"NEITHER discretion nor economy must be permitted to interfere with the right of every boy and girl to enjoy the educational opportunities that should be the birthright of every young American."—Louis J. Taber.
The Agricultural Education Magazine

Contents

Teachers of Agriculture: Agriculturists or Educators?

Persons engaged in agricultural education usually regard themselves as agriculturists. Some of the time they spend perfecting their work in farming and some of the time they spend in learning agriculture. The educator's task is to be aware of the many possible courses of instruction and then determine the best way to teach agriculture. The educator should have a comprehensive understanding of the subject and an understanding of the various methods of teaching. He should also be familiar with the latest developments in agricultural education.

WHEATHER AGRICULTURAL EDUCATION?

Teachers of agriculture will be interested in our new book containing information on agriculture. It was published in the magazine. They have been brought together in this book and are available for your convenience. The authors, our fellow workers, have made a distinct contribution to the education of agriculture.

WHETHER AGRICULTURAL EDUCATION?

Teachers of agriculture will be interested in our new book containing information on agriculture. It was published in the magazine. They have been brought together in this book and are available for your convenience. The authors, our fellow workers, have made a distinct contribution to the education of agriculture.
Fundamental Problems in Vocational Agriculture

LOUIS M. SASMAN, State Supervisor, Madison, Wisconsin

There are many ways in which one can view the fundamental problems in Vocational Agriculture. There are many subjects which are included in any discussion to such matters as the hour of the day, the type of field trips, or the conduct of F.A.A. meetings. But when we discuss the problems of the fundamental nature of vocational agriculture, we are referring to the problem of the fundamental problem of the development of an adequate program of training for farm-teachers in agricultural education. One of the first problems in any teaching field is the securing of qualified teachers. In the case of vocational agriculture, the problem of securing teachers is not only one of teaching, but also one of farming. Ever since the beginning of vocational education, the field of agriculture has been one of the most demanding fields. But of course, there are many teachers who have been teaching in this field for years and have become very successful. The problem lies in the difficulty of maintaining the same level of success. The majority of agriculture teachers today are in their twenties or early thirties and have fewer than 30 years teaching experience. As a result, many of these teachers are not qualified to teach beginning classes in agricultural subjects. Furthermore, the shortage of qualified teachers is not merely a local problem, but it is a nationwide problem. The shortage of teachers is not only a problem in vocational agriculture, but it is also a problem in other fields of education.

There are many ways in which one can view the fundamental problems in Vocational Agriculture. There are many subjects which are included in any discussion to such matters as the hour of the day, the type of field trips, or the conduct of F.A.A. meetings. But when we discuss the problems of the fundamental nature of vocational agriculture, we are referring to the problem of the fundamental problem of the development of an adequate program of training for farm-teachers in agricultural education. One of the first problems in any teaching field is the securing of qualified teachers. In the case of vocational agriculture, the problem of securing teachers is not only one of teaching, but also one of farming. Ever since the beginning of vocational education, the field of agriculture has been one of the most demanding fields. But of course, there are many teachers who have been teaching in this field for years and have become very successful. The problem lies in the difficulty of maintaining the same level of success. The majority of agriculture teachers today are in their twenties or early thirties and have fewer than 30 years teaching experience. As a result, many of these teachers are not qualified to teach beginning classes in agricultural subjects. Furthermore, the shortage of qualified teachers is not merely a local problem, but it is a nationwide problem. The shortage of teachers is not only a problem in vocational agriculture, but it is also a problem in other fields of education.

One of the first problems in any teaching field is the securing of qualified teachers. In the case of vocational agriculture, the problem of securing teachers is not only one of teaching, but also one of farming. Ever since the beginning of vocational education, the field of agriculture has been one of the most demanding fields. But of course, there are many teachers who have been teaching in this field for years and have become very successful. The problem lies in the difficulty of maintaining the same level of success. The majority of agriculture teachers today are in their twenties or early thirties and have fewer than 30 years teaching experience. As a result, many of these teachers are not qualified to teach beginning classes in agricultural subjects. Furthermore, the shortage of qualified teachers is not merely a local problem, but it is a nationwide problem. The shortage of teachers is not only a problem in vocational agriculture, but it is also a problem in other fields of education.

One of the first problems in any teaching field is the securing of qualified teachers. In the case of vocational agriculture, the problem of securing teachers is not only one of teaching, but also one of farming. Ever since the beginning of vocational education, the field of agriculture has been one of the most demanding fields. But of course, there are many teachers who have been teaching in this field for years and have become very successful. The problem lies in the difficulty of maintaining the same level of success. The majority of agriculture teachers today are in their twenties or early thirties and have fewer than 30 years teaching experience. As a result, many of these teachers are not qualified to teach beginning classes in agricultural subjects. Furthermore, the shortage of qualified teachers is not merely a local problem, but it is a nationwide problem. The shortage of teachers is not only a problem in vocational agriculture, but it is also a problem in other fields of education.

One of the first problems in any teaching field is the securing of qualified teachers. In the case of vocational agriculture, the problem of securing teachers is not only one of teaching, but also one of farming. Ever since the beginning of vocational education, the field of agriculture has been one of the most demanding fields. But of course, there are many teachers who have been teaching in this field for years and have become very successful. The problem lies in the difficulty of maintaining the same level of success. The majority of agriculture teachers today are in their twenties or early thirties and have fewer than 30 years teaching experience. As a result, many of these teachers are not qualified to teach beginning classes in agricultural subjects. Furthermore, the shortage of qualified teachers is not merely a local problem, but it is a nationwide problem. The shortage of teachers is not only a problem in vocational agriculture, but it is also a problem in other fields of education.

One of the first problems in any teaching field is the securing of qualified teachers. In the case of vocational agriculture, the problem of securing teachers is not only one of teaching, but also one of farming. Ever since the beginning of vocational education, the field of agriculture has been one of the most demanding fields. But of course, there are many teachers who have been teaching in this field for years and have become very successful. The problem lies in the difficulty of maintaining the same level of success. The majority of agriculture teachers today are in their twenties or early thirties and have fewer than 30 years teaching experience. As a result, many of these teachers are not qualified to teach beginning classes in agricultural subjects. Furthermore, the shortage of qualified teachers is not merely a local problem, but it is a nationwide problem. The shortage of teachers is not only a problem in vocational agriculture, but it is also a problem in other fields of education.

One of the first problems in any teaching field is the securing of qualified teachers. In the case of vocational agriculture, the problem of securing teachers is not only one of teaching, but also one of farming. Ever since the beginning of vocational education, the field of agriculture has been one of the most demanding fields. But of course, there are many teachers who have been teaching in this field for years and have become very successful. The problem lies in the difficulty of maintaining the same level of success. The majority of agriculture teachers today are in their twenties or early thirties and have fewer than 30 years teaching experience. As a result, many of these teachers are not qualified to teach beginning classes in agricultural subjects. Furthermore, the shortage of qualified teachers is not merely a local problem, but it is a nationwide problem. The shortage of teachers is not only a problem in vocational agriculture, but it is also a problem in other fields of education.

One of the first problems in any teaching field is the securing of qualified teachers. In the case of vocational agriculture, the problem of securing teachers is not only one of teaching, but also one of farming. Ever since the beginning of vocational education, the field of agriculture has been one of the most demanding fields. But of course, there are many teachers who have been teaching in this field for years and have become very successful. The problem lies in the difficulty of maintaining the same level of success. The majority of agriculture teachers today are in their twenties or early thirties and have fewer than 30 years teaching experience. As a result, many of these teachers are not qualified to teach beginning classes in agricultural subjects. Furthermore, the shortage of qualified teachers is not merely a local problem, but it is a nationwide problem. The shortage of teachers is not only a problem in vocational agriculture, but it is also a problem in other fields of education.

One of the first problems in any teaching field is the securing of qualified teachers. In the case of vocational agriculture, the problem of securing teachers is not only one of teaching, but also one of farming. Ever since the beginning of vocational education, the field of agriculture has been one of the most demanding fields. But of course, there are many teachers who have been teaching in this field for years and have become very successful. The problem lies in the difficulty of maintaining the same level of success. The majority of agriculture teachers today are in their twenties or early thirties and have fewer than 30 years teaching experience. As a result, many of these teachers are not qualified to teach beginning classes in agricultural subjects. Furthermore, the shortage of qualified teachers is not merely a local problem, but it is a nationwide problem. The shortage of teachers is not only a problem in vocational agriculture, but it is also a problem in other fields of education.

One of the first problems in any teaching field is the securing of qualified teachers. In the case of vocational agriculture, the problem of securing teachers is not only one of teaching, but also one of farming. Ever since the beginning of vocational education, the field of agriculture has been one of the most demanding fields. But of course, there are many teachers who have been teaching in this field for years and have become very successful. The problem lies in the difficulty of maintaining the same level of success. The majority of agriculture teachers today are in their twenties or early thirties and have fewer than 30 years teaching experience. As a result, many of these teachers are not qualified to teach beginning classes in agricultural subjects. Furthermore, the shortage of qualified teachers is not merely a local problem, but it is a nationwide problem. The shortage of teachers is not only a problem in vocational agriculture, but it is also a problem in other fields of education.

One of the first problems in any teaching field is the securing of qualified teachers. In the case of vocational agriculture, the problem of securing teachers is not only one of teaching, but also one of farming. Ever since the beginning of vocational education, the field of agriculture has been one of the most demanding fields. But of course, there are many teachers who have been teaching in this field for years and have become very successful. The problem lies in the difficulty of maintaining the same level of success. The majority of agriculture teachers today are in their twenties or early thirties and have fewer than 30 years teaching experience. As a result, many of these teachers are not qualified to teach beginning classes in agricultural subjects. Furthermore, the shortage of qualified teachers is not merely a local problem, but it is a nationwide problem. The shortage of teachers is not only a problem in vocational agriculture, but it is also a problem in other fields of education.

One of the first problems in any teaching field is the securing of qualified teachers. In the case of vocational agriculture, the problem of securing teachers is not only one of teaching, but also one of farming. Ever since the beginning of vocational education, the field of agriculture has been one of the most demanding fields. But of course, there are many teachers who have been teaching in this field for years and have become very successful. The problem lies in the difficulty of maintaining the same level of success. The majority of agriculture teachers today are in their twenties or early thirties and have fewer than 30 years teaching experience. As a result, many of these teachers are not qualified to teach beginning classes in agricultural subjects. Furthermore, the shortage of qualified teachers is not merely a local problem, but it is a nationwide problem. The shortage of teachers is not only a problem in vocational agriculture, but it is also a problem in other fields of education.

One of the first problems in any teaching field is the securing of qualified teachers. In the case of vocational agriculture, the problem of securing teachers is not only one of teaching, but also one of farming. Ever since the beginning of vocational education, the field of agriculture has been one of the most demanding fields. But of course, there are many teachers who have been teaching in this field for years and have become very successful. The problem lies in the difficulty of maintaining the same level of success. The majority of agriculture teachers today are in their twenties or early thirties and have fewer than 30 years teaching experience. As a result, many of these teachers are not qualified to teach beginning classes in agricultural subjects. Furthermore, the shortage of qualified teachers is not merely a local problem, but it is a nationwide problem. The shortage of teachers is not only a problem in vocational agriculture, but it is also a problem in other fields of education.

One of the first problems in any teaching field is the securing of qualified teachers. In the case of vocational agriculture, the problem of securing teachers is not only one of teaching, but also one of farming. Ever since the beginning of vocational education, the field of agriculture has been one of the most demanding fields. But of course, there are many teachers who have been teaching in this field for years and have become very successful. The problem lies in the difficulty of maintaining the same level of success. The majority of agriculture teachers today are in their twenties or early thirties and have fewer than 30 years teaching experience. As a result, many of these teachers are not qualified to teach beginning classes in agricultural subjects. Furthermore, the shortage of qualified teachers is not merely a local problem, but it is a nationwide problem. The shortage of teachers is not only a problem in vocational agriculture, but it is also a problem in other fields of education.
Methods

Home Economics Instruction for Boys

(a)槍的瑪希 《教師教導學生》}

Montessori Methods for Girls (from another source)

In MINNESOTA girls are frequently encouraged to attend home economics classes, and yet, for many reasons, some are chosen to be taught the home economics of the countryside. In the opinion of the instructor, the question of whether children should be taught the home economics of the countryside is not necessarily decided by the children themselves. The idea is that the students will sit in a great many classes and be taught the home economics of the countryside. There are also a great many things that can be taught the home economics of the countryside which can be used in the study of the home, but there are some that cannot. In two situations, it is perhaps not the best for the women to devote an entire year to a study of problems specifically related to the other sex. The suggestion is therefore made that the home economist should teach the students the home economics of the countryside and that the agriculture teacher should assist the home economist in teaching the children to the boys in the agriculture classes in high school.

Exchange Courses for Boys in Home Economics

It would seem that the most important thing to consider in connection with exchange programs is that the boys get something from the course. The exchange program should benefit both the boys and specialists. It should not be a course to be taught to a group of students who are not interested in it. It is expected to be of great use to the exchange program, but it is not expected to be of the same benefit to the boys as it will be to the specialists. A questionnaire has been included which may describe the kinds of problems to be included in the exchange. It may be necessary to have some adjustment in the number of students, or both.

The terms which are listed in the following pages are merely suggested, and are not to be considered as the terms which are to be followed. In the winter months, the exchange is not to be followed as such. Nor is it to be taken for granted that the boys will be interested in the exchange program. It is suggested, therefore, that each exchange program be of particular interest to the entire class, while it is not necessary that each individual be interested in the class. It would seem wise, therefore, that each individual be of interest, or those considered to be most interested in the exchange program be most important in the exchange program.

If the home economist wishes to connect with the agriculture teacher, it is suggested that she take the course all the way through high school. It might be possible to give a fairly adequate coverage of such logic, going into each one in more detail than if one were to skim the surface in a much shorter period. Whatever work was covered in the use of demonstrations would help to make the work more interesting and effective. The text should be clearly written, and the text should be as concise as possible. The question is to be used wherever they may fit. If there is any work to be done in the course, it might be well to visit a house under construction. Otherwise other field trips can be taken.

Cottage industry

The things I should like to learn about are:

1. The selection of good materials, well-balanced meals and the cost of food and the feeding of a family for a month.
2. Cooking standards—salt, food, seasoning, and equipment.
3. The division of a host.
4. The etiquette and appropriate behavior for various occasions.
5. Suitable dress for various occasions.
6. The natural, decorative, and artistic qualities of standard wall and wooven furniture in suits and overcoats.
7. Luncheon sets, table and window linens and the preparation and use of the same.
8. How to select fruits, vegetables, and meats.
9. How to prepare simple soups, stews, sauces, etc.
11. How to dress and mend clothes.
12. How the home economist plans the food for her family.
13. Preparation and service of food for guests.
15. How to prepare and serve food, especially in connection with family meals.
16. Preparation and service of food, salads, slices, etc.
17. Preparation of food, soups, and other dishes.
18. Preparation of food, soups, and other dishes.
19. Preparation of food, soups, and other dishes.
20. Preparation of food, soups, and other dishes.

Food Marketing

Selection of good materials, well-balanced meals and the cost of food and the feeding of a family for a month.

1. The selection of good materials, well-balanced meals and the cost of food and the feeding of a family for a month.

1. The selection of good materials, well-balanced meals and the cost of food and the feeding of a family for a month.

1. The selection of good materials, well-balanced meals and the cost of food and the feeding of a family for a month.

1. The selection of good materials, well-balanced meals and the cost of food and the feeding of a family for a month.

1. The selection of good materials, well-balanced meals and the cost of food and the feeding of a family for a month.
A Requirement for Effective Project Supervision—the Determination of What Proved and Up-To-Date Practices Are

Supervised Practice

H. H. Gibson

Teacher Training

Do We Learn What We Practice?

It's quite possible that we learn more of manage-
ment skills and their application in the workplace
through our own experience, knowledge, and skill,
and that this experience is often more valuable to
us than the actual coursework and training pro-
vided to us in the classroom. However, the ques-
tion is whether the practical experience we gain
in the workplace is truly relevant to the theoretical
knowledge we acquire in school.

The Agriculture Education Magazine, May 1953

TABLE 1

FEEDING, CARE AND MANAGEMENT OF THE BLOOD BOW AND HER TWO LITTLES OF PIGS TO WEANING AGE

Ways and means; related facts

Suggested practices to follow

The Agricultural Education Magazine, May 1953
Dear Mr. Ford,

I am interested in discussions of the following topics in a series of meetings relating to agriculture. 

Farm acres

Farm animals

Farm crops

Fertilizers

Fruit, vegetables, and ornamentals

Manure

Now, then.

We have a 64 years carded in regular.
Why an Evening School?  
MARVIN G. OSBORNE, Instructor,  
Blue Ridge, Kansas

WHAT is the principal reason for introducing evening classes in agricultural schools or in selecting an  
extension program? Is it to become better equipped to handle the situation? To make a  
more attractive influence on the communities? To meet the needs of the farmers? To improve  
the quality of the farm labor? To improve the health of the community? To increase  
the farm income? To improve the soil fertility by the use of burned leaves and other  
environmental methods? To provide a place for planting, testing seeds, using  
photography, or any other useful activity? One might be inclined to answer all of  
these questions in the affirmative. However, the principal reason is to make  
their people more conscious and critical of their own experiences.

Despite the fact that a list of improved practices was made, such practices as  
the use of burned leaves on the soil and fertility by the use of burned  
leaves and other methods were found to be very low in the group's  
knowledge. The average number of improved practices used by  
the group was very low. It seems necessary that we should be aware of  
the importance of making a list of improved practices and that we  
should be aware of the importance of making a list of improved  
practices and that we should be aware of the importance of making a  
list of improved practices and that we should be aware of the importance of  
making a list of improved practices.

The problem of getting club members to  
attend evening school is a very  
important problem to solve. The  
most effective method of  
getting club members to attend  
evening school is by setting  
up a list of improved practices  
and by making a list of  
improved practices and by  
making a list of improved practices.

Two evening sessions  
were held during the year  
and brought to the attention  
of the Farmers' Cooperative  
Extension Service Committee.  
The evening sessions were  
designed to bring to the attention  
of the Farmers' Cooperative  
Extension Service Committee.

Farmingdale Students Win at Egg Show  
D. H. HORTON, Department of Poultry,  
Farmingdale, Long Island

With a score of 976 points on an  
average of 30 eggs at the annual  
egg show at the Nassau County  
Poultry Show at the Nassau  
Egg Show, the students won  
an award for the Nassau County  
Poultry Club, and the egg show  
was held at the Nassau County  
Poultry Show at the Nassau  
Egg Show. The students won  
an award for the Nassau County  
Poultry Club, and the egg show  
was held at the Nassau County  
Poultry Show.

The students won an award  
for the Nassau County Poultry  
Club, and the egg show was  
held at the Nassau County  
Poultry Show. The students  
won an award for the Nassau  
County Poultry Club, and  
the egg show was held at  
the Nassau County Poultry  
Show. The students won an  
award for the Nassau County  
Poultry Club, and the egg  
show was held at the Nassau  
County Poultry Show.

The students won an award  
for the Nassau County Poultry  
Club, and the egg show was  
held at the Nassau County  
Poultry Show. The students  
won an award for the Nassau  
County Poultry Club, and  
the egg show was held at  
the Nassau County Poultry  
Show.
A Comparison of Methods in Vocational Agriculture With Varying Instructional Groups

SAM HICKMAN, State Supervisor, and CARL G. HOWARD, Teacher Training, University of Idaho

NO ONE person is qualified to say that any particular method or device may be used in teaching any job to any given group of students better or worse than any other he might use. The choice of method and device is one of teaching, as well as one of selection of teaching means one to believe that some teachers may use any method successfully while others have little success with any method used. The same is equally true of a study resulting in a list of approved methods which have no truth in teaching generally. The opposite is equally true, in that the use of methods which are considered to the instructional group and which the teacher can use would certainly increase the possibility of efficient instruction materially higher.

The evening and part-time class groups prove this point. A class of 300 evening students has as much attendance in these classes because of interest and not competition, eliminating disciplinary problems entirely. During 1944-45 conditions demonstrated that successful agricultural education can be instructed largely by the use of methods which are suited to the needs and interests of the class groups and the personal characteristics, experiences, and abilities of their teachers. Briefly, the conditions in 1944-45 saw the increase of evening and part-time classes in Washington and 700 percent, brought about by an emergency situation while providing no assistant in charge of evening and part-time classes. The evening or part-time class was the most efficient use of the teacher's time, and the student's interest had not been satisfied by a regular class. The procedure followed was that he organized an evening or part-time class and taught the first one or two periods of each class period and then completed the school. The use of the regular teacher as an example did not allow experimenting in the classroom, which was not recognized for general use in such classes. Young and inexperienced teachers were somewhat lost because the conference discussion was recommended and the lecture procedure followed. Some of them tried the conference procedure, adopted it, and survived; many of the others faced a disbanding away of personal, requiring a return of the same, and instruction, much of the remaining involved in class.

The following shows the differences in methods used by a group of 300 evening students.

<table>
<thead>
<tr>
<th>Group A</th>
<th>Group B</th>
<th>Group C</th>
<th>Group D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Farm</td>
<td>Farm</td>
<td>Farm</td>
<td>Farm</td>
</tr>
<tr>
<td>Farm</td>
<td>Farm</td>
<td>Farm</td>
<td>Farm</td>
</tr>
<tr>
<td>Student Farm</td>
<td>Student Farm</td>
<td>Student Farm</td>
<td>Student Farm</td>
</tr>
</tbody>
</table>

The following table shows the differences in methods used by a group of 300 evening students.

<table>
<thead>
<tr>
<th>Group A</th>
<th>Group B</th>
<th>Group C</th>
<th>Group D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Farm</td>
<td>Farm</td>
<td>Farm</td>
<td>Farm</td>
</tr>
<tr>
<td>Farm</td>
<td>Farm</td>
<td>Farm</td>
<td>Farm</td>
</tr>
<tr>
<td>Student Farm</td>
<td>Student Farm</td>
<td>Student Farm</td>
<td>Student Farm</td>
</tr>
</tbody>
</table>

A study of the results has shown that this method has a decided advantage over any other method used, especially in the areas of discipline and interest.

The study was designed to determine the effectiveness of the evening and part-time classes in Washington and the implications of the teacher in this situation as those in the evening and part-time classes. The study also included a comparison of the evening and part-time classes with the regular classes.

The study was concluded in the spring of 1945, and the results were published in a series of articles in the Agricultural Education Magazine.

The study concluded that evening and part-time classes were more effective than regular classes in terms of attendance, interest, and discipline.
A Futurist Farmer Alumni Chapter

WINSTON C. STRONG, Teacher, Fcento, California

A Futurist Farmer alumni is one step removed from his goal. He is so far up the road that he has a bird's-eye view of the problems of high school agricultural training during the next 5 years. As such, he is extremely well versed in the agricultural enterprises that are grown or adaptable to his community. He has read and discussed basic premises concerning agricultural industries. He knows the general management of the school and the particular needs of the agricultural project program.

In fact, 4 years in high school are high school this boy is confronted with a new concept of a high school program that may not be a success in the older high school program usually lacking in this direction, but he has a chance of achieving even more the immediate objective of getting started to farm.

The high school agricultural education teacher and chapter adviser has a hand in helping these farmers to start their own businesses to the benefit of the community and the student body. The agricultural education teacher is the one to organize this group of students to carry on the agricultural industry of the school and the farming organization period. Probably the bestqualified job is the one for the educator to organize a group of students to carry on the agricultural project organization.

The results of such a group can be seen in the successful projects at the high school level. The students have the opportunity to carry on the projects and the students can carry on the farming program.

The problems of these farmers include the following:

1. The problem of selecting the right type and size of equipment.

2. The problem of selecting the best type of crops to plant.

3. The problem of selecting the best type of soils to plant in.

4. The problem of selecting the best type of animals to raise.

5. The problem of selecting the best type of management practices.

6. The problem of selecting the best type of marketing practices.

7. The problem of selecting the best type of research and development practices.

8. The problem of selecting the best type of government and legislative practices.

9. The problem of selecting the best type of teaching and training practices.

10. The problem of selecting the best type of research and development practices.

In conclusion, the high school agricultural education program is the one to be recommended for the high school student who is interested in the agricultural industries.
Effective Project Supervision

(Continued from page 350)

learning does not begin and end with the presentation of information to the student, but the student is an active participant in the learning process. The instructor should be aware of the student's needs and be able to adapt the instruction to meet these needs. The student should be encouraged to participate in the learning process and to take responsibility for his own learning.

The student's interest and motivation are important factors in the learning process. The instructor should be aware of the student's interests and try to make the instruction relevant to these interests. The student should be encouraged to ask questions and to participate in discussions. The instructor should also be aware of the student's motivation and try to create a positive learning environment.

Effective Project Supervision

(Continued from page 350)

students, 30 percent with beginning farm boys in school and 10 percent with boys when the rating would be 7.5 to 3.5 on the study group. Mr. Sam B. Harris, State Supervisor for Agricultural Education in Wyoming, has found that each teacher in his study group to be equivalent to the teachers of the State of Wyoming before this had been done. He did average his group and average gotten in Idaho. The present supervisor is making more of this study.

The conclusions of this study are:

1. Adult are likely to get more from bulletin than young men and women.

2. In general, advanced farm boys in adult and young men and women are likely to respond better in all other reference material than young men and women.

3. Adults are more likely to absorb a better than young farm men and women of their greater experience, the experience of the farming community.

4. Comparison of special and regular course in the conference procedure is best for adults, becoming less individual the experience of the farmer becomes less.

5. Formal studies do not fit the vocational work of many farmers.

6. Demonstrations and field work do not suit adults coming down on the basis of past experience of the learners.

7. Advanced farm boys in the advanced group best, ranging down the part-time to adult不低于.

8. Performance of different levels of farm boys in school shows with beginning farm boys in school performance going up.

The present supervisor is making more of this study.