awards or prizes by defeating their fellows, and I would use all my powers of initiative and creativeness in devising teaching situations which would call forth and exercise the student's capacity to fight and overcome his own weaknesses and to co-operate with and assist his fellow students in a common, socially useful undertaking. I am convinced that this is the direction we teachers must travel if education is to achieve, what I firmly believe it can achieve, namely: the alleviation of human misery and distress; the deposition of greed, selfishness, and competition from their present high places of power in human affairs; and the enthronement of service, co-operation, and love in their places. I am also convinced that those of us who are cynical unbelievers in the possibility of the consummation of these ideals are too dangerous to society to be permitted to teach its youth.

In closing I will admit that all these things I have suggested are extremely difficult to accomplish, but that is not surprising, for ours is no easy task. Indeed to teach youth how to live abundantly and sensibly in our modern age is the most difficult as well as the most important task which devolves upon adult man. How effectively are you doing it?

New Skit

A Future Farmer comic skit "PARLIMENTRA" providing amusement and training in parlimentary procedure has just been announced by Mark Nichols, Agricultural Adviser, Garland, Utah. Copies can be had for 10 cents each.

A Master Farmer Can Aid You

(Continued from page 149)

ning course for adult farmers. An evening class is a fine source of practical information.

1. "I know farmers are interested in getting something out of meeting. They do not go out for a social time nor do they expect it."
2. "It is hard to get some farmers out; just ignore them."
3. "I believe local teacher can give the best service because he knows the men and conditions better."
4. "I like to have teacher or person conducting meetings get right down with the group rather than stand up. Farmers are more ready to talk and ask questions under such conditions. Farmers do not like 'white collar talks.' "
5. "I believe it was the best series of meetings ever held in the community."

Will these considerations help make me a more practical teacher? I have since left the community about which I have written, but needless to say we

Studies and Investigations

Young Men in Farming

E. R. HOSKINS, Teacher-Training,
Ithaca, New York

E. R. Hoskins

Since Vocational Educational Bulletin No. 188, entitled: *Young Men in Farming* has become available, the editor of this magazine has asked for an explanation of how the bulletin may be used effectively. Perhaps this article may serve as a brief review and, at the same time, offer suggestions for usefulness.

The purpose of the bulletin is to show a method of studying and evaluating the qualifications, opportunities, and needs of young men for entering farming as an occupation, considered as both a pursuit and a calling. In carrying out this purpose the "wholeness" of young men's farming situations was studied and evaluated in relation to the standards set up for twenty-five factors. The case studies serve to show situations, representing young men in each farming status. Each status is shown on Form 745, Office of Education, U. S. Department of Interior.

Similar evaluations should qualify teachers and other leaders of farm youth to evaluate farm situations of young men in relation to well defined standards of business efficiency and in relation to degrees of satisfaction with rural life, in order to establish better programs to meet the most important educational needs of part-time groups.

After young men's farming situations have been evaluated carefully, objectives should be set up for serving the groups. The guidance, placement, and training objectives, developed in the bulletin, should help in establishing the more specific objectives for special part-time groups.

The teacher, or other leader of farm youth, will find more specific suggestions as to "ways and means" of working with part-time groups in Appendices B, C, and D. To be successful in part-time education, the leader should usually attempt to organize the group thru their own officers or representatives; assist in planning their yearly programs, including the educational, business, and recreational phases (Appendix E); and then proceed to help them, thru their educational programs, in their larger and most vital problem, namely—becoming established (or placed) in farming. This point of view has been accepted and used effectively in establishing programs of part-time education in Tompkins County, N. Y., where the young men in the part-time groups (or chapters) are actually studying thru organized

How Good a Classroom Teacher Are You?

S. S. SUTHERLAND, Teacher-Trainer,
Davis, California

S. S. Sutherland

Most teachers of agriculture are seriously interested in doing their work well. As years of experience accumulate, it is frequently easy to acquire habits or procedures in teaching that are not particularly effective. The following check-list is suggested as a helpful self-evaluation guide for you.

Just for your own information, check up on your classroom procedure. Check or underline the statement which describes your general method—what you *do*—*not* what you feel you ought to do. On page 160 of this magazine is a key which will enable you to rate yourself. The highest possible score is 103. If you score 70 or above, you can pat yourself on the back; if below 50, you are probably getting a little careless.

Check yourself carefully on the following questions before you turn to the page on which the key is given.

1. HOW MUCH OF THE MATERIAL WHICH YOU TEACH IN AGRICULTURE AND FARM MECHANICS DO YOU TEACH PRIMARILY BECAUSE:

   a. You are interested in it and know it well?
   None — Very little — Some — Most

   b. A particularly good opportunity presents itself to teach it? (A feed lot near by for judging beef; a farmer wants chickens culled.)
   None — Very little — Some — Most

   c. It generally is included in an agriculture course? (You taught it last year; other teachers teach it; you were taught it in college.)
   None — Very little — Some — Most

   d. It is fundamental to all types of farming? (Origin of soils, osmosis, photosynthesis, nutrients, etc.)
   None — Very little — Some — Most

   e. It is essential to the success of the projects carried by one or more pupils in the class, that it be taught?
   None — Very little — Some — Most

   f. Pupils like it—are interested in it?
   None — Very little — Some — Most

   g. Of its "good will" or publicity value? (A board member wants an orchard pruned; to train teams for judging contest, etc.)
   None — Very little — Some — Most

   h. You have facilities for teaching it? (Laboratory and shop equipment, books, etc.)
   None — Very little — Some — Most

   i. Pupils need this instruction, to plan and carry out improvement of practices followed on home farms and indirectly to improve farm practices in the community?
   None — Very little — Some — Most

2. HOW OFTEN DO YOU:

   a. Discuss or study a subject briefly, "We'll just touch on this now, but will go into it more thoroly some other time"?
   Often — Sometimes — Seldom — Never

   b. Tell a story, humorous or otherwise, showing the relation of the subject being studied to interesting persons or events—to pupils' projects, to a well-known farmer, etc.?
   Often — Sometimes — Seldom — Never

   c. Keep every pupil in the class active during the entire class period—writing, thinking, discussing, working?
   Often — Sometimes — Seldom — Never

   d. Find yourself doing the majority of the talking, writing, thinking, or work that is being done in the class, laboratory, or shop?
   Often — Sometimes — Seldom — Never

   f. Vary your class procedure by using movies, film strips, field trips, laboratory, etc?
   Often — Sometimes — Seldom — Never

   g. Teach a unit, topic, or job to the place where each pupil in the class is required to apply the principles learned and to do the practices taught?
   Often — Sometimes — Seldom — Never

   h. Raise questions and bring out facts which tend to support a wrong practice or conclusion in order to require pupils to think thru and justify the correct one?
   Often — Sometimes — Seldom — Never

   i. "Bawl out" a pupil during the class discussion?
   Often — Sometimes — Seldom — Never

   j. Complete a class period without some reference to you pupils' projects and some time spent on project problems?
   Often — Sometimes — Seldom — Never

   k. Develop in your pupils skills which you are reasonably sure the majority will never use in farming in your community?
   Often — Sometimes — Seldom — Never

   l. Require your pupils to do the following types of thinking—(a) judgment (deciding between two or more courses of action); (b) inductive (discovering new laws or truths); (c) creative (planning, designing)?
   Often — Sometimes — Seldom — Never

   m. Base your class work on a specific case, i. e., planning a ration for a certain dairy cow, of a definite age, weight, and production, owned by a known individual, using feeds available on that farm, etc.?
   Often — Sometimes — Seldom — Never

   n. Demonstrate or explain to a single pupil, a procedure which other pupils in the class should also be taught?
   Often — Sometimes — Seldom — Never

3. IN SHOWING PUPILS THE VALUE OF THE SUBJECT MATTER YOU ARE TEACHING, WHICH DO YOU DO MOST OFTEN: (Check one)

   ..... a. Tell them that it is important and that they will need to know it?
   ..... b. Encourage pupils to discover how the subject will be useful to them?
   ..... c. Use concrete problems or projects of the kind which they are actually meeting, or will meet, in farming or project work?
   ..... d. Give concrete illustrations to show how other pupils or farmers are using it in project work or in farming?
   ..... e. Make no direct effort to show importance of subject, other than to teach material which you consider important?

4. IN STARTING THE CLASS, WHICH DO YOU DO MOST OFTEN: (Check one)

   ..... a. Take up for discussion a subject left unfinished from the preceding day?
   ..... b. Give a short written quiz on a single thought-question, followed by a discussion of the answers submitted by the class?
   ..... c. Make no definite attempt to connect present day's discussion to the previous one?
   ..... d. Ask some pupil, "What did we discuss yesterday"?
   ..... e. Give a brief talk showing relation of day's work or lesson to work previously covered?

5. WHEN YOU ASK A THOUGHT-QUESTION, WHICH ADMITS OF TWO OR MORE ANSWERS, WHICH DO YOU DO GENERALLY: (Check one)

   ..... a. Ask a pupil for his answer, if right, tell him so; if wrong, ask someone else?
   ..... b. Get all pupils to give answers (either in writing or orally) before allowing anyone to give his reason or indicating which is the correct answer?
   ..... c. Get answers from several pupils with reasons, before indicating which answer is correct?
   ..... d. Get an answer from one pupil and challenge it, whether it is right or wrong?

6. IN MAKING ASSIGNMENTS WHICH METHOD DO YOU USE MOST OFTEN: (Check one)

   ..... a. Give pupils a list of fact questions (what, where, when) to use as a guide in studying a chapter, bulletin, or other references?
   ..... b. Assign a specific chapter on number of pages in a book or bulletin for study to be recited upon or discussed after study?
   ..... c. Give pupils a problem, project, or thought-question to solve and suggest references to be used if they are unable to solve them otherwise?
   ..... d. Give a short talk of explanation or preview of the material to be studied, and then assign specific chapter or reference?

Travel Allowances of Vocational Agriculture Teachers

J. A. KOVANDA, Teacher,
Ord, Nebraska

Editor's Note: This is the last part of the study. The other installment appeared in the July, 1936, issue of this magazine.

J. A. Kovanda

DURING a study made last year, teachers of vocational agriculture in Nebraska were asked what they would consider as adequate remuneration for the use of their autos. Opinions of state supervisors of the North Central Region were obtained to this same question.

The average of 49 recommendations by Nebraska teachers for an ideal mileage rate was 6.3 cents. The average of 32 similar recommendations for an ideal flat rate was $189.73. Of the total, 57.9 percent of the Nebraska teachers preferred the mileage rate plan, 38.1 percent chose the flat allowance plan, and four percent did not state any preference. Suggestions of state supervisors of the North Central Region were somewhat higher for an average flat allowance, and somewhat lower for an average mileage rate than were the corresponding suggestions of Nebraska teachers.

The mileage rate plan was the most popular in Nebraska. The majority of teachers under this plan, 56.5 percent, were satisfied with the plan, which averaged 5.5 cents per mile for the satisfied group. Of the teachers working under the flat allowance plan of payment for the use of autos, only 26.7 percent were satisfied with the amount of remuneration they received; the average annual remuneration for the latter satisfied group was $121.25.

Objections of Nebraska vocational agriculture teachers and state supervisors of the North Central Region against each of the two plans of remuneration to the teachers for use of autos, were grouped and ranked in order of frequency. The chief objection against the mileage rate plan, named 19 times, was that it took too much time and caused too much bother keeping track of all the miles driven. The leading objection against the flat allowance plan, mentioned 32 times, was that the amount allowed might be either too low or too high, and could not be adjusted to variations in distances driven.

Reimbursements to Nebraska vocational agriculture teachers for use of autos were compared with similar reimbursements to vocational agriculture teachers in other states of the North Central Region, and with travel allowances to government employees in Nebraska.

As compared with the average figure of 5.4 cents per mile paid to Nebraska vocational agriculture teachers for the use of their autos where they were on a rate per mile basis, Kansas and Michigan vocational agriculture teachers received 5 cents per mile, and North Dakota teachers got from 5 to 7 cents per mile. And the traveling rate paid to

Supervised Practice

Proposed Topics for the Supervised Farm Practice Section in Agricultural Education

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Editor's Note: Mr. Gibson has very carefully outlined the following list of topics which covers many phases of the supervised farm practice work. Teachers of agriculture and others will find the list helpful in preparing articles for this section of the magazine. We have attempted to arrange the topics in accordance with the seasonal interest or use. Mr. Gibson will appreciate copy at once, on the first topic, for use in the July issue. He plans to use his section of the magazine each month in developing one of the other topics listed. We know that you will assist him in doing this by sending in contributions telling of your experiences. And we are sure that the readers of the magazine will profit from your co-operation.

1. Obtaining and using parent cooperation in supervised farm practice.
2. Possibilities of parent and son partnerships in supervised practice.
3. Using project problems in both individual and group instruction.
4. Using the enterprise budget to increase the effectiveness of supervised practice.
5. Putting accepted or improved farming practices into operation in the supervised practice program. A measure of the effectiveness of project supervision.
6. Progress or periodic records and charts as a means of discovering and using project problems in teaching.
7. Making project visitation effective.
8. What progress has been made in agricultural project planning?
9. Suiting project selection to the local home farm.
10. Supervising the financing of projects.
11. The instructor's responsibility in securing the adoption and execution of accepted or approved project practices.
12. Making use of supplementary forms of supervised practice.
13. Farm shopwork as a phase of supervised practice.
14. Using supervised practice records: (1) progress reports, (2) summary reports.
15. The place of the project in the course of study and class instruction (the long-time program).
16. How do teachers of agriculture start boys in selecting their annual and long-time programs of supervised farm practice?
17. The use of project objectives or "goals" in project study and planning.
18. What results have been obtained thru the encouragement and use of long-time programs of supervised farm practice? To what extent are long-time programs aiding boys in becoming established in farming?

Travel Allowance

(Continued from page 153)

ment employees in Nebraska was 5 cents per mile.

In comparison with the average figure of $114.63, the flat allowance for use of autos to Nebraska vocational agriculture teachers where they were on a flat allowance basis, Wisconsin vocational agriculture teachers were paid an average flat rate of $233.05 annually, Minnesota teachers got $200, and Missouri teachers received $100. Vocational agriculture teachers in the states of Illinois, Iowa, Kentucky, Indiana, and South Dakota did not receive any allowance for the use of their autos outside of their salaries.

Records on costs per mile for driving autos were kept by 26.3 percent of the Nebraska vocational agriculture teachers. The average of all record costs was 5 cents per mile. Similar records kept by 12 Virginia vocational agriculture teachers resulted in an average cost of agriculture teachers was $300. The average annual flat cost to 60 Illinois vocational agriculture teachers was also $300. The entire cost of owning autos cannot be charged to the teaching jobs, because three-fourths of the Nebraska vocational agriculture teachers stated that they would own autos even tho not needed in connection with their jobs. This partially explains the abandonment of an old Nebraska custom of having school districts furnish school-owned autos for the use of teachers of vocational agriculture in connection with their work.

After making the travel allowance study, the writer felt that it would be worth while to make some recommendations. The two outstanding ones dealt with the best basis for reimbursement, and the most appropriate amount of reimbursement to Nebraska vocational agriculture teachers for using autos in their school work.

Reimbursement according to the mileage rate plan seemed to be the best ture teachers, for the following reasons:

1. The mileage rate plan was more prevalent in Nebraska, being used as the basis for remuneration for 60.5 percent of the vocational agriculture teachers.
2. A majority of these teachers, 57.9 percent, stated their preference for the mileage rate plan.
3. The teachers offered fewer objections against the mileage rate plan than against the flat allowance plan.
4. Greater satisfaction was shown with the mileage rate plan in that 56.5 percent of the teachers under this plan were satisfied with their remuneration, whereas only 26.7 percent of the teachers under the flat allowance plan were satisfied with their remuneration.
5. The mileage rate plan had the advantage of being adjustable to varying amounts of driving done and paid teachers more nearly in proportion to the amount of driving they did.

A mileage rate ranging from 5 to 6.3 cents per mile was suggested for Nebraska teachers of vocational agriculture. The factors entering into the selection of this rate were:

1. The average of all mileage rates suggested by the Nebraska teachers, which was 6.3 cents per mile.
2. The average of mileage rates paid to all Nebraska teachers, which was 5.4 cents per mile.
3. The average of mileage rates paid to satisfied Nebraska teachers, which was 5.5 cents per mile.
4. The average cost per mile of driving autos as secured from records kept by certain Nebraska teachers, which was 5.0 cents per mile.
5. The average cost per mile of driving autos according to records kept by vocational agriculture teachers in other states, which was slightly over 5 cents per mile.
6. Mileage rates paid to vocational agriculture teachers in other states, which averaged slightly over 5 cents per mile.
7. Mileage allowances received by government employees in Nebraska, which were 5 cents per mile.

Other factors that should influence the amount of reimbursement for transportation are: size of loads hauled, the fact that most of the driving is done on dirt roads, and the willingness or ability of school boards to pay a fair allowance.

The writer recommends that the mileage rate for use of autos of Nebraska vocational agriculture teachers be set at not less than 5.5 cents per mile; when loads hauled and quality of roads traversed present abnormal car depreciation, that the rate be set at 6 cents.

As a second-choice plan of remuneration for use of autos, a flat allowance is suggested. It should be considerably above the Nebraska average of $114.63, because a majority of the teachers consider this too low, because it is considerably under the average flat allowance paid in other states of the North Central

The writer recommends that flat allowances range from $120 to $200 per year under normal conditions and that this amount be increased where unusually long distances must be traveled, or where traveling is difficult on account of poor roads (or for any other reason).

The writer also recommends that vocational agriculture teachers have an early understanding with their boards of education as to what kinds of trips or travel are to be included in the payments for use of their autos in connection with their jobs.

It is hoped that the new George-Deen Act may be interpreted in a manner that will permit generous federal aid toward the travel allowances of vocational agriculture teachers. Such assistance could do much to lessen the inequalities in travel allowances now existing between the various states and in adjoining districts of the same state.

Supervised Practice Work of Part-Time Pupils

E. H. ABRAHAM, Instructor,
Belleville, Wisconsin

THE group from which the writer has gathered his experiences is a class of 15-20 boys ranging in age from 15-23. None of these boys are high school graduates, altho some have completed one year of high school training but then were forced to remain at home to work or had difficulty with academic subjects in school.

These boys differ from our everyday high school vocational agriculture students inasmuch as they already have chosen farming as their vocation. The average high school student with opportunities of advanced education has many more alternatives and has not made a definite decision as to his life work.

This group of part-time at present are working their fathers' farms under the latters' management and with the intentions of some day falling heirs to the farms or becoming owners or renters on some other farm when they become established.

Being in contact with and actually doing the farm work twelve months of the year cultivate an interest and opportunity to apply improved practices which have been gathered in part-time class. Unfortunately, most fathers have not the means to allow the boys to partake in actual ownership as partners or owners of some phase of the industry. Difficulties which present themselves are that many fathers are renters, in which case all the farm income is needed to make ends meet, and the fact that dad still clings to his contradictory attitude toward educational ideas.

Improved practices have been mentioned as the chief form of directed practice work. Dairy herd improvement problems, such as herd testing, with accurate records have value as improved practices by teaching the boy the value of scientific farming. Other improved practices performed are raising colts with the home brood mare, feeding dairy herd balanced rations, liming and fertilizing soil for production of alfalfa, introducing a proven sire, replacing the grade sire with a purebred sire selected with the

Analyzing Project Problems

C. E. HELLBUSCH, Teacher,
Las Cruces, New Mexico

C. E. Hellbusch

THE analysis of project problems by the instructor and pupil is one of the most importantjobsthat occur in vocational agriculture and is probably one of the most unorganized activites. Every member of the agriculture class will have project problems to analyze with the instructor, and some systematic way should be employed.

Members of the agriculture class will respect the instructor more and rely on his ability and suggestions oftener if a satisfactory project problem analysis is reached.

In analyzing a project problem the instructor must use a definite method and work it out with the boy. The first thing that he must deal with is the situation at hand or the actual set up as the boy gives it to him. Following this the major problem must be ascertained and the minor problems must be dealt with if a satisfactory conclusion is to be reached.

Any good method of obtaining information regarding the problem can be used, and when this is completed there should be some idea of the probable causes of the problem. The instructor can use the information received up to this point, plus additional data obtained from the boy and personal study of the situation. Next, the conclusions should be reached, and after the conclusions should come the boy's plan worked out by himself with the aid of the instructor.

The skeleton outline given below will illustrate an analysis with a boy of a project problem in swine.

Situation.
Major Problem.
Minor Problems.
1. Points gained from experience with last litter.
2. Probable causes of problem.
3. Points gained by pooling experiences with the sow and litter.
4. Conclusions.
5. Plan.

The following information is given to illustrate how the above form was worked out and to show how it functions when applied to an actual problem. The boy that presented this problem had five purebred sows for his home project. He encountered difficulty with one of them.

Analysis of Project Problem of Boy With a Swine Project

Situation. A purebred Spotted Poland China sow farrowed a litter of six pigs. She did not seem to give the milk she should for them and as a result the pigs did not grow.

Major Problem. How to increase the milk flow of my sow so I will get good growth on the litter.

Minor Problems.
1. Will feeding alone do it?
this time shall I creep feed the pigs and what should they be fed?

(1) Points Gained From Experience With the Sow During the Last Litter
1. Feeding the pigs in the creep did not help.
2. I fed the sow a balance ration.
3. The amount of feed in the ration was not enough.
4. I doubled the ration and the sow gained in weight and seemed to give more milk.
5. The pigs failed to gain after they began getting more milk from the sow.
6. Fed corn, tankage, and milk in the creep.
7. I weaned the pigs earlier than I would have, had the sow been giving more milk.

(2) Probable Causes of the Problem
1. Sow was not fed right before the pigs were farrowed.
2. Sow is just a poor milker and should be sold.

(3) Points Gained From Pooled Experiences With the Sow and Litter.
1. That the sow should be fed heavier before farrowing this time than she was before.
2. That perhaps if the sow was fed more protein she would produce more milk.
3. That perhaps the sow should be fed earlier after farrowing and also heavier than she was the last time.
4. That perhaps there was too much feed in the creep and the pigs ate too much and did not suckle the sow enough.
5. That the pigs were stunted before the increased flow came on and then could not handle it.
6. That perhaps the sow is just naturally a poor milker and should be sold.

(4) Conclusions Reached
The sow was not fed heavy enough after farrowing and the pigs became stunted. There perhaps was too much feed in the creep and the pigs did not have the capacity to take care of the extra flow of milk. The sow should also be fed better before farrowing this time than she was last time. If the sow does not do any better this time she should be disposed of.

(5) Plan.
The sow will farrow again in about two months and I plan on doing the following things:
1. Increase the amounts in the ration as soon as the sow farrows.
2. I am not going to keep such a wide variety of feeds in the pig creep.
3. I am going to watch the sow's ration closely before she farrows and see that she has the right kinds and amounts of feed.
4. I am going to give the sow extremely good care at farrowing and immediately after so the milk will have a chance to come in.
5. If the sow does not give sufficient milk this time I am going to sell her and buy me another one for my breeding herd.

I am giving this information with the hope that it will help some one in solving project problems and also to emphasize the need of systematic project problem analysis. Students learn thru project stu-

Placement Opportunities for All-Day and Part-Time Students of Vocational Agriculture

JOHN B. McCLELLAND, Teacher Training, Columbus, Ohio

Editor's Note: This paper was presented at the Agricultural Section of American Vocational Association, San Antonio, Texas, December, 1936. It will be divided into two parts: Part I—The Problem, and Part II—Some Findings, which will appear in the next issue.

Part I—The Problem

SCHOOLS should assume some responsibility for placement of pupils.

Commissioner of Education J. W. Studebaker believes that schools should assume much of the responsibility of guiding pupils and assisting them to find employment. In stressing the need of continuing our educational program beyond the full time classroom work, he has said: "If it is not the function of organized education thus to guide our youth safely into the harbor of constructive service, education has no real function. . . . In this era of mass production of material goods, we must by new educational policies and techniques, push our school influences further out into the arena of life's practical problems."[1]

J. B McClelland

This is especially true of vocational education which has been said to be "little short of futile" if it does not include guidance before, during, and after the period of training.[2]

Harry D. Kitson[3] states that more than 2,500,000 youths are on the active files of the United States Employment Service. He also says in the same reference that schools are the most logical place for young people to turn for help in getting jobs. Schools are supposed to prepare for life, an important phase of which is vocational.

J. H. Pearson[4] has pointed out that the vocational teacher's responsibility does not stop at "placement" but should include continued advancement or "progressive establishment" in the vocation.

State and national employment services are giving some attention to placement of applicants for farm work in permanent and temporary jobs. Data obtained by the author from the office of the National Re-employment Service, Columbus, Ohio, indicates that approximately 26,000 applicants for work as farm hands are listed with the two services in Ohio.

The number placed on temporary farm jobs during the past year by these two agencies working in Ohio varied from approximately 30 in February to approximately 1,850 in October. The number placed on permanent farm jobs ranged from approximately 30 in February to 175 in April.

Of the 26,000 registered in Ohio as applicants for work on farms, apparently in permanent work on farms. It would seem that teachers of vocational agriculture, in Ohio at least, should not depend entirely upon these agencies to place their students. The Farm Credit Administration and the Rural Resettlement Administration are assisting some students of vocational agriculture to get established in farming, but so far the number of students and former students helped by these agencies is comparatively small. The assistance that may be given thru these sources is discussed more in detail later in this article.

Many pupils are not established in farming.

H. G. Kenestrick[5] found that 45.7 percent of 3,033 former students of vocational agriculture in Ohio were farming in some capacity in 1935. Forty-five and eight-tenths percent were in other occupations; 1.4 percent were deceased; and 7.1 percent could not be accounted for after diligent effort.

The percentage of former students who were farming was shown by this study to be considerably lower than was reported in previous studies in Ohio and in most other studies in similar areas.

This is explained, in part at least, by differences in procedures in collecting and handling data. This study differed from most others—first, in that the occupations of those pupils who left high school in the period from 1918 to 1934 inclusive were reported by teachers on check lists prepared from records in the state department of education. This resulted in information being obtained from a larger percentage of former students than was usually obtained in other studies. Second, the percentage of former students who were farming was calculated on a basis of the total number of former pupils enrolled rather than upon the total number of pupils whose occupation was discovered. The author justifies this procedure on the basis of studies of population movement in Ohio which show that only a very small percentage of those who left the community and were not located could reasonably be supposed to have gone into farming in another community. Our movement of young people from farming communities has been almost entirely to urban centers, not to other farming communities.

Because of these two changes in procedure this study has doubtless given a more accurate picture of the relative number of former pupils who are now farming than has been obtained in most other studies in Ohio and similar areas.

It was found in this study that 59.3 percent of vocational pupils leaving high school from 1929 to 1934 were farming. Forty-one percent of those leaving in 1924 to 1929 were so engaged, while only 25 percent of those leaving in the earlier group from 1918 to 1924 were engaged in farming in 1935.

occupations after the period immediately following high school during which some former students are undecided and many do not discover desired opportunities."

A more detailed examination of the records of 362 selected former students who were farming showed that 73 were working on an allowance basis; 64 were working for wages; 45 were managing one or more farm enterprises; and 58 were sharing in the home farm business under the supervision of the father. These 240 young men, or approximately two-thirds of the selected group, were in statuses below that of a farm operator. Of the 122 young men comprising the one-third of the selected group who had become farm operators, 75 were share renters; 13 were cash renters; 21 were owners; 10 were owners and renters, that is, part-owners; and 3 were operating farms for their parents as managers.

Mr. Kenestrick states that a rapid increase in the proportion of former all-day students who continue in farming will not be likely to occur in Ohio as long as approximately three-fourths of the farm boys having access to this type of training enroll for it; as long as the birth rate on farms continues as high as at present; and as long as there continues to be many opportunities for employment in urban centers. The state is highly industrialized and some other occupational outlet will have to be found for a large percentage of farm boys. He points out subsidiary values of this vocational training for farm boys who do not remain in farming.

Concerning methods of improving three other conditions found in his study: (1) a slow rate of advancement in farming; (2) greater relative difficulty of tenants' sons in becoming established in farming; and (3) limited opportunities on home farms, Mr. Kenestrick suggests that the following possibilities merit consideration:

1. Continue efforts to develop supervised practice programs which will facilitate establishment in farming.
2. Give definite attention to the discovery of opportunities for placement in farming for those whose home farms do not provide such opportunities.
3. Make adequate provision for financing young men who have the ability and the training required for farming but who lack capital for a start.
4. Recognize possible developments in part-time farming.
5. Provide a more intensive program of continued vocational education in agriculture for young men during the period when they are attempting to establish themselves in farming.

There is a surplus of young men on farms.

According to O. E. Baker,[6] There is a surplus of approximately 50 percent of young people in the rural farm population over the number necessary to continue the present farm population at a stationary figure.

Prior to the depression, this surplus of farm youth was absorbed in industrial occupations in urban areas. This was true in Ohio, C. E. Lively and P. G.

state that 80 percent of the children of farmers were going into occupations other than farming. In areas in northwestern and southeastern Ohio, they found that 50 percent were going into other occupations at that time.

But we know that this condition did not continue during the depression. Due to a lack of employment opportunities in cities Mr. Baker[8] estimated that by February of this year (1936) there were in the United States already more than two million young people "backed up" on farms who would under predepression conditions have migrated to the cities.

Again we see evidence of this situation in Ohio. A recent Ohio study (1935) by C. E. Lively[9] shows a 31 percent increase in the number of young persons 20 to 24 years of age in certain open country areas as compared with the number found in the same areas in a 1927–1928 survey.

Farm population in the United States was virtually stationary from January 1, 1935, to January 1, 1936, according to farm population estimates issued by the United States Department of Agriculture.[10] Births exceeded deaths nearly 400,000 but enough persons migrated from farms so that there was a net gain of only 8,000 persons on farms at the end of the year.

The Land Planning Committee of the National Resources Board in their supplemental report issued this year (1936) points out that during 1933 and 1934 most of the migrants from farms were apparently people who had sought shelter and sustenance with rural relatives or friends during the depression and were now able to resume their work in the cities or to obtain work from relief agencies. Most of the young people they point out remain "backed up" on farms. They say: "If the net migration from farms during the next five years should balance the net migration to the farms during the period 1930–34 there would be about 2,300,000 more males over 18 years of age on farms in 1940 than there were in 1930."[11]

The Land Planning Committee[12] in their report of 1934 stated that even when the amount of unemployment is greatly reduced from that which existed during the depression it appears doubtful that the surplus population from the farms of the Nation will be fully absorbed in other industries, during the next five or ten years at least, as has been the case in the past.

This surplus of young people on farms naturally results in serious competition for those openings which are available for young people either in cities or farms. In view of this large surplus of people on farms, it is not surprising that in one community 53 percent of the out-of-school farm boys and young men had no vocational plans for the next few years.[13]

Farm youth are interested in vocational opportunities.

While less than half of the 15 to 29 year old farm boys mentioned in the preceding paragraph had definite vocational plans for the next few years, it is apparent that the absence of such plans was not due to a lack of interest in occupations for 87 percent expressed some vocational preference.

time?" 60.7 percent of the young men answering in this New York study specified financial problems, and 13.5 percent said "obtaining work." Thus, a total of 74.2 percent of those answering, expressed difficulties related to the problem of satisfactory placement in some vocation.

These young farmers ranked increasing their income as the topic in which they were most interested and placed learning more about gas engines second out of 36 selected topics of interest.

E. C. Magill[14] reports that the most common interests of out-of-school young men in Virginia were in mechanical activities. He goes on to say that there is a tremendous variation in schooling experience interests, hobbies, and occupational hopes of these young men but points out that in most cases the young men desired more education and better employment.

The recent survey of out-of-school rural youth in Iowa conducted by J. A. Starrak[15] shows that mechanics heads the list of hobbies given by these boys and young men.

Possibly one reason why so many farm boys are interested in mechanical activities is that many of the jobs open to young men from farms involve some mechanical work. This applies to driving trucks, to acting as helpers in garages or on construction jobs, and to operating machines in factories or shops.

The number of young men interested in farming varies widely.

Altho many farm boys will doubtless have to look for employment in urban centers in activities other than farming, and to some extent in activities related to farming, and altho many are primarily interested in such activities, yet many other farm boys express a preference for farming.

In Iowa 62 percent of the boys living on farms expressed a desire to be farmers[15] but in New York state only 34.3 percent of the farm boys not in school and 13.3 percent of those in high school gave farming as their preference.[13]

Farm youth need guidance.

Many of the studies of out-of-school youth indicate the need of guidance. T. B. Manny[16] stressed this need in his address before the American Vocational Association at Pittsburgh two years ago.

According to J. A. Starrak,[15] "Rural out-of-school youth would seem to be in serious need of occupational guidance. A great proportion of them have failed to receive even the meager amount of such guidance that is attempted in our best high schools."

In Ohio, 34 percent of young people enrolled in Emergency Junior Colleges, who reported in a questionnaire study, stated that they had never seriously discussed their vocational or educational plans with any one and only 16 percent had discussed such plans with any one connected with any school.[17]

Clearly then, from the standpoint of the needs of youth, educators should give more emphasis to guidance and placement problems. Emphasis upon intelligent guidance and placement is also desirable for the welfare of society. O. E. Baker and T. B. Manny say: "The future welfare of the Nation would

young people remain in rural areas, establishing their homes in the open country or in villages. But to be successful, this cessation of city-ward migration must be combined with greater opportunities for employment in non-agricultural activities, either at home or in local factories; also the path to farm ownership should be made easier and more attractive to those who prefer farming to other occupations."[18]

There are opportunities for establishment in farming.

Limited observation indicates that there are more opportunities for getting established in farming than is commonly supposed. One teacher of vocational agriculture in Ohio reports that he invited a county Rural Resettlement official to discuss with his part-time class opportunities to get started in farming. This official had made a study of farms in the country which might offer possibilities for placement. As a result of the information obtained at this meeting two members of the class were able to make arrangements to get started in the farming business for themselves.

Mr. Manny[16] in his address at Pittsburgh cited an example in one community where twelve young farmers decided to make a systematic hunt for work. He said that within one month four of the young men had entered into share agreements with aging farm owners who were ready to take some step toward retirement from active farming but who had been unwilling to rent to the usual run of tenants.

Two of the others found places as herdsmen and one secured work as a truck driver on a retail milk route. Thus, seven of the twelve found placement opportunities within a very short time after starting to make a careful survey of possibilities in their community.

It is probable that there may be more opportunities now than formerly for young men to take over the operation of farms which have been in the hands of older men.

H. B. Swanson of the United States Office of Education makes the statement that according to the United States Census in 1910 only 2.6 percent of the total number of farm operators were over 60 years of age. By 1920, 24.5 percent of all operators were over 60 and in 1930 the figure had increased to 27.7 percent.

It is believed that this older group of persons will retire at a rapid rate as satisfactory arrangements are made for younger persons to assume responsibilities on farms.

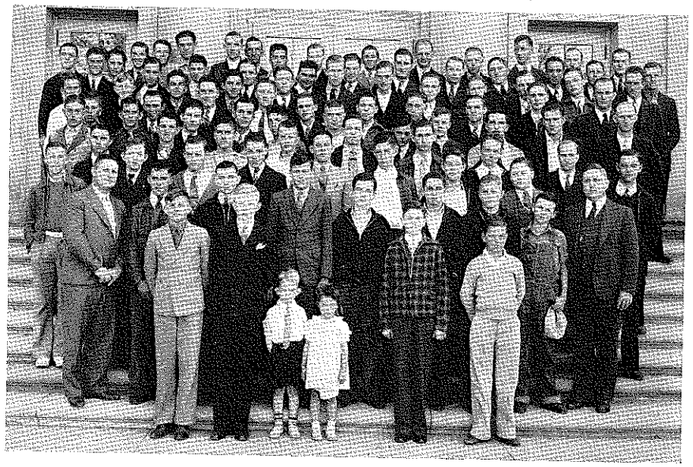
Footnotes:

1. Studebaker, J. W. United States Commissioner of Education, Radio Address, April 30, 1935.
2. Nichols, F. G. Occupations. February, 1934.
3. Kitson, Harry D. "Vocational Guidance for Those Out of School." United States Department of the Interior, Office of Education Bulletin 18, Vol IV. 1936.
4. Pearson, James H. "Progressive Establishment of Young Men in Farming Occupations." American Vocational Association Journal and News Bulletin. September, 1936.
5. Kenestrick, H. G. Some Economic Factors Affecting the Establishment of All-Day Students of Vocational Agriculture in Ohio in Farming. Doctor's Dissertation, The Ohio State Uni-

Future Farmers of America

F. F. A Officers' Training School

L. D. CLEMENTS, State Supervisor,
Lincoln, Nebraska



THIS is one of eight similiar groups attending district one-day training schools for local F. F. A. officers in Nebraska last fall.

Every vocational agriculture department in district six was represented, and the program under the chairmanship of the district vice-president included opening and closing ceremonies, parliamentary procedure demonstrations, and talks by representatives of the Greenhand, Future Farmer, State Farmer, and American Farmer degrees. The district adviser led a discussion on the preparation of the local program of work and the state adviser showed motion pictures taken at the home of Nebraska's American Farmer applicant and some of the farming activities of the state president.

Group meetings led by outstanding boys from the various chapters were conducted for the instruction of local officers regarding the duties and responsibilities of their jobs in their own schools.

A cafeteria dinner was served by members of the Kearney Chapter.

The youngsters are the children of Alton Young, local adviser at Kearney.

Exhibit Booths

H. M. MORELAND, Adviser,
Riverside, California

EVERY teacher has had the experience, or will have it someday, of devising, originating, or erecting an exhibit at an agricultural fair or for a window display. These exhibits will or should depict some phase or theme of the regular agriculture teachers' program or some part of the Future Farmer activities.

The Riverside Chapter has from the beginning taken over the responsibility of putting up and entering a feature exhibit at the Los Angeles county fair, along with some 10 to 12 other chapters in Southern California. Each year the co-operative committee has tried to

plified, before school terminated for the year. In every case the booth was built at the home of one of the members or at the agriculture teachers' home, during the summer. The total expense has never amounted to more than $5, the labor always being donated to the chapter.

The four booths erected have depicted the following ideas: (1) desirable citrus practices, (2) modern poultry equipment and housing, (3) a model hog farm, (4) co-operative marketing as a part of successful agriculture.

In all the exhibits the chapter members have contributed of their time freely and willingly, with the predominating thought of properly educating the public as to the purpose and ideals of their organization, and incidentally hoping

Financing Chapter Activities

F. W. FORBES, Adviser,
Kenmare, North Dakota

FINANCING a consistent program of chapter activities is one of the big problems of officers. What constitutes legitimate means for raising money for the chapter? To what extent should the chapter as an organization raise funds? What is our obligation as teachers in teaching thrift? To what extent is this problem an individual problem and to what extent is it a chapter problem? These and other problems I presume have been raised in the minds of every teacher.

There are numerous projects thru which a chapter may operate to raise funds and secure not only funds but receive a training which will have lasting value. The "Thrift Bank" as a chapter project has been very successful in our chapter. The treasurer is the logical officer to act as banker. One day a week is designated as "Bank Day." Each member is allowed to deposit any amount he desires. The amount saved and deposited by each member is credited to his individual account. The savings of all the members are deposited each "Bank Day" in the local bank in the name of our chapter. If a member moves away he is privileged to withdraw that which he has deposited.

This practice on the part of the chapter has been very successful. It has established a very worthy group habit, a "thrift habit." This project has been the means of making it possible for the chapter and chapter members to finance projects which otherwise might have been failures.

On June first our chapter financial report showed a balance of $182.90, all of which was earned by the co-operative effort of the members. This money has been used for meeting the expenses of judging teams sent to state contests, the Future Farmer picnic, chapter theater party, buying a second-hand radio for the classroom, and assisting in paying the expenses of a chapter trip thru Yellowstone National Park, covering a distance of 1,600 miles.

I have mentioned briefly our method of handling the "Thrift Bank" project. This project has proved to be one of the most valuable methods for teaching thrift. A number of other methods have been used by our chapter, including the handling of concessions during such school activities as basketball. The chapter members were also successful in earning a substantial sum by making a full-sized wagon box and selling it.

The true aim of everyone who aspires to be a teacher should be, not to im-

Why a Future Farmers of America Alumni Association?

H. C. AHRNSBRAK, Principal,
Beaver Dam, Wisconsin

H. C. Ahrnsbrak

I am interested in giving my support to the organization of a Future Farmers Alumni Association because of what such an organization can do for the future of the young men who wish to continue in agriculture. I need not recite the fine work which is now being done by the Future Farmers of America. The purposes for which the F. F. A. was organized are an answer to very fundamental needs in the education of our farm boys. That this organization is successful in meeting these needs is attested by its large membership. Young men and women of other vocations might well sit up and take notice of the accomplishments of the F. F. A. No doubt it has great potentialities. But that it has possibilities not yet realized is evidenced by the large attendance of young men at the Wisconsin meeting called to organize a Future Farmers of America Alumni organization.

Education, as many commencement speakers have said and still say at commencement time, is not an ending but is just a beginning—at least it should be so. Our various attempts at adult education such as night schools, extension courses, continuation and vocational schools bear testimony to this fact. A Future Farmer member graduating from high school may have been started toward the objectives of his organization, but it is doubtful whether he should then drop and forget its activities. Likewise, it is doubtful whether an added three years continued membership is going to accomplish the desired goals. That this doubt has a basis is evidenced by the fact that there are many institutions now existing in the fields of learning for all levels and ages of adult education.

Because of its large membership, the F. F. A. can well consider the important and vital part it plays in each member's life. The F. F. A. activities of high school days have just introduced him to the fine field and future of agriculture. Just as he begins to be orientated he gives up the more or less close association and guidance he has thus far received. On the other hand, he is beyond the high school boy's wants, desires, and activities. Emotionally he is entering another life period. This is a crucial time in his life, and he needs the guidance that this organization can give. His ideas have reached a higher degree of maturity and are not those of the high school enrollee, but he still has a desire to strive to reach the goals set by his high school F. F. A. Since these goals have been inculcated in him, he should not be disappointed. F. F. A. dares not lose

ture thru a post-graduate organization.

Because individuals have felt the need for concerted effort in agriculture, many organizations have been set up. Each organization attempts to obtain its goals by legislative effort, or by propaganda, or by coercion. Only a few of these leaders have a vision, one of which may be the product of a rich background and an understanding of fundamental issues. The followers generally may have a similar vision and understanding, but too often they have illustrated that emotions rather than facts have guided their actions.

Co-operative effort is one of the nine purposes set up by F. F. A. Not a better method for teaching co-operation has come to my attention than the aims and activities of F. F. A. Much of the discussion of too much interference on the part of government in business has been (in the past) the lack of co-operative effort on the part of individuals themselves. Whereas many individual agricultural organizations exist to attain specific goals, F. F. A. presents a far broader basis upon which to operate and upon which to come to an understanding. It is not narrow or selfish; it attempts to view agriculture in its broadest aspects, and, therefore, it is of greater aid to the farmer.

Merely to create an interest in a vocation is not sufficient. A guidance program must be a continuous process. It is hardly possible that the four years of high school training would help the student make his final decision of farming occupations. Colleges and universities do not ask a student to make his definite choice until the junior year, and in night schools and vocational schools adults are constantly keeping up with changes. Similarly, it would be well for the boy, who under present regulations of the F. F. A. would discontinue his affiliation, to continue his finding of interest and choice. Undoubtedly it could best be done by the organization that began this very process.

Combined with such continued training in leadership must come an added emphasis on a program of educational activity. In a period when financial, social, and political changes are happening overnight and when confusion reigns in the average man's mind concerning the issues involved, it is well that certain men be buttressed by the understanding and the level-mindedness of scholarship. Too long have demagogues and politicians tried to help the farmer. Just as industries, banks, and other groups retain research staffs, just so is it necessary for agriculture to train a group of thinking leaders.

Finally, F. F. A. should play an increasingly greater part in the development of rural leadership. Such training has been started in high school, but many times further help is needed as the young man afterward is experiencing leadership.

So it is not my proposal that the

school level, but, as has been indicated, it should exist expressly for research, for experimentation, for discussion and study thruout the farmer's life.

If the farmers of America are going to organize, they ought to organize on a basis which is of the broadest nature. Agriculture can only move forward when it has a coherent, well-rounded-out program. With such a program, the training of these young men has been begun in the F. F. A. Many farm organizations exist today, but each with its particular goal in mind. Thus the rural student now goes into an agricultural world where organizations dissipate their strength working for one specialized branch of agriculture. An organization which has the general welfare of agriculture in mind is badly needed. Since we have an organization which has begun training young men with these ideas in mind, why start an entirely different organization?

These young men have started in this organization and are familiar with its goals and its operation. They have been trained to serve in it, its committees, its offices, and they are strong adherents. They have been taught that to approach a problem on a basis of research, experimentation, study, and discussion is the way to work effectively and to make real progress. Co-operative effort along this line is the goal of F. F. A. Certainly with as fine a start and with as fine a membership coming in every year the possibilities of this organization are unlimited.

Farmers have been waiting for someone to help them out of their difficulties. What real help has been forthcoming has come from the scholarly and from men who applied the scientific attitude and method to agricultural problems. These men know there is only one way to accomplish a set goal. Intelligent planning, intelligent experimentation, and intelligent conduct in human affairs is the sure road to achievement. It may be the less spectacular way, but it is the more certain. To have young men file into this organization with this training is prophetic of what may come. With an educational background, these young men should see beyond the problems peculiar to agriculture and envision the part it plays among other activities of human endeavor. Thus these young men, trained to be leaders and followers, will be able to co-operate and achieve their goals harmoniously and successfully.

The F. F. A. of America is a force which is based on a sound philosophy of self-help, of scientific approach, and of co-operation. Since these men have begun these experiences and have accepted this philosophy in high school, they should be given every opportunity to continue. If ever we are going to have less government in business, it will come only as a result of co-operative effort on the part of members of society. As long as the farmer expects the politician and the government to solve his problems, just so long will he be at their mercy.

Educationally, both the organization and its purposes are sound. It is another form of adult education. It would be an organization not only for co-operation, to which only lip service is often given, but would exist for study, experimentation, and living. It would

Organizes Co-operative

C. E. RHOAD, Instructor,
Wauseon, Ohio

THE study of the problems of farm management, marketing, and consumer co-operation was the motivating force which brought about the organization of the Wauseon Co-operative by the members of the Wauseon Future Farmers Chapter. A careful analysis of local farm conditions impressed the Future Farmers of our chapter with the need and possibilities for successful co-operative effort among the boys of our community.

The chapter members drew up a tentative plan providing for a constitution, elected a board of directors, and appointed a business manager. This co-operative is a non-profit organization of members designed to provide experience in co-operation and mutual benefit. Among other things the constitution has the following provisions:

Each member of the co-operative has one vote in all legislative matters.

A board of five directors is elected to set up a policy of control for the co-operative and employ a manager to conduct the business of the organization.

Any active Future Farmer is eligible for membership in the organization and alumni members are eligible until the second February following graduation.

A membership fee of $2.50 is charged each member. This fee is used for capital and may be withdrawn in the event membership discontinues. The co-operative will act as a thrift bank and pay members 4 percent interest.

Dividends on the earnings are paid each February. The surplus will be divided according to patronage. A small amount of the yearly surplus will be set aside for expansion, depreciation, and other factors in the organization.

The general policy of the chapter co-operative is not to enter into competition with the Farm Bureau but rather co-operate with this farmers' organization. To facilitate this co-operation the chapter co-operative buys one $10 share in the Farm Bureau.

The business activities proposed for this Future Farmer co-operative includes the buying of certified seed, fuel and oil, feeds, fertilizer, and seeds. It is proposed to buy one purebred boar for use in the community and to buy purebred gilts for boys who will return two gilts for one.

This junior co-operative is prepared to sell such services as: oil and repair harness, test seed corn, test milk for butterfat, test soils for fertility and acidity. The manager contracts for these jobs, pays the labor, and keeps 10 percent of the cost as commission. When the transaction is between members, five percent commission is charged.

The Future Farmers are taking this organization seriously and feel that an instrument has been provided by which theory and practice can be worked together.

Young Men in Farming

(Continued from page 152)

ditional instruction is given, similar to

major problem confronting rural farm youth.

I hope that Bulletin No. 188 will serve to convince teachers of agriculture that the *placement phase* of vocational education in agriculture has been neglected for many years, or thought of as a phase of our agricultural program quite beyond the realm of the school; that we have failed, in this respect, to capitalize upon one of our golden opportunities; that there is an effective way of studying, evaluating, and dealing with the major vocational problem of rural farm youth; and that our future, as successful leaders of part-time education, depends upon the recognition of the major needs of the groups to be served.

How Good a Classroom Teacher Are You?

(Continued from page 153)

SCORING KEY

1.	None	Very Little	Some	Most	SCORE
a	3	2	1	0	
b	2	3	1	0	
c	3	2	1	0	
d	2	3	1	0	
e	0	1	2	3	
f	0	2	3	1	
g	3	2	1	0	
h	3	2	1	0	
i	0	1	2	3	

2.	Often	Sometimes	Seldom	Never	SCORE
a	0	1	2	3	
b	3	2	1	0	
c	6	4	2	0	
d	0	2	4	6	
e	0	2	4	6	
f	6	4	2	0	
g	6	4	2	0	
h	3	2	1	0	
i	0	1	2	3	
j	0	2	4	6	
k	0	1	2	3	
l	3	2	1	0	
m	3	2	1	0	
n	0	1	3	2	

3. a—1; b—3; c—4; d—2; e—0. .....
4. a—4; b—3; c—0; d—1; e—2. .....
5. a—0; b—4; c—2; d—3. .....
6. a—2; b—0; c—4; d—1; e—3. .....

TOTAL SCORE.....

Supervised Practice Work of Part-Time Pupils

(Continued from page 155)

When boys are carrying on improved practice skills as a project, it is difficult to obtain an accurate record of accomplishments. Many improved practice skills will not reveal themselves until several years later. Personal contact with the boy will reveal many skills he has performed and will offer many opportunities for suggestions.

"Film Strip"

HAROLD GULVIN, Adviser,
Forestville, New York

THE Forestville Chapter has compiled a film strip of its activities called "Future Farmer Activities." All the pictures that the chapter had available and which had been taken in recent years were assembled. These pictures were selected for clearness and desirability of the subject. Each of the 45 pictures represents some F. F. A. activity, such as judging, field trips, placed in the correct order. They were photographed on a regular 35mm film negative in a special camera. The negative was sent to the factory for positive copies for projection. The Forestville Future Farmers plan on using the film strip as a part of their program at the county fair. It will be shown three times, each picture being explained by a Future Farmer. It should prove very interesting, as well as advertise the Future Farmers of America and what they are doing.

Placement Opportunities

(Continued from page 157)

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7. Lively, C. E., and Beck, P. G. "A Movement of Open Country Population in Three Townships in Northwestern, Northeastern and Southeastern Ohio." Rural Sociology Mimeograph Bulletins No. 3, 4, 5 (1928). Ohio State University, Columbus.

8. Baker, O. E., Senior Agricultural Economist United States Department of Agriculture. Radio Talk. February 7, 1936.

9. Lively, C. E. "The Status of Rural Youth, 16 to 24 Years Old in Selected Areas in Ohio." Preliminary Research Bulletin. Department of Rural Economics, Ohio State University, Columbus. November 1, 1935.

10. The Agricultural Situation. Bureau of Agricultural Economics, United States Department of Agriculture, Washington, D. C. November, 1936. Vol. 20. No. 11.

11. "General Conditions and Tendencies Influencing the Nation's Land Requirements." Part I Supplementary Report. Land Planning Committee, National Resources Board, Washinton, D. C. 1936. pp. 3, 4.

12. National Resources Board: Report. December 1, 1934. p. 101.

13. Anderson, W. A., and Kerns, Willis. "Interests, Activities, and Problems of Rural Young Folk—Men 15 to 29 Years of Age." Agricultural Experiment Station Bulletin 631. Cornell University, Ithaca, N. Y. 1935.

14. Magill, E. C. Progress Report on Work With Young Men to April 6, 1935. Department of Agricultural Education, Virginia Polytechnic Institute, Blacksburg, Virginia.

15. Starrak, J. A. "A Survey of Out-of-School Rural Youth in Iowa." Report, Iowa State Planning Board Committee on Education. Ames, Iowa. 1935.

16. Manny, T. B. "Characteristics and Needs of Rural Youth in the 16 to 24 Year Age Group." Agricultural Education, February, 1935.

17. Pressey, Sidney L. The Nature and Problems of the Student Group in the Ohio Emergency Junior College Centers, 1934–1935. College of Education, Ohio State University, Columbus.

18. Baker, O. E., and Manny, T. B. "Population Trends and the National Welfare." Bureau of Agricultural Economics, United States Department of Agriculture, Washington, D. C.

Vermont Teacher Supports Magazine

I consider it an honor to contribute to *Agricultural Education*. The magazine has proved of great value to me in my teaching work and I only trust an article of mine may prove as interesting to others as many articles have to me.

As this is my first attempt at contributing, I am not certain about material and the manner of writing. I trust it is in a form which can be used.

May I suggest that your idea of making the magazine more of a teacher's paper meets with my utmost approval. May your venture succeed! I certainly do like the idea and know that there