Influence of John Dewey

Teaching farming vocations makes it possible for teachers to grasp readily and to apply Dewey's analysis of organizing and supervising pupil activities. In the opinion of the writer, Dewey's paramount influence in agricultural education resides in his consistent emphasis upon sound judgment in an aim in education. Research work in all branches of production; farm management, and farm organization, point conclusively to the utter futility of an operator attempting to deal with the problems of modern farming without possessing sound judgment in dealing with the continuously changing conditions. The crux of the supervised farm practice program as an integral part of all vocational teaching in agriculture is the opportunity thus provided to pupils for becoming proficient in the ability to make sound judgments. Other phases of our vocational teaching in such fields as the study of local farm organization, field studies, the study of community needs, and the like, furnish opportunity for logical judgment. Surely a number of our preparation has reached his present position of responsibility in guiding youth without stripping many of the influences which Dewey has exercised upon his thinking and all teaching practices. May we close our discussion as we begin it, with the suggestion that the progress of any age is measured by the quality of its thought. It now seems that every school in the history of man, has had the demand for thinking ability been so acute. We shall profit richly by showing, each for himself, a selected group of the top-notch articles in that we may turn to them frequently to gain new inspiration from without. It is the impressive challenge of this leading

Reference Citations
1. Story of Philosophy, Duranti, p. 507
2. School and Society, p. 439
3. Progressive Education, l.t. 100
4. Democracy and Education, p. 179
5. Radio Address, 1922, Chicago University Press
6. Interest and Effect, p. 7
7. How We Think, p. 165
8. Character and Events, Holt vol. 2
9. How We Think, p. 101
10. How We Think, p. 101
11. How We Think, p. 101
12. How We Think, p. 101
13. How We Think, p. 101
14. How We Think, p. 101

President-Elect a Friend of Vocational Agriculture

The letter which follows shows Mr. Roosevelt's attitude toward vocational agriculture. The editor has had the duty of the letter since August. He has not seen fit to publish it in the past, as the motive might have been misunderstood.

July 20, 1932

My C. A. Cobb, Editor
The Progressive Farmer
Southern mashed,
Atlanta, Ga.

My dear Mr. Cobb:

I have received your letter of July nineteenth inquiring about my attitude toward the support of agricultural education.

I have spoken often on this subject in this State, so that our people have no doubts whatever about where I stand. I believe thoroughly in agricultural education. I regard it as one of the most important and essential branches of the educational effort that is being carried on in the United States. I am a firm believer also in the value of the cooperative research and experimental work and the extension service, which state institutions in cooperation with the Federal Government are rendering.

I think it would be nothing short of a disaster to the State if any of these agencies were cut off. Particularly, in times when farmers are having a desperate struggle to maintain themselves, I think it supremely important that they should have the benefits of the expert service that colleges, experiment stations and extension services are able to give them and it is equally important that we should continue to build up their children's opportunities for an education for which they would make them something more than field dreges.

What I have said with respect to the agricultural colleges and their allied agencies applies with equal force to the lesser schools of agriculture and to the agricultural education now being carried on with such excellent promise in consolidated high schools in the rural communities.

I am glad that I have had the opportunity of expressing myself on this subject on which I have very strong convictions.

Very sincerely yours,
(Signed) Franklin D. Roosevelt

Problem Procedures

(Continued from Page 98)

Agricultural
Education

Vol. V JANUARY 1933 No. 7

Vernon Howell, Guynon, Oklahoma, New
ly-Elected National President of the
Future Farmers of America

"All theory is grey, dear friend,
But the golden tree of life is green."

Lines from Goethe liked by William James

Agricultural Education
Professional Sanctions from William James

RUFUS W. STIMSON, Supervisor of Agricultural Education, Massachusetts

William James, Philosopher

WILLIAM JAMES (1842-1910) was a brilliant and creative writer who, in the beginning of the 20th century, revolutionized the field of psychology and philosophy. His works have had a profound impact on the scientific and cultural development of the modern world. As a college student in 1900, he published his famous book "Principles of Psychology," which has become a cornerstone in the development of modern psychology. James was also known for his contributions to the field of philosophy, particularly in the areas of ethics and the philosophy of mind.

James was a leader in the early stages of the American Psychological Association and was one of the founders of the American Psychological Review. He was also a prolific writer, publishing over 150 works, including books, articles, and lectures. His works have been translated into many languages and have been widely read and studied.

James was a controversial figure, and his ideas were often criticized, but his influence on the field of psychology and philosophy cannot be overstated. He is remembered as a brilliant thinker who was ahead of his time and whose ideas continue to shape the way we think about the world today.
it becomes impossible to disguise your vagaries or immorality. They hold a bond of self-respect and discipline. They have an element of self-control and of responsibility. They exist for the sake of their students to prevent them from going out into the world of adversities and finding themselves in situations that they may not have been prepared for.

A teacher who has not learned how to cope with the problems of "talking to" and "teaching to" his students will inevitably fail. He must be able to understand the individuality of every student, to guide him in his development, and to assist him in overcoming his weaknesses.

The experiment comes to us, he said, "in the hope that it will stimulate the imagination of every student who reads the book, and that you will find it an inspiration to your behavior and its results. We hope the words we have spoken, their efforts, and their victories, may be an example to all of us as we pursue the goal of our behavior and its results.

The teacher who would like to see his students as disciplined young people with a refreshing variety of learning activities, will find in these writings the guidance and inspiration he needs.

Lively Pupils Participating in Many Activities

The schools of modern education must be reorganized, or the goals which we have described in the above section will be unattainable. It must be achieved. The right amount of time, the right amount of thought, the right amount of effort from teachers whose own goals are clear, and from students whose dreams are high, will be the key to the success of our education system.

It doesn't profit me to read Jane Austen, for the example of a little girl has no value.

I have no doubt whatever about the power of personality, whether physically, intellectually, or morally. They are all, perhaps, too long before the issue and the outcome of our problem. But I suggest that one of the factors in the estimation of such a group activity was splendidly expressed by a poet of our time, who knows our problems, and who knows us, as no one else.

"The world is too much with us; late and soon, toil, pain, Calamity, high, low, slow, and soon, Toil, pain, our labour, and the love of God, is clear and strong.

We have resources of life to draw upon, of which we do not dream. The practical problem is how to get at them. And how to use them for the individual.

LETTERS OF WILLIAM JAMES.

not too long for well balanced se

A supervisor always hopes to see growth in his students, but particularly their dreams, should be set aside. He does not want to see a group of students who are not well balanced. So conscientiously that their programs of practical work and management must be in tune with the times. As pointed out by William James to a friend, when he later had published: "It's just a matter of the time, and set up any way you want it to stand.

Decision is supervisor's hope to see his students make decisions, and not for him. He does not like to hear an instructor or teacher say, 'This is what I'm going to do, and he's doing it.' A teacher may feel a learner to proceed, and not too long for well balanced se.

LETTERS OF WILLIAM JAMES.
**Part-Time Work in West Tennessee**

**FRATE BULL,** District Supervisor of Vocational Agriculture, Jackson, Tennessee

**A Part-Time Course In Mississippi**

A special survey by C. F. Clark, supervisor of the Philadelphia School, Mississippi, revealed that there are over 235 high schools in that state. In a survey of five

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**Three Years of Part-Time Work**

W. H. BARKER

Department of Agriculture

During the past three years systems have been offered to young farmers in Mississippi. Among these were the following: 1929-30 a course was given in farm mechanics, consisting of 36 lessons; 1930-31 a course in farm mechanization and repairs, using hand tools, 1931-32, a second year of the course was given, consisting of 24 lessons.

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**Two of these boys on farm management problems.**

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**Part-time and Evening Work in the Negro Schools of Tennessee**

H. O. SARGENT, Federal Agent for Agricultural Education

NEW developments—extension of vocational agriculture among Negroes—continue to show bits of light in the story of Negroes in West Tennessee. This is

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**Projects Develop Characteristics Which Influence Success**

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Evening Schools

Evening Schools Help Farmers Meet Critical Conditions

Farmers of West Virginia have found that, by giving them a good market for their crops, they can solve many of the problems that they have been facing. This has been true for many years, but it is particularly true now because of the high prices for their crops. The farmers have been able to sell their crops at prices that are high enough to cover their costs and still make a profit. This has helped them to keep their farms running smoothly and to meet their daily needs.

Relation of All-Day Classes to Evening Classes

Mr. Thomas N. Roberts, Superintendent of Schools for the State of West Virginia, has been in close touch with the farmers in his state, and he has found that the farmers have been pleased with the all-day classes that have been offered. They have found that these classes have been helpful in teaching the farmers how to meet the demands of modern farming. The farmers have also found that the all-day classes have been helpful in teaching them new methods of farming, and that these methods have been successful in improving their farms.

Petitions Prove Useful In Getting Attendance

Mrs. I. M. Sturgis, one of the teachers in the West Virginia school system, has been working with the farmers in her district, and she has found that the farmers have been very cooperative in making use of the all-day classes. She has found that the farmers are willing to give up their time to attend these classes, and that they are willing to work hard to get the most out of them.

Family Allowances for Boys and Girls

An important aspect of the all-day classes is that they are designed to help the farmers to improve their family life. The classes have been designed to teach the farmers how to make the most of their family resources, and to help them to make the most of their family time. The classes have been successful in teaching the farmers how to make the most of their family resources, and to help them to make the most of their family time.

The evening school is not only a continuation of the day school, but it is also a way of meeting the needs of the farmers in their homes. The evening school is designed to help the farmers to meet the demands of modern farming, and to help them to meet their daily needs.

Conclusion

In conclusion, the all-day classes have been successful in helping the farmers to meet the demands of modern farming, and to help them to meet their daily needs. The evening school is an important part of the total farm program, and it is an important way of meeting the needs of the farmers in their homes.

Evening School Classes for a Year

The evening school class in Lyndsay, Louisiana, was organized over a year ago. In the first year, the class has been attended by more than 1,000 farmers, and the attendance has been rising steadily. The class has been successful in helping the farmers to meet the demands of modern farming, and to help them to meet their daily needs.

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Supervised Practice

Supervising Practice in Vocational Agriculture

SHERMAN DICKINSON, University of Missouri

ON THE weak-end links in the chain of vocational agricultural education there is a need for proper supervision. This situation is not unique to Missouri, nor is it found in the state, but appears to be the rule throughout the country. In locating the causes of these weak points, several factors were considered. A study of several counties in Missouri indicated that the condition of the project is an indication of the quality of the state’s vocational agricultural education. The supervisory visit should result in project improvement, not only for the group involved, but also as an indication of the quality of the supervision. The supervisory visit can be made successful, however, without much guidance, which is a part of the supervisory visit, but if adequate supervision is not given, the visit may become a necessity. The important thing is not what happens after the visit, but how the project is improved as a result of the visit. A visit should be made a part of the routine of the school or district, not an occasional visit. A visit should be designed to do some definite work, such as giving specific suggestions for improvement, and making the visit a part of the routine of the school or district.

Improvement

The improvement of project supervision is so closely related to the quality of supervision that it is impossible to discuss the one without the other. It is necessary to improve the supervision of project work, and the methods employed are easy, and the methods are easy to understand.
Securing and Organizing Farm Jobs for Instruction in Farm Mechanics

H. L. Gibson, Department of Agricultural Education, Oregon State Agricultural College

DIFFICULTY frequently noted in teaching farm work is the number of practical farm jobs to which the students can be assigned. The student who is not able to overcome this difficulty cannot get along in farm work. It is essential that the student be able to secure and construct jobs that are suitable for the student's needs and abilities.

The following suggestions are offered to assist the student in planning, securing, and constructing the types of farm jobs that will be most effective and helpful.

Farm jobs should be of such a nature that they are practical, useful, and helpful to the student in the development of the various skills required for farm work.

The farm jobs should be designed to help the student in the development of the various skills required for farm work. The student should be encouraged to think for himself in the planning and executing of the farm jobs.

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Future Farmers of America
Elect Officers

Vernon R. Vowell, of Nevada, Ohio, was elected President of the Future Farmers of America at the 25th convention in Kansas City, Missouri. He is a tall, rugged, and confident young farmer from twenty-two years who has an amazing record of achievement. Elected to support him in his role as head of the nation-wide organization of 780,000 farm boys, were three members of the executive committee. Vowell was the youngest candidate for the presidency, and the youngest ever to be elected to a major position in the organization.

Officers of F. F. A., 1932-33

Dr. W. H. Brown, of St. Louis, Missouri, was re-elected President of the American section of the Future Farmers of America. He is a young, dynamic leader, and his election reflects the growing influence of the organization.

News from National Congress at Kansas City

"Personality," says Dr. Skinner, "is that intangible something which gives us the feeling of being unique, that we have qualities and powers different from others." Emphasizing this with many stories and word pictures, Dr. Skinner pointed out the true essence in personality which can achieve results.

The theme of the Future Farmers on their quizzing achievements and expressing sincere admiration therefore, the boys pointed out the natural result, and that the boys' success is the result of their own efforts.

Skeiner of Ohio Addresses Future Farmers

Dr. W. H. Brown, noted agricultural economist, and a student of personalities, spoke of the importance of personality in the future of American agriculture.

Compromised entirely of vocational agriculture students, it was a 100 per cent success. The F. F. A. organization at the”) The Future Farmers of America are working with a new breed of cattle, the American Shorthorn, which has been developed to meet the demands of modern agriculture.

Dr. Skinner emphasized that good leadership is not limited to all necessary good leadership, but many other qualities are needed. "Leadership," he said, "is the ability to be at home in any situation to show a true courtsey which can please from within, the development of one's mind, and the clear thinking under trying conditions, are all necessary attributes.

Fifty-five thousand farmers from all over the United States were present to take part in the greatest gathering of farmers in the history of the organization.

City Chamber of Commerce, Dr. C. E. Lane of Washington, D.C., was elected to the Future Farmer Board of Texas to furnish the news.

Sixty-Five American Farmer Degrees Confirmed

Nomination of candidates for the American Degree were made at the First National Convention, Future Farmers of America. A total of 300 nominations were received from the various states.

The convention was held on Tuesday, November 15, Dr. C. E. Lane, was announced as the chairman of the convention. He presided over the session of 55 men for the honorary American Farmer degrees and of 60 vocational students for the active American Farmer degrees.

Honorary degrees are awarded to service to the Future Farmers of America, and a great deal has taken place to find this recognition. They are not awarded to those who have been nominated.

The nominations were voted upon by the same committee and approved.

Texas F. F. A. Sends Band to Convention

Clayton E. Jackson, an F. F. A. organization, gave his band a splendidly arranged and directed band of 80 members. The band received a special award.

As one of the features of the convention, the Future Farmer Band appeared in a special performance.

Illinois Again Wins Meat Contest

The Illinois F. F. A. organization was again the winner of the Illinois Meat Contest. The team from the Illinois High School, assisted by John White, repeated their achievement of 1931. The team placed first in 1930 and 1931.

The Illinois team, consisting of 142 points out of a possible 150, the Illinois team, dominated the entire contest.

Second place was won by Arkansas (104 points) with a team from Arkansas, headed by Dr. Charles, and taking the third place against the Illinois team. Arkansas received 114 points out of a possible 150.


A report of the judges committee. The following nineteen states entered the contest for the first time: Arkansas, California, Colorado, Florida, Georgia, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Mexico, North Dakota, Oklahoma, Pennsylvania, South Carolina, South Dakota, Texas, Tennessee, Utah, Virginia, West Virginia, and Wisconsin.

Group Show Best Slowman

Johnnie Craig, Future Farmer of the Year in the nation, gave his band a splendidly arranged and directed band of 80 members. The band received special honors for their agricultural and cultural activities.

Other winning special mention were Charles Fitzgerald, Sevastopol, Wisconsin; Roy E. Moslen, Spanish Fork, Utah; and Geo. Crawford, Stanford, Kentucky.

O NE thousand dollars in prize money was awarded for excellence in Future Farmers of America Chapter awards, each representing one of five administrative regions of the United States, to be received by the chapters.

Deer Lodge, Montana, was awarded first for this contest and received $400 in recognition of its chapter activities. Deer Lodge, Montana, took second place and the $300 prize that went with it. The third place was awarded to Pierson, Minnesota, with $200 in money and Franklinville, New York, took the $100 and fourth place.

Twelve chapters are mentioned in the report of the judges committee. The runners-up for the various regions in the contest were: Montana, Idaho, Oregon, Washington, Wyoming, North Dakota, South Dakota, Nebraska, Kansas, Oklahoma, Arkansas, Georgia, and Texas.
Gossard Brings Best Ear Of Corn

CLAIR Gossard, F. F.A. of Kenton, Indiana, with an ear of Reid's yellow dent, took first place in the contest for best ear of corn used in F. F.A. ceremonies.

The 10 ears entered included 8 of yellow dent, 1 of white dent, and 1 of flint type. The Chapter of Plain Dealing, Louisiana, placed second; Harold Schaud of Oregon placed third; the Chapter of Lawrence, Kansas, tied fourth.

Searson Wins F. F.A. Public Speaking Contest

PRESENTING his speech on "Give them a chance," William Bagot Searson, Jr., of Young's Island, South Carolina, was awarded first place in the Third National F. F. A. Public Speaking Contest. With the honor attached to this distinction, a cash prize of $400 and a gold medal were presented by the F. F.A. organization.

Sharing honors in this event held at the Shrine Temple, three other speakers presented their views on important farm problems. Having been selected through a series of elimination contests, each represented one of the major regions of the United States.

Armord Stahaker of Western, West Virginia, won second place for the East and $300 for himself with his speech "Tax Equalization as a Farm Relief Measure." William K. Snyder of Lovell, Wyoming, western representative, took third place and $200, speaking on "Marketing Western Wool and Lambs." The speech "Equalization of Taxes as a Farm Relief Measure" presented by David Pettus of Stanford, Kentucky, placed fourth and earned the $100 prize.

The judges of the contest were R. W. Dunlap, Assistant Secretary of Agriculture, Washington, D. C.; Honorable John F. Case, President, American Agricultural Editors Association, Wright City, Missouri; and Chaney O. Williams, Teacher of English, Kansas City, Missouri.

Goldberry of Missouri Named "Star Farmer of America"

A 22-year-old Missouri boy who had made such a record as an operating farmer that he amazed one of America's industrial giants was awarded the title of "Star Farmer of America" at the American Royal Livestock Show.

The boy was Clarence Goldberry of Houston, town in the Ozarks of Southern Missouri. With his title of "Star Farmer of America," which designated him as the most outstanding student of vocational agriculture in the nation, Clarence won a $1,000 cash award offered by The Weekly Kansas City Star.

The man who was amazed at Goldberry's achievements was Harvey S. Firestone, rubber manufacturer of Akron, Ohio. Mr. Firestone was a member of the committee which met in Washington to select the Star Farmer. After the committee had gone over the records of all the candidates, Mr. Firestone turned back to the book holding the records and pictures of Goldberry's farming operations for the five years he was in high school and made the comment:

"It doesn't look possible for a boy to have done what he did and still be in high school."

At the time Goldberry received the award, presentations were made to the winning Star farmers, each with awards, offered by The Weekly Star of $100 to $200 each. These winners were:

Star Farmer of Missouri, James McGinnis, Maryville.
Star Farmer of Kansas, Leo Palsen, Concordia.
Star Farmer of Arkansas, Arvel S. Stafford, Driggs.
Star Farmer of Colorado, Harry Bolinger, Brush.
Star Farmer of Iowa, La Vern Newton, Iowa Falls.
Star Farmer of Nebraska, Orie M. Sowards, South Bend.
Star Farmer of Oklahoma, Clinton McCarty, Quanah.

Arkansas Wins State Association Contest

WITH an outstanding report of the state association of the Future Farmers of America, Arkansas won first place in a fast field, and the Founders Trophy presented by Henry C. Gross of Little Rock. A plaque for this achievement was awarded by the national organization.

Honorable mention was given to Virginia, Louisiana, Texas, California, Oregon, New Jersey, Pennsylvania, West Virginia, Iowa, Kansas, Nebraska, and Wisconsin.

Eleven States Have Displays

PROF. L. F. Hall, of Manhattan, Kansas, reports that 11 states set up panel exhibits on the ground floor of the American Royal Building.

These exhibits consisted largely of pictures and charts showing the work of vocational agriculture in the states represented. The purpose of these displays was to acquaint the public with the character of vocational agriculture.

States represented were Arizona, Delaware, Missouri, Kansas, New Jersey, New York, Ohio, Oklahoma, Pennsylvania, West Virginia, and Wisconsin.

National Champion Livestock Judging Team, 1933, Tennessee—Fred Clark, James Hatfield, J. Sam Woodward, D. S. McReynolds (Coach)