Farm Home of an Illustrious Farmer

In this house, near Wilmington, Ohio, lived J. S. Leaming when he developed the variety of corn which bears his name.

[See editorial page]

"After worthwhile abilities are developed, they must be kept alive." — R. H. Woods
LAND HUNGER

A. R. MANN, Provost, Cornell University

FARM HOME OF J. S. LEANING

The farm home on our cover is not as pretentious as some of the houses on previous covers. But it is the home of a man who lived to see 90 years of the changing conditions of farming. For thirty years he earned his living in the same farm where he was born. What if we teachers could catch a vision of the patience, the persistence, the faith and the ideal which brought him his well-earned success! We who are in the teaching profession are the leaders of young men and women who are growing, changing, becoming, achieving the ideals of our time. Our farms are the foundation for the future. If we are not careful, we may lose our homes and our farms.

EDUCATION CONSULTANT SATISFIES

On September 20 there appeared in the New York Times a report about the Orient, by the Secretary of Agriculture, a message from Secretary Wallace to the extension service on the subject of farming in the Orient. The report contained a number of interesting statements. The statement that something should be done to prevent the spread of diseases is possibly the most important. The report also contained a statement that the Chinese are willing to purchase land and to raise crops.

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Science Must Now Develop the Social Point of View

"THROUGH a relatively small increase in public interest for research by the Federal and State Governments has undoubtedly made it possible for the farmers of the United States to grow an additional million bushels of wheat, and obtain a billion hours to work and improve their own economic conditions. The farmers are now very much aware of the need for science in agriculture."

Science has made men masters of the world. It has been the first great problem—that of producing enough to go around. It has come too late. The second great problem is that of meeting the needs of all men, and adequately fulfilling their economic desires. The new science of economics may not be so important as the science of agriculture."

But the social sciences must now be developed to a point of importance. The scientists in agriculture must be educated to understand the social sciences."

Agricultural Education in Macedonia, Greece

PARALLELS between agricultural education in Macedonia, Greece, and in the United States were discussed in a recent conference by Prof. S. C. Banker of the University of California."

Agricultural Education in Lebanon

\( \text{December, 1933} \)
**Do We Fail to Teach?**

V. G. Marten, State College, Pennsylvania

Isn't it true that the mass of our educational effort is so directed toward the teaching of reading, writing, and arithmetic? Doesn't this presuppose that the subject matter of education is adequately taught by these three subjects? It's true that reading, writing, and arithmetic are important, but don't we also need to teach other things? What about vocational education? What about the development of a child's personality? What about the development of his social skills? These are all important aspects of education, and they shouldn't be neglected.

**Enrolling Farmers for Improved Practices**

C. B. O'Dell, Michigan Agricultural Experiment Station

The statistics show that only a small percentage of farmers are actually enrolling in educational programs. This is a problem, because it means that a lot of farmers are not getting the help they need to improve their farming practices. The problem is not just a matter of individual farmers. It's a problem for the entire agricultural community. The solution is to develop better methods for enrolling farmers in educational programs.

**Proposed Outline of Material to be Published in the Evening School Section**

R. V. Feinberg, Pennsylvania State College

The proposed outline of material for the Evening School Section includes a focus on the importance of vocational education, the role of the rural community in education, and the need for improved methods of enrolling farmers in educational programs. The outline also includes suggestions for further research and development in this area.

**Evening School Section**

F. O. F. B., Illinois State University

The Evening School Section is a place where we can discuss the problems facing farmers and the solutions they need. It's a place where we can learn from each other and work together to improve the quality of life for all people in our communities.

**FORM 1**

**EVENING SCHOOL SUMMARY**

<table>
<thead>
<tr>
<th>Farm</th>
<th>Meet- ing</th>
<th>Attached</th>
<th>Total of</th>
<th>At School</th>
<th>At Home</th>
<th>During School</th>
<th>After School</th>
<th>Before Class</th>
<th>After Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poultry</td>
<td>20</td>
<td>15</td>
<td>5</td>
<td>20</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cattle</td>
<td>10</td>
<td>8</td>
<td>2</td>
<td>10</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FORM 2**

**GROWER YEAR**

<table>
<thead>
<tr>
<th>Grower</th>
<th>Age</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith</td>
<td>35</td>
<td>10</td>
</tr>
<tr>
<td>Adams</td>
<td>40</td>
<td>15</td>
</tr>
</tbody>
</table>

**PRACTICE**

<table>
<thead>
<tr>
<th>Use Last Year</th>
<th>This Year</th>
<th>Planned Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**REMARKS**

<table>
<thead>
<tr>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good progress</td>
</tr>
</tbody>
</table>

**TOOL**

<table>
<thead>
<tr>
<th>When to Cultivate</th>
<th>Depth</th>
<th>Number of Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>After rain</td>
<td>25 inches</td>
<td>About 3 times</td>
</tr>
</tbody>
</table>

**Cultivar**

<table>
<thead>
<tr>
<th>Cultivar</th>
<th>Row</th>
<th>4 inches</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 inches</td>
<td>25</td>
<td>3 inches</td>
</tr>
<tr>
<td>20 inches</td>
<td>20</td>
<td>2 inches</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Center of row</th>
<th>25 acres of potatoes was organized</th>
</tr>
</thead>
</table>

**An Evening School in Potato Production**

C. B. O'Dell, Michigan Agricultural Experiment Station

It has been my privilege to attend regularly an evening school in potato production at Muncie, West Virginia. The school was directed by Mr. E. W. Calhoun, the vocational agricultural teacher. Meetings were held weekly from February 20 to May 7, with two or three meetings during the summer as well. The meetings were held on the farm of Mr. C. M. Calhoun, who lived near the town of Muncie, and the farm was one of the largest potato growers in the state. The school was attended by about 10 to 15 farmers each week, and the meetings were well attended.

The school was organized to teach the farmers how to grow potatoes in a more efficient and profitable way. The school covered topics such as potato selection, soil preparation, planting, fertilizing, irrigation, pest control, and harvesting. The school also included hands-on activities, such as visiting potato fields and observing the farmers working.

The school was a success in terms of increasing the farmers' knowledge and skills. The farmers reported that they were able to increase their potato yields and decrease their costs. Some farmers even reported that they were able to sell their potatoes at a higher price.

The school also had a positive impact on the community. It brought the farmers together, providing them with a sense of community and cooperation.

**Agricultural Education**

December, 1933

**Agricultural Education**

December, 1933

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December, 1933

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December, 1933
Part-Time Schools

The Needs for Part-Time Education in Rural Communities in Iowa

H. M. HAMLIN, Iowa State College, Ames

IOWA is currently undergoing a new period in its part-time school program. The National Education Association has expressed the desire of many rural communities to have an opportunity for students to continue their education after leaving school. This need has been met by the development of part-time schools in several rural communities throughout the state.

In many of these communities, the part-time schools are operated by local teachers who volunteer their time and energy to provide an educational opportunity for their students. These schools are often located in small country schools or in the homes of the students. The teachers are paid by the students or their families, and the schools are self-supporting.

The part-time schools offer a wide range of subjects, from basic subjects such as reading and writing to more advanced subjects such as science and mathematics. The schools are designed to meet the needs of the students and the community, and they are often tailored to the specific interests of the students.

The part-time schools are an important educational resource for rural communities, providing a valuable opportunity for students to continue their education and prepare for future careers.

Part-Time Schools

L. H. TURWACHER, Instructor in Agriculture

Appleton, Minnesota

DURING the past semester, much of my time was spent in making personal interviews with boys who were attending part-time schools. The purpose of these interviews was to determine the needs of the part-time schools and the boys who attend them.

The interviews were conducted during the first semester of the school year, and they were designed to gather information about the size, location, and operation of the schools. The interviews were also conducted with the teachers and administrators of the schools. The information obtained was used to assist in the planning of the part-time schools for the current school year.

The interviews revealed that the part-time schools are an important educational resource for rural communities, providing a valuable opportunity for students to continue their education and prepare for future careers.

Summary of Part-Time Class at Cook, Minnesota

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Methods

Summary of Measurement Studies in Agricultural Education

H. M. HAMLIN, Iowa State College

(Accepted November)

Influence of vocational agriculture on student success—Calvin W. Myers reports returns from 271 rural high schools in 11 states, where 4,761 students entered and 3,250 students who had not received farm experience had joined after taking no courses. The returns were received from 900 students who had studied vocational agriculture for 2 or more years. All students had entered a vocational agriculture course within two years of instruction in vocational agriculture. The student's success was determined by the number of students who had completed vocational agriculture courses in the two years of instruction.

The data show that students who had completed vocational agriculture courses within one year of instruction had a success rate of 78%. The success rate of students who had completed vocational agriculture courses within two years of instruction was 71%. The data also show that students who had completed vocational agriculture courses within three years of instruction had a success rate of 60%. The success rate of students who had completed vocational agriculture courses within four years of instruction was 48%.

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These data suggest that vocational agriculture courses are highly successful in preparing students for agricultural careers.

Citation:

Additional references:
III MEASUREMENT OF OUTCOMES OF WORK WITH ORGANIZED (GROUPS)

1. Achievement Tests for High School Students

(a) National (1929)

(b) Iowa (1929)

2. Students from private high schools

3. Students from public high schools

4. Students from private, non-academic high schools

5. Students from public, non-academic high schools

The results of these tests are discussed in detail in the next section of this article.

The following is an analysis of the results obtained from these tests:

1. The average rating of the students from private high schools was significantly higher than that of the students from public high schools.

2. The students from public high schools showed a higher rate of improvement than the students from private high schools.

3. The students from private, non-academic high schools showed the highest rate of improvement, followed by the students from public, non-academic high schools.

4. The students from public, non-academic high schools showed the lowest rate of improvement.

5. The students from private high schools showed the highest rate of improvement, followed by the students from public high schools.

6. The students from public high schools showed the lowest rate of improvement.

The results of these tests are discussed in detail in the next section of this article.

The following is an analysis of the results obtained from these tests:

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2. The students from private high schools showed a higher rate of improvement than the students from public high schools.

3. The students from private, non-academic high schools showed the highest rate of improvement, followed by the students from public, non-academic high schools.

4. The students from public, non-academic high schools showed the lowest rate of improvement.

5. The students from private high schools showed the highest rate of improvement, followed by the students from public high schools.

6. The students from public high schools showed the lowest rate of improvement.

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5. The students from private high schools showed the highest rate of improvement, followed by the students from public high schools.

6. The students from public high schools showed the lowest rate of improvement.

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2. The students from private high schools showed a higher rate of improvement than the students from public high schools.

3. The students from private, non-academic high schools showed the highest rate of improvement, followed by the students from public, non-academic high schools.

4. The students from public, non-academic high schools showed the lowest rate of improvement.

5. The students from private high schools showed the highest rate of improvement, followed by the students from public high schools.

6. The students from public high schools showed the lowest rate of improvement.

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2. The students from private high schools showed a higher rate of improvement than the students from public high schools.

3. The students from private, non-academic high schools showed the highest rate of improvement, followed by the students from public, non-academic high schools.

4. The students from public, non-academic high schools showed the lowest rate of improvement.

5. The students from private high schools showed the highest rate of improvement, followed by the students from public high schools.

6. The students from public high schools showed the lowest rate of improvement.

The results of these tests are discussed in detail in the next section of this article.
Future Farmers of America

Presentation of the California State Farm Banners

When California's outstanding vocational agriculture students filed out of the state fairgrounds at the state fair to receive State Farmer degree keys, their caps of honor were lifted.

But when Herbert Hoover, former president, arrived in the audience, the day was set. He presented the gold emblems, congratulating each boy individually on his accomplishments—well, that was yesterday.

For several years it has been the custom to award the California Farmer degree keys before the grandstand on Governor's Day at the state fair. The awards are made as a symbol of achievement, signifying that a pupil has made progress in agriculture.

The number of students participating in agriculture is very small, as is the number of students who have graduated from high school. In this year's list, 70 awards were made. Of these, 50 were made to those who had graduated from high school, and 20 were made to those who had graduated from high school.

The method of selection in California is a very careful one. Each candidate must be examined by a regional supervisor and then approved by a committee of three members of the staff of the state bureau of agriculture and education. As a final step, the executive committee of the state Farmer association reviews each candidate's application, and the results are announced.

Fredericktown, Ohio, Chapter Develops Band

The largest complete band from a single F. F. A. chapter, as far as we know, is found in Fredericktown, Ohio. The 20-piece band is playing standard music and gospele concerts at state-wide F. F. A. meetings. In addition to the bands played by the members of the chapter, the chapter also sponsors a band for the use of the students at the local high school.

The band consists of 16 members, including pianist, violinist, and cellist. The band meets every other week, and they are invited to perform at the local high school and other events in the community.

The band was started when Mr. Miller came forward to present the boys, he brought his group into the classroom. The ceremony was quickly repeated. The state F. F. A. chapter in Fredericktown, Ohio, is represented by Mr. Miller, who spoke briefly of the accomplishments of the chapter in the state and the nation.

Negro Vocational Agriculture Students Hold Section Meeting

H. O. Sargent, Federal Agent

NEGRO boys from North Carolina, South Carolina, Virginia, Maryland, Arkansas, and New Jersey, affiliated with the New Farmers of America, an organization of Negro students in vocational agriculture, held their fourth annual sectional meeting at Petersburg recently.

The program of activities for the evening was the principal topic of discussion at the meeting, which was held over by Dewitt Day, first vice president of the sectional group of New Farmers of America. Emphasis was placed on the idea of getting local chapters to plan over a practical program of work in the home economics line. A report was also handed to the meeting organization agreed to support in full the home economics program of the organization.

Addressers were made by the following speakers:

- Mr. H. O. Sargent, Federal Agent
- Mr. W. E. S. Newman, State Supervisor, Agricultural Education in Virginia
- Mr. A. H. Johnson, President of the Virginia State College for Negroes

The new officers of the organization were announced, and the new officers for the coming year were elected. The new officers consist of the following:

- President: Mr. W. E. S. Newman
- Vice-President: Mr. A. H. Johnson
- Secretary: Mr. O. H. Sargent
- Treasurer: Mr. W. T. Johnson

Tohock Chapter, Roosevelt, Utah, Crossed the Rocky Mountains to See Century of Progress

EXTENDING the most remarkable and work while chapter activity spon-

The trip of the Tohock Chapter of the Tohock Chapter was the Christmas vacation, when the boys had four days to explore the exhibits. They visited the Agricultural Building, the Building of Science and Industry, and the Building of Education.

Other features of the program of the sectional meeting were the annual judging contest and the public speaking contest. The North Carolina chapter won first place, and the Virginia chapter won second place.
Summary of Measurement Studies

(Continued from page 98)

in agriculture. He found median intelligence quotients as follows in studying 499 pupils in Texas and negro schools in

Agriculture 93.33
Home economics 97.00
Latin 104.06
Spanish 97.65
Mathematics 95.11

Shannon correlated the scores on intelligence tests with achievements in the various agricultural subjects. He found little relationship between intelligence test scores and grades given in farm work and in supervised practice. Correlations for intelligence scores and achievement scores on the National Agricultural Tests yielded correlations of no significance, usually negative.

Dr. A. M. Field of the University of Minnesota has conducted extensive investigations, using intelligence tests, in the agricultural departments of Minnesota.

V.
DISCUSSIONS OF MEASUREMENT TECHNIQUE

Attention should be called to some of the theoretical discussions of measurement technique in the field of agricultural education. These will merely be listed.

Reports of Committee on Measurement, North Central Regional Conference, Federal Board for Vocational Education.

Fifteenth Conference, April, 1932, pp. 62-81.

VI.
PRESENT STATUS OF MEASUREMENT IN AGRICULTURAL EDUCATION

Progress as a result of a generation of attempts at measurement can be summarized briefly as follows:

1. No satisfactory achievement tests for classroom use have yet been developed. The only tests available measure only the temporary possession of detailed, unrelated information. They do not measure the broader and more important outcomes of instruction.

Agricultural Education December, 1933