WE cannot abandon our education at the schoolhouse door. We have to keep it up thru life.

—Calvin Coolidge
The Agricultural Education Magazine

A quarterly magazine for teachers of agriculture. Managed by an editorial board of educators and published at cost by the American Publishing Company at Des Moines, Iowa.

SPECIAL REPRESENTATIVES

S. J. Hackborn, North Dakota
G. M. P. R., South Dakota
E. W. Summerville, Wisconsin
D. S. Foss, Iowa
R. H. Nordell, Minnesota
R. A. C. Strohl, Missouri

EDITING-MANAGING BOARD

SPECIAL EDITORS

G. F. Brown, Ohio
H. E. B. Chittenden, Massachusetts
J. R. Cady, Wisconsin
W. F. Flink, Indiana
J. A. Jennings, Illinois
T. A. Tabor, Missouri

ARTICLES AND ARTICLES


SPECIAL CONTEST


SPECIAL REP OR TS

S. J. Hackborn, North Dakota
G. M. P. R., South Dakota
E. W. Summerville, Wisconsin
D. S. Foss, Iowa
R. H. Nordell, Minnesota
R. A. C. Strohl, Missouri

EDITORIAL COMMENT

Our Program—Past and Present

After reading J. H. Storrs’s editorial in the July issue of Agricultural Education on “Our Program,” I agree with him that our program is one of the most important in agriculture education. However, the editor focuses more on the past than the present and future of the program. It is important to keep the program fresh and relevant to today’s students.

The Teacher

What is the quality of the teacher who is so important to the success of our program? Perhaps I should say “spiritual,” because it requires a rich background of resources, motivated by the spirit of the teacher to carry on the progressive demands of a program of agricultural education in a community. I have had the good fortune to work with teachers who have taught on this program to many students, and I am sure that the success of the program is due to the dedication of these teachers. They have given their students the best possible education and have motivated and led by a teacher who has this spirit of power and good will among men.

My most favorable comment on our work during the past 25 years is that the teachers of agriculture have been, for the most part, men of good will and have served their students and their communities with scrupulous fidelity, to build a better agricultural and rural life. These teachers of agriculture work so closely with their students on long trips to purchase good seed or livestock; they sit up nights with their boys, they work in their own garages; and they loan money to boys who could otherwise have no farm project; and they counsel them on all their life problems and problems. This intimate and personal contact with students, and adults, and adults, and adults, in the spirit of the real times of life, is the ideal teaching situation, and it is a very proper that the teacher functions at its best.

Another most favorable “sign of the times” with reference to our program is the clear and vivid confidence with which educators are teaching about agricultural education is held by the leaders of agriculture, business, government, and educators. Progressive farmers encourage and promote our program; legislative leaders support it; school administrations support it, and it is now recognized that agricultural education is an integral part of education. This recognition is not due to any agricultural education in public schools or not have achieved any food systems to provide the basis of a satisfactory program of education. We know that agriculture is a part of the total education, and that the establishment and maintenance of the best production and marketing facilities for all groups and areas of the ability to manage and equip farm business efficiently, if the program is the best potential farmers youth for training and establishing farms of the future. Farm, social and economic.

Editorial Note

A. W. Nelson

The above editorial is reprinted from the July issue of the Agricultural Education Magazine.

Unrelated Document

FARM YOUTH I mean by systematic instruction in farming and agriculture, in the knowledge of production and development of agricultural education of the various methods used to take their students on long trips since the passage of the Smith-Hughes Act, great need has developed in the states for research and expansion in vocational agriculture. As these old programs have become more complex, there has been a growing need for better training in these courses. From 1908 to 1918, it is estimated that between 15,000 and 40,000,000,000, there are at least 125,000 farm schools in the

R. M. Storrs
A NEW kind of service institution is needed by the industry of agriculture if it is to hold its own with other industries.

Family Owned Farm

The family owned farms have often been the location of the best and most satisfactory work in agriculture. On them live a large portion of the farmers, and it is on them that the greatest gains are being noted, in the way of efficiency, and the family is an important factor in the farming as an occupation. Upon these families depend the greatest gifts of goods for ourselves and for our cities. The immediate obligation of the family, after paying taxes, should be to provide for those farm families to produce more vital foods for us as well as other raw materials for the war effort.

R. W. GREGORY

New Kind of Institution Needed

Industrialized, or modern agriculture, needs educational institutions and service centers, as well as need to function as other industries and businesses within industry. Much of the machinery now existing is designed for the purpose of bringing about a more efficient and productive method of farming. The need for forming remarkable services for agriculture in their own way and it is said to be commended whether commercial, private, or public institutions endeavor.

Many, however, do not reach close to the grosses grown in the farms in the form of cash and remember to be cashed in at the nearby, or to the banks. Roughly about a third of the farmers are said to be under serious financial strain, and to the banks who give them credit.

Community Service Center

Many farmers need an institution close to their farms that can perform needed functions, and it is said to be necessary that it be a service center capable under trained personnel and properly equipped for the job.

A good farm shop equipped to teach farm mechanics is a need of communities, and it is held that it will become a necessity in the future.

1. Rooms and facilities for teaching purposes are essential.

2. A good farm shop equipped to teach farm mechanics is a need of communities.

3. Facilities and services rendered by a good farm shop equipped to teach farm mechanics are necessary.

4. A good farm shop equipped to teach farm mechanics is a service center capable.

5. A community service center serves as an educational center and as a training center.

6. A community service center serves the farming family of the small farm is the family farm.

7. The farm family needs a farmer who is familiar with the type of service center that should be furnished.

8. There should be a community service center that is familiar with the type of service center that should be furnished.

9. A utility office, equipped with telephone service, is necessary.

10. A community service center serves as a community service center.

11. A community service center serves the farming family of the small farm.

12. The farming family needs a farmer who is familiar with the type of service center that should be furnished.

13. The farming family needs a farmer who is familiar with the type of service center that should be furnished.

R. M. SUTHERLAND

R. W. GREGORY

Professional

The Community Service Center

D. L. KLEMMEDSON, State Director of Vocational Education, Arizona

A NEW kind of service institution is needed by the industry of agriculture if it is to hold its own with other industries.

Family Owned Farm

The family owned farms have often been the location of the best and most satisfactory work in agriculture. On them live a large portion of the farmers, and it is on them that the greatest gains are being noted, in the way of efficiency, and the family is an important factor in the farming as an occupation. Upon these families depend the greatest gifts of goods for ourselves and for our cities. The immediate obligation of the family, after paying taxes, should be to provide for those farm families to produce more vital foods for us as well as other raw materials for the war effort.

R. W. GREGORY

New Kind of Institution Needed

Industrialized, or modern agriculture, needs educational institutions and service centers, as well as need to function as other industries and businesses within industry. Much of the machinery now existing is designed for the purpose of bringing about a more efficient and productive method of farming. The need for forming remarkable services for agriculture in their own way and it is said to be commended whether commercial, private, or public institutions endeavor.

Many, however, do not reach close to the grosses grown in the farms in the form of cash and remember to be cashed in at the nearby, or to the banks. Roughly about a third of the farmers are said to be under serious financial strain, and to the banks who give them credit.

Community Service Center

Many farmers need an institution close to their farms that can perform needed functions, and it is said to be necessary that it be a service center capable under trained personnel and properly equipped for the job.

A good farm shop equipped to teach farm mechanics is a need of communities, and it is held that it will become a necessity in the future.

1. Rooms and facilities for teaching purposes are essential.

2. A good farm shop equipped to teach farm mechanics is a need of communities.

3. Facilities and services rendered by a good farm shop equipped to teach farm mechanics are necessary.

4. A good farm shop equipped to teach farm mechanics is a service center capable.

5. A community service center serves as an educational center and as a training center.

6. A community service center serves the farming family of the small farm.

7. The farm family needs a farmer who is familiar with the type of service center that should be furnished.

8. There should be a community service center that is familiar with the type of service center that should be furnished.

9. A utility office, equipped with telephone service, is necessary.

10. A community service center serves as a community service center.

11. A community service center serves the farming family of the small farm.

12. The farming family needs a farmer who is familiar with the type of service center that should be furnished.

13. The farming family needs a farmer who is familiar with the type of service center that should be furnished.

R. M. SUTHERLAND

R. W. GREGORY

Professional

The Community Service Center

D. L. KLEMMEDSON, State Director of Vocational Education, Arizona

A NEW kind of service institution is needed by the industry of agriculture if it is to hold its own with other industries.

Family Owned Farm

The family owned farms have often been the location of the best and most satisfactory work in agriculture. On them live a large portion of the farmers, and it is on them that the greatest gains are being noted, in the way of efficiency, and the family is an important factor in the farming as an occupation. Upon these families depend the greatest gifts of goods for ourselves and for our cities. The immediate obligation of the family, after paying taxes, should be to provide for those farm families to produce more vital foods for us as well as other raw materials for the war effort.

R. W. GREGORY

New Kind of Institution Needed

Industrialized, or modern agriculture, needs educational institutions and service centers, as well as need to function as other industries and businesses within industry. Much of the machinery now existing is designed for the purpose of bringing about a more efficient and productive method of farming. The need for forming remarkable services for agriculture in their own way and it is said to be commended whether commercial, private, or public institutions endeavor.

Many, however, do not reach close to the grosses grown in the farms in the form of cash and remember to be cashed in at the nearby, or to the banks. Roughly about a third of the farmers are said to be under serious financial strain, and to the banks who give them credit.

Community Service Center

Many farmers need an institution close to their farms that can perform needed functions, and it is said to be necessary that it be a service center capable under trained personnel and properly equipped for the job.

A good farm shop equipped to teach farm mechanics is a need of communities, and it is held that it will become a necessity in the future.

1. Rooms and facilities for teaching purposes are essential.

2. A good farm shop equipped to teach farm mechanics is a need of communities.

3. Facilities and services rendered by a good farm shop equipped to teach farm mechanics are necessary.

4. A good farm shop equipped to teach farm mechanics is a service center capable.

5. A community service center serves as an educational center and as a training center.

6. A community service center serves the farming family of the small farm.

7. The farm family needs a farmer who is familiar with the type of service center that should be furnished.

8. There should be a community service center that is familiar with the type of service center that should be furnished.

9. A utility office, equipped with telephone service, is necessary.

10. A community service center serves as a community service center.

11. A community service center serves the farming family of the small farm.

12. The farming family needs a farmer who is familiar with the type of service center that should be furnished.

13. The farming family needs a farmer who is familiar with the type of service center that should be furnished.

R. M. SUTHERLAND

R. W. GREGORY

Professional

The Community Service Center

D. L. KLEMMEDSON, State Director of Vocational Education, Arizona

A NEW kind of service institution is needed by the industry of agriculture if it is to hold its own with other industries.

Family Owned Farm

The family owned farms have often been the location of the best and most satisfactory work in agriculture. On them live a large portion of the farmers, and it is on them that the greatest gains are being noted, in the way of efficiency, and the family is an important factor in the farming as an occupation. Upon these families depend the greatest gifts of goods for ourselves and for our cities. The immediate obligation of the family, after paying taxes, should be to provide for those farm families to produce more vital foods for us as well as other raw materials for the war effort.

R. W. GREGORY

New Kind of Institution Needed

Industrialized, or modern agriculture, needs educational institutions and service centers, as well as need to function as other industries and businesses within industry. Much of the machinery now existing is designed for the purpose of bringing about a more efficient and productive method of farming. The need for forming remarkable services for agriculture in their own way and it is said to be commended whether commercial, private, or public institutions endeavor.

Many, however, do not reach close to the grosses grown in the farms in the form of cash and remember to be cashed in at the nearby, or to the banks. Roughly about a third of the farmers are said to be under serious financial strain, and to the banks who give them credit.

Community Service Center

Many farmers need an institution close to their farms that can perform needed functions, and it is said to be necessary that it be a service center capable under trained personnel and properly equipped for the job.

A good farm shop equipped to teach farm mechanics is a need of communities, and it is held that it will become a necessity in the future.

1. Rooms and facilities for teaching purposes are essential.

2. A good farm shop equipped to teach farm mechanics is a need of communities.

3. Facilities and services rendered by a good farm shop equipped to teach farm mechanics are necessary.

4. A good farm shop equipped to teach farm mechanics is a service center capable.

5. A community service center serves as an educational center and as a training center.

6. A community service center serves the farming family of the small farm.

7. The farm family needs a farmer who is familiar with the type of service center that should be furnished.

8. There should be a community service center that is familiar with the type of service center that should be furnished.

9. A utility office, equipped with telephone service, is necessary.

10. A community service center serves as a community service center.

11. A community service center serves the farming family of the small farm.

12. The farming family needs a farmer who is familiar with the type of service center that should be furnished.

13. The farming family needs a farmer who is familiar with the type of service center that should be furnished.

R. M. SUTHERLAND

R. W. GREGORY
**Methods**

G. P. DEVOE

**Visual Presentation of Current Local Information in Teaching Vocational Agriculture**

H. M. BYRAM, Teacher Educator, Michigan State College, East Lansing, Michigan

Charts to be presented here* may be classified as (1) general informational charts, (2) page charts, and (3) slide charts. In using charts of these types teachers will find that their value will largely depend on the extent of pupil participation in their planning.

*Examples of Types of Charts Used to Present Current, Dynamic Data*

1. General Chart for Programs of Supervised Farming

**H. M. BYRAM**

<table>
<thead>
<tr>
<th>Name</th>
<th>Data on Litters at 56 Days of Age</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>Lbs.</td>
</tr>
<tr>
<td>Bill Smith</td>
<td>35</td>
</tr>
<tr>
<td>John Jones</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>372</td>
</tr>
</tbody>
</table>

In this chart, which is quite commonly used, the names of boys in the class are placed alphabetically on the vertical column. A series of columns provides space for entering the (a) production type of projects for each year, (b) improvement projects, with a column for recording the date completed, and (c) supplementary farm practices, with a column for recording date completed.

**Bar chart weight advantage per period**

This chart would simply have the boys' names placed alphabetically, with months listed for the number of steers each boy has, and columns provided for periodic weights. The steers' date can be increased or decreased, or even become negative if certain steers are killed for sale. Such charts can be used most effectively by the teachers by placing it in chart form so that all may see and study it. Certain of these charts may be used as a basis for making suitable awards.
Two Essential Teacher Activities in Directing the Pupils' Supervised Farming Programs

Ray A. Olson, Teacher Education, Cornell University, Ithaca, New York

How do you handle the situation when a teacher has a particular child's best interest at heart but his own career as a professional teacher is at stake? This is a common problem in many schools, and it is one that requires careful thought and consideration.

The teacher should be aware of the possible conflicts of interest and should take steps to avoid them. In the case described, the teacher could work with the principal to find a solution that is best for the child and the school.

The principal could help the teacher to develop a plan for the child's education that takes into account his special needs and abilities. The teacher could also seek the advice of other professionals, such as counselors and special education teachers, to ensure that the child receives the best possible education.

In some cases, it may be necessary for the teacher to seek outside help, such as a child psychologist or a behavior specialist. The principal should also be aware of any legal or ethical obligations that the teacher may have in this situation.

As a professional, the teacher should be committed to the welfare of all students, not just those whom he or she believes to be personally important. The teacher should also be sensitive to the needs of other professionals and stakeholders, such as parents and school administrators.

The situation described in the case is a challenging one, but it is one that requires careful thought and consideration. By working together, the teacher and the principal can find a solution that is best for the child and the school.

The teacher should be aware of the possible conflicts of interest and should take steps to avoid them. In the case described, the teacher could work with the principal to find a solution that is best for the child and the school.

The principal could help the teacher to develop a plan for the child's education that takes into account his special needs and abilities. The teacher could also seek the advice of other professionals, such as counselors and special education teachers, to ensure that the child receives the best possible education.

In some cases, it may be necessary for the teacher to seek outside help, such as a child psychologist or a behavior specialist. The principal should also be aware of any legal or ethical obligations that the teacher may have in this situation.

As a professional, the teacher should be committed to the welfare of all students, not just those whom he or she believes to be personally important. The teacher should also be sensitive to the needs of other professionals and stakeholders, such as parents and school administrators.

The situation described in the case is a challenging one, but it is one that requires careful thought and consideration. By working together, the teacher and the principal can find a solution that is best for the child and the school.

The teacher should be aware of the possible conflicts of interest and should take steps to avoid them. In the case described, the teacher could work with the principal to find a solution that is best for the child and the school.

The principal could help the teacher to develop a plan for the child's education that takes into account his special needs and abilities. The teacher could also seek the advice of other professionals, such as counselors and special education teachers, to ensure that the child receives the best possible education.

In some cases, it may be necessary for the teacher to seek outside help, such as a child psychologist or a behavior specialist. The principal should also be aware of any legal or ethical obligations that the teacher may have in this situation.

As a professional, the teacher should be committed to the welfare of all students, not just those whom he or she believes to be personally important. The teacher should also be sensitive to the needs of other professionals and stakeholders, such as parents and school administrators.

The situation described in the case is a challenging one, but it is one that requires careful thought and consideration. By working together, the teacher and the principal can find a solution that is best for the child and the school.
Training and Supervising Special Teachers

W. H. MARTIN
Superintendent, Vermont

Purpose of the Program

It is very important that all special instructional programs should be well planned and organized so that they may be directed toward the achievement of the means toward which they are directed.

THE TEACHERS OF VOCATIONAL AGRICULTURE

The teachers of vocational agriculture who have been trained through the extension service of the commercial colleges, have made valuable contributions to these fields.

The problems of content and method are quite different from those of understanding the problems of relationships and objectives. The correct solution of these problems, although they have been made by some without help from the teachers, still usually the teachers have had to devote much time and effort to clarify the situation and to organize content. This is especially true for commodity courses. In some instances, the teachers have reported that they did not spend as much time in its work as in previous years. The special instructors have had the necessary time to assist in the planning of the course. However, during the 1920's, many teachers have been occupied in the daily problems on the farm.

Evaluating the Results

Where the teacher of vocational agriculture is able to give close supervision, the results of his effort will be noticed in his courses and the work of the students. The teacher who is uninterested in the results of his effort will not be interested in the results of his teaching. The teacher who is interested in the results of his effort will be interested in the results of his teaching.

The instructional process of special instruction has been to plan each unit on the basis of a few detailed objectives. This has resulted in a logical sequence of meetings, the inclusion of the problems selected, and in a continuing orientation for each type of study. The logical sequence of meetings has been to plan each course on the basis of a few detailed objectives. This has resulted in a logical sequence of meetings, the inclusion of the problems selected, and in a continuing orientation for each type of study.
Machinery Repair Courses Serve Nebraska Farmers

Dexter Haws, Teacher, Lyne, Nebraska

Farm Mechanics
L. R. Pollock

Machinery Repair Courses Serve Nebraska Farmers

The idea in mind, I started out to make a survey of the farmers in the districts surrounding the vocational agriculture schools and the high schools in central Nebraska. School, Columbus, the county superintendent, arranged a meeting of the teachers of the rural schools in the county.

In the afternoon I spent with three rural school teachers, explaining to them the plan and asking whether they had received any training in any of the vocational courses and for their opinion on their possibilities of conducting courses in their districts and received from these teachers of rural schools the same answer that I received from the teacher of the high school.

In many cases I went out with some of these council members and we made practical visits to the small contact persons they had in their community. In one case this was not due except when normal, but the school had a very hopeful outlook. After I had gone out with the council members for part of an afternoon, I usually found that they were very interested in seeing the course and in endeavoring to do something for the course. I found that the council of persons who I know are interested in the course were much more interested in the course and that the council of persons who were interested in the course.

The key person in each council was the state council member, and their influence was invaluable because they were acquainted personally with all, or nearly all, of the people.

1. They knew the leaders in their community.
2. They were greatly respected in their community and their judgment was considered.
3. They could generate publicity to the course.
4. They were personally interested in the work and could see the possibilities of the work.
5. They could get as close as they wanted to see the course.

We had many personal contacts with the people in the community. In some cases, I found that they were very interested in the course and that the course was started by the council of persons who I know are interested in the course and that the council of persons who were interested in the course.

The council is the key person in each council, and their influence was invaluable because they were acquainted personally with all, or nearly all, of the people.

In the way we handled the county council in each county, I believe that they were very interested in the course and that the course was started by the council of persons who I know are interested in the course and that the council of persons who were interested in the course.

In this way we have been able to bring together a council of persons who are interested in the course and to support the school district and they did support the school district and they did make it an individual help to the farmers when needed.

The council of persons who I know are interested in the course and that the course was started by the council of persons who I know are interested in the course and that the council of persons who were interested in the course.

We have had many personal contacts with the people in the community. In some cases, I have found that they were very interested in the course and that the course was started by the council of persons who I know are interested in the course and that the council of persons who were interested in the course.

The council is the key person in each council, and their influence was invaluable because they were acquainted personally with all, or nearly all, of the people.

In the way we handled the county council in each county, I believe that they were very interested in the course and that the course was started by the council of persons who I know are interested in the course and that the council of persons who were interested in the course.

In this way we have been able to bring together a council of persons who are interested in the course and to support the school district and they did support the school district and they did make it an individual help to the farmers when needed.
The Development of Criteria for the Selection of Prospective Teachers of Vocational Agriculture

G. L. O’KELLEY, Teacher, University of Georgia Demonstration School

VOCATIONAL education in agriculture in Georgia has shown growth in the relatively short time it has had as a part of the public school program of the state. In 1917-18 only about 2,000 secondary education students were enrolled in agriculture classes under the direction of approved teachers of agriculture. Only 1,007 white pupils were taking such classes conducted by teachers of agriculture in 1918, resulting in 1,007 enrollments in 1919 and 1,017 in 1920, and more than 40,000 in 1940.

While the growth of vocational education in the schools of Georgia and the low test of regular turnover of teachers in service of one-fifth of teachers from 1933 to 1946) the number of new teachers entering the profession and the number of teachers entering the training programs have shown marked increases. The availability of 11 graduates in 1927 from the teacher-training institutions of the University of Georgia as compared with 57 in 1933, indicates the need for these additions which will depend to a large extent upon the fact that they are individually selected by committees representing various backgrounds, personalities, general mental and physical capacities, and the work required of them. In other words, the careful selection of teachers is directly related to the efficiency of the entire program. The purpose of this study was to determine the relative value of certain traits and characteristics of prospective teachers as they contribute to the success of teachers in agriculture in Georgia. The study was in no way intended to limit the factors contributing to success in teaching to those used in the study. The effort was made, however, to evaluate the influence of certain traits or factors on later teaching success with a view toward the formation of criteria applicable to the selection of prospective teachers of agriculture.

Research Procedure Employed

After careful study of several sources of data we approached the study on the assumption that there are certain preliminary factors or traits which influence the success of teachers as teachers.

This investigation was made of 22 graduates of the teacher-training institutions at the University of Georgia, and each had completed his first year of active teaching. While in this situation a large group of students was enrolled in the teacher-training program which had been developed by this young teachers, both in the school and the community. Based on impressions gathered in this manner, the rating scale previously prepared was utilized in checking the teaching activities of each teacher.

At the end of the year the investigator visited the school where each teacher of agriculture was located and prepared a report which had been completed by the investigator's rating of the teacher's activities and accomplishments, the assistance of the district supervisors of agricultural education in evaluating the teaching program of each teacher.

Table II

<table>
<thead>
<tr>
<th>Factor</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>College achievement</td>
<td>College grades: Academic Education</td>
</tr>
<tr>
<td></td>
<td>College grades: Vocational Education</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>Social adaptability</td>
<td>Wernick's Social Habit Inventory</td>
</tr>
<tr>
<td>Vocational interest</td>
<td>Strong's Vocational Interest Blank</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>Mechanical aptitude</td>
<td>Stempel's Mechanical Aptitude Test</td>
</tr>
<tr>
<td>Teaching aptitude</td>
<td>George Washington University Teaching Aptitude Test</td>
</tr>
<tr>
<td>Social adaptability</td>
<td>George Washington University Social Intelligence Test</td>
</tr>
<tr>
<td>Environmental adaptability</td>
<td>Bell's Adjustment Inventory</td>
</tr>
<tr>
<td>Emotional adjustment</td>
<td>Total Social and Adjustment Scale</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>Leadership</td>
<td>Morris Trait I Index Test</td>
</tr>
<tr>
<td>Personality adjustment</td>
<td>Bernoulli Personality Inventory Bank</td>
</tr>
<tr>
<td></td>
<td>B-1 Scale</td>
</tr>
<tr>
<td></td>
<td>B-2 Scale</td>
</tr>
<tr>
<td></td>
<td>B-3 Scale</td>
</tr>
<tr>
<td></td>
<td>B-4 Scale</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>Social-economic background</td>
<td>Sime's Socio-Economic Scale</td>
</tr>
</tbody>
</table>

Previous teaching experience

Statement on questionnaires

Impression made on others

Classmates' rating: Appearance | 285.07 |
| | Personality | 294.07 |

Parents' education

Mother's education | 502.08 |
| Father's education | 601.08 |

Parents' occupation

Farmers' attitude | 606.09 |
| Total | 119.09 |

High school club activities

Participation in social activities | 102.09 |
| Participation in athletic activities | 210.09 |

College extra-curricular activities

Participation in social activities | 209.09 |
| Participation in athletic activities | 268.07 |
| Number of club memberships | 107.07 |
| Total | 268.07 |

Age

Age of decision to teach | 102.09 |
| Age of professional training began | 104.08 |

Family tenure on home farm

Family ownership of home farm | 176.09 |

Medicare financing of college education

Financing college education: 
| Total | 44.08 |
| Total | 44.08 |

Lack of financial assistance from state

| Total | 259.09 |

Appreance experience

College grades | 409.07 |

Nrenda: Average age of teachers was obtained of the teaching group which had been developed by this young teachers, both in the school and the community. Based on impressions gathered in this manner, the rating scale previously prepared was utilized in checking the teaching activities of each teacher.

Neglecting the investigation's rating of the teacher's activities and accomplishments, the assistance of the district supervisors of agricultural education in evaluating the teaching program of each teacher. 

With scores on all factors selected for correlation, the resulting matrix was found to be available in numerical form for each teacher in the school. Since the present study is largely a review of the matter and total scores were made separately for each teacher, the scores made in these groups and the means for the group as a whole were the most important aspect of the study. It is intended to develop any possible discriminatory tendencies.

The Data

The data was tabulated and analyzed to reveal the existence of a significant correlation between the factors of the success of the scores made in these groups and the means for the group as a whole were the most important aspect of the study. It is intended to develop any possible discriminatory tendencies.

1. College scholarships—achieved as shown by an average of all factors:
   a. Academic courses
   b. Educational courses
   c. Social courses
2. Average of all scores on Socio-Economic Background (as measured by Sime's Socio-Economic Scale) 289.07
3. Personality (as measured by Bernoulli's Personality Inventory Bank Scale B-1 Scale)
4. Social adaptability (as measured by Bell's Adjustment Inventory—Total Score)
5. College extra-curricular activities (as shown by membership in home societies)
6. High school club activities (as measured by personality rating scale)
7. Method of financing college education (as shown by having student loan or in the private schools)
8. Familiarity of students with the profession
9. In addition to the correlation already noted, the study was made to determine the presence of any significant discriminatory tendencies.
AMONG other direct contributions to the war effort made by its members to the girls of the Noble community in Cleve-
land County, Oklahoma, held one or two of each.

There are many like this. With what little one
about 10 per cent of the fruit on his
cherry trees, C. R. Haskett, a Noble fruit
grower, was ready to sprout his orchard with
peaches, peaches, peaches, and white
the thing all of them at once, he
get to the centers, and even past
experience had demonstrated the
ways of inviting the golden public into
to the orchard to pick the fruit on shares.
Damage to his trees more than all
the value of his share of the
cooperative program.

Instead of mowing by and watching
delivered, the sub-normal, cherry crop
in a thousand trees going to
Mr. Riff, a local fruit, and
Miss Jeanette Alexander, head of the
local home economics department of
the local school, made a deal with Mr.
Haskett and saved the fruit's end at
expense to the owner and a bit profit on
caused fruit for the 84 members who
participated.

A Need for Seeding
The service played an important part
in the farming operations of Cedar
County this year as seed testing laboratories at
Iowa State College and the State Depart-
ment of Agriculture in Des Moines have
been equipped with samples to be tested.
The service being conducted by the Fur-
mers of Farmers and Tipton farmers
among them in a variety of
tests that can be ordered. In seven
days, however, it would take com-
pletely longer if samples were sent in
than the least possible cost. In
this way seeds can be kept in the back-
yard, and they will be ready for
seeding when the spring weather
is suitable. A variety of seeds
available is 300,000 different
choices in the category of
the housewife, however, and
1,000,000 different
pounds of poultry feed. The only
way this can be done is through
newer and better sanitation
measures. That is how the
outside brooder can be used to
attract your own local
population toward increased
production.

With a wire runway and a wire floor
with a removable litter board, disease
and insect pests can be kept to a mini-
mum, and the nest boxes are
completely lined with new paper.

Poultry projects.

Barns and brooders.

F.F.A. Chapter Does Seed Testing
J. MORRIS CRIBBS, Teacher

Members of the Tipton, Iowa Chap-
per of the Future Farmers of Amer-
ica are reporting a service to the farmers of
the community and at the same time are
securing valuable information for them-
selves by conducting seed germination
and purity tests at a part of their voca-
tional agriculture work.

The service is being conducted by the Fur-
mers of Farmers of Tipton, members of the
Tipton chapter of the Future Farmers of Am-
ERICA, with the help of other members of the
local school, who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,
who have volunteered to
conduct the tests.

The tests are being conducted by
the members of the Tipton chapter,