No One Too Old to Learn
—If He Will

During 1930 there were 60,462 farmers and farm women enrolled in Evening Schools in the United States as organized and conducted by teachers of Vocational Agriculture.

The above picture shows a typical group, gathered together after sundown in the vocational agriculture room, ready and anxious to study the problems confronting them.

This particular group is studying soils and soil management at Perryville, Kentucky. 2115 other vocational agriculture teachers held one or more such schools last year.

"It Is Not 'Scrub Stock' That Despoils Our Agriculture But 'Scrub Ideas'
—L. E. Jackson
AGRICULTURAL EDUCATION

A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Society of the American Vocational Association, and published at cost by the Meredith Publishing Company at Des Moines, Iowa.

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WHAT SHOULD EXAMINATIONS MEASURE?

Examinations are a necessary part of many courses, often inherited and accepted without serious question. If a reason for their existence is pressed, the reply is often a statement equivalent to “The examination gives me a check on what my pupils know,” meaning, usually, what knowledge or facts they have acquired. But does that state the best purpose of examinations?

Teachers of vocational education often go one important step further by setting up at the beginning of each course the specific objectives which they believe, in theory, should be attained during the progress of that course. Thus in teaching a course in animal husbandry a teacher may state his objectives as (1) the stimulation of ideals, attitudes, and appreciations in his students, appropriate to the best animal husbandry as the teacher senses such an individual, likewise (2) the development of interests and habits, and (3) the promotion of the acquisition of desirable skills and abilities—creative effort, judgment, reasoning, and certain manipulative skills.

To a less degree, the not entirely overlooked, are those who teach vocational education in the same course in the direction of developing the students in social, civic, health—in fact in any of the other significant phases of the student’s “well rounded” education—so to the extent that he adjudges his opportunities with his students to attain such goals appropriately. Surely the development of such traits and abilities in each individual in our vocational classes is a most worthy goal. These objectives conform to those of our best educational philosophers and technicians. They place emphasis upon the student rather than upon subject matter. While they recognize vocational education primarily, they forestall narrowness by appropriately interweaving education of the other “sides” of life. They stress learning facts, their thinking—rich and abundant. Of all this we may well be proud, what has this to do with examinations?

Just this: If we use examinations as they should be used, they will not primarily measure of knowledge for knowledge per se is an objective, but merely a valuable means, but they will measure knowledge in action—useful knowledge being used—in lifelike patterns in each individual. They will measure, by pre-tests, the starting point of each student and, by end tests, the objectives or goals so carefully stated at the beginning of the course and will therefore help to answer the question “How many of our students have arrived at our objectives” or, more accurately, “How far has each student progressed toward each objective?” So our examinations should be measures of student interests, of creative thinking, of reasoning, judgment and manipulative abilities.

These objectives should be measured by the wider use of especially designed objective tests, such as drawing inferences, applying principles and testing hypotheses, as tests of reasoning and judgment—sometimes presented in words, sometimes thru drawings, sometimes thru tables or charts; by opportunities for original thinking and response provided thru appropriately selected problems involving creative ability; by testing manipulative skill definitely and quite objectively. In the fields of ideals and appreciations objective measurements are least developed but we can well afford to keep informed of the progress of test specialists working in these fields and use their findings as they become available.

At present, however, the least that we can do, if we would be good teachers, is to direct our examinations to the specific end of measuring our student’s achievements in the application of knowledge and the acquisition of skills according to the stated objectives of our course.—W. F. S.

NEW SPECIAL EDITOR

PROFESSOR JOHN T. WHEELER of Georgia, who for the past year has acted most effectively as Special Editor for Evening Schools, has asked to be relieved of this responsibility. He feels that it is wise to rotate staff assignments for the good of the magazine. The editing-managing board has accepted Professor Wheeler’s resignation. His work has been of the highest order and readers have been most appreciative of his efforts.

Mr. C. L. Davis, state supervisor for Texas, with headquarters at the State Capitol, has been selected as the new editor for the evening school section. He begins his active duties with the July, 1931, issue. All copy on the subject of evening schools should be sent direct to Mr. Davis for editing.

C. L. Davis

Supply him with good stories, good pictures—and plenty of both.

Mr. Davis is exceptionally well qualified for this position. He has a keen sense of news value, does considerable writing, and is located in a state which is “doing things” in evening school work. He will appreciate your continued interest in supplying evening school material which will be of value to vocational agriculture teachers. Copy to be usable should tell of something new or unusual rather than relating more or less commonplace events. New ideas, new results, new methods are what readers like to see.—S. D.

FUTURE FARMER ACTIVITY

Keep the chapter alive and happy during the summer with tours, camping trips, fishing parties, picnics, and other activities which all boys enjoy. Arrange for a field day with neighboring chapters. Remember that Jun should be included in a chapter program.—S. D.

IS YOURS ONE?

The publisher informs us that there are 655 June expirations. If yours is one, take steps at once to resubscribe. Some splendid articles are on file and planned for coming issues—you can’t afford to miss them.

YOU’RE INVITED

American Society of Agricultural Engineers meets at Ames, Iowa, June 22 to 25. All interested may attend.
Effect of Vocational Agriculture Training Upon Work in College

ROLLO E. SINGLETON, Department Agricultural Education, University of Missouri

FEW people question the benefit of training as supplied by a course in vocational agriculture to the boys who intend to farm immediately upon graduating from high school or possibly without graduating. The course is organized with that group in mind. Our avowed purpose is to train better farmers—to train for better farming. Proof is not lacking that we accomplish that aim, at least to an appreciable extent.

Along with this group of boys who have definitely decided upon their voca-
tion we enroll many boys who are undecided as to this important matter. A number of these boys later go to college. Whether inspired to do so by the example of their teacher, enabled to do so because of cash project returns, or for other worthy reasons is irrelevant. The fact remains that they go.

Conjecture has been rife concerning the effects of the previous training in vocational agriculture in high school upon the college careers of these boys. Are their chances for success increased or diminished because of such training? Do they have a self-sufficient feeling when they enter related technical agriculture courses in college? Knowing something about these subjects, is their interest lessened and their effort correspondingly diminished? Do they continue in the field of agriculture after acquiring some college training? Do they regret, having spent one-fourth or in some cases almost one-third of their time in high school upon agriculture?

With these and similar questions in mind a study was made of the scholastic attainments of students in the College of Agriculture of the University of Missouri. Grades made by 426 students in the college formed the basis for the study. These students comprised the entire group enrolling as freshmen during the fall and winter semesters for the five-year period beginning with 1925-26 and including 1929-30. Of these students 171 (40.1 percent) presented one or more units of credit in vocational agriculture for entrance; 255 presented no training in that field.

Not all grades made by these students were analyzed. The comparison of attainments by the two groups was confined to the field of technical agriculture. Basic courses in five different enterprises were selected for the study. They were: "Types and Market Classes of Livestock," "Crop Creations," "General Horticulture," "Elements of Dairying," and "Elementary Poultry Raising."

To facilitate comparisons the grades received were given weights in accordance with their excellence. An E received a weight of 4; an S, 3; an M, 2; an I, 1; and an F, 0. The percentages of E, S, M, I, and F grades were also computed for the two groups and comparisons made on that basis.

A second phase of the study was an analysis and comparison of the two groups of students regarding the ultimate outcome of their college attendance. Both groups of students (vocational and non-vocational) were divided into six sections with relation to the results of their college career. They consisted of those students who: (1) have received degrees, (2) are now in attendance, (3) have changed to another school, (4) have quit school voluntarily, (5) have been expelled, and (6) have been suspended.

The third phase of the study consisted in the analysis of the returns from 100 questionnaires concerning the value of vocational training as a preparation for attendance in the College of Agriculture. These questionnaires were sent to the 100 students whose names appeared first on the alphabetical list of all those in the vocational group in this study.

The results of this entire study should be very gratifying to vocational teachers. Grades made in technical agriculture courses by students with vocational training are of higher rank than those made by other students in the College of Agriculture. The average weight of grades for all students considered and for the five-year period was 2.25 for the vocational group as compared to 2.11 for the non-vocational group. The vocational students averaged 6.7 percent E, 25.9 percent S, 55.8 percent M, 8.6 percent I, and 2.6 percent F. The non-vocational students for the same years and subjects averaged 4.4 percent E, 20.7 percent S, 50 percent M, 12.7 percent I, and 3 percent F.

Not only was there a difference in favor of the vocational group as a whole but the difference was more pronounced in recent years than in the earlier years of the study. This would indicate greater efficiency in teaching. Also students presenting four to six units of credit in vocational agriculture far surpass those presenting fewer units. The average percent of E made by these presenting six units of credit in vocational agriculture was 7.2; those presenting 5 units, 9; 4 units, 8.5; 3 units, 4.5; 2 units, 2.5; 1 unit, 0. The average weight of grades made by students presenting 6 units of credit in vocational agriculture was 2.24; those presenting 5 units averaged 2.42; 4 units, 2.28; 3 units, 2.11; 2 units, 2.08; and 1 unit, 1.5. This indicates that those taking the maximum work in vocational agriculture in high school excel those taking the minimum.

The second phase of the study which analyzed the results of college attendance gave a more comprehensive criterion for evaluating the effects of the work done in the grades made in technical agriculture courses. It is interesting to note that this phase of the study parallels the findings in the more limited field. Twelve and eight-tenths percent of all vocational students enrolling receive degrees as compared to 9 percent of the non-vocational group; 31 percent are now in attendance compared to 29 percent of the non-vocational students. Approximately equal percentages of both groups quit voluntarily or were expelled. Only 14.6 percent of the vocational students were suspended as compared to 19.6 percent of others. The difference within the groups that changed to other schools after beginning their college career was very marked. Two and two-tenths percent of the vocational group made such changes as compared to 0.6 percent of all others. This indicates greater stability among the vocational group and the effective...

(Continued on page 196)
SUPERINTENDENT of long experience and sound judgment has just left my office. He came seeking recommendations for the agricultural position in his school system. "But," I inquired, "is Mr. A. being let out?"

"Yes," came the reply, "we need a more substantial influence in that department. I tell you, Mr. Getman, the old growth in the profession of education the more I want to know with my teachers are as well as what they can do."

During this month a thousand or more young men will be graduated from the teacher training departments of our colleges and on the lookout. Most of them, presently will be guiding the activities of a group of vocational pupils and striving to integrate their program of instruction into the activities of the school and the community. Often, I look back on that day, 20 years ago when, like each one of this group, I undertook the sacred responsibilities of teaching. It was fortunate, indeed, that I came under the able and kindly guidance of a master teacher. Repeatedly he counseled his teachers thus, as he borrowed from Emerson, "Remember that what you are saying is so loud that I cannot hear you say what you are saying."

Most of us can recall vividly the vital influence of one teacher whose personality seemed to radiate confidence and whose guidance was so complete because of what he was, quite as much as what he said. To tell exactly why we were so moved by that particular personality would be difficult. At this distance we are merely aware that we were stimulated to do better, to think more clearly, and to feel courageously. Such distilled essence of prophetic insight as has come down to us in the saying of such leaders as Emerson helps us in part to explain the influence of gifted teachers in our lives.

Now, my friend the superintendent was mindful of this factor in the choice of his teachers. He had no tabula rasa to find with the technical ability of his present teacher. He was not willing, however, to retain him on his staff who reduced the influence of what he said by what he was. With the space limitations here imposed we cannot expand the ideas which cluster about this situation. Let us emphasize, however, two elements which are an outgrowth of the writer's personal observation.

First, consider the matter of a right attitude on the part of the teacher toward the organization of which he is to be a part. What shall be his point of view toward his superior officer? How shall he conduct himself in relation to the regulations of that particular school? How shall he uphold the standards of the school when he is outside the classroom and mingling with the general populace? Such questions as these indicate the realm of the importance of right attitudes in dealing with others. In a few words let me suggest to the young teacher, that it is his personal responsibility to find out what he is expected to do in and about the school in order to carry his share of the load. This means, at the outset a conference with the school executive to determine specific duties and relationships. A middle of the road course should be sought in maintaining high instructional standards in the vocational department and in promoting and guiding pupil activities in developing a strong school. Let it be the function of the teacher of agriculture to place his abilities at the disposal of the administration thru an expressed attitude of willingness and helpfulness. Only by the maintenance of such an attitude on his part may he hope to grow professionally. Make it perfectly clear to the principal or superintendent that you seek guidance and counsel. Let it be easy for him to come to you with suggestions and comments for the improvement of the school. Don't slip into the rut of being a "Yes, sir," man. Have your own opinions based on a thoughtful study of the facts. Express your views with supporting evidence and seek to harmonize opinions.

The second element relates to the marvelous opportunity of the instructor for teaching ideals and molding character. The influence of the teacher is felt in every walk of life. The teaching profession holds a first rank in developing personality. No longer is the work of the teacher considered as merely the inculcation of bits of knowledge or devising devices to keep pupils busy. The real teacher goes far beyond that. For the true teacher of agriculture the principal task is guiding his boys so that they may select and live by high ideals and thereby build sound character. He is chiefly concerned with building men. He is satisfied only when the product leaves his hands with something of the quality and spirit of life which he has set for their example.

Perhaps the most important function of the teacher is the realization that he played a vital part in making a pupil's life useful and happy. With our present knowledge of the science and art of teaching it seems clear that such a part is played chiefly when the teacher pro-vides the right pattern for the boys in their own happy and useful living. When such ideals as friendship, perseverance, loyalty, trustworthiness, integrity, sympathy for boys' problems, and a readily noted desire to help solve them, and the life we observe by the boys as characterizing the thought and actions of their teacher, we have our best assurance that leadership in real living is being provided. Thus we come back to Emerson's aphorism.

One of the finest stories in all literature is that of David and Goliath. At the outset the young man declared to his father, "Father, give me mine inheritance." And the indulgent father granted the foolish boy's request. How he went out into a far country and lived riotously is well known. Days he would go to the speakeasy, night club, and the race track. But presently, the boy's money was gone, as it always goes under such circumstances and his heart began to trouble him. It was a hard battle but finally he won and trekked his weary way back to his father asking forgiveness.

But what a change! When he went forth he thought only of "give me." He soon learned that what he had was not so vital as what he was. Then came that prophetic request to his father, "Father, make me." He, too, seemed to have learned the lesson of "what we are" in happy and useful living.

So, in our profession, what we have to teach is important, but of vastly greater significance is what we are.

Vocational Education in Porto Rico

UNDER the terms of the Bingham-Reed Act, extending the benefits of vocational education to Porto Rico, the Federal Board for Vocational Education will co-operate with Porto Rican educational authorities in the promotion of vocational education and vocational rehabilitation in the same way that it now co-operates with the states in similar programs.

The program for vocational education in agriculture, according to Dr. J. C. Wright of the Board, will provide for the employment of between 20 and 30 teachers during the first year, who will handle agricultural courses in as many different schools, as well as the organization of a teacher-training program at the college of agriculture.

"The vocational agricultural training courses to be set up," Dr. Wright says, "will give special impetus to the attempt now being made by Governor Roosevelt to get Porto Ricans back on the land. Investigation has shown that only 6 acres of land are required to support a family of 8. While considerable progress has been made in this movement, it is necessary that both the youth and adults of the island be vocationally trained before the movement will succeed as it should. The tendency in the past has been toward too much emphasis on common, untrained labor in cultivating farm lands, especially on the sugar and pineapple plantations."
THE demonstration, as a teaching device to attain certain objectives, has gained favor very materially during recent years and, for the most part, at the expense of laboratory teaching. Alto the experimental work has been done largely in the field of science teaching in college, it seems quite reasonable to assume a fair measure of the results to be very applicable to teaching in high school. In teaching related to vocational agriculture, the demonstration is used frequently by many teachers who give instruction related to such operative jobs as are especially common in a course in the shop work, and less common in courses in farm crops, animal husbandry and farm engineering. Examples in these fields, respectively, are, making a harness thread, treating seed oats for sprouting, castrating a pig and using the farm level. In this usage the demonstration precedes individual participation to acquire manipulative skill.

Textbooks treating the subject of operative jobs of the types mentioned give help in varying degree concerning the appropriate steps to be performed but they are usually quite deficient in helping on that important phase of the teaching process which brings about the highly desired goal, thinking unto the point of understanding. On this feature I have examined some eight books and special bulletins, and in not to exceed two have I found any attempt to reach this goal. So it is to suggest aid to this end that this discussion is directed.

Altho measurements of results from various teaching procedures in executing demonstrations might be made quite objectively by controlled experiments, to my knowledge nothing has been done as yet in this direction. I therefore write quite empirically basing my recommendations upon pedagogical principles which are perhaps sound. For this reason I invite an especially critical evaluation of my suggestions by anyone who may chance to read them.

When planning to give a demonstration, the teacher's first step is to select the operative steps which he believes constitute the desirable procedure for his pupils to learn. This choice of operative steps to be presented is based upon his technical and practical knowledge in the particular field of study. The steps chosen will have resulted from years of experimental work at the experiment station or in the college laboratory, or of practical work in the shop or on the farm. To illustrate: the method of testing milk learned by the teacher in the college laboratory, the method of sharpening a plane bit taught him by his shop instructor or by a competent carpenter, the method of treating seed potatoes recommended by the experiment station or the extension service will, let us say, be his choice of the best procedure for his boys to learn. Since these are the results of years of experience, either controlled or trial and error, he be not accept them as the best, give them to the pupils as the best known, and, conversely, shall be not avoid approaching the procedure by asking the class, for example, "Just how would you test milk?" Why? Because it is in the making of skill in doing these steps that is the immediate goal and not a creative experience of devising a way of doing the job or a managerial decision of determining which of several methods is the best to follow.

The teacher will later place these steps before his pupils at the appropriate time and in the manner he deems most effective—by mimeo, by blackboard listing or orally, step by step.

The form of stating these operative steps is a controversial matter. Some teachers prefer brief indefinite statements with details to be brought out during the demonstration and by questioning. As an example:

Making a Harness Thread—
1. Unroll and break the threads.
2. Assemble the threads.
3. Twist the threads.
4. Wax the threads.
5. Attach the needles.

Others favor a more detailed and, therefore, a more complete statement of each step which is given in its entirety to the pupils before it is demonstrated. The supporting argument is that the boys do not know the steps and therefore need to be told what they are. They need to know the steps before they are demonstrated. More than that, they need to be told with such definiteness that they will be able to proceed intelligently in doing the operative steps following the demonstration, and also that, in the event of future need to refer to the steps for later self teaching or review, adequate information shall then be available. On this issue I prefer, as in other phases of the controversial processes, to yield to implicitness and completeness rather than to risk being misunderstood as a result of statements too general and indefinite. I, therefore, state my steps admittedly in considerable detail as reference to the illustration which follows will show.

In view of the stated purpose of this discussion I now pass by the approach and the quickening of the desire to know how to do the job about to be demonstrated, and come to a consideration of the questions that should accompany the manipulative steps shown in the demonstration. I shall attempt to determine the type of questions, some of them inductively, basing my generalizations upon one case only. This case must therefore satisfy the requirement of being a typical demonstration. I believe: am justified in using as an example Making a Harness Thread. The operative steps chosen and the questions follow:

**MAKING A HARNESS THREAD**
1. Take the end of the thread in the left hand and draw out a length slightly longer than the length estimated for the proposed job.
   a. Why take the end in the left hand?
   b. Why not make a thread of length sufficient to do two jobs?
2. Hold the thread firmly in the left hand at the desired distance from the end and untwist six or eight inches by rolling it on the right thigh with the palm of the right hand. Hold the thread on each side of the untwisted portion and slowly pull it apart.
   a. Why not cut the thread as in household practice?
   b. Would two or three inches of the thread be enough to untwist?
3. In the manner draw three, four, five, or more threads of the same length. Place them together so that the second projects slightly past the first, the third slightly past the second, and so forth.
   a. What determines how many threads we shall use?
   b. Why should the threads be of the same length?
   c. Why should the ends of the threads project past each other?
4. Throw the new thread thus formed over a hook and draw both ends toward you. Using the shoemaker's black wax, wax six or eight inches of one end of the thread by drawing the wax pad quickly over it several times. Wax the other end in a similar manner. Next twist the thread by rolling one end down the right thigh.

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*In the statement of these operative steps, the assistance of Mr. A. O. Kennedy, instructor of agricultural education and critic teacher in the Reynoldsburg High School, Reynoldsburg, Ohio, is gratefully acknowledged.

(Continued on next page)
until the desired amount of twist is secured. Twist the other end in the same manner.

a. Why must we draw the pad quickly over the thread?
b. What is the purpose of twisting the thread?
c. How do you decide when enough twist has been given the thread?
d. Why not twist the whole length from one end?

5. Equalize the twist by drawing the thread back and forth around the hook.

a. Why is it necessary to equalize the twist?
b. Wax the thread by holding both ends in the left hand while keeping the ends separated by the fingers and then drawing the waxed portion of the wax pad vigorously back and forth over the thread, waxing only a short section of the thread at a time. It will be necessary to slide the thread on the hook in order to equalize the wax, making a round, uniformly covered thread.

a. What is the advantage of waxing only a small portion of the thread at a time?
b. Why do we go over the thread again with the unwaxed portion of the thread?
c. Why is it necessary to equalize the wax?
d. How can we judge whether the covering of wax is uniform?

7. With the exception of six or eight inches of each end of the thread draw it over a ball of beeswax.

a. What is the purpose of using beeswax?
b. Why not coat the ends of the thread with beeswax?

8. Attach a needle to one end of the thread by drawing this end thru the eye of the needle to a distance of about two inches, then double the thread back and twist the needle with the right thumb and index finger, gradually moving the left thumb and finger down the thread as it is twisted. This makes a smooth, tapering twist. Thread a needle on the other end in the same manner.

a. Is a smooth, tapering twist of importance?
b. Do you now see what would be the effect of making the new thread from a single thread the ends of which were cut rather than untwisted and torn?
c. Do you now see why it is impossible to use a thread for two jobs of sewing?

A. As you have observed this demonstration, what seem to you to be the steps necessitating the greatest care?
B. If you were asked to describe a well-made harness thread, what would be your description?
C. Did you notice any steps in the demonstration where you feel improvement might be made in the operation by either reducing labor, saving material, or improving the product?

If we assume that the questions asked relative to the several steps make a contribution to thinking unto understanding, then it is appropriate to ask, "What seem to be characteristics of these questions?"

My first generalization is: Of each step as it appears appropriate, ask, "Why do we do this?" The question of why is of this kind. I note 11 questions of this type among the 24. It must therefore be very important. It is recognized as a call for "cause and effect" relationship which is 2 words relationship makes a more important contribution to retention. Reason enough, is it not? Note the variety of wordings by which this relationship is called from the pupil, "Why do, and so forth?" What is the purpose of doing? What is the reason for doing? What is the effect of doing?" Variety forstalls monotony.

SOME GUIDES TO QUESTIONING DURING A DEMONSTRATION
Ask why we do this (step).
Ask why not do this step this way.
Ask for the meanings of new words used.
Ask questions of judgment within the experiences of the class.
Ask for a recognition of the steps requiring special precaution.
Ask for a description of the ideal.
Ask a question that will stimulate thinking towards improvement or progress.

Generalization No. 2 is: Of each step as it appears appropriate, ask "Why not do this step this (different) way?" Question 1 b. is of this kind. Five other questions seem to me to classify under this type. It must be important also. The reason seems to be that it also calls for a recognition of cause and effect relationship, but a relationship that leads to undesirable ends and is therefore to be avoided. Thus far, then, our two types of questions have brought out cause and effect relationships—effects that are desirable and therefore justify our doing the step as we do, and other effects that would be undesirable and therefore point out why we should not do the step some other way.

At this point it is recognized that in some demonstrations two procedures at a certain step may be equally desirable and, therefore, both may be justified.

What is another generalization? Ask judgment questions the answers to which are based upon the normal experiences of the class, experiences which, as yet, the pupils do not necessarily associate with the job being demonstrated but with other tasks, analogous or comparable. Questions 3 a. and 4 c. are examples of the type, of which I find six illustrations in this demonstration. To defend situations calling for the reasonable exercise of a pupil's judgment is as uncalculated for as a defense of understanding itself. Caution must be exercised that judgments are not asked in situations which are too far beyond the ability of the pupils to explain. Perhaps an example is: Which material is the best for use in making a harness thread—cotton, wool, or flax?

Another generalization, less frequently appropriate, is a recognition of the steps requiring special precaution and usually necessitating the greatest skill. Two questions here are of this type, 8 a. and 8 b. They are justified on the grounds that they serve to emphasize in the pupil's thinking the danger spots, the proceed - with - caution stretches, and thereby eliminate waste and repetition.

Another generalization, not illustrated in this demonstration, but sometimes appropriate, is: Ask questions calling for the meanings of new terms used. Surely agreement on the meanings of words is basic to the use of these words in communication. When the teacher is talking about cauterson, disinfectant, skiver, neutralizer, or flax, he must make certain that all pupils have as nearly the same concept of the words as is possible for him to insure.

Lastly, we come to a consideration of two types of questions of which only one example of each is found in the illustration. One is the summarizing question emphasizing the ideal. "If you were asked to describe a well-made harness thread, what would be your description?" At the close of the demonstration with "a well-made harness thread" before them, this question is justified on the grounds that the promotion of the ideal must be not only strengthened but strengthened early in the learning process, as well as never be allowed to weaken and ever be improved upon. This question meets the situation by combining a visualization of "the well-made thread" with a verbal description immediately upon the completion of the thread. A written description read aloud might also be requested.

And now the last question: "Did you (Continued on page 195)
How We Get Our Shop Projects

GEORGE W. BEATTY, Gillette, Wyoming

Because there is no available place for shop work in the high school building, the work for the past two years has been carried on in an old building that was formerly a feed mill. This makes quite an acceptable shop, because several large projects can be made at once. The disadvantages are that it is quite a distance from the high school and it is necessary to heat the building with stoves.

This year we tried a new plan to get a greater variety of woodworking projects. Two days in class, we listed all of the articles we thought might be made in the shop. These were "dittoed" and the next day sent to each Dad with the instructions to check all items they wanted their boys to make and to add any others. Each boy came back with four or more items to be made and we had a good variety. We also built some articles such as feeders, watering stands, and the like, before we had an order for them. The boys saw these in many cases changed their designs accordingly or made new ones like those in the shop.

In every instance we have been able to sell these articles to the boys' folks. None of the class seemed to need a hog house but we built one any way in order to give them some experience in rafter cutting and other similar jobs. One of the older boys expects to take the house.

The agriculture department has a fund sufficient to buy materials and carry it until paid for by the person taking the article. All projects must be settled for before leaving the shop.

A Survey Helps

R. E. Regnier,
Fairview, Kansas

A farm shop survey has been used successfully in our farm mechanics work. It has been used three years being changed somewhat each year.

Boys take survey blanks home and fill them out on school time early in the year. The survey covers rather completely all the enterprises we teach as a part of our department. Jobs are listed under such headings as "Handle fitting jobs around barn," "Soldering jobs around barn." The farm machinery section of the survey gives specific directions for looking over the various implements for needed repairs and adjustments.

Each boy plans his work as fully as possible on the basis of his survey. The plan does not bring about miracles. We still have boys who do a poor type of shop work. There has been, however, an increase in the number of real farm jobs we get. Farm machinery work is particularly stimulated by such a survey.

Some News

Professor H. E. Bradford of the University of Nebraska will teach this summer at Cornell University, offering courses in the history of American education and in adult education.

Dr. Ray Fife, state supervisor of agricultural education in Ohio, will present courses in supervised practice and in community educational activities at the summer session of the University of Missouri. Dr. Fife will also assist with the summer session at Ohio State University.

Dr. C. B. Gentry of the Connecticut Agricultural College is another visiting instructor at the Ohio State summer school.

C. L. Angerer, assistant state supervisor for Missouri, expects to enroll for graduate work at Cornell this summer.

Getting Shop Projects

L. L. Pach, Agriculture Teacher,
Belle Plaine, Iowa

Mr. Beatty, my four oldest boys have been enrolled in work in your department for the past six years and my youngest boys will be enrolled in your department for the next six years. When you send them back home to the farm they can do three things that are of more use to a farmer like me than all the book learning they can get otherwise. Your Farm Mechanics course teaches them to stay with a job of work until it is done right. And they can be told or shown how to do a job right," is what Jim Kintz, deputy assessor, and one of the largest farmers in Campbell County, Wyoming, told me a short time ago.

Mr. Kintz is in a position to judge the practicability of Farm Mechanics as it is taught in the Campbell County High School.

His remarks are typical and is one of many that are made to me, to our superintendent, and to members of our high school board constantly. It is to gain such cooperation that we have de
dveloped our course as we now present it to our students.

We owe our success to our persistent effort in making use of only such methods as will enable the boy to take what he learns in school right back to the farm and be able to make it work right on the job with the tools and equipment available.

To determine just what these methods should be the entire county has been carefully surveyed by the students and again by the teacher. In so doing we get the students' ideas and the ideas of the farmers and ranchers in such a way that we have a very thorough picture of the county's requirements and are able to select and list those most in demand.

This list is then presented annually to ten or fifteen key farmers and ranchers located in various parts of the county whose opinions enable us to reduce it to the number of jobs it is possible for us to accomplish during the school year. The list of farm jobs made up in this manner is confined almost entirely to those that are practical and applicable. After being approved by our superintendent and school board it is adopted and followed as far as possible.

Each boy receives a mimeographed copy of this list at the beginning of the school year. He is informed that he is expected to develop the skills necessary to do the work required for the jobs listed but that jobs from home requiring these skills are given preference and he is encouraged to bring such jobs to school to do them. In our case he does bring them to school and our shop floor and benches are continually filled with work for the home or for the farm or ranch where the boys are working. With persistent interest and enthusiasm running high for their projects, our
Insuring Worthwhile Projects by Gaining Cooperation of the Parents

H. E. LATTIG, Teacher Trainer in Agriculture, University of Idaho

AFTER visiting hundreds of projects, as teacher and teacher trainer, the writer is convinced that one of the greatest opportunities for improvement in the vocational agriculture program is in the method of approach made by teachers to the parents of prospective students.

It is known that a few teachers have failed to sell the project work in their communities. Some projects are so small and poorly selected that boys and their parents cannot be expected to show much interest. A successful project program implies the co-operation of all interested parties and the teacher is the one person responsible for getting that co-operation.

Notwithstanding the paramount importance of obtaining the co-operation of parents to assure success in project work many teachers consider it the least attractive and most difficult part of their work. An analysis of the average which some of the men seem to feel towards a positive attempt to gain cooperation shows that few wish to be considered salesmen. Secondly, there are those who shrink from doing anything which may create the impression that they are boosting their own stock, and finally, some hesitate to attempt to sell a large project, fearing that the boy may fail, thereby throwing too much responsibility and unfavorable criticism upon the teacher. Needless to say, if the teacher has not enough faith in himself and his work to assume his share of the responsibility, if he does not believe in his program to the extent that he knows it will be a success if rightly managed, he has best engage in another line of endeavor. Let him remember that he has something which the people want and need, and if he puts over his work, he need not worry about selling himself.

Since the first contact with the parents is so important, the teacher should make careful preparation for it. He should rehearse his plan of procedure until he knows the salient points forward and backward, for, in talking with the parents, he will find that they tend always to bring up topics which lead the conversation away from the desired channel. If he has not firmly in mind the things he wishes to emphasize, he may find upon leaving a place that he has entirely omitted reference to, and explanation of, some of the main points for which the call was originally planned. This does not mean that he should not be ready to listen to, and show interest in, matters as sickness in the family, the parents' ideas of taxes and education, the row that is brewing in the local school district, why it is a waste of time and money to treat wheat for smut, why every man in Wall Street should be hanged, and so on. He may also be asked to look over the animals and crops and to pass judgment on the horticultural efforts of the feminine contingent.

It is possible, however, for the teacher to show himself in sympathy with the special or routine problems of the parents and incidentally to drop a few sound ideas regarding agricultural practices and economics, and yet tactfully bring the discussion back to his purpose without apparent intent. The desirable interview is not hurried nor hasty, for too many spend no more time in irrelevant pleasures than is necessary. At best, the new man often feels that he has made a mess of his first two or three interviews, but let him stay with it, and he will soon find himself developing a convincing and straightforward little sales talk, the best feature of which perhaps may be that the more often he goes over it, the more he comes to believe in it himself. When he reaches the stage where he believes in the efficacy of his job, without reservation, any timidity or self-consciousness which he may have felt will disappear and from then on nothing should stop him.

No Specific Rules

Of course, it is impossible to set down hard and fast rules to follow in interviewing. Every conversation necessarily takes a somewhat different trend. However, after a considerable amount of observation and experience, the writer believes that the procedure herein outlined will give excellent results, and that teachers have followed it, there has been a marked improvement in projects. New men have put over a better project program their first year than did their predecessors who were considered successful teachers. Apparently, the improvement could be traced to the effort which was made at the beginning to gain the co-operation of parents.

If the job is well done with the parents when the boy first starts the work, it need not be done again, so for the purpose of this discussion, it will be supposed that the teacher is to deal with the parents of boys who have not been in the work before. Naturally, in those districts where a teacher encounters projects not started under his direction, and which are not up to the standard, he should visit the parents of the boys and make as definite an effort to secure new interest and hearty cooperation as he would in interviewing the parents of a new project.

Suppose a new man goes on the job July 1. Before school opens in the fall, and while he has made contacts with every prospect in the community and have talked at some length with his father and mother. Any teacher should be able to canvass his entire district during the summer. If he cannot when he has six full days a week, he will not be able to do so after classes have begun and he has numerous other duties to perform upon his time.

Start Early

To make a start, the teacher can obtain the names of two or three prospects from the former teacher, superintendent, principal, or former students. He will then drive out to the home of one of these boys. Very often neither the boy nor his father are to be seen about the place, which may prove to be fortunate since the mother is likely to be particularly sympathetic and interested in the boy's education. Many times, she will do some valuable advance work on the father before the teacher meets him.

Having arrived and knocked at the back door of the house, let us have the teacher follow out a plan somewhat as follows:
1. Inquire if this is the home of John Field.
2. Ask if the lady addressed is John's mother.
3. Introduce yourself.
4. Ask if John expects to enter high school in the fall.
5. Try to learn thru questioning, whether John is interested in some particular line of work. (The mother may discuss John at some length. Perhaps he does not wish to continue in school and she will ask the teacher to help him in line; he may plan to be an air pilot and is not interested in farming; or, the mother may think the farm is a "bum" place, and while John has hands like hams, she hopes he will take shorthand and typewriting and get an easy job. At any rate, the teacher will learn considerably about John.)

After this discussion the mother almost invariably says something like, "I wish you would talk to his father, he is out there in the hay field," or, "John will be home tomorrow, could you drop in again some time?"

This hint is very strong and the
teacher is likely to involuntarily find himself boding the mother, “Good
day.” If he does, the chances are great 
that she will never know the aims of 
project work and will not contribute 
the help she might, provided John 
does a good job and turns in the work. Right then is 
the time to explain the program, and it 
should be done thoroughly. If the teacher 
waits until he has been on the place a 
few times, he will never say, “Well now, 
I should like to explain to you just why 
I have been coming about here.”

It isn’t done! However, if any parent 
manifestly is very busy, it is usually a 
mistake to intrude and an 
appointment should be made when he will have time to talk.

6. Proceed with the work’s explanation, 
saying:

a. The object of such a visit is not to 
to interest every boy in taking 
agriculture.

b. The nature of the work is such, 
however, that it is advisable to 
become acquainted with the boys 
and their parents who are interested 
before school opens.

7. Suggest that John may be interested 
and ask for a few moments to explain 
the vocational program.

8. Stress these points:

a. A boy must be interested in his 
school work if it is to be suc-
cessful. Many drop out of school 
because of lack of interest.

b. It is desirable to interest a boy 
unless he sees a need for what he 
is studying.

c. If education is to appeal to a boy, 
it must develop a sense of re-
ponsibility, initiative, and judgment. It must teach him to actu-
ally do things.

d. Agricultural training is voca-
tional; its purpose is to teach 
a boy how to determine for him-
self the best manner of doing 
farm jobs, and then to do them.

e. To accomplish these aims, there 
must be a close connection be-
tween the school work and the 
farm. Therefore, each boy is 
required to do something for an 
enterprise at home, which is called 
a project. It may be either crops 
or livestock.

g. The training is possible by the 
Smith-Hughes law, which 
provides part of the money nec-
essary to carry on the work. 
There are —- departments in 
the state and over there they 
seem to be enrolled. The de-
partments are placed in com-
unities where they will reach 
the greatest number of farm 
boys.

9. Point out that the following factors 
should be considered in selecting a project for a boy who enters

a. The boy’s particular interest.

b. Practical value and ease of in-
corporation into the general 
operation of the farm.

c. The probability of profits large 
enough to compensate for labor 
expended.

d. A businesslike agreement where-
by the boy shall receive a fair 
and definite amount of the pro-
cceeds. (Every teacher should 
have certain definite financial 
agreement plans in mind for each 
type of project to be in a posi-
tion to give suggestions.)

10. Make clear that a boy not in a posi-
tion to carry a project is not en-
couraged to enroll.

11. Emphasize that the selection 
process makes it possible to 
build the course of study to meet 
the interests and needs of the stu-
dents.

12. State that after selection of a pro-
ject is made and classes begin:

a. The student determines every 
job he needs and makes plans 
for it before the time has ar-
rived for doing the work.

b. In school, he not only studies 
books and bulletins, but must 
consider the best practices in 
the community and make his plans 
can be made, thus throwing 
a certain amount of responsibility 
upon each individual, each boy’s 
problem having certain features 
not common to those of the others.

c. In addition, each member of 
the class having a problem, some of 
the angles of which the class 
works out together, all students 
thereby gain considerable training 
for the kind of farming not de-
veloped in their own projects.

d. The boy is intensely interested 
because he is studying actual 
problems and not mere assign-
ments required by the teacher.

e. Throughout the year, a complete 
record of plans, labor, expenses 
and receipts is kept in each 
School credit is given if the record book 
submitted is satisfactory.

f. The teacher supervises the work 
during the entire year, endeavor-
ing to visit the project at critical 
periods in order to give help and 
advice as needed.

13. Call particular attention to the fact 
that the attitude of the parents has 
much to do with the success or 
failure of the undertaking; that, if 
they keep in mind that the work is 
educational, give encouragement 
and praise when advisable, permit 
the boy to assume the responsibility 
of making decisions and allow him 
to do all of the work possible, the 
project is sure to give splendid re-
sults.

14. Mention successful projects which 
may be in the community.

15. Announce that the boy and his 
father may expect another visit 
shortly and suggest that the propo-
sition be discussed in the meantime.

16. Before leaving, obtain the names 
and locations of other prospects, 
it being advisable to get several, as 
often happens that the one will be 
found at the same farm and the 
thread of contact temporarily 
lost.

Occasionally, both parents are 
encountered at the same time. Whether 
the explanation of the program is made 
to one or both at the first meeting, it 
should be understood that it is of prime 
importance that each thoroughly 
understand the objectives and plan of the 
work as soon as possible. Usually it is 
best to sell the program to the parents 
before the boy is considered. Thereafter, 
if he happens to be present, it can 
be explained in much the same manner 
as indicated above, perhaps with slight 
changes in wording. As a rule, one 
more visit is made to clarify the parents’ 
conception of the program and to make final selection of the 
project.

It is not enough for parents to say a 
boy may have a project. They must be 
made to feel their joint responsibility for its success. There will be 
times when it is necessary to call upon them to see 
that the work is done during the 
absence of the teacher. There will also be 
times when they will be asked to per-
mit practices, other than those 
those need on the farm, for 
educational purposes. How can co-operation be expected when they are not interested parties?

At times, a boy may be found who is 
more eager for the work, but the parents are 
lethargy to agree to a project, either because of their financial strait 
condition or because they have not been satisfied with farm 
conditions and hope the boy will train 
for a "white collar" job. In such cases, 
the following arguments may prove 
effective:

1. The boy will live on the farm for the 
next four years, if he finishes school.
The project would be the best thing 
in the world to make him more satisfied, and it should result in his being a 
greater help in operating the farm.

2. To succeed in anything, one must be 
interested. It is a mistake to encourage 
boys to train for a calling unless 
he is interested in that particular line of 
endeavor.

3. Some farmers, at least, are making 
money. If the boy starts to study 
now, there is no reason to believe he 
will not develop into a successful 
farmer, if farming is the thing in 
which he is most interested.

4. He is living in a farming district. If 
he goes into work, other than farming, 
he may live in this district or 
one similar to it. If so, his knowledge 
of farming will be beneficial.

5. Money is required to keep a boy in 
school. Would it not be possible for 
him to meet some of the expense by 
using a part of the proceeds from his project?

It must be recognized that a large 
percentage of farmers are renters. Some of these hesitate to make any 
binding agreement as they may find them in entirely different circumstances. This holds true, especially 
with regard to crop projects. However, 
where the teacher explains the work in 
the manner of the manner, the response of the 
parents will be that they are willing to co-operate within reasonable 
limits. If so, it is almost a certainty that 
the boy will be permitted to have a 
project, even tho the family moves 
to another farm. In such cases, the boys 
should select the type of project which 
they hope to have and start working on 
plans for it. In cases where moves are 
necessary and new projects must be 
selected, the time spent on making the 
first plans has not been wasted as the 
boys should be able to make new ones 
more quickly and efficiently as a result 
of having worked on the first.

The survey should not be confined to 
farm boys, especially where the 
department is located in a small town. There 
will be a few town boys who will want 
(Continued on page 196)
Farmers Study Soils and Soil Management

WATSON ARMSTRONG, Agricultural Education, University of Kentucky, Lexington, Kentucky

The first evening school conducted by the department of vocational agriculture at Perryville, Kentucky, was held in the spring of 1920. Ten meetings were held between the first of April and the first of May. The subject, “Soils and Soil Management,” was selected by the farmers. As the department of agriculture at Perryville was 11 years old, the farmers of the community were familiar with its work. Nothing had been done before, however, in the way of an evening school.

Personal talks with farmers and business men of the community indicated that a number of men were interested in evening school work. Many such conferences were held before it was fully decided to conduct an evening school. Personal visits were made to the farms of prospective evening school members. Local farm and community problems were discussed. The subject of the course was suggested by many farmers as being of special importance at that season of the year. Four days before the first meeting a letter was sent to every prospective member giving further information concerning the course and urging their presence at the first meeting. The date of meetings was announced thru local papers and by posters placed daily in both local banks. The course was further announced and advertised by the 47 boys who were members of the regular all-day classes. Thirty-eight farmers attended the first meeting. The problems of each of the ten meetings follows:

1. How Plants Grow.
2. What are the Uses and Sources of Phosphorus?
3. What are the Uses and Sources of Nitrogen?
4. How Grow Legumes?
5. How Use Lime?
6. a. How are the Uses and Sources of Potassium?
   b. How Supply Organic Matter?
7. How Care for and Use Manure?
8. Use of Mixed Fertilizers.
9. How Buy and Apply Fertilizers? (Discussion was led by a specialist from the college.)
10. Summary, Conclusions, Open Discussion, and Feed.

Charts, drawings, and maps were used in connection with the various lessons. Food requirements of plants, elements lacking in the soil, and elements present in fertilizers were shown on large charts. The prospective Farmers, who were somewhat of an artist, made large drawings on a movable blackboard showing legumes and non-legumes, their root systems, and how they obtain their food. Other interesting points were brought out in this manner.

The soil types of the county and of the surrounding counties were studied from state geological maps. Results of plant food deficiencies were shown on tables and charts. Aniline line and various fertilizers were brought in, examined, and their plant food content and usefulness discussed. The farmers, working in pairs, learned to make simple tests for soil acidity.

The attendance was fairly regular throughout the course. The average attendance for the ten meetings was 38. Twenty-six farmers attended seven or more of the meetings. Fifty-three farmers attended three meetings or more. The meetings were held in the agriculture room of the high school building. The class met promptly at 7:30 p.m. and disbanded at 9. The men attending the class ranged in age from 22 to 74. Eighty percent of the members of the class were above 30 years of age.

The bankers of the community, together with a few leading farmers, formed the nucleus of the class. New members dropped in from time to time at the invitation of regular members. The influence of the bankers of the community contributed much to the success of the course.

The subject of the course proved to be a very timely one, since most of the men engaged in plowing, manuring, and fertilizing were very interested in the different problems considered. The farmers entered wholeheartedly into the discussion of each problem. After the close of each lesson the farmers discussed with each other specific individual problems.

Bulletins and circulars dealing with the various subjects were handed to the farmers from time to time. Reading and study was optional but many farmers agreed that reading along the line of the discussions was very helpful in clearing up the various points. At the last meeting of the course a special speaker at the university was present to answer questions and to discuss certain problems dealing with commercial fertilizers. The last meeting was an open discussion and summary of the points brought out during the course. After which cheese, cake, and smokes were served by the local chapter of the Future Farmers.

A complete summary of the course was mimeographed and handed to the farmers at the last meeting. This summary was a fount of the problems studied and the conclusions reached. It proved helpful in bringing out points that were not clear and in covering lessons that certain farmers missed. It was also valuable for future reference.

Several improved practices resulted from the course. Eight farmers used lime for the first time. Four farmers purchased improved fertilizer drills. Ten farmers used a better grade of fertilizer. Six farmers side-dressed their tobacco. Many farmers resolved to take better care of manure, sow more legumes, and cultivate more efficiently. The standing of the department in the community was improved. Business men and farmers became more interested in farm practice work and the program of the regular all-day classes. The farmers voted that another evening school be held the following year.

The cover picture on this issue shows the members of Perryville evening class.

An Eminent Economist
Looks at Evening Classes

EVENING classes for farmers from 18 to 50 years old is the most impressive thing in agricultural education that has developed in this generation," says Dr. E. E. Boyle, professor of rural economy, Cornell University, in a recent issue of The New York Herald-Tribune.

"What is an evening class for farmers and why is it so important," asks Dr. Boyle, and he answers: "It is important because it gets hold of a few farmers in the community who are hating and thirsting after knowledge. These men are in a receptive mood. Since they are actually preparing the vocation of farming, there is no lost motion, lost effort, or lost time in teaching them agriculture.

"The vocational agricultural teacher finds out where an evening class is wanted. He gathers a group of 15 or 20 farmers in the busiest season, such as planting or harvesting, for this is the psychological moment. The farmer's mind is on the subject; he is concerned with it seriously. He is receptive to the new knowledge. Once the busy season is over the farmer thinks of going fishing or gunning rather than going to an evening class. So the busy season is used, and is a proved success.

"The teacher must stick to the facts as worked out by the various experimental stations. Farmers in the class are encouraged to contribute ideas proved sound in their own experience. These discussions help farmers discover their own problems. A problem once clearly stated is half solved.

"Especially in the South today," observes Dr. Boyle, "we see the farmer talking to school, and as a direct and immediate result of this intensive schooling changing his century-old farm practice. There already are thousands of cases on record where the farmers have lowered the cost and improved the quality of their cotton and corn, of their fruits and vegetables, of their livestock and poultry."—New York Herald-Tribune, March 16, 1931.
Who's Who

We have received several favorable comments on an evening class article written by Abraham Coan, Lambertville, New Jersey, appearing in the March issue of Agricultural Education. We are, therefore, presenting Mr. Coan in person.

Abraham Coan

Just why Mr. Coan is a successful evening class teacher, we do not know, but we do know that he is 35 years old, and that he has been teaching agriculture for 12 years, and evening classes for at least four years. Perhaps some of his success with his evening classes is due to the fact that Mrs. Coan operates a poultry business on a 128-acre farm in the community where the school is located. We suspect also, that Mr. Coan's "Star American Farmer," David Johnson, reflects the quality of his teaching, and H. O. Sampson, state supervisor of agricultural education in New Jersey, says: "Coan is a darn good teacher."—J. T. W.

Producing Summer Eggs

W. E. LEVERKUHN
Vocational Instructor, Bryan, Texas

During February and March, I taught an evening school on "Summer Egg Production." In Brazos County, Texas, I told them to produce and put high quality fresh eggs on the market.

After studying this problem in evening school, 12 farmers of Kutten and Reliance communities went in for producing and marketing fertile eggs that are guaranteed stamped.

During the hot weather months of 1930 these men produced fertile eggs and stamped them with individual egg stamps and sold the eggs to merchants in Bryan, Texas. The eggs were gathered once and twice daily and held in a cool place until they were marketed which is one per week and oftener. Not only were the eggs properly handled but in most cases the men candle the eggs to remove any that would not grade the highest. Small undersized, cracked, and blood spot eggs were removed and kept at home. Nothing but eggs of the very best quality are allowed to go on the market.

What is the result? These men have never received less than 5 cents per dozen above the market price for fertile eggs; and in some cases as much as 15 cents per dozen. The time has been granted up to 8 cents per dozen. In some cases as much as 15 cents per dozen. The time has been granted up to 8 cents per dozen. In some cases as much as 15 cents per dozen. The time has been granted up to 8 cents per dozen. In some cases as much as 15 cents per dozen. The time has been granted up to 8 cents per dozen. In some cases as much as 15 cents per dozen. The time has been granted up to 8 cents per dozen. In some cases as much as 15 cents per dozen.

Strongly undersized, cracked, and blood spot eggs were removed and kept at home. Nothing but eggs of the very best quality are allowed to go on the market.

The meeting was opened by my directing the class thru a calculation of the interest paid on the installment-plan payments of a certain well-known company. After this finding was discussed other members of the class calculated the interest they were paying on an installment-plan, or gave the data to the teacher and to the students for calculations. When the calculations for the evening were completed it was found that on the installment plan given by the members, the interest payments varied from 17 to 75 percent. It fairly took the breath of some of the members. I felt that this was one of the most interesting and valuable lessons I had ever taught to an evening class group.

I suggest this for the consideration of others who may happen to be in communities where the installment-plan system of payment is in operation.

AFTER four attempts at conducting evening classes, I have come to the conclusion that the advice of the state office in my first year of teaching is correct. "A small group of farmers working together upon the economic or discussion group basis will accomplish more than much larger groups under the lecture method." Probably the easiest way to conduct an evening school is for us to import outside speakers and get as large a group as possible, but to keep to a few. It looks rather nice from the standpoint of numbers and is also rather nice because the speaker gets out of talking, except to introduce the speaker of the evening class. This type of evening class will appeal to the new teacher, who does not feel quite equal to the job of helping one with the other group. I have been most guilty of conducting this type of evening class. In the past I think we have been putting a little too much emphasis upon numbers and not enough upon the quality of the classes. The longer I teach the more I feel that the agriculture teacher should prescribe at most of his evening classes and as far as possible conduct them along the informal discussion group plan. There are certain advantages and disadvantages in connection with this plan. In the first place the teacher is going to have to study and keep up to date in order to lead a discussion group. He, on the other hand, will be able to get more discussion out of a group of farmers than an outside speaker. Just the fact that the teacher leads the discussion is going to enable him to get a little closer to the farmers in his community. Probably the greatest objection to the discussion group plan is that it is hard to get a discussion out of a group on some subject that they do not know a whole lot about. In that case the teacher will have to be ready to combine lecture with discussion.

This Meeting Was an Eye Opener

O. L. YOUNG, Germanstown, Ohio

The best meeting I ever had was the common expression of the members of my evening class following a lesson in the course in farm management which centered around the query, "How much interest are we paying on our installment-plan payments?" The meeting was opened by my directing the class thru a calculation of the interest paid on the installment-plan payments of a certain well-known company. After this finding was discussed other members of the class calculated the interest they were paying on an installment-plan, or gave the data to the teacher and to the students for calculations. When the calculations for the evening were completed it was found that on the installment plan given by the members, the interest payments varied from 17 to 75 percent. It fairly took the breath of some of the members. I felt that this was one of the most interesting and valuable lessons I had ever taught to an evening class group.

I suggest this for the consideration of others who may happen to be in communities where the installment-plan system of payment is in operation.
Future Farmers of America

James Neal, “American Farmer” of Oregon

WARREN E. CRABTREE, Director Vocational Agriculture, Silverton, Oregon High School

JAMES NEAL, 18-year-old boy of Silverton, Oregon, and Oregon's first "American Farmer," is one of the outstanding young men of the state. Young Neal, a member of the Oregon Association of Future Farmers of America, was selected in 1930 as Oregon's candidate for the "American Farmer" degree, the highest honor that can be conferred upon a member of this organization.

Neal has been actively identified with the Oregon association and served the organization as its first president. He is a leading character in the Oregon Future Farmer motion picture film made by the Southern Pacific Railway during the annual Smith-Hughes Week-end at Oregon Agricultural College, to explain the work of vocational agriculture as carried on in Oregon. James was also president of his local chapter.

James graduated from the Silverton High School last spring and is now engaged in the poultry business on a rather large and modernized scale. In his freshman year Neal started a project in poultry with a flock of 60 red and white chickens which he kept in an old shed. The net profit from his first year’s work with this flock was $94.07.

In his second year he discarded his mixed flock and substituted a flock of purebred white leghorns, hatching his own chicks and ending the year with a net profit of $42.10.

In his third year Neal made a real start in the poultry industry with a flock of 162 white leghorns. He also hatched 105 wild Mallard ducks and added 15 head of sheep to his farming activities. In this year he also constructed a large poultry house himself and then a brooder house and closed the year with a net profit of $354.30.

In his senior year Neal’s poultry flock numbered 450 leghorns and 17 Mallard ducks. His flock of sheep had increased to 30 head. His net profit for this year was $418, making a total of $908.30 for the four years. Another brooder house was added to his equipment during his last year and numerous other improvements made in his poultry plant, including the installation of trap nests in the laying house, a range hospital house, a range fattening house, and range houses for breeding pullets and roosters.

Head of livestock and poultry, these being either bought or raised in the development of a self-made enterprise. The working capital is approximately $1,100 with five acres of ground held in partnership with his father who is employed elsewhere.

The kind and scope of farming activities carried on by Neal during the past year are as follows: Truck gardening, 2 acres; growing 2 acres of corn for ensilage; making concrete foundation for a silo; helping in the construction of one wooden silo; filling the silo; owning but letting out on shares 25 head of sheep; enterprise of raising 347 head of poultry; commercial hatching with 300-egg capacity incubators; brooding chicks (1,850 chick capacity); hauling 73 tons of hay for farmers; hauled 2,800 board feet of lumber for the silo; preserved 30 dozen eggs; ran a 20-quart milk route daily; sold eggs to milk customers and others along his route; built 1,010 feet of poultry fence; helped construct and equip two brooder houses, wired four poultry and brooder houses for electric lights; and built a trailer with an extra stock bed in the Smith-Hughes farm shop.

In the classified list of farming skills in which James has demonstrated his efficiency outside of the regular Smith-Hughes project work are practically all phases of the enterprises dealing with the raising of corn, wheat, hay, gardening, hogs, horses, sheep, dairying, studies in animal and plant breeding, utilization of feeds with the working out of balanced rations, mixing of rations, experimental methods in feeding, forge work, machinery repair, and the marketing of farm products.

In the list of supplementary farm jobs James has carried out on his home farm was the making of a wheelbarrow, two trailers, ladders, fences, gates, construction of feed bins, self-feeders, trap-nests, pipe fitting, farm plumbing, helping install a home water system, and care of and the installation of some dairy barn equipment.

Participation in group and class projects were: helped organize and secure charter for the local F. F. A., helped form student co-operative bulletin board, helped stimulate student buying and selling plan, organized the local F. F. A. thrift plan, helped lay the tile drainage system on the school grounds, and helped in the construction of the Smith-Hughes farm shop.

Investments in buildings (to date): livestock and equipment actually owned by Neal total $942 while other assets are listed at $75 in a checking account, and a $100 loan to his father on the home farm. Liabilities such as notes, mortgages, and unpaid bills, none.

Evidence of successful farm management are shown thru the change in breeds of chickens from reds to white leghorns as James says “because of the greater amount of eggs produced and because of the greater value as to marketability.” Also a change “from grade white leghorns to purebred Hanson strain because more can be made from day-old chicks by having a pure strain of stock.”

While total flock numbers are shown

Poultry house, gates, fencing and walk constructed by James Neal

Agricultural Education June 1931
Annual Program of Work
West Virginia F. F. A.

J. V. ANKENY, Assistant State Director

AT THEIR Annual Conference held last November our Future Farmers adopted a program of work for the ensuing year. At a recent meeting of the executive committee the boys decided to have this program printed on a piece of cardboard 14” x 24” and arrange four spaces to the right of each item so that each chapter can check the quarter of the year in which a proposed activity was begun with one color and with another color that in which completed.

These spaces have sufficient vertical space for a bar graph indicating the degree of completion, that is, ¼, ½, ¾, entire. These cards are supplied each chapter in good standing and are posted on the bulletin board of the VO-AG chapter room.

As soon as an activity is begun or completed a check is made in the proper quarter column. Progress toward completion is indicated by the length of the horizontal bar.

Each chapter will bring its State Program Chart to the annual meeting at Morgantown this year where it will be displayed in connection with the reports of the delegates.

As is indicated above this is a new venture with us and it remains to be seen how effective it will be. Experience to date would indicate that it has considerable value as a device for checking achievement of goals set in a most definite and objective manner.

### Local Department Sponsors

**Radio Talks**

- A. H. OLESBERG, Smith-Hughes Agriculture, Barnesville, Ohio

**The Smith-Hughes department of the Barnesville public schools has given regular twice-a-week talks to farmers on dairy and poultry problems over radio station KGFK, Comstock Hotel, Moorhead, Minnesota. This work was started the middle of December and was continued during January. Part of one evening is devoted to answering questions, and this affords a means of telling how many are regular listeners. Large numbers of questions have already come in to the station noting of which are confined to dairy and poultry problems.**

### Don’t Expire

(Note the expiration date on the address stencil on your magazine wrapper. If it is 6-31 it means that this is the last issue for which you have paid. Send your dollar at once to the Meredith Publishing Company, Des Moines, Iowa, or to your state supervisor or association treasurer, depending upon your state plan.)

### Annual Program of Work

**OF WORK**

**West Virginia Future Farmers of America**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>ACCOMPLISHMENT</th>
<th>REMARKS</th>
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<tbody>
<tr>
<td><strong>1. Supervised Practice.</strong></td>
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<tr>
<td>1. Every member having a long term supervised practice program including one or more projects and ancillary jobs.</td>
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<tr>
<td>2. At least part of each boy’s supervised practice program must be started at beginning of school.</td>
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<tr>
<td><strong>2. Co-operative Activities.</strong></td>
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<tr>
<td>A. At least one of the following co-operative projects:</td>
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<td>(a) Production</td>
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<td>(b) Marketing</td>
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<tr>
<td>(c) Handling</td>
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<tr>
<td>(d) Feeding</td>
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<tr>
<td>B. Work with neighboring chapters on co-operative projects</td>
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<td><strong>3. Community Service.</strong></td>
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<tr>
<td>1. Put on demonstratives of improved farm practice for farmers</td>
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<td>(c)</td>
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<tr>
<td>2. Carry out one or more of the following activities:</td>
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<tr>
<td>(a) Agriculture news sheet</td>
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<td>(b) Farmers’ bulletin board at town public place</td>
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<td>(c) Window display of F. F. A. activities</td>
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<td>(d) High school exhibit</td>
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<td>(e) Exhibit at fair</td>
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<td>(f) Put on program at rural school</td>
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<td>(g) Sponsor one community beautification or improvement program</td>
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<td><strong>4. Leadership Activities.</strong></td>
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<td>1. Participate in one or more events individually or in team</td>
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<td>(a)</td>
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<td>(c)</td>
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<tr>
<td>2. Each member to lead at least one group discussion and follow up activity</td>
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<tr>
<td><strong>5. Earning and Saving.</strong></td>
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<tr>
<td>1. Every chapter emphasize both through one of the following plans</td>
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<tr>
<td>(a) Organize a VO-AG thrift bank</td>
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<td>(b) Organize a VO-AG thrift accounting system</td>
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<tr>
<td>(c) Participate in the school thrift bank</td>
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<td><strong>6. Conduct of Meeting.</strong></td>
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<td>1. At least one meeting a month the entire year</td>
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<td>2. Meetings held outside of regular class, preferably at the cooperative center</td>
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<td>3. Define program for each meeting</td>
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<tr>
<td>4. Emphasis text and get a district and chapter conference</td>
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<td><strong>7. Scholarship.</strong></td>
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<tr>
<td>1. Scholarship above average is ever helpful</td>
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<tr>
<td><strong>8. Recreation.</strong></td>
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<tr>
<td>1. Field and Sun Banquet by every chapter</td>
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<tr>
<td>2. Conduct at least one of the following:</td>
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<tr>
<td>(a) Educational tour</td>
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<td>(b) Sightseeing tour</td>
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<td>(c) Project tour</td>
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<td>(d) Camping or fishing trip</td>
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<tr>
<td>3. Picnic</td>
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<tr>
<td>4. Outdoor life play</td>
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Ohio Holds Fourth Annual Leadership Conference

RALPH J. WOODIN, Student in Agricultural Education, Ohio State University

Ohio's fourth annual Leadership Conference February 5 and 6, broke all records of attendance with 150 delegates present as representatives of 88 F. F. A. chapters. This conference is sponsored during Farmers' Week by Townsend Agricultural Education Society of the Ohio State University. Membership in Townsend includes college students who were F. F. A. members in high school and students who are preparing to teach vocational agriculture.

Plans for the conference were made by a committee of Townsend members with the assistance of Professors W. F. Stewart, and L. E. Jackson of the teacher training department and Dr. Ray Fife and his assistant supervisors. This committee decided that the conference should have five purposes: first, it should seek delegates from F. F. A. chapters who could work with their home chapters a year after attending the conference thus manifesting their leadership and creative ability; second, it should give these delegates suggestions as to setting up proper aims and objectives, conducting better meetings, the use of correct parliamentary procedure, and, in general, making better chapters; third, it should provide for the inspiration of delegates by having them hear of the work done in outstanding chapters in the state and have them meet, hear and know the three American farmers selected from Ohio last year; fourth, it should give the delegates a state-wide rather than a purely local view of F. F. A. work; fifth, it should provide participation for as many delegates as possible.

In building the conference program the committee found F. F. A. talent ranging from saxophone quartets to talks by American farmers. Group discussions and round tables were conducted in which the delegates expressed their views and presented their problems. Participation was carried even to the more formal parts of the program in which 30 boys took part.

That part of the conference program furnished by F. F. A. members included the following numbers: An opening talk was given by Lowell Slagle, president of Ohio's state F. F. A. organization. Musical numbers included piano solos and quartets, vocal, brass, and saxophone, with group singing interspersing all the programs. A team from the Canal Winchester chapter gave the opening and closing F. F. A. ceremonies and put on an imitation of several delegates into the Green Hand Order. Elmo Spring and Ralph Bender, American farmers, gave an account of their trip to Kansas City last year. Four chapter presidents took charge of the meeting under the direction of Professor W. F. Stewart to provide practice in using proper rules of parliamentary procedure. Robert's Rules of Order were used to decide questions upon motions and other parliamentary procedure. The last hour of the conference was used for a round table discussion of the problems, questions, and difficulties submitted by the delegates.

Other features of the program were provided by members familiar with F. F. A. chapter problems or the needs of rural youth. Professor O. H. May of the Franklin County Y. M. C. A., discussed stunts and games appropriate for F. F. A. programs. Later two stunts were demonstrated by Townsend members which brought gales of laughter from the delegates. Dr. D. Obersteifer, state supervisor of health and physical education, gave an address on "Sports in American Life." Dr. E. O. Tetreau of the department of rural sociology talked to the boys about rural leadership, stressing the advantages and the opportunities which the members will have in the near future. In commenting on the conference, Dr. Tetreau said, "I was struck with the quality of leadership which the boys showed. They seemed entirely confident in handling their meetings and their thinking in relation to their problems was of a particularly high quality."

The big event of the conference was the banquet held Thursday night. The attendance included the delegates, their teachers, members of Townsend, teacher trainers, state supervisors, and guests which included members of the legislature, the rural press, and commercial agencies co-operating with the movement for vocational agriculture. After an enjoyable dinner Toastmaster Julius A. Odegard, a Townsend member, introduced each feature of his program with a large and appropriate cartoon. After the usual address of welcome by R. E. Smith, a Townsend member, and the response on behalf of the delegates by Robert Millisor, winner of Ohio's 1930 F. F. A. public speaking contest, Dr. Ray Fife presented medals to the winners of the 1931 F. F. A. public speaking contest which had been held the afternoon previous, and F. Orrin Bailey, this year's winner, delivered his oration. Entertainment was interspersed by a saxophone quartet of F. F. A. members, a vocal quartet of Townsend members, and a professional comedian. Professor W. F. Stewart spoke very appropriately on "Ideals and Objectives in Vocational Agriculture." The address of the evening was given by Ralph A. Howard, assistant supervisor, on the theme, "The A, B, C's of Leadership," one feature of which included the assigning to each banquet table of a letter of the alphabet with the request that those seated at that table should decide upon an outstanding quality of leadership which began with their letter. Later these qualities were called for by Mr. Howard with the range from Ability to Zeal.

In expressing his views of the Leadership Conference, Professor L. E. Jackson of the teacher training department, stated, "The Ohio plan, whereby the Townsend Agricultural Education Society of the Ohio State University sponsors a Leadership Conference for boys representing the various Ohio chapters of Future Farmers of America, is to be highly commended in that suggestions for the development of real leadership accrue to all who participate. There is no doubt that the high school and college students who work with the conference develop a broader vision of the possibilities for achievement and are inspired to set higher goals. Many state leaders having to do with programs of work in connection with the Future Farmers of America may well consider the advisability of carrying on an annual Leadership Conference.

Everyone connected with the conference from delegates to state directors agree that it should be an annual affair.

Four years ago 25 schools were represented; this year there were 80.

Officers of the Ohio Association F. F. A. Front row, left to right — Luther Heintz, Merrill Beseth, Lowell Slagle, Laurence Bishop, Carl Russell, Ernest Renner. Back row left to right — Robert Hackney, Ray Fife (State Advisor), Ralph Howard (Executive Sec. Treasurer), Walter Ritenour.

Agricultural Education. June 1931.
F. F. A. County Unit Formed in South Carolina

W. H. GARRISON,
Assistant State Supervisor,
Columbia, South Carolina

In the fall of 1929 the agricultural boys in the high schools of Dillon County not only organized local chapters, but also elected county officers to cooperate in organizing a county unit. Every agricultural boy of this county is a member of the county Future Palmetto Farmers. Each year the chapter in each school elects two delegates to the county executive committee. These delegates elect the president of the chapter, the other is elected from the first year class. This committee meets once each month throughout the year and discusses plans and actions of the chapters in the county.

This year the boys of Dillon County co-operated in several undertakings. These included conducting a county contest, exhibition of produce from projects at county and district fairs, shipping hogs, sending representatives to state fair and attending camp at Troy. This year the boys are planning to enlarge upon this program. We have already begun another county contest, have held one essay contest, and are now making plans for two football games to be played between P. F. F. teams.

Both teachers and boys feel that this organization has been the cause of a friendlier feeling among the boys of the county and a lesson in co-operation that could not have been learned otherwise.

THRU the courtesy of the National Broadcasting Company, a regular broadcasting time has been secured for the Future Farmers of America. Fifteen minute F. F. A. programs are given during the Farm and Home Hour on the second Monday of each month. The first program date was April 13 and for the remainder of the year the F. F. A. broadcasting days will be as follows:

April 13, May 11, June 8, July 13, August 9, September 14, October 12, November 9, and December 14.

In addition to these regular programs, there will be special features of national and local interest from time to time which will also have a place “on the air.” Such events will include the National F. F. A. Public Speaking Contest on November 17 and the results of the two national judging contests at St. Louis and Kansas City.

General publicity should be given to the broadcasts in local communities. Boys should tell the home folks and get them to listen, in regularity. The local F. F. A. chapter should assume the responsibility of notifying people notified and arranging for special programs when practical. A publicity committee appointed by the local chapter should be responsible for getting announcements of the broadcast in the local newspapers.

The correct broadcast time is as follows:

From 1 to 1:15 p. m., Eastern Standard Time.
From 12 to 12:15 p. m., Central Standard Time.
From 11 to 11:15 a. m., Mountain Standard Time.
From 10 to 10:15 a. m., Pacific Standard Time.

The following stations will transmit the programs:

| WJZ | New York |
| WHAM | Rochester |
| WTAR | Cleveand |
| WJR | Detroit |
| KGW | Chicoonal |
| WKK | St. Louis |
| WREN | Kansas City |
| WBO | Washington |
| WYVA | Richmond |
| WJAX | Jacksonvile |
| WIBB | Montgomery |
| WFLA | Jacksonville |
| WABM | Memphis |
| WAPI | Birmingham |
| WTVH | Hot Springs |

"To Promote Thrift"

One of the purposes of the F. F. A. is to promote thrift. How are chapter advisers interested in members of this worthy purpose? The Future Farmer Department of Agricultural Education would like to see statements of devices used by various chapters throughout the country. Write the special editor, H. G. Comer, College of Agriculture, New Brunswick, New Jersey, and tell him your plan.

The Newton, New Jersey, Chapter, A. J. McComern, adviser, makes use of a balance sheet by means of which each member’s net worth can be determined at any given date. The form is reproduced below:

Newton Chapter—Future Farmers of America

THrift PROJECT
Balance sheet as of________.

| Name | Age |
| Cash | $ |
| Bank deposits | $ |
| Accounts Receivable | $ |
| Livestock | $ |
| Equipment | $ |
| Net Worth | $ |
| Total Liabilities | $ |
| Net Worth | $ |

F. F. A. Hall of Fame

L. R. HUMPHREYS,
State Supervisor, Utah

The Bear River Chapter of Future Farmers of America located at Garwood, Utah, has established in the agricultural department what has proved to be one of the most outstanding features of the chapter.

A certain part of one of the rooms of the agricultural department is set aside and designated as the "Hall of Fame." This space houses the evidence of outstanding accomplishments of the Bear River Chapter and its members. This evidence includes trophies, plaques, ribbons for grand championships, records of public recognition, photographs of star projects, letters of recognition, and similar items.

Mr. Mark Nichols, Chapter adviser, and the officers, so far as is known, are the first to originate the idea. It is proving to be a sacred spot in the school building and a definite incentive for an outstanding record.

Pictures of Washington and Jefferson Are Available

Swift and Company, Chicago, are furnishing framed pictures of George Washington and Thomas Jefferson to F. F. A. chapters. The pictures are copies of originals by Gilbert Stuart and are especially fine to hang in the chapter room during ceremonies and meetings. Chapter advisers should secure blank blanks from their state supervisors of agricultural education. Swift and Company are to be congratulated on having taken so much interest in the Future Farmers of America.

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 are concerned, has been so far either highly artificial or sadly lacking.—John Dewey.
Effect of Vocational Agriculture Training Upon Work in College

(Continued from page 183)

The results of the questionnaire relating to the effect of vocational training upon college work reflected favorably toward the work. Ninety-five and six-tenths percent of those returning the questionnaire believed such work in high school agriculture courses in college easier. Forty-five and four-tenths percent believed such work made related science courses easier and 54.5 percent thought there was no effect upon the difficulty of such courses. Seventy-two and one-tenth percent believed academic courses to be made easier by such training, 59 percent thought academic courses were not affected and 18 percent believed them to be more difficult as a result of such training. Eighty-nine and five-tenths percent believed vocational training in high school to be helpful rather than a hindrance to their college career as a whole. Because of the limited data and opinionated nature of this phase of the study it is indicative rather than absolute, and yet it does reflect a favorable attitude towards the work on the part of those who have taken it and later continued their education in college.

Many other conditions of interest to the teacher of agriculture were brought out by the study, a few of which follow herewith:

There is a decreasing percentage of students presenting the minimum credits in vocational agriculture for entrance and an increase in percentage representing the maximum or near maximum.

About 40 percent of all students in the Missouri College of Agriculture present credit in vocational agriculture and this proportion has remained practically constant for the past five years.

Grades of vocational group exceed those of the non-vocational group by a wider margin in animal husbandry and field crops than in other enterprises.

More vocational students take animal husbandry than any of the other four courses; more non-vocational students take horticulture than any other course.

A greater percentage of vocational students present 4 units of credit than any other amount; 5 units ranks second; 2 units ranks third; 6, fourth; 3, fifth; and only one student presented but 1 unit of credit, during the five-year period.

In view of the findings of this study the conclusion seems entirely justifiable that the vocational agriculture is not taught as a college preparatory course, such training probably increases, and certainly does not diminish the chances for a successful college career in the field of agriculture.

Questioning to Encourage Thinking and Understanding

(Continued from page 186)

noice any steps in the demonstration where you feel improvement might be made, and so forth. This question tends to overcome the admitted weakness of job analysis which, as such, merely perpetuates the status quo and therefore does not provide for or encourage progress. Still, in nearly every—use of job analysis, it is worthwhile to challenge the thinking of the class to seek ways of improving the best that has yet been done. This is the lesson of centuries of progress. Just a small improvement in change, there has brought most of the present out of the past. So this question seeks, as a supplement to learning what is the best now known, to make each pupil conscious of the fact that even he may attempt to bring something a little better than that best. This last question admittely is not directly a part of understanding this demonstration, but it is a call for thinking about the demonstration with which (thinking) improvements are very much tied. Such a question challenges critical thinking, discerning judgment, even, occasionally, erective thinking. What great justification can a question possess?

For practical purposes then, it seems to me, these seven genarations or type questions may serve as a guide to any teacher in conducting his demonstrations. They must be applied with ordinary judgment which insures adaptation to the individual, variety, and grade difficulty. To make teaching situations more nearly complete, they must be sprinkled with appropriate interest techniques—references to home situations, experiences of pupils, farmers, after teachers, and scores of other possibilities which the true teacher will recognize. Combine the interest appeals and the thought questions herein described in an environment saturated with the personality of the inspiring teacher and we shall have interest in and understanding of useful farm jobs which, when followed with adequate individual participation, will result in manipulative skill, understanding, and consequent retention. These are among our avowed goals.

Insuring Worthwhile Projects

(Continued from page 190)

the work. If they are in earnest, they can usually arrange for a sizeable project somewhere. At any rate, it is better to eliminate an occasional one if it is apparent that he is in no position to carry a project, and do it before he gets into the class, than to have him to do a miserable project, such as a dozen chickens or a garden patch which will detract from the whole program.