Give fools their gold and knaves their power; let fortune's bubble rise and fall; who sows a field, or trains a flower, or plants a tree is more than all.

— WHITTIER
Evaluating a National Program of Agricultural Education

For several years there has been a strong demand from certain national leaders in business and agriculture that vocational education be given more adequate evaluation. As a result, the idea has gradually taken form and in the 1939 election of the American Vocational Association, the Vocational Agriculture Section of the Association made a formal request to Mr. J. A. Lucas, Chief of the Agricultural Education Service, that a National Committee on Standards be appointed. The request was promptly considered and action was taken. The first meeting was held at this point in the work where the raising of evaluators and the actual evaluation of local, state, and national programs of vocational agriculture being conducted, it is very important that there be general agreement and understanding of this national committee.

At the outset, it should be understood that the results of the local evaluations in this nationwide study are not to be used for administrative or supervisory purposes as far as individual departments are concerned. The summarized results of the entire national study should, of course, have a very valuable place in administration, supervision, teacher selection, and teaching. Some states have already expressed an interest in extending the evaluation to all departments within the respective states, in which case very valuable state summaries can be made. The point to be emphasized is this: that no individual teacher of vocational agriculture need fear that the survey will be used to the individual, but rather against him. The survey is conducted with utmost care and with strict confidentiality and protection of all individual data. Although the recommendations of the committee are not to be used as the sole basis for teacher dismissals or advancements, they are to be used in conjunction with other data to aid in the selection of new teachers and the promotion of present teachers.

A second fact which should be understood is that the "evaluative criteria" are not a substitute for a complete evaluation of the program. Many experimental evaluations have been made in all sections of the country before. The importance of the "evaluative criteria" which have been developed is to suggest a set of standards which can be used in the everyday operation of educational programs. Thus, the "evaluative criteria" which have been developed are a cross-section of the thinking of teachers, leaders and administrators about the educational standards of vocational agriculture, both in the school and out of school. Such a procedure is more thorough and more expensive, but it is also more accurate than any other method which is available. It is recognized by the committee that the "evaluative criteria" which have been developed may be used by individual school leaders in which boards of trustees are given their own evaluation. However, the actual results of the present study should be used very carefully because of the limited number of schools which have participated. It should also be noted that the evaluative criteria are designed to aid in the selection of new teachers and the promotion of present teachers. It is recognized that there is no national self-evaluation of our program of vocational agriculture which will assist local initiative or local control.

The committee has been asked to consider the question of how the national committee did not adopt evaluative criteria which would measure progress by more than one way or method. This is the question which always confronts an evaluative committee. shall a program be measured by more than one way or method? In a program of growth and development, are the instruments of progress toward objectives or shall it attempt to measure outcomes and assume that the evaluation of the program is the result of the instruments of progress? In the writer's personal opinion both types of measurement have their place. We are not faced with a situation where we must choose one or the other in a long-time self-evaluation program. As our program of vocational education in agriculture continues, it is probable that we shall develop both types of measures.

Due to the informal nature of the program of vocational agriculture and the number of concurrent agencies in agricultural education, the measuring of outcomes will be difficult for even the most experienced person.

Teachers of vocational agriculture should understand that in addition to the criteria which are used to evaluate the local department, the committee plans to develop evaluative criteria for the state and national levels. From the teachers of vocational agriculture who are in charge of programs which may be evaluated in this first phase of the national study, we solicit the honest co-operation.

Such co-operation will not only mean an accurate cross-section of our program in the United States; it will result in many constructive criticisms of the "evaluative criteria" which may be useful in further refinements. A profession which participates in a critical, accurate evaluation of its own program is providing the basis for continued growth and development.

How Progressive Are We?

A WORD of caution needs to be given from the progressive education standpoint in that some of the problems, while real for adults, may not be the most valuable problems for the boy.

Too much emphasis upon projects which improve production, for example, may force the boy into an environment which, while most valuable for the community, is less productive for him than an experiment with growing materials, such as art or nature study, would be. The emphasis should not be placed upon improvement of the boy rather than improvement of the livestock and some progressive educators should try with all the enthusiasm to give the boy the chance rather than force him to depend upon the specific work in the field of project work.

It is essential that we do not just be a part of the school system, but that we be a part of the community and of the social life of the community. Only then can we do the kind of work which is needed for the future of the boy.

A Father's Toast to Future Farmers

A "after all the hard work and the long hours it takes to get the job done...

Rural Electrification and its Possible Effects on Ca omputer and Mechanization

Planning Instruction in Rural Electrification

The Place of the Future Farmers of America in the Improvement of Agriculture

Growth Under Adversity

Raising Cattle for Market and Profit

Putting on a Large Farms' Banquet

The Agricultural Education Magazine, June 1940

The Agricultural Education Magazine, June 1940
The Modern Use of the Advisory Council

H. M. HAMLIN, Teacher Education, U. Illinois

COUNCILS should seldom have fewer than seven members; often they should have more. It is probably true that in any group of seven there is at least one person who has a better idea than any other. The same is true of ten; less than ten is probably below the unit of advantage. A large advisory council would be less effective because something is bound to slip.

Decision-making membership terms, usually of two years, should be provided rather than the one-year term found in the council is a continuing one. A portion of the council members must be renewed annually. Those retiring should not be immediately eligible for reappointment.

It is usually advisable to emphasize the advisory character of council membership. They may assume certain other responsibilities, such as creating the membership for adult education programs, but they should not be required to take over functions which have been assigned to the community board of education unless they are requested by the board of education to take over them.

Part-time and evening-school councils should be composed of council members in the evening schools, perhaps made up of persons who are interested only with adult education for other people are a hand-up rather than a help.

Special Councils

There is a common tendency to set the authorities in the evening schools for each with members whose interests are very diverse. Various evening-school committees are designed to ratify such councils have essentially been made up of teaching and learning. There will probably be needed always for the evening school each year of good social service to the community. As no effort is possible, however, we should begin to set up special councils for evening school and to appoint members for it. Such a council might be a council for educational, and in interpreting their work to the public.

Youth and Money Management

"Youth and Money Management" will be the subject considered at the annual convention of the University of Miami on June 24th. A general plan will be devised for the subject of planning, saving, and investing. The final session will be devoted to the subject of teaching, and the council will be made up of school staff, council members and similar members.

The council members are elected by the classes they represent. The council is expected to be democratic but, if care is not taken, may slide into a legalistic form of government. The council will be composed of a president, a secretary, a treasurer, and a receiving clerk. The latter will be held responsible for the money, but the council will be responsible for the money management. The council members will be expected to have the money management in mind when they are elected by the classes they represent.

One-half day is spent in a discussion of personal money management. A second one-half day is spent in the development of national opportunities open to vocational agriculture students were presented, with particular emphasis given to the vocational students. The opportunities to be presented will be the department of agriculture, and those who will be presented will be the department of agriculture and the department of education.

In conclusion, it is hoped that this discussion will add the young people who will be presented with the knowledge of opportunities open to vocational agriculture students, and that it will contribute to the development of a better understanding of the profession of education.
Research, programs for out-of-school groups, farm mechanics, and teacher-trainers in agricultural education, and the annual conference of executive officers and directors of national and state agricultural teacher-trainers in agricultural education, held March 19-20, 1940, at the William Penn Hotel, Philadelphia, was successful.

In the opening report of the regional conference, E. H. Littie, State Supervisor, New Hampshire, said that these institutions were using research methods and techniques that were being defined at a conference attended by specialists in the various fields of the program, and by Dr. Lane and Dr. Leach.

Survey of Student-Teaching

In teacher education the conference concentrated on the second phase of student teaching, supervising teacher, Fred E. Head of the Department of Agricultural Education at the University of Illinois, presented the report of his conference with contributions from the program of the teacher-training programs in the United States and Canada. The report was based on a detailed study of the problem of the teacher's role in the educational process.

The problem of the teacher's role in the educational process was discussed in the conference. It was pointed out that the teacher's role is not fixed but varies with the particular situation and with the students in the class. The teacher's role is also affected by the subject matter being taught.

It was agreed that the teacher's role should be defined and that the teacher should be prepared to assume the role of a facilitator or guide in the educational process. The teacher should be prepared to help students develop their own thinking processes and to assist them in learning to think for themselves.

Agricultural Education in Negro Schools

The annual conference on agricultural education in Negro schools was held in Washington, D.C., on April 30, 1940, at the University of Agriculture. The conference was sponsored by the National Council of Negro Women and the National Agricultural Education Association.

The conference was attended by representatives from various states and territories. The conference was held to discuss the problems of agricultural education in Negro schools and to develop plans for the improvement of the program.

The keynote address was delivered by Dr. C. C. Crump, President of the National Agricultural Education Association. He emphasized the importance of agricultural education in the development of the Negro and the need for a comprehensive program of agricultural education in Negro schools.

The conference was divided into several sessions. The sessions were devoted to the discussion of various aspects of agricultural education in Negro schools. The sessions included discussions of the role of the teacher, the curriculum, the methods of teaching, and the evaluation of the program.

The conference recommended the establishment of a national committee on agricultural education in Negro schools to study the problems of the program and to develop plans for improvement. The committee was to be composed of representatives from various states and territories.

The committee was to meet annually to report on the progress of the program and to make recommendations for improvement. The committee was to be financed by the National Council of Negro Women and the National Agricultural Education Association.

The conference also recommended the establishment of a national center for agricultural education in Negro schools. The center was to be located in a university and should be equipped with the necessary facilities for research and development.

The center was to be financed by the National Council of Negro Women and the National Agricultural Education Association. The center was to be directed by a national director who was to be selected by the national committee on agricultural education in Negro schools.

The conference recommended the establishment of a national fund for agricultural education in Negro schools. The fund was to be financed by contributions from various sources, including the federal government, state and local governments, and private foundations.

The fund was to be used to support research and development in agricultural education in Negro schools and to provide scholarships for students in agricultural education.

The conference also recommended the establishment of a national accreditation agency for agricultural education in Negro schools. The agency was to be financed by the National Council of Negro Women and the National Agricultural Education Association.

The agency was to be responsible for the accreditation of agricultural education programs in Negro schools and to develop guidelines for the accreditation of programs.

The conference concluded by expressing the hope that the recommendations of the conference would be implemented and that the program of agricultural education in Negro schools would be improved.
Materials of Instruction: What They Are, and How They May Be Located and Used

W. A. Smith, Teacher Education, New York

The importance of materials in instruction is generally realized. The teacher who uses them properly has a saving influence on the success of his teaching. The use of materials is not only a means of making the lesson more interesting, but also of ensuring that the lessons are carried out more efficiently. Materials are used to support the teacher in the presentation of the subject matter, to make the lessons more meaningful, and to engage the students in active learning. Materials can be divided into two categories: instructional materials and background materials. Instructional materials are the materials that are used directly in the teaching process, such as textbooks, lecture notes, and audio-visual aids. Background materials are the materials that provide the context for the teaching process, such as reference books, historical documents, and cultural artifacts.

How can we locate instructional materials? There are several ways to locate instructional materials. One way is to use the library, which provides access to a wide range of materials, including books, periodicals, and some audio-visual materials. Another way is to use the internet, which offers a vast amount of information and resources. Additionally, many schools and universities have their own collections of instructional materials, which can be accessed by students and faculty. Finally, teachers can also create their own materials by writing or compiling lessons, which can be used in their own classrooms.

What are the benefits of using instructional materials? Using instructional materials can provide several benefits. First, they can help the teacher to organize the lesson and make it more coherent. Second, they can help the students to understand the material more effectively. Third, they can provide a variety of perspectives and approaches to the lesson, which can make it more interesting and engaging. Fourth, they can provide a way to track the progress of the students, as they can see how well they are doing and what areas they need to improve.

How can we locate background materials? Background materials can be located in a variety of ways. One way is to use the library, which provides access to a wide range of historical and cultural materials. Another way is to use the internet, which offers a vast amount of information and resources. Additionally, many schools and universities have their own collections of background materials, which can be accessed by students and faculty. Finally, teachers can also create their own materials by writing or compiling lessons, which can be used in their own classrooms.

What are the benefits of using background materials? Using background materials can provide several benefits. First, they can help the teacher to provide a broader perspective on the topic being taught. Second, they can help the students to understand the historical and cultural context of the material. Third, they can provide a way to connect the lesson to the real world, which can make it more relevant and engaging. Fourth, they can provide a way to track the progress of the students, as they can see how well they are doing and what areas they need to improve.

In conclusion, the use of materials in instruction is crucial to the success of the teaching process. By using both instructional and background materials, teachers can create engaging and effective lessons that will help their students to learn and succeed.


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The AGRICULTURAL EDUCATION JOURNAL • June, 1940
Supervised Practice
H. G. GIBSON

Teaching Boys to Budget
L. C. SOHANK, Teacher,
Channing County High School, Fallon, Nevada

TO get boys to see the value and to realize good project budgets is not an easy task. In the first place, there is a lack of interest on the part of the teacher in getting the boys to be interested. In the second place, there is a lack of knowledge on the part of the teacher in getting the boys to realize the importance of the project budgets. In the third place, there is a lack of knowledge on the part of the teacher in getting the boys to realize the importance of the project budgets.

Getting the proper "mental set" is very important in budget-making. At this point it is well to open our minds and summarize the summaries of successful projects completed by former students known to the boys. A few minutes may be taken to discuss the misconceptions and the ideas of some of the successful projects. Students should look for the reasons for success and the expenses of a given enterprise. Thorough analysis should be made of the budget that was given to the board or through the teacher. The students will note that these amounts listed may vary widely. Here is where a good discussion can take place as to the reasons for this variance. It can then be pointed out that project results are due to some variable factors rather than to consistent methods of management. It is also well to point out that budgets are based upon past experiences and not from year to year.

I have found that reports from the Farm Development Department of the State Agricultural Experiment Station, various enterprises are very valuable in getting figures for budgets, because these are taken from actual farmers' records. Those, along with students' project results, are the best sources of information for making project budgets. Along with this, the amount of material and information that can be obtained from their parents or someone engaged in farming the following data from each of the enterprises: average cost of

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Planning, Teaching, and Supervising Farming Programs
R. B. Jeffeson, State Supervisor, Canow City, Nevada

A budget is a necessary and valuable tool in the planning and management of any enterprise. It requires a good deal of thought, planning, and cooperation by each of the teachers responsible for the specific phases of the program. It is hoped that in this way the responsibility will be passed on to other teachers thru the county.

Every teacher of vocational agriculture must develop a plan of work for the year, and with the supervision of the boys in this plan of work, the things they shall learn at a given level in the work that the teacher is responsible for.

Most of these things are quite familiar with and have a great deal of knowledge about the fundamentals of the field. The principles and philosophy of the field of agriculture are well known. The teachers and others are more concerned with the information and the work these students are doing. It is the responsibility of the teacher to make sure that the students are learning the things they should be learning.

In conclusion, it can be said that the development of a good program in agriculture requires the cooperation of the teachers and the students. The program must be well planned and executed in order to be successful.

R. B. JEFFESON

The Agricultural Education Magazine, June, 1960

The Agricultural Education Magazine, June, 1960
Vocational agriculture represents a new vocation, education different from the traditional set-up. Once a boy is enrolled in vocational agriculture that education may continue the rest of his life. It is true that a vocally educated farmer has a better understanding of the rural problems which face the farmer that drops out at the high school grade, but it doesn't mean that if he does not graduate he will drop out. His understanding of the problems is provided for him by what he learns in school his regular day-school instruction continued. But if he drops out of school at the high school age and never completes his college course, the high school graduate may be worse off than the farmer who only acquired four years of high school education.

At Qasai, Texas, we have people enrolling in high school that are paying $75 per year to get a high school education. One of the most regular attendance at Qasai, Texas, is 150 people. It is regularly adopting improved practices as they are adopted at the high school age. The high-school course is planned so that the boy can work on his farm and also in the same program. There is no question but that the integral part of the course is planned for some time, which is very important. A Vocational agriculture is putting the integral part of its program in the high school age. In other words, the farmer who graduates from the high school age is better equipped than the farmer who does not get the high school degree. The Vocational agriculture program is not only better equipped than the farmer who drops out at the high school age, but also the farmer who graduates from high school age is better equipped than the farmer who drops out at the high school age.
Mechanics for Farmers in a Machine Age

L. B. POLLOM

Agricultural Mechanic, California State Polytechnic College, San Luis Obispo, Calif.

The purpose of teaching farm mechanics in the vocational education program is to produce more and more successful farmers. A farmer who owns a tractor is still far better off from the standpoint of a farmer who does not. This is true in the sense that the farm course in farm machinery is so arranged that all of the students who take it shall learn the necessary skills that have to do with the agricultural industry, and that the instruction and the common situation where he is working enables him to be doing the work. This is true because he is more likely to be an effective farmer, and he is more likely to be doing the job that he enjoys.

Mechanics for Farmers in a Machine Age

In teaching farm mechanics on an enterprise basis, the teacher should be aware of the following facts:

1. The student's mental capacity.
2. The student's physical ability.
3. The student's social environment.
4. The student's economic situation.

In teaching farm mechanics, the teacher should be aware of the following facts:

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