A system of vocational education in the public schools will help, rather than hinder, general education. It will supply in a concrete, practical way the motivation which, as far as the majority of boys and girls is concerned, has been so far either highly artificial or sadly lacking.—John Dewey.
Let Us Pause and Consider

A democracy may be defined as an organized state with the minimum of government; with that minimum developed for the maximum of liberty. Such a democracy is subject to the authority of the majority of the people. The processes of a democratic life stem from and depend upon each individual. Within the framework of the individual, it is possible for the structure of a democracy to change. This fact makes it imperative that all teachers recognize the fundamental importance of centering education about the individual, with ultimate teaching objectives so defined that their attainment will result in a selectively thinking and a morally adapted person.

Too often, in our educational processes, we lose sight of the individual and become subject matter realistic. Subject matter is important as a means to an end and as a part of the whole, but if our perspective is out of focus, we may be only the narrow field of subject matter, with the individual all too vaguely in the fringes of our teaching consciousness.

Philosophically, the development of the individual implies a complex process with various intellectual, spiritual, and physical changes. Reducing the whole, so to speak, is to state the problem of the result, it may be said that a well-developed individual should be one with initiative, the ability to analyze a situation and think selectively, the ability to make intelligent decisions and act accordingly, and the ability to assume correct social attitudes and act in accordance with these attitudes.

Education, then, should be a process for the development of the abilities, skills, and attitude of the individual who is able to solve the problems of his environment and of his personality, thereby attaining for himself the satisfactions of life and, at the same time, establishing himself as a worthy member of society.

The opportunities in vocational education for the farmer and the farm family are manifold.

Valid training in vocational agriculture must be largely individualized and the subject matter and procedure must be defined in terms of the individual's abilities, capacities, his needs, and his opportunities. As we consider the field of training, many questions naturally arise. Are we teaching the individual with his background and his limitations? Are we teaching the individual with the proper perspective and well-defined educational objectives, or are we often tending to lose perspective in subject matter? Do traditional educational procedures produce the kind of attitude and thinking habits that are needed in the farm life and in the changing world of today? The answers to these questions are essential to a stable society, so social and vocational adjustments are essential to happy and fulfilled individuals. It is the function of education, in part, to help the individual attain these adjustments. The initial steps in this may be developed for the teacher in vocational agriculture in his cooperation with the family and the school in each of the phases listed:

1. The Guidance Phase—Just as happy and satisfied individuals are the basis of a stable society, so, too, are social and vocational adjustments essential to happy and fulfilled individuals. It is the function of education, in part, to help the individual attain these adjustments. The initial steps in this may be developed for the teacher in vocational agriculture in his cooperation with the family and the school in each of the phases listed:

2. The Guidance Phase—Just as happy and satisfied individuals are the basis of a stable society, so, too, are social and vocational adjustments essential to happy and fulfilled individuals. It is the function of education, in part, to help the individual attain these adjustments. The initial steps in this may be developed for the teacher in vocational agriculture in his cooperation with the family and the school in each of the phases listed:

3. The Stay-at-Home Phase—Every community in the United States has young men and young women not in school, partially trained. Some are employed and others are unemployed. For most of them, their principal concern is to obtain a job and earn an income. They are in a position to plan their future directions in life and to establish a sound basis for their future life.

4. The Farm Life Phase—The farm life is a way of life that many people find fulfilling. It provides a sense of community and a connection to the land. It is important to recognize that the farm life is not only for those who were born and raised on a farm, but also for those who may have moved to the farm later in life.

5. The City Life Phase—The city life is a way of life that many people enjoy. It provides a sense of community and a connection to the land. It is important to recognize that the city life is not only for those who were born and raised in the city, but also for those who may have moved to the city later in life.

6. The Retirement Phase—The retirement phase is a time when many people find a sense of community and a connection to the land. It is important to recognize that the retirement phase is not only for those who were born and raised in retirement, but also for those who may have moved to retirement later in life.

7. The Final Reflection Phase—Every community in the United States has young men and young women not in school, partially trained. Some are employed and others are unemployed. For most of them, their principal concern is to obtain a job and earn an income. They are in a position to plan their future directions in life and to establish a sound basis for their future life.
Contributions of Leading Americans to Agriculture—Stephen Moulton Babcock

HARRY E. BRADFORD, Chairman, Department of Vocational Education, University of Nebraska

Stephen Moulton Babcock was born in Brigadoon, Missouri, a little town in the far west of the United States, on the 2nd day of March, in the year 1847. He was one of the youngest sons of Stephen and Polly Babcock. The Babcock family were of Scotch and Irish descent, and the father was a farmer. He was educated at the local school and then went on to study agriculture at the University of Missouri. He received his degree in 1870 and then went on to become a professor at the University of Wisconsin. He was a man of great wisdom and vision, and his contributions to the field of agriculture were enormous.

Babcock's contributions were in the areas of dairy science and nutrition. He is best known for his work on the development of the Babcock test, which is a method for determining the fat content of milk. This test was a major breakthrough in the field of dairy science and helped revolutionize the dairy industry. Babcock also conducted extensive research on the nutritional value of milk and the effects of milk on human health.

In addition to his work on dairy science, Babcock was also a leader in the field of agricultural education. He founded the University of Wisconsin School of Agriculture, which later became the University of Wisconsin Department of Agricultural Research. He was also a strong advocate for the establishment of agricultural colleges and universities across the United States.

Babcock was a man of great integrity and was deeply committed to the advancement of agriculture. He dedicated his life to the service of his country and was deeply respected by his peers and students alike. He passed away on November 20, 1911, but his legacy continues to live on to this day through his contributions to the field of agriculture.
A Minnesota Plan of Individualized Learning

I. Building An Integrated Course

THOMAS W. Raine, Teacher Education, University of Minnesota

The cross-section nature of the method of distributing material provided for in the Minnesota Plan of study in agriculture, leads one to question whether it permits student utilization of material experiences to the best advantage. An integrated course of study embodies the idea of the horizontal course of study in the horizontal dimension. It is further explained, leading the boy on a total individual of full scale, with possible bundling of skills, knowledge, attitudes, and dispositions. A combination of these characteristics is a part of the modern course of study designed to integration is achieved. Such an integrated course is one that lends itself readily to individualized study, characterized by the boy may choose to be an individual study unit of his own and follow a path in the subject in which he wishes to study. This goal is idealistic. Even fractional and individualized study includes the development of a worth-while and meaningful number of society. Both are qualities desirable in a profession.

A proficient farmer integrates his farm work with the task of preparing himself for the future. Doctor Field, as a teacher, should teach these farmers to farm the way that proficient farmers farm. Hence the integrated organization of subject matter material. These statements mean that skill in the use of the individual part, the whole must be considered as a part of the whole. If the parts do not exist, then the whole cannot exist. It is no use saving one year, keep doing it. The only way is to have a plan, a whole plan, a whole plan for a whole plan. All parts must be considered for the whole plan to exist.

The boy who is not fitted for farming out of practical farming or to the training for the career that he may wish to pursue. Doctor Field, Michigan, states that "A farm background is not one of the most valuable assets of rural youth today. Young people fifty who join farming today must be ready to work at the hard, physical tasks." Marlett says that eventually fifty out of every hundred boys who enter agriculture will not graduate due to the lack of agricultural courses for a living. The individual must have a plan and a plan for his future.

The major objectives of the curriculum are to give the student a basic broadened view of American Agriculture. It is a vocational, informational, and exploratory course of study in the actual process of farming. The course serves to give the boy bank the basic knowledge of the farm and how it operates. Each function is equally important. It is generally agreed that the student's knowledge is not confined to the farm. The student is expected to have a plan and a plan for his future.

The integrated course of study developed in the course of study. The program is designed to give the student a basic broadened view of American Agriculture. It is a vocational, informational, and exploratory course of study in the actual process of farming. The course serves to give the boy bank the basic knowledge of the farm and how it operates. Each function is equally important. It is generally agreed that the student's knowledge is not confined to the farm. The student is expected to have a plan and a plan for his future.

A representative agriculture class, Faribault, Minnesota, showing the students the range and range of difficulty at the beginning of the course. The off-duty student who elected to select the first five-year production project may work year round. The student who selects the second five-year production project may work part-time.

The major objectives of the program are to give the student a basic broadened view of American Agriculture. It is a vocational, informational, and exploratory course of study in the actual process of farming. The course serves to give the boy bank the basic knowledge of the farm and how it operates. Each function is equally important. It is generally agreed that the student's knowledge is not confined to the farm. The student is expected to have a plan and a plan for his future.
**Farmer Classes J. B. McLELLAND**

**Providing Programs for Part-Time Groups**

W. HOWARD MARTIN, State Supervision, Burlington, Vermont

**EDITORIAL**

A comment in a recent issue of this publication has expressed the ex- tension worker's concern regarding the future of extension programs which are conducted by vocational agriculture departments as a result of the problem of establishing the number of students. It was suggested that the national program should be re-structured so that departments might expand in several fields, but providing systematic instruction in agricultura for more individuals is necessary. Furthermore, the younger farmers who are about to become the leaders of our farms and communities should be educated in the desirable direction for extension. An extension agent is a writer's instinct to re- port further in this article on the problem of providing programs for part-time groups in Vermont, and to give cer- tain conclusions regarding ways and means employed in establishing programs.

The study was developed by: (1) Any study of agriculture in Vermont—its salaries, tenure, service, teaching loads and activities; (2) half analyzing the attitudes of school officials; (3) collecting the data and young farmers prepared in the agriculture area of a school. Questionnaires used were a means of securing data. The results of the studies of teachers of agriculture who were visited later by the writer, young men were interviewed, and ques- tionnaires for which answers were requested. The writer interviewed the teachers, students, and other agencies.

The study considered both the immediate and long-term phases of the problem. The following conclusions were drawn in this article. The phase, including statements of ob- jectives, the need and importance of the objectives, the need for demonstrating the need for the objectives, is given in a semi-tabular form. These statements are given in a place of the phase and in a form for the purpose of the study of the school. The study of the school was conducted in the school of the school for achieving the objectives, and give certain conclusions and results from experiences in establishing programs for part-time groups.

**A PROPOSED AND ACTUAL PROGRAM FOR ESTABLISHING PROGRAMS FOR PART-TIME GROUPS**

Objective I: To inform school officials of the objectives and purposes of the program for part-time groups.

Ways and Means

**Instituted in Study**

1. School official to study the farm needs and the needs of the community. It was found that a school official had a better understanding of the needs of the community and the school than the school official himself.

2. School official to interview students and local farmers. It was found that the school official had a better understanding of the needs of the community and the school than the school official himself.

3. School official to study the farm needs and the needs of the community. It was found that the school official had a better understanding of the needs of the community and the school than the school official himself.

Conclusions

Local school authorities are required to formulate plans for full school activities in the school. The school official should be given the opportunity to participate in the planning of the program for part-time groups. The school official should be given the opportunity to participate in the planning of the program for part-time groups. The school official should be given the opportunity to participate in the planning of the program for part-time groups.

**Objective II: To determine the number and characteristics of the young men from various parts of all schools, students, teachers of agriculture departments of vocational education.**

Ways and Means

**Instituted in Study**

1. vocational agriculture teacher to study the farm needs and the needs of the community. It was found that a school official had a better understanding of the needs of the community and the school than the school official himself.

2. vocational agriculture teacher to interview students and local farmers. It was found that the school official had a better understanding of the needs of the community and the school than the school official himself.

3. vocational agriculture teacher to study the farm needs and the needs of the community. It was found that the school official had a better understanding of the needs of the community and the school than the school official himself.

Conclusions

The teachers of agriculture should analyze the characteristics and opportunities of part-time students and the use of the survey. Teachers of agriculture should analyze the characteristics and opportunities of part-time students and the use of the survey. Teachers of agriculture should analyze the characteristics and opportunities of part-time students and the use of the survey. Teachers of agriculture should analyze the characteristics and opportunities of part-time students and the use of the survey.

**Objective III: To determine the number and characteristics of the young men from various parts of all schools, students, teachers of agriculture departments of vocational education.**

Ways and Means

**Instituted in Study**

1. vocational agriculture teacher to study the farm needs and the needs of the community. It was found that a school official had a better understanding of the needs of the community and the school than the school official himself.

2. vocational agriculture teacher to interview students and local farmers. It was found that the school official had a better understanding of the needs of the community and the school than the school official himself.

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Conclusions

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**Objective IV: To gradually increase the tenure of teachers of agriculture.**

Ways and Means

**Instituted in Study**

1. Teachers of agriculture, by means of interviews, should be informed of their tenure as school officials. The teachers of agriculture, by means of interviews, should be informed of their tenure as school officials. The teachers of agriculture, by means of interviews, should be informed of their tenure as school officials.

2. Teachers of agriculture, by means of interviews, should be informed of their tenure as school officials. The teachers of agriculture, by means of interviews, should be informed of their tenure as school officials. The teachers of agriculture, by means of interviews, should be informed of their tenure as school officials.

Conclusions

Only two established departments in Vermont were studied with respect to the tenure of teachers of agriculture. Only two established departments in Vermont were studied with respect to the tenure of teachers of agriculture. Only two established departments in Vermont were studied with respect to the tenure of teachers of agriculture.

**Objective V: To gradually increase the compensation of teachers of agriculture.**

Ways and Means

**Instituted in Study**

1. Salaries of teachers of agriculture should be increased in order to attract and retain competent teachers of agriculture. Salaries of teachers of agriculture should be increased in order to attract and retain competent teachers of agriculture. Salaries of teachers of agriculture should be increased in order to attract and retain competent teachers of agriculture.

2. Teachers of agriculture should be given consideration in the establishment of the new compensation plan. Teachers of agriculture should be given consideration in the establishment of the new compensation plan. Teachers of agriculture should be given consideration in the establishment of the new compensation plan.

Conclusions

Teacher salary and tenure are closely related. Increases in one are likely to result in increases in the other. The salary of teachers of agriculture is related to the tenure of teachers of agriculture. The salary of teachers of agriculture is related to the tenure of teachers of agriculture. The salary of teachers of agriculture is related to the tenure of teachers of agriculture.
FARM MECHANICS

Teaching Opportunities During the Supervision of Farm Shop Classes

W. F. STEWART, Teacher Education, Columbus, Ohio

WHAT do you do while your boys are in school? Did it ever occur to you that there is an unusual opportunity in teaching which you have not yet tried? Every boy?

Let's look into the problem.

What are we missing? First, the shop teacher needs skill and abilities that are much more than mechanical goals. We must have some experience of an A-Code No. 1 shop. This we can call "a shop," whether it is an ideal or an actual shop. It means an edge on a plane, a real job in cutting a roll, or an ideal farm shop at home, equipped with a plan. Then, we must know something of the procedure of the shop skill in the extent that they know the "what" and "why" of each step. Other desired conditions must be met: interest in the subject, an interest in the shop teachers, and interest in the subject, a friendly interest in the shop skill, objectivity toward students, and an objectivity toward the skills developed. The first point of all is a definite and substantial objective. Before reviewing the procedure that is developed, let us get a little more in the meaning of "skill" and "mechanical skill." Incidentally, we could consider these goals, different students also have different needs, and we must make some such concepts before they proceed from the teacher's point of view.

Who is a "skilled" person? To be skilled, one must be able to do a particular task or group of tasks with a certain degree of efficiency. Any task is usually divided into several smaller steps, and the skilled person is able to perform these steps in a logical order. The key to skill is not just the ability to do the task, but the ability to do it efficiently and effectively.

Thus, a skilled person is able to perform a task in a logical order, and the steps are performed in a logical order. The key to skill is not just the ability to do the task, but the ability to do it efficiently and effectively. In this context, "skill" refers to the ability to perform a task in a logical order.

Next, we must consider the "why" and "how" of each step. Why is this particular step necessary? What is the purpose of this step? How is this step related to other steps? Understanding the "why" and "how" of each step is crucial to developing skill.

Now, let's consider the "what" of each step. What is the objective of this step? What is the desired outcome? The "what" refers to the objective of each step.

Finally, let's consider the "who" of each step. Who is the target audience? Who is the intended audience? The "who" refers to the intended audience for each step.

In summary, skill development involves understanding the "why," "how," and "who" of each step. This understanding is crucial for developing effective skill development.
Studies and Investigations

C. S. ANDERSON

Factors Affecting the Establishment of Departments of Vocational Agriculture

A. W. TENNEY, Teacher Education, Gainsville, Florida

During the present expansion of the program of agricultural education in the state school systems it is essential that certain factors which affect the establishment of departments of vocational agriculture be determined. In order that the state may better plan its agricultural education, it is necessary to have some idea of the factors which will affect the establishment of these departments.

Factors affecting the establishment of departments of vocational agriculture are:

1. Number of schools
   a. Rural
   b. Urban
   c. County
   d. School

2. Number of teachers
   a. Full-time
   b. Part-time
   c. Temporary
   d. Seasonal

3. Type of school
   a. High school
   b. Technical school

4. Size of school
   a. Number of students
   b. Number of teachers
   c. Number of buildings

5. Size of property
   a. Number of acres
   b. Number of buildings
   c. Number of students

6. Type of program
   a. Vocational
   b. General

7. Type of training
   a. Technical
   b. Vocational

8. Type of certification
   a. State
   b. National

9. Type of supervision
   a. State
   b. Local

10. Type of funding
    a. Local
    b. State
    c. Federal

11. Type of training
    a. Normal
    b. Technical
    c. Vocational

12. Type of equipment
    a. Normal
    b. Technical
    c. Vocational

13. Type of instruction
    a. Normal
    b. Technical
    c. Vocational

14. Type of curriculum
    a. Normal
    b. Technical
    c. Vocational

15. Type of evaluation
    a. Normal
    b. Technical
    c. Vocational

16. Type of certification
    a. Normal
    b. Technical
    c. Vocational

17. Type of registration
    a. Normal
    b. Technical
    c. Vocational

18. Type of record keeping
    a. Normal
    b. Technical
    c. Vocational

19. Type of training
    a. Normal
    b. Technical
    c. Vocational

20. Type of instruction
    a. Normal
    b. Technical
    c. Vocational

21. Type of curriculum
    a. Normal
    b. Technical
    c. Vocational

22. Type of evaluation
    a. Normal
    b. Technical
    c. Vocational

23. Type of certification
    a. Normal
    b. Technical
    c. Vocational

24. Type of registration
    a. Normal
    b. Technical
    c. Vocational

25. Type of record keeping
    a. Normal
    b. Technical
    c. Vocational

26. Type of training
    a. Normal
    b. Technical
    c. Vocational

27. Type of instruction
    a. Normal
    b. Technical
    c. Vocational

28. Type of curriculum
    a. Normal
    b. Technical
    c. Vocational

29. Type of evaluation
    a. Normal
    b. Technical
    c. Vocational

30. Type of certification
    a. Normal
    b. Technical
    c. Vocational

31. Type of registration
    a. Normal
    b. Technical
    c. Vocational

32. Type of record keeping
    a. Normal
    b. Technical
    c. Vocational

33. Type of training
    a. Normal
    b. Technical
    c. Vocational

34. Type of instruction
    a. Normal
    b. Technical
    c. Vocational

35. Type of curriculum
    a. Normal
    b. Technical
    c. Vocational

36. Type of evaluation
    a. Normal
    b. Technical
    c. Vocational

In conclusion, it is essential that certain factors be considered before establishing departments of vocational agriculture. These factors include the number of schools, the number of teachers, the type of program, the size of the school, the type of training, the type of instruction, the type of curriculum, and the type of evaluation.
Future Farmers of America

The Annual Program of Activities

LESLIE NELSON, Advisor, Brigham, Utah

FUTURELY OF the fact that we stress the need for systematic planning in order to achieve the desired results, this question is still well to keep in mind that each chapter is an integral part of the state organization and that, in turn, the state organization is an integral part of the national organization. Therefore, in order to have a group of committees an opposition in the organization, the program in the local chapter should include both the items in the national and state associations as far as they are related to the total integrated program. In addition to these, the items in the state and national program, much of the chapter's work, will be local in nature. Care should be taken to see that there is a balance between the committees. One chapter may just meet the emphasis on another committee of the other activities. To assist in checking balance it will be good to group the activities according to natural divisions. These may be worked out verbally. The state societies are major factors in our experience have been co-operative activities, leadership training, improved farm practice, conservation and community leadership, photography, and scholarship. A major chapter of the annual program of the chapter is the need for these activities so that every member can develop a sense of achievement.

The program of activities should be made up of programs that are not independent of the chapter and not of the president's or the advisor's. To secure for the guidance and ownership of the chapter activities, the program should be presented to the chapter for its approval and adoption. In its final form it should be adapted to the need of each member can have a very attractive program that will keep most of the chapter's members. A very attractive program that will keep most of the chapter's members will develop a sense of pride and sense of responsibility which is envious.

This program should play an important role in the F. A. A. motto, "The F. A. A. Cared, the name of the national, state and local officers, local committees together with their addresses. In recent years at the state level the "show the way" committee has become an integral part of the chapter and the F. A. A. program. Consequently, therefore, it should have a prominent place in the chapter. Cycles of the program should be sent to the F. A. A. Committee on the Program, F. A. A. Committee on the Program, and programs of the local chapters in the immediate area. The cycle of the program is also a good chance to have the "Achieves" in progress.

When should the annual program of work be completed? This question is of particular importance in the planning of the program. The chapter should set the emphasis on those areas of the program that have been given by the F. A. A. Do not plan a "show" for the last week of the cycle. The annual program of work is not to be too fast to start the job. There are several advantages in completing an early start, even if the programs are not final form before school opens in the fall. It is wise for the incoming officers to take advantage of the experience of the outgoing officers and past members of committees.

The program building can be moved during the summer and be in full bloom by fall. The last year's program, for the cycle, and other programs may remain in the building. It will be available in making out the cycle of the next year's work. The fall program of the annual program of work is being distributed by the division of vocational agriculture, State Department of Education. The bulletin is designed to serve as a guide to the F. A. A. Committee on the Program, F. A. A. Committee on the Program, and the remaining programs in the final form before school opens. Part of the reason for the cycle of the program is to have a chance to work on the programs in the fall.

There are several advantages in the cycle of the program for the next year's work. The chapter should be united and in complete control of the chapter and of the chapter's activities.

How to Make Good Pictures

A 30-page illustrated booklet entitled: "How to Make Good Pictures" has been prepared by W. S. Kershel, instructor in agricultural education at the University of Vermont.

The booklet is designed to be used in conjunction with the cultural program of the F. A. A. It is distributed by the Department of Education. The booklet is designed to be used in conjunction with the cultural program of the F. A. A. It is distributed by the Department of Education. The booklet is designed to be used in conjunction with the cultural program of the F. A. A. It is distributed by the Department of Education. The booklet is designed to be used in conjunction with the cultural program of the F. A. A. It is distributed by the Department of Education.

Monthly Chart of Activity

Objective and Activities

<table>
<thead>
<tr>
<th>Objective</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee in Charge</td>
<td>Goal to be Reached</td>
</tr>
<tr>
<td>Finance</td>
<td>Committee</td>
</tr>
<tr>
<td>Jean Heeding, Treasurer</td>
<td></td>
</tr>
</tbody>
</table>

Parent and Meeting

<table>
<thead>
<tr>
<th>Activity</th>
<th>Goals</th>
<th>Accomplishments and Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social and Recreational</td>
<td>Committee</td>
<td>Role. May need to be included in the recommendation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Progress Chart on Objectives

<table>
<thead>
<tr>
<th>Activity</th>
<th>Goals</th>
<th>Accomplishments and Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hold Parent</td>
<td></td>
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</tr>
</tbody>
</table>

The monthly chart is a simple method of presenting the annual program to the chapter and to the school. It is important to keep the chart up to date and to make sure that all members are aware of the next meeting.

The building the chapter and the state is an integral part of the chapter and the state is an integral part of the chapter and the state is an integral part of the chapter and the state is an integral part of the chapter and the state is an integral part of the chapter. The program is a good chance to have the "Achieves" in progress.
A Rebuffal

(Continued from page 210)

their scene; perhaps only such would be able of effect to the necessity of the farm business. Then the real job, if the town of 60 farmers expressed a need of a vocational education. They did that. People they needed 86 more men than they had by the end of the study or that the they wanted to replace any of all the hired men who were then employed. The total number of farm operators remained the same. Those those counted on the farms for sale or rent. Their jobs would be of the same type, to all of the holders could be kept employed. In the study farm "opportunity" does not seem to be clearly defined, but as it appears to be the same in all instances, regardless of whether the present occupant would be able to keep them or not. There are in this country more farms than there are employed persons, yet not all of the operators' future would be good for the unemployed, because many persons holding these jobs will not be easily discouraged. Whether or not a given job, held by some one, conferrers an opportunity for another individual in the same field as the same and of relative abilities. This is exactly the situation revealed by careful examination of the study. The answer is "opportunity" is not the case, and the statement of 130 "opportunities" was accepted with the comment that leaving farmers had over looked the easily obtainable in their rush to the city. No reference was made to the unique usage of the term "opportunity", which made a change in the significance of the figures.

Here we face the findings of research. Do our undertakings to summarize and present the findings of research to others unless we are convinced that they will be of interest or value to them in the process of conducting research studies. They are realized to be the most important aspects of the research. We are directed to the development of techniques by researchers, in their own work, and are recognized and used by the laboratories, and is the effect of the study on the people. We shall determine the number of meetings in the Young Farm Parents association program?

10. How can a more effective guidance and placement program be inaugurated?

E. B. Matthew

DOE. E. B. Matthew, State Director of Vocational Education, State Department of Education, at the University of Virginia, died February 17. Death was due to a heart attack suffered at home in clinic on February 7, the second as a result of treatment for a heart condition. He had been a resident of the State since 1913, and had been a member of the American Education Association for 25 years, and a member of the State Committee on Education for 20 years.

Several instances of adjunct part-time
groups will meet together for one or more meetings.

Providing Programs

(Continued from page 217)

several instances of adjunct parttime
groups will meet together for one or more meetings.

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5. In what type of a course should be provided for young men engaged in parttime farming?

4. What subjects should young men and young women consider together?

1. What type of teacher is needed for part-time groups?

6. What factors determine the number of meetings an individual member attends?

7. What activities should be considered for inclusion in the Young Farm Parents association program?

10. How can a more effective guidance and placement program be

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