Pennsylvania Boys Make Money Producing Plants

Agricultural Bulletins

- "Bestétait Production in the Range"
- "March 130th"
- "Marketing, January 130th"
- "Farmers' Bulletin 130th"
- "The Sheep Tick and its Eradication"
- "Farmers' Bulletin 130th"
- "The Angus, Oss, Revised Number 130th"
- "Marketing, January 130th"
- "Farmers' Bulletin 130th"
- "Swine, Revised Number 130th"
- "How to Detect Outbreaks of Lactose"
- "The Flower, Revised Number 130th"
- "Simple Way to Increase Crop Yield"
- "Farmers' Bulletin 130th"
- "Using Soil-Burning Plants of the South"
- "Farmers' Bulletin 130th"
- "Preparing Apples for Market in Bar
- "and Balconies, 130th. Farmers' Bulletin 130th"
- "Residence-Fruit Improvement in through Tree-Performance Records"
- "Farmers' Bulletin 130th"
- "Peck, Brown, Revised Number 130th"
- "Agriculture and Geology, Revised Number 130th"
- "Agriculture and Geology, Revised Number 130th"
- "Strawberry Culture; South Atlantic Potatoes, Revised Number 130th"
- "Strawberry Culture; Southern United
- "Black, Revised Number 130th"
- "Black, Revised Number 130th"
- "Southern States, Revised Number 130th"

Radio and Vocational Agriculture in Iowa (Expanded from page 197)

Part-time Work in Baldwin, Wisconsin

Farm Home of an Illustrious Farmer

The Farm Home of Thomas Jefferson (See editorial page)

"To learn anything and must somehow practice that thing." — William Hoard Kilpatrick
EDITORIAL COMMENT

Professional

Contribution of W. H. Kilpatrick to Agricultural Education
A. M. Field, University of Minnesota

The program for teaching vocational agriculture at the public schools is still in its infancy, but it has the potential to revolutionize the educational system. The program is designed to provide a new deal for the nation's farmers, making agriculture the new education in the minds of the students. The program aims to change the traditional farming practices and train the farmers to be more efficient in their work. The program is well-received by the students and their families, and the benefits are notable in the development of the nation.

On Wednesday, June 4, 1919, all of those attending the pilgrimage will journey 100 miles south of Washington to Chilhowie, Virginia, to pay tribute to Thomas Jefferson and the lives of many of the early farmers of Virginia. The pilgrimage, which includes a stop at the cemetery of Jefferson, will be held on Friday, June 4, and is expected to be attended by the Governor of Virginia. At noon a funeral service will be held, and after the service, the Virginia State Agricultural Society will hold a memorial service for Jefferson. The service will be attended by the Governor and the Governor's wife, as well as by the Governor's family.

The pilgrimage—meant to be educational, inspirational, and recreational—will be an opportunity for the students and families of the early farmers of the nation. The pilgrimage is a chance for the students and their families to experience the lives of the early farmers and to learn from their examples. The pilgrimage is a chance for the students and their families to experience the lives of the early farmers and to learn from their examples.

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Occupations of the Vocationally Trained

VOCATIONAL education can scarcely be justified in the high schools unless it can be shown that the gains accruing through the vocational training of the students largely outweigh and only theoretically those of the academic training of the same students. This is true of all the students, whether they are from academic or vocational schools.

Mr. H. R. Smith has answered this question. He says that his study was that of the occupational experience of the students in high school and vocational schools and not of the results of the academic training of the students. He has found that the vocational training of the students is of much greater value than the academic training of the students.

Source of Students for the Fine Arts

Of those Newton High School students who entered industrial careers, 55 per cent came from the vocational curriculum; 35 per cent from the academic curriculum; 2 per cent from the college preparatory curriculum. Of those Newton High School students who entered technical careers, 35 per cent came from the vocational curriculum; 25 per cent from the academic curriculum; 20 per cent from the college preparatory curriculum.

A Significant Program in Public School Education: The Farm

ONK of the most significant undertakings in public school education is the development of a program which the Middle West often refers to as the "agricultural education program." This program is under the direction of Mr. Paul Ogilvie of the University of Illinois.

After graduating in Agricultural Education from the University of Illinois, Mr. Ogilvie had been a teacher in one of the high schools of the Western Reserve. He had taught English and Latin, and had been a student of agriculture at the University of Illinois. He had also taught in the public schools of the Western Reserve, and had been a student of agriculture at the University of Illinois. He had also taught in the public schools of the Western Reserve, and had been a student of agriculture at the University of Illinois.


O ccupational Distribution of High School Graduates According to Curriculum Followed in High School

O. L. YOUNG, Instructor in Vocational Agriculture, Germantown, Ohio

<table>
<thead>
<tr>
<th>TABLE I—RELATION OF THE CURRICULUM TO THE OCCUPATION FOLLOWED BY HIGH SCHOOL GRADUATES</th>
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<tbody>
<tr>
<td><strong>Type of Curriculum Followed in High School</strong></td>
</tr>
<tr>
<td>College course...</td>
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<tr>
<td>Commercial course...</td>
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<tr>
<td>Agriculture...</td>
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<tr>
<th>TABLE II—RELATION OF THE CURRICULUM TO THE OCCUPATION FOLLOWED BY BOYS AND GIRLS</th>
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<tbody>
<tr>
<td><strong>Type of Curriculum Followed in High School</strong></td>
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<tr>
<td>College course...</td>
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<tr>
<td>Commercial course...</td>
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<td>Agriculture...</td>
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<td>CHI...</td>
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<tr>
<td>Commercial course...</td>
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<tr>
<th>TABLE III—RELATION OF THE CURRICULUM TO THE OCCUPATION DURING THE ECONOMIC DEPRESSION</th>
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<tbody>
<tr>
<td><strong>Type of Curriculum Followed in High School</strong></td>
</tr>
<tr>
<td>1929 and 1929 graduates...</td>
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<td>1930 and 1931 graduates...</td>
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<td>1931 and 1932 graduates...</td>
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<tr>
<td>1932 and 1933 graduates...</td>
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<tr>
<td>Total...</td>
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<tr>
<th>TABLE IV—OCCUPATIONS SELECTED BY FARM-BASED BOYS WHO WERE GRADUATES OF FARM AND HOME-ECONOMY PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Occupation in Which Employed</strong></td>
</tr>
<tr>
<td>Farming (general)...</td>
</tr>
<tr>
<td>Clerk...</td>
</tr>
<tr>
<td>Engineer...</td>
</tr>
<tr>
<td>Lawyer...</td>
</tr>
<tr>
<td>Medical...</td>
</tr>
<tr>
<td>Other...</td>
</tr>
<tr>
<td>Total...</td>
</tr>
</tbody>
</table>

\* An Address to the American Clergy, 1932

\* Dr. Carl C. Tappé in address at Iowa State College October 19, 1932, Mimeo.
Supervised Farm Practice

and

The Smith-Hughes Act

T. SPANTON, Western Regional Agent in Agriculture, Federal Board for Vocational Education.

F. J. RUBLE, in Charge of Teacher Training Center at Grove City, Ohio.

A Significant Program in Public School Education

(Continued from page 181)

Visiting Other Teachers and Projects

When visiting a nearby agriculture teacher one day, I quite serendipitously visited a farm that was not included in the list of projects I was supposed to visit. I had never realized the value of such an experience as it turned out to be much more beneficial than I had anticipated. The boy was very excited to have a visitor on his farm and was eager to share all about his projects. He had recently purchased a new tractor and was very proud of it. He showed me around the farm, pointing out all of the different crops and animals he was growing. It was a great opportunity to learn more about agricultural practices and the importance of a good education in this field. Overall, it was a fantastic experience and I am grateful for the chance to visit this farmer's projects.
Methods

The Problem Procedure in Teaching Agriculture

Determining the Objectives to be Achieved

J. A. STARRAK, Iowa State College

The Problem Procedure in Teaching Agriculture

A recent issue of this magazine (December, 1962) has a very generous allocation of space to the subject of methods of teaching. This is a welcome occurrence, but it is disheartening to consider the problem method of teaching. But, just as we cannot teach anything more than a rather general statement of the problem, so cannot we learn anything more than a rather general statement of the problem. It is impossible to learn the basic techniques involved in teaching by problem solving. It was not possible to illustrate the various ideas and techniques presented, with concrete examples drawn from the field of agriculture, and every good teacher knows that the use of concrete illustrations can counteract the most effective means of teaching general ideas or principles so that they will be understood by all.

One essential and important step in the organization of the teaching process is the teaching of the teacher. The most important step in the teaching process is the teaching of the teacher, as the most effective means of teaching general ideas or principles so that they will be understood by all. The writer would like to suggest that this may be done in the following way:

1. The writer would like to suggest that this may be done in the following way:
   a. An interest in hogs raising.
   b. An interest in hogs raising.
   c. The ideal of “keeping the average” in the production of quality pork at low cost.
   d. Ideals of cooperation in the hog enterprise.
   e. The ideal of becoming able to manage the hog enterprise to secure quality pork at the lowest cost.

2. The ability to manage the hog enterprise that a maximum number of healthy pigs will be farrowed per sow.
3. The ability to feed the sow and boar during breeding and gestation.
4. The ability to care for the breeding stock through breeding and gestation.
5. The ability to secure healthy pigs.
6. The ability to feed the sow at farrowing time.
7. The ability to save pigs at farrowing time.
8. The ability to property house the hog.
9. The ability to make a maximum number of pigs farrowed per sow.
10. The ability to control pigs.
11. The ability to farrow pigs at farrowing time.
12. The ability to farrow pigs at farrowing time.
13. The ability to dispose of pork at market.
14. The ability to market breeding stock.
15. The ability to market fat stock.
16. The ability to plan production to meet market demands.
17. The ability to adjust production and marketing to seasonal crop trends.
18. The ability to determine the best method of marketing hogs.

The Thinking Process

It has been observed that every student in every class has acquired a method of how to analyze or solve a particular problem. How can we structure our lessons to provide a systematic thinking? The fundamental question is: how can we teach systematic thinking? This may be considered as a task of thinking, which may be applied to the action of thinking either in the classroom or in after-life.

Steps in Thinking

Step 1: Assembling facts

Step 2: Selecting the facts

Step 3: Evaluating facts

Step 4: Reaching a decision

Three steps are used in making a decision. If an error occurs in the first step, the decision may be incorrect.

Filing Reference Material

A TSHI summer meeting is usually the one in which the cataloging of bibliographic material is developed with a simple method, which I have found to be quite satisfactory. (Continued on page 189)
Educational Objectives and VocationaJ Agriculture

N. E. FITZGERALD, Professor Agricultural Education, University of Tennessee

Many problems in the health of farm animals have their application to the broad field of human beings.

2. Fundamentals of educational processes. The opportunities available in the secondary school to help students develop their maximum potential in the mental processes, which include the psychological and social aspects of this education, are of doubtful value. Figure 1, on the page next, shows the great variety of material available in the public schools and how much smaller the gain is.

3. Citizenship: Farming is one of the most influential forces in the development of the character of the citizen. A boy who learns to think and act as a farmer is a person who has been taught to work and to think of the future.

4. Boys: The educational objective of the secondary school is to teach boys the things which will make them useful in the world of agriculture.

5. Use of leisure time: It is as much the business of the teacher and the boy to stimulate the student to a desire for worthwhile activity as it is the business of the teacher to stimulate the student to a desire for worthwhile activity.

6. Vocational agriculture: The purpose of vocational agriculture is to give the student a better knowledge of the different industries in which he is interested.

7. Vocation. Vocational agriculture provides practice for the student in the subject he is interested in and gives him a better knowledge of the things which he is interested in.

8. Worthy home membership. The worth of the boy and the girl is determined by the character of the home in which he lives.

9. Worthy home membership. The worth of the boy and the girl is determined by the character of the home in which he lives.

10. Worthy home membership. The worth of the boy and the girl is determined by the character of the home in which he lives.

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20. Worthy home membership. The worth of the boy and the girl is determined by the character of the home in which he lives.
judging contest and be entertained by the chapter. The day met with so much favor, both in town and in the country, that the home economics and commercial departments of the school joined in with us to make it a bigger and better day.

The contest for this year was the biggest and best ever held. Forty-five boys and girls of the rural schools took part in the various contests, and 165 people were present for the afternoon program.

Prizes are awarded for places in the contest. A prize is also given for the school having the largest percentage representation and for the contestant coming the longest distance. We have found that it pays to give good prizes. In the past, ours have consisted of fountain pens and ever-sharp pencils. The boys and girls use these for them every day in school, and it helps to advertise our day, as they are only too glad to tell their school mates where they got them.

The contest in the agricultural department consisted of the judging of corn, oats, barley, wheat, and potatoes and the identification of common farm tools.

Students have charge of the whole affair and receive some valuable training.

Occupational Distribution of High School Graduates

(Continued from page 182)

The stock market collapse came in the fall of 1929. Before that time, jobs and money were plentiful; since, less plentiful. This would be expected to influence occupational choice, and some change was apparent although not striking.

The standing for commercial graduates is almost identical for the 1928-29 group and the 1930-31 group, and lower for vocational agriculture and "col-leage" graduates. Not so many of the "col-leage" graduates were able to go on to college in 1930 and 1931 as formerly. Yet the proportion who were able to go to college and utilize their training was greater than for the commercial graduates, but always less than those who elected agriculture. It would seem that the economic depression did not materially change the situation.

More than one-half of the "col-leage" graduates who were reared on the farm are now farming (Table IV). The same is true of the "col-leage" graduates. Only 5.7 percent of all farm-reared boys went to college other than an agricultural college, the field of their original choice. Of the "col-leage" graduates, 15.3 percent are farmers, the field of their original choice. Of the "commercial" graduates, 7.2 percent are following their chosen fields. Of the vocational agriculture graduates, 77.5 percent are employed in agriculture of some kind—their chosen field.

Stated simply among farm-reared boys, a vocational agriculture graduate has a 390 percent greater chance than the "col-leage" graduate and a 976 percent greater chance than the commercial graduate of having chosen for training the field in which he will be employed.

Several questions are suggested. Would vocational agriculture be of greater benefit to the farm-reared boys and girls than to the college-reared boys and girls? Would it be used more promptly and efficiently? Would vocational agriculture have served as well as the commercial curriculum for all the occupations into which the commercial graduates entered? Would vocational agriculture have served as well as the commercial curriculum for all the occupations which the "col-leage" graduates followed? Are the vocational agriculture graduates as well prepared for the commercial occupations as they would have been if they had taken the commercial or the "col-leage" curriculum?

Summary

1. Vocational agriculture is functioning better than the other curriculums in the high school, and a training program in line with the kind of employment entered.

2. The "col-leage" curriculum is functioning very poorly in this respect in rural high schools, particularly for boys.

3. Very few of the farm-reared boys who graduate in the "col-leage" or the commercial training curriculums are following a field for which they prepared.

4. On the other hand, a majority of the farm-reared boys who graduated in the "col-leage" or the commercial curriculums are farming.

5. Very few town-reared boys graduate in vocational agriculture, and as would be expected, very few of them are employed in agriculture.

6. A large proportion of the girls who graduate from the "col-leage" and the commercial curriculums are in occupations where home economics would have been of value.

Editor's Note: We appreciate this paper of Mr. Young's on a topic of interest to every reader. It is based on a graduate study he has made at Cornell. Despite many appeals, digests of research have been secured from only a few states in the eastern area. Surely there is need of research of value being done.—E. C. M.

Responsibility for Training for Agricultural Leadership

(Continued from page 183)

after the fashion of European peasantries and pertaining to a type of agriculture that was very primitive. But about 1865 a profound change began in rural Denmark. Today we find farmers owning their land. They are said to be the best farmers in the world. Along with this technical change, the Danish rural population has developed an intelligence that has made it possible for it to create and successfully operate vast co-operative enterprises. When asked for the secret of this change, from all sides came a single answer: It is the work of the People's High School. People's High School and colleges complete the library classroom. Altoh this practice has been carried on all summer and advantage of the privilege was taken by many farmers and farm boys, no books or papers have been carried away or lost.

I find that the plan stimulates interest, teaches farmers to be more familiar with the work, teaches them to work out problems for themselves, and provides for the time it was...