THE future depends upon our ability to organize and harness machine technology for the greatest possible good to all people. In a democratic society this depends on leadership.—Dean A. S. Knowles, Northeastern University.
The Right Man in the Right Place

To fill leaders in agricultural education, to find those men who are needed to fill the educational needs of agriculture in the various regions of the nation, is a problem that is of vital importance. To find such leaders, Dr. W. T. Spanton, who succeeded Mr. J. A. Link in the position of dean of the College of Agriculture at Purdue University, has been working hard to fill these positions. He has been successful in filling these positions, and his efforts have been recognized by the Association of Agricultural Education.

Summer Teaching: A Problem

Summer teaching is a problem that many teachers face. The question of whether to teach in the summer is one that many teachers have to consider. Dr. W. T. Spanton has addressed this issue and has provided some guidance on how to approach teaching in the summer.

Should I Attend Summer School?

This is the time of year when many teachers of agriculture are faced with the question of whether to attend summer school. To many teachers who are conducing large programs it seems that each succeeding year finds them with more activities to be carried on during the summer months. This year will be no exception. Dr. W. T. Spanton has provided some guidance on this issue.

Eugene Davenport, Pioneer in Agricultural Education, Dies

Eugene Davenport, a pioneer in agricultural education, passed away. He made significant contributions to the field of agricultural education and is remembered for his dedication and commitment to the profession.
Planning and Evaluating in Agricultural Education

H. M. HAMLIN, Teacher Education, Oregon State College, Salem, Oregon

Fundamental Questions

DURING my 32 years in agricultural education, I have become increasingly concerned with the quality of our programs and the effectiveness of the teaching-learning process. I have been troubled by the question of how we are accomplishing our purpose.

1. Are the educational objectives of our programs being met? How are we accomplishing our purpose?

2. What is the method and the activity of the teacher and student to accomplish our purpose?

3. How do we measure the results?

Let us review the conditions which call for special attention to these questions:

1. The demands upon teachers of agricultural education.

2. The requirements of the students we are supposed to serve.

3. The requirements of the state and national organizations which support the development of educational programs.

Programs are broadening. Requirements are increasing. In some states, the average enrollment per school has increased. For Adult Education, long since included in the province of the agricultural teacher, the task is increasing.

1. The demands upon teachers of agricultural education are increasing.

2. The requirements of the students we are supposed to serve are increasing.

3. The requirements of the state and national organizations which support the development of educational programs are increasing.

One of the key questions that must be answered is: Are our educational programs accomplishing their objectives? What do we do when they are not accomplishing the objectives we set for them?

Our educational programs are being evaluated. They are being evaluated by students, by other teachers, by administrators, by parents, by the general public. The evaluation is being done at all levels of educational organization.

There are some important consequences of our inadequate evaluation procedures.

1. The educational program is a living thing. It is not a static entity. It is not something that can be evaluated and then ignored.

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One of the key problems we face is how to determine the effectiveness of our educational programs. One of the key problems we face is how to determine the effectiveness of our educational programs. One of the key problems we face is how to determine the effectiveness of our educational programs.

We must find a way to evaluate our educational programs so that we can make decisions about them. We must find a way to evaluate our educational programs so that we can make decisions about them. We must find a way to evaluate our educational programs so that we can make decisions about them.

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Responsibilities and Relationships

Nelson M. Cook, Teachers
Boumen, Indiana

The education of most teachers of vocational agriculture has emphasized instruction in production agriculture. This is probably the most logical approach particularly when most students, except the few who plan to go on to college, are interested in this area. The problem is to have the teacher provide them with the required information in an organized and systematic manner.

The responsibilities and relationships of the teacher of vocational agriculture should be such that he will have the respect and cooperation of the school administration, his colleagues, and his students. The relationship of the teacher of vocational agriculture and the other members of the school staff may be accomplished more than they are at present. The teachers in this position need to be more active in the community and the class members. The responsibilities of the teacher of vocational agriculture need to be better defined and outlined so that the teacher can plan his work better and that there is a better understanding of the job he is doing. The teacher of vocational agriculture needs to be recognized as a teacher by the school administration. He should have the cooperation of the school administration in order to accomplish his work.

The responsibilities of the teacher of vocational agriculture are such that he must have the confidence of his students. He must be able to give them the information they need and to help them solve their problems. He must be able to give them the confidence they need to be successful in their work. The teacher of vocational agriculture must have the cooperation and support of the school administration in order to be successful. He must be able to give them the support and encouragement they need to be successful.

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Some Problems in Philosophy of Method

M. S. SHERIDAN, Teacher Education, Lafayette, Indiana

Methods

Tests That Measure What We Teach

A. M. FIELD

Teachers, generally, probably have come to feel about a serious problem of instruction, that of how to improve the efficiency of teaching. The more one of the other teaching methods are studied, the more one is likely to find that each method has its own special advantages and disadvantages. No method is perfect, and it is necessary for the teacher to have a clear understanding of the principles underlying each method in order to select the one best suited to the particular needs of his class.

It is not enough for a teacher to know the rules and procedures of each method; he must also be able to judge the appropriateness of each method for a given situation. This requires an understanding of the principles of psychology and of the nature of learning processes.

In this article, we shall attempt to discuss some of the problems involved in measuring what we teach. We shall consider the nature of intelligence and its components, the nature of mental processes, and the nature of motivation. We shall also discuss the role of tests in the classroom, and the relationship between tests and instruction.

In the first section, we shall examine the nature of intelligence and its components. We shall discuss the various theories of intelligence, and the evidence on which they are based. We shall also discuss the relationship between intelligence and motivation.

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In the fourth section, we shall discuss the role of tests in the classroom. We shall discuss the various types of tests, and the evidence on which they are based. We shall also discuss the relationship between tests and instruction.

In the fifth section, we shall discuss the relationship between tests and instruction. We shall discuss the various ways in which tests can be used to improve instruction, and the evidence on which these methods are based.

In the final section, we shall summarize the main points of the article, and discuss the implications of the findings for the classroom teacher.

The Agricultural Education Magazine, May 1941
Supervised Practice

H. H. GIBSON

The Washington State Association FHA Loan Fund Plan

WASHINGTON FUTURE FARMERS OF AMERICA

APPLICATION FOR A LOAN-FUND CHARTER

Washington State Future Farmers of America

J. A. GUTIERREZ, State Supervisor, Olympia, Washington

The need for a uniform method of financing for students to finance their agricultural activities has never been greater. The extension programs of counties and states have become increasingly important in Washington during recent years.

In this state, according to the statistics of the Department of Agriculture for the year 1933, agricultural crops cost more than 27 per cent of all the farms of the state as part-time farmers. In addition, they are about 20 per cent of the total farm families operating as clients of the Farm Security Administration, working on WPA, or in the home-income group.

Thus, over one-third of the persons listed as farmers are unable to assist their boys in financing their farming work. The Federal Farm Credit Agency has been conferred on the local banks or the National Credit Farmers, and the cooperation of all landowners and persons interested in assisting boys in developing a more adequate and practical farming program. Observation of the experience obtained in the various agricultural schools in cooperation with the several communities and in the cases of many communities and in the cases of many families, has shown that the...
Farm Mechanics

The Status of Instruction in Farm Mechanics in the North Atlantic Region

A. D. LONGHOUSE, Teacher Education, Morgan, Va.

This purpose of this paper was to determine what is being done in the way of farm-mechanics instruction in the North Atlantic Region, and to present this information in a way that will be useful to those interested in farm-mechanics instruction.

The questionnaire used to gather the information was designed to cover all phases of farm-mechanics instruction. It was sent to the superintendents of all the schools in the North Atlantic Region.

The questionnaire was not completed by all of the superintendents. Only 25 responses were received, and these were from 15 different states. The states were: New Hampshire, Maine, Massachusetts, Rhode Island, Connecticut, New Jersey, Maryland, Pennsylvania, West Virginia, Ohio, Michigan, Wisconsin, Illinois, Indiana, and North Carolina.

The results of the questionnaire show that farm-mechanics instruction is being given in all of the states. The instruction is given in the form of courses in vocational agriculture, in the form of courses in machine mechanics, and in the form of courses in farm-mechanics maintenance.

Table 1

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Summary

A summary of the study is presented below. The data presented show that farm-mechanics instruction is being given in all of the states. The instruction is given in the form of courses in vocational agriculture, in the form of courses in machine mechanics, and in the form of courses in farm-mechanics maintenance.

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C. S. ANDERSON

Farm Youth at a "Vantage Point"* H. E. LOMB, Teacher Education, Mississippi, Idaho

1. What percentage of those who study vocational agriculture later enter any of the following?
   - Agriculture
   - Ranching
   - Farming

2. Are there places in agriculture for all boys?

3. Is there a correlation between the number of years of training and their selection of a career as a vocation?

4. Is there any basis for the idea that the more years of training, the greater the likelihood of entering farm occupations?

5. Is it true that the percentage of those who began their training at age 16 or over is higher than the percentage of those who began at an earlier age?

6. Is there any difference in the percentage of those who began their training at age 16 or over between boys and girls?

7. Is there any relation between the sex of the trainee and the percentage of those who began their training at age 16 or over?

Behavior and Freedom

Behavior must not be coerced or dominated by any person or society. People must be free to develop and express their own ideas, without any constraint or interference.

*From the University of California's Agricultural Experiment Station, Berkeley, April 15, 1949.
The introduction of the parents of the boys should be delayed until a few minutes before the program starts. The program should begin with an opening prayer and then proceed to the main feature of the program, which is the presentation of awards. The program should be punctuated by appropriate music and should conclude with a closing prayer.

The Future Farmers of America (FFA) is a national organization that provides opportunities for high school students to develop leadership, career, and personal skills. The organization is made up of chapters that are sponsored by the American Agricultural Education and Research Foundation (AAARF).

The FFA is a great organization that provides opportunities for high school students to develop leadership, career, and personal skills. The organization is made up of chapters that are sponsored by the American Agricultural Education and Research Foundation (AAARF).
I feel like saying that a crime has been committed when we burden a student with work that he cannot understand and then do not follow him up in carrying out his work. Sometimes teachers of agriculture talk for hours with their students about things by which they have no initiative or interest. The problem, as I see it, is not the lack of interest on the part of the student, but the failure to make the study of the subject a necessary part of the student's daily life.

The vocational part of our agricultural work in the supervised practice program and the home farm of the student. Much of the agriculture that we carry on in the classroom is too academic.

Estimates of Reformer Is Essential

It should be clearly understood by the student what the possible financial advantages from a given project will be before he is recommended for his project. Many of the projects approved apply for some type of federal grant, which is the easiest way to get a comparison with the possible financial benefits from the project. In the case of a student project, let us talk an acre of potatoes as a project. Let us assume that the average yield in an area is 200 bushels per acre. If an average of 33 bushels is harvested from an acre of potatoes at a cost of $1.50, the net profit from one acre of potatoes will be $45. This is the net profit from one acre of potatoes at a cost of $1.50. A reasonable figure was the result of the methods that the particular student has to employ on his farm. A usual figure that has been arrived at as to what amount of money should be charged to the school for growing an acre of potatoes. All costs should be made for every farm, including those farms with a low input of labor, as such from frost, drought, and disease is involved. In the case of a student project, let us assume that a student who wishes to grow an acre of potatoes? The problem is to decide whether a student should be carefully supervised by the student and the teacher. The question of the student project before the student project should not be considered in the solution.

New National Defense Corps Are Started

Since these new projects on the part of the student, I began to wonder what could be done to implement the new projects. The National Defense Corps were established in connection with the student work of the school. In July, the National Defense Corps were established in the high school. It is our hope that the National Defense Corps will be a success. It is our hope that the National Defense Corps will be a success.

An Assistant Director Is Secured

Not being able to accommodate so many students, I found it necessary to develop a program with a large staff to accommodate the large number of students. The new staff included a part-time assistant director. We arranged to have four nights each week for the staff work. Each Friday, the new staff came in on Monday and Wednesday evenings. We had to have the school hours from 2:00 to 4:00 on Tuesday and Friday nights.

During the 24-hour period of the next meeting, the assistants would be able to work for the next day. We could do as much as possible to insure the new arrivals that the staff would be available to them in the fall when there was no assistant director available to help them.

A lecture-demonstration course was started, but it was found necessary to develop a program for the new staff. It was found necessary to have three or more, who had good working conditions for the many projects that the staff did not do as much as possible. These were not as good as the students who had good and bad habits on the farm. We can do as much as possible to get the students interested in the projects that the staff did not do as well as possible.

The lecture demonstration method was discontinued.

The Agricultural Education Magazine, May 1941