The School Year Closes and We Look into the Future. (See page 338.)

Co-operation is not a sentiment—it is an economic necessity.
Some Needed Developments in the Education of Teachers of Agriculture

C. B. GENTRY, Dean, Division Teacher-Training, Starn, Connecticut

In recent years the need for better teacher training has been emphasized by well-recognized growing economic and social problems, including the growth of national government and in governmental relation to education. Teacher-education curricula need to include more courses in economics, sociology, and government.

In a recent article in the foundation of the Association of the Teachers of Agriculture, the following questions were asked: “Will train my boy to have a better future than the one that I have had? Will the new curriculum provide him with the skills and knowledge that he needs to succeed in his life?”

It is evident that the increase in agricultural education must be better trained in the field of vocational and educational guidance.

While 34 and 14-year-old boys in our program, vocational education is not well known or recognized by the public, and educational guidance that they are trained for, and life cannot be taught. Probably we will see the need for such training.

Now that the 9th and 10th grades' work that is more difficult than vocational training. Parents must be better trained to do part-time work.

2. Teacher training should begin very early in the next 5 to 10 years.

Basic articles have been based on the need to prepare partially prepared teachers such as those used in the Smith-Hughes law.

3. We need the Smith-Hughes law extended to include all vocational subjects.

5. We must provide more adequate financial support for the teacher training to the degree that our students can afford it.

6. We must provide more adequate financial support for the teacher training to the degree that our students can afford it.

7. We must use more efficient and effective methods of training for teachers.

8. We must use more efficient and effective methods of training for teachers.

9. We must improve our teacher training to the degree that our students can afford it.

10. We must use more efficient and effective methods of training for teachers.
Methods

**Teaching Plans and Record**

EPIRAMAH WALL, Teacher, Ceres, California

This summer teaching plan which I made for my lessons this year divides the subjects into separate sections. Each lesson is divided into a specific time for teaching and a time for review. Lessons are given on a daily basis and are graded on the same basis as the regular school work. It is also recommended that a daily plan be made for record keeping. This plan is designed to help the teacher organize and keep track of the progress of the students. It is also helpful in saving time and effort in the preparation of lesson plans.

**Establishing a Development Farm**

LEO PRESTON, Director, Salinas, California

Quite a number of handicapped persons have come to the farm and have received some help. They have also purchased some stationery, clothing, and other personal belongings, which has helped to create a sense of independence and self-sufficiency.

**Arouse Interest in Farm Records**

J. C. NICHOL, Teacher, Scottsbluff, Nebraska

To me it is a high point of the season to see how many children come to the school and participate in the farm records program. The program provides a great opportunity to teach children about the importance of keeping records and how they can be used to make informed decisions about the management of the farm.

**Calling Examination**

September 1, 1939. I have kept an accurate record of all produce reported. During the season from September 1, 1939, to August 31, 1940, we harvested 225,000 pounds of beef and 14,000 pounds of vegetables. The total value of the produce was $20,000. The electricity cost for the season was $725, which is an average of $85 per month. During the season the association received $625 from rental of non-members, $500 from customers, and $500 from local government.

**Clarke Community Refrigerator**

HUGH A. INGLIS, Teacher, Clarence, Georgia

A COMMUNITY service was established in this town two years ago. The town is a small community with a population of 1,000 people. The town has a large number of families who are dependent on agriculture and domestic sources for their livelihood. The community refrigerator is a valuable asset to the community, providing fresh produce to families who cannot afford to buy it elsewhere.

**The Agricultural Education Magazine**

June 1940

The Agricultural Education Magazine is a publication of the Agricultural Extension Service of the United States Department of Agriculture. It is published monthly and contains articles on various topics related to agriculture education and extension.
Supervised Practice

A Livestock Project Next Door to a Metropolis

W. C. LUSCH, Extension
Marcellus, California

The Exeter School District, located near Exeter, California and Bakersfield, is only 19 miles from the border of Mexico and 29 miles from the city of Los Angeles. It has received the most intensified farming areas in the state. The type of agriculture produced in the district is divided primarily into dairy and truck crops, and field crops in the order of importance listed. There are approximately 4,000 head of cattle, one of which has over 5,000 head of hogs and five large live stock喂养 operations.

Thatching is the major agricultural occupation of the district's population, averaging a few acres per family and ranging from 25 to 50 acres from farm to farm. From these figures it can readily be seen that all the crops grown could not be shipped in from other parts of the country. Most of the produce is raised from their own replacement stock, but hay and other feedstuffs are shipped from various areas of California, from Arizona, Utah, Idaho, or Oregon. The dairy man believes that the cost of hay is too high and he prefers to raise his own replacement, but this high cost of feed and labor makes him tend to the dairy industry rather than to the truck crops.

The agriculture department at Exeter is a grade school with an enrollment of 4,000 boys and has graduated from it two 10-class classes of 650 boys, with 10 classes of 600 boys completing the school. The rest of the grade schools are not the result of this agricultural department, but are part of the larger grade school system.

We have little space to discuss the other products of the school, but they include public speaking, art, music, and physical education.

The Agricultural Education Magazine, June, 1938

Farmlands of C. A. Duplantis, Jr.

HOMES 

1938

New in Farming
Vocational agriculture farming program

C. A. Duplantis, Jr.

1938

Parental Understanding

L. B. POLLARD, Supervising
Tokyo, Korea

ABUNDANT teaching and development opportunity that would otherwise never exist stem from individual and group farming programs. Opportunity comes to parents when the child is included in the family's activities, and, at the same time, the child's father is made aware of the activities of the group. The group is an integral part of the family's activities, and the group's activities are an integral part of the child's activities. Opportunity is given to parents to assist their children, and the group is given the opportunity to assist the parents. Opportunity is given to all members of the group to contribute to the life of the group, and all members of the group are given the opportunity to contribute to the life of the group.

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The Agricultural Education Magazine, June, 1938
A Part-Time Class Helps the Teacher Carry Out His Program of Work
J. M. VON SCHMIDT
Chicora, Pennsylvania

AFTER a number of failures in previous years to successfully carry out her program of work, two of my former students came to my aid and stated that they would attend her farmer’s club, and help my new member to carry out her program of work. They did all the work over and called a meeting of the members to decide what to do. Two meetings were held to discuss the matter and form a committee. We decided to help the teacher and another farmer from a nearby farm also attended the meeting. The students and the teacher were very interested in learning the new methods. The group formed a committee to help the teacher carry out her program of work.

The school has been good for two years. It received a great deal of help from the students and the teacher. They were very interested in the new methods. The group formed a committee to help the teacher carry out her program of work.

Objectives of the Young Farmers’ Club

The objectives of the Young Farmers’ Club are as follows:

1. To provide a club for the one acre of land each year, by the use of legumes, lucerne and clover.
2. Production of better seed on the home farm.
3. Feeding and care of livestock.
4. Co-operate in bringing farmers and city farmers and Chamber of Commerce to help promote the local community.
5. Co-operate with the United States Department of Agriculture.

How the Club Provides Farm Information

Regular meetings are prepared for the following time periods:

1. The club provides a monthly meeting program.
2. Discussion of some timely farm problems (such as marketing, planting, or harvesting.)
3. A talk by an invited guest.
4. A talk by a local farmer.

We have had as invited guests to make talks on local farm problems the following organizations:

Community: Chamber of Commerce.
USDA: Soil Conservation Program.
Future Farmers, Agricultural Education, and the garden warden will talk on garden health and soil care.

Every member will carry on enrollment in the club. He will be responsible for the production of better seed. Two tours have been conducted, one to the orchards and one to the mountains. Community members have contributed $200 to the club in the past year. This year we will continue to have a monthly meeting in the club.

The Arkansas Farm

A method of teaching Adult Education Classes

How to Organize and Conduct Adult Education Classes

I. C. YEUHENDALL, Teacher, Corde, Alabama

The Good Agricultural Club is composed of adult farmers and the FFA. It was set up as a major objective last year. The purpose of the club was to improve the skills of the members. There were a number of activities and meetings and the success of this organization was the success of the members. We have had a number of young farmers’ organizations in the past. We will continue to have these organizations in the future.

Night School
T. C. FABRE, Teacher, Arkansas City, Kansas

Night school for adult farmers and new farmers is based on the Arkansas Farm at the County Fair. We have had a number of night schools and the success of the club was the success of the farmers. The night school was set up as a medium for teaching and training. We have had a number of night schools and the success of the club was the success of the farmers. The night school was set up as a medium for teaching and training. We have had a number of night schools and the success of the club was the success of the farmers. The night school was set up as a medium for teaching and training.

The experience here at Arkansas City is that the night school must be based on a definite plan. A plan that details the study of the results of the tests. Some of the members found that the community had done more by the home visits, the home study and the home visits. The number of schools that were interested in the night school varied from 50 to 200.

Two weeks back I used to advertise in the newspaper that the night school would be held on the first two Saturdays of the month. I put out a number of advertisements and I received a number of calls. A number of people asked me if I would like to come to the night school and practice teaching. I said yes, I would love to come.

The school is set up in the county fair auditorium. The students are seated in rows facing the auditorium. The class is given a manual which contains the week’s work. The teacher is present to answer any questions and to give any help that is needed. The class is given a quiz at the end of the class to see what they have learned. The results are then tabulated and the students are informed of how they did.

One of the main purposes of the night school is to give adult farmers a chance to learn new skills and to increase their knowledge of the field. The night school is conducted in a way that is meaningful and practical to the farmers. The teacher is present to answer any questions and to give any help that is needed. The class is given a quiz at the end of the class to see what they have learned. The results are then tabulated and the students are informed of how they did.

How to Organize and Conduct Adult Education Classes

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A Rating Scale to Determine a Man's Worth as a Teacher of Vocational Agriculture

C. S. ANDERSON, Professor of Agricultural Education, State College, Pennsylvania

Personal Rating: 

1. Appearance and dress
   - Always neat and presentable
   - One's clothing and appearance

2. Physical fitness
   - Healthy; good physical condition
   - Ability to meet physical demands of his work

3. Character and conduct
   - Always pleasant and helpful
   - Reliability and honesty

4. Mental aptitude
   - Shows promise of good achievement
   - Pupil's intellectual abilities

5. Moral and social conduct
   - Loyal; good character
   - Socially responsible

6. Manners and deportment
   - Courteous; good behavior
   - Positive in attitude

7. Social relations
   - Good personal and social relations
   - Ability to work with others

8. Adaptable to group
   - Able to adapt to various situations
   - Willing to learn

9. Vocational aptitude
   - Possesses the ability to learn
   - Well-rounded in their education

10. Professional training
    - Has had professional training
    - Continuous professional development

11. Professional experience
    - Has had professional experience
    - Continuous professional experience

Professional Rating:

1. Knowledge of agricultural subjects
   - Knowledge of agricultural science
   - Ability to apply scientific principles

2. Skill in work performance
   - Ability to perform the duties of an agricultural occupation
   - Ability to handle agricultural equipment

3. Skill in teaching occupational subjects
   - Ability to teach the principles of agricultural science
   - Ability to teach agricultural subjects

4. Skill in teaching occupational subjects
   - Ability to teach vocational subjects
   - Ability to teach agricultural subjects

5. Skill in teaching occupational subjects
   - Ability to teach vocational subjects
   - Ability to teach agricultural subjects

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    - Ability to teach vocational subjects
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14. Skill in teaching occupational subjects
    - Ability to teach vocational subjects
    - Ability to teach agricultural subjects

15. Skill in teaching occupational subjects
    - Ability to teach vocational subjects
    - Ability to teach agricultural subjects

The Agricultural Education Magazine, June, 1938
Future Farmers of America

L. R. HUMPHREYS

A New Type of F. F. A. Public Speaking Contest

GEORGE P. COOPER, Agricultural Education, San Luis Obispo, California

A new public speaking activity which attracted more than 65,000 F. F. A. members in California came to a close in early March with the first annual national meeting being reached by a two-day free educational and incident trip to the San Francisco Bay area.

This public speaking contest was sponsored by the Farm Credit Administration, thus producing a contest not only for skillful orators but for those who have developed the mental and physical ability to help in leadership positions.

The contest was held on the 2nd and 3rd of March, with the first day being spent in San Francisco, talking on the radio, seeing the Golden Gate Bridge and other sights. The boys were brought to San Francisco by the secretary-manager of the local F. F. A. association in the city of San Francisco.

In order to get the content and contest idea, a trip was planned for the boys and the contest idea was proposed to the boys by the secretary-manager of the local F. F. A. association.

The trip was highly educational. The boys were able to get a good idea of the public speaking contest and the way credit administration operates.

In the beginning of the contest, the boys were offered a tour to San Francisco. In one district, judges voted that the boys had tried to visit the city of San Francisco, and the boys were eligible for the two-day trip. Of this number, 18 made the trip, three of the boys being in the Sacramento area and two of them in the San Francisco area.

The next step was to get the boys to San Francisco. The boys were able to get the boys to San Francisco by the secretary-manager of the local F. F. A. association.

In the process of the contest and the event, the boys were able to get the idea of the credit administration and the way credit administration operates.

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In the end, the boys were able to get the idea of the credit administration, and the credit administration operates.
Mr. Stimson Says, "Thank You"

The 'revisit Dinner' in my house, given February 21, 1938, on my retirement from our state service at 70, was received by law—the usual opening and closing ceremonies, with the 'Reader' and 'Parent' in uniform from the shop of the town and with the 'Oriental' and 'Festive' Side Boys from my administrative and supervisory association, escorting the 'Administative' and 'Host', to be made. The thing adored to the frame, written by Professor W. T. Wills and F. P. R. Sylvan of Massachusetts State College, and on the pavement in illuminated Old English lettering, by Jackson Plank High School lassegers. The course of polythene of more than 300 letters, from California and Washington to Maine and from Minnesota to Texas, bound in limp leather and appropriately inscribed; the other book, similarly bound and inscribed, of like sentiment, bringing the approver signatures of more than 2000 pupils and graduates; the 52,800 letters and telegrams, received at home and at the dinner, the Massachusetts Department of Education degree license; the beautiful flowers on the tables from a graduate of Norfolk County Agricultural School; the two tall vases, at the ends of the head table, of superb long-stemmed carnations, 100 of them, from each pupil in British County Agricultural School; the great bouquet sent, to our home for Mrs. Stimson; the presence at the head table of Professor Emmerich, Paul H. F. Haas, my engineer Mr. John G. Haas, and Mrs. Stimson. President Hugh P. Baker of the Massachusetts State College, State Club Leader Mr. George B. Farley, Director A. W. Leonard of the State Department of Agriculture, Commissioner of Education Mr. James G. Dr. C. H. Lakin of the United States Office of Education; the generous tribute of other institutions, including Harvard, and other tributes, including the Francis in Education Magazines for this statement, the best means I know how to express. To all of us, and all, my profound appreciation and thanks.

What am I going to do? Continue in charge of the Rural Profession at the State College, which I fully appreciated, and I am sure would be able to conduct; teach or lecture elsewhere, occasionally, when invited to do so; and write another book, already begun, which is to be developed, in part, in cooperation with Harvard, in part, with the help of the national and state boards, and which probably will be titled "Vocational Education Afternoon."


Our Cover

The picture for the cover of this issue was supplied by Professor Ralph H. Brunner, Head of the Department of Vocational Education at State College, Pennsylvania. It is a photograph of a part of a prize-winning exhibit which Mr. Brunner exhibited at the Pennsylvania State College Student Show several years ago, when he was a teacher of agriculture. It is a very appropriate cover picture for the last number of this volume and also because many boys and girls who are being graduated from our vocational agriculture classes this month will look to the future, with the help of the teacher of agriculture or as, as the older figure in the picture will well represent.