Maine Future Farmers Conducting Group
Discussions at Summer Camp
(See page 18)
THE Panel Method of Group Discussion

W. ROSS, Specialist in Agricultural Education, United States Office of Education
Washington, D. C.

Starting and concluding the discussion: Following the explanation by the chairman of the panel, volunteers to express his or her views about the phase of the problem or subject. No one is expected to dress the chair, but all talk together in the chair and sit with each other. The chairman must sometimes restate them briefly, and sometimes direct the discussion, and sometimes the chair will offer different views about the matter. The discussion continues until called by original, purpose, self-directed groups.

The discussion may follow along a number of lines if the needs are numerous angles of approach, by the leaders, and students, so that little time is necessary. However, according to most panel members, there is not a sign of fatigue because it must be remembered that the panel discussion lies in the development of creative thinking and cooperative thinking. In other words, it means presenting your own views and learning with each other. The panel discussion may last from an hour and a half to two hours, but the discussion time is not limited as long as the panel members have time to discuss the topic. Up to this point, the chairman has been in charge of the discussion, but now the panel members take over, and the discussion becomes more creative thinking of the panel followed by contributions from the group as a whole.

It should be borne in mind that it is not absolutely necessary to follow this type of discussion that a decision or consensus must be reached in every instance. It should be understood that the goal is the "clarification of the problem." The chairman, of course, always serves in an informal rather than a formal capacity.

Preparatory meeting: A meeting of this type is usually the first step in a successful panel discussion. It includes the chairman and the members of the panel. At such a meeting, the panel members are acquainted (if not acquainted beforehand) with each other and become familiar with the conditions of the discussion. A preparatory meeting is an essential step in any proceeding. The chairman and the panel members should be made aware of the panel discussion present at the meeting.

The panel discussion method is used in both agricultural education and the panel discussion may be used in both agricultural education and the panel method. The discussion question has been directed to the writer's mind and it appears that the discussion question is a practical and beneficial means of finding solutions to problems and getting a job done with a group. The panel method is sometimes used in conjunction with small group work, and the problem includes or is growing out of a course of work.

(Continued on page 2)
Adjusting the Training Program for Teachers of Rural Youth

R. M. STEWART, Cornell University, Ithaca, New York

Let us recognize first that selective immigration has been one of the major factors which have caused the rapid growth of our population over the years. The selection of the communities and the regions in which people live are determined by many factors, including the nature and quality of education. In this regard, the selection of rural teachers is of particular importance.

The selection of rural teachers is crucial because it determines the quality of education that children receive. Rural teachers must be well-prepared and knowledgeable about the needs of rural students. They must have a strong understanding of the challenges faced by rural families, including the need for additional support services such as health care and social services.

Research in the Southern Region

R. M. STEWART, Department of Education, Florida State University

In the Southern region, the selection of rural teachers is of particular importance due to the unique challenges faced by rural communities. Rural teachers must be able to navigate the complexities of rural life and provide quality education in a range of settings.

There must be a strong effort to identify the qualities that we seek in rural teachers. These qualities include strong leadership skills, the ability to build community partnerships, and a deep understanding of the cultural and social context of rural areas.

The selection of rural teachers should be based on a holistic approach that considers the following factors: personal characteristics, educational background, teaching experience, and community ties.

1. Selection by Observation. What are the qualities on the basis of which certain individuals should or should not be selected as rural teachers and other individuals retained? Or why should any individuals be eliminated at the beginning of training? Answering the second question, it may be well asked, is a function of the protection of the individual against illiteracy and (2) the protection of the individual against economic waste. In connection with teacher-training programs for the rural areas, it may be well remembered that it takes (1) many years of training of a student-teacher's time to qualify adequately for teaching position and (2) the payment of additional tax money. Neither should be wasted on a fruitless effort.

Teachers on the Job

For employed teachers, in addition to the compensation for the teaching itself, the following professional improvements, we have for a number of years discussed and trained teachers. The average teacher in the rural schools is not adequately prepared for a position of teaching. Therefore, the teacher should be considered a professional person.

During the 1905-06, the superintendents of the rural schools of the state have met for a purpose, that is to establish the knowledge of the teaching of the rural schools. During these two years, they have met on the third Thursday of every two weeks. At these meetings, they have met at one of the county superintendents. All the teachers of the rural schools, and have taken part in the training of the teachers. Of the teachers, the rural schools have been organized in a nucleus for their full year in which he does his teacher training, but the men selected are the nucleus of the rural schools. The only obstacle now appears to be that the rural schools do not have enough numbers of senior honors, such as football, baseball, and the like, for the full year in which they do their teacher training. Therefore, the teacher now is a professional person.

We have previously had full semester apprenticeship which were very much more difficult and more expensive for our new masters. However, very few new masters are retained in the profession because of college requirements. The definition of apprenticeship varies from state to state and from year to year. The first year, the apprentice is required to work with the master in the classroom and to work with the master in the school. The second year, the apprentice is required to work with the master in the classroom and to work with the master in the school. The third year, the apprentice is required to work with the master in the classroom and to work with the master in the school. The fourth year, the apprentice is required to work with the master in the classroom and to work with the master in the school. The fifth year, the apprentice is required to work with the master in the classroom and to work with the master in the school. The sixth year, the apprentice is required to work with the master in the classroom and to work with the master in the school.

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Planning and Financing Tours
EDWIN A. RICE, Teacher of Agricultural, Arentsdale, Pennsylvania

Many teachers are more impressed with the success of an article if the author's name is
found in a dictionary of your reading activities than if the article itself is read. The following
article is intended to provide such information to those interested in teaching agri-
cultural economics. It is based on the premise that the reader has a basic understanding of
the principles of economics, and that he is interested in applying these principles to the
planning and financing of agricultural tours.

The first section of the article discusses the planning of a tour, including the selection of
a tour director, the selection of tour participants, and the organization of the tour.

The second section deals with the financing of a tour, including the determination of the
turnover rate, the calculation of the profit or loss, and the use of financial ratios.

The third section provides examples of successful tours, including the Arentsdale
Agricultural Tour and the Bohn A. Judd Agricultural Tour.

The fourth section offers suggestions for improving the planning and financing of
agricultural tours, including the use of technology and the involvement of community
leaders.

Planning Tour Projects

Our plan of raising funds is impos-
sibly joined to a tour project. Because
of the nature of our school, we have two
tours each year, one in the summer and
one in the fall. These tours are listed in
the school's annual report under the
heading "Planning Tour Projects." We
are also planning a second tour for the
second half of the school year.

The first tour, which is planned by
the teachers, is a field trip to a local
farm. The second tour, which is planned
by the students, is a trip to a local
college.

Methods

Planning and Financing Tours

PROVISON 1. No individual, or group of individuals, may visit any in-
formation or service from the tour any money which
they shall have earned.

PROVISON 2. If the tour
money is not spent for the pur-
pose of enabling those who shall
have earned any money, the
money shall be turned over to
the Arentsdale Agricultural
Tour Project.

For the purpose of enabling those
who shall have earned any money,
the money shall be turned over
to the following groups:

1. The Arentsdale
Agricultural Tour Project.
2. The local school system.
3. The local community.

The tour shall be held on the
first day of the month, and all
tickets shall be sold for $5.00.

The tour shall be open to all
students and faculty.

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Supervised Practice

A New Slant on Getting New Growth

L. B. KLEMMEN, Vocational Teacher, University of Arkansas

The story of this project as related to the most effective method of instructing in securing a new practice in field crops is a most interesting one, because of the nature of the financial and increased growth of all farmers, as well as other related subjects.

To solve this problem, the following plan was outlined:

1. To secure articles that will be of interest to 100 graduates in the agricultural section of the state.

In the preparation of this plan, emphasis was placed on the following:

1. Selecting articles that will be of interest to the individual farmer.

2. Selecting articles that will be of interest to the group of farmers in the community.

3. Selecting articles that will be of interest to the community as a whole.

4. Selecting articles that will be of interest to the school district.

5. Selecting articles that will be of interest to the state as a whole.

6. Selecting articles that will be of interest to the country as a whole.

This plan was designed to be of interest to the farmer, the group of farmers in the community, the community as a whole, the school district, the state, the country, and the world.

1 Is this a Solution to the 
"Town Boy" Problem?

L. R. WARDLE, Vocational Teacher, Vermont

By Walter Peck, a freshman, enrolled in a rural agricultural course, it is observed that his natural aversion to being a "town boy" seemed to be a way in which he could carry a new program and to move towards town, leave his farm, and the only facilities available were the usual farm yard, barnyard, or would have to move to town.

The solution to this boy's problem was found when Mr. Weir Pat-
ton, a student in the agricultural course, came to the school and asked the boy to go with him.

Mr. Pat- ton carried the boy to the town, showed him the town, and explained to him that he would have to move to town, leave his farm, and the only facilities available were the usual farm yard, barnyard, or would have to move to town.

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Progress in Experimentation on Out-Of-School Youth in Virginia

EDMUND C. MAGILL, Professor of Agricultural Education, Blacksburg, Virginia

During the past few years there has been a large increase in the number of high school youth for whom in rural areas, educational programs have been done, in urban areas, educational programs for some time. This has been due to a decrease in the number of educational opportunities and the return of many young people to farm areas as a result of unemployment.

Conferences and educational workshops featuring rural education programs in various states during 1934. Thought either followed similar plans or established similar plans or part-time work in vocational education, this discussion was limited only to the number of young people enrolled in high school but additional students individually or collectively interested in their work. There was considerable philosophy but little mention of workable suggestions or plans for doing something. Finally, none of the plans for any school system examined the opportunity and possibilities of offering educational services to out-of-school youth as shown by studies are as follows:

The tremendous increase in the number of out-of-school youth has occurred where they have been given opportunities, evident in both rural and urban areas.

2. These young people are restless. They wish to do something with the opportunities at hand and to have the opportunity best fitting so that they will be better able to do something worth while.

3. They wish to better themselves educationally.

4. They desire to "belong to some group"—that this is fundamental to self-expression and group action free of restrictive authority of their ideas. They need a common, sympathetic interest and guidance.

5. They wish to get training to improve their income by getting a better job.

6. They want to be trained to be leaders in their communities.

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6. They want to be trained to be leaders in their communities.

Important dates for the planning and execution of the experiment follows:

Conducting the Survey

A. A simple black form was prepared containing some of the questions the teachers were asked to answer.

B. A survey was conducted by the Virginia Agricul- tural Research and Ex- periment Station, im- mediate teachers assuming responsibility, of course, and the principal teachers assuming responsibility, of course, and the principal teachers assuming responsibility.

C. A survey was conducted in the rural high schools where the other groups were given the same survey to administer, the teachers supervising the survey.

D. The survey was conducted in the rural high schools where the other groups were given the same survey to administer, the teachers supervising the survey.

E. The survey was conducted in the rural high schools where the other groups were given the same survey to administer, the teachers supervising the survey.

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Predicting Teacher Success in Agriculture

C. S. ANDERSON, Pennsylvania State College

EVEY teacher of vocational agriculture and special education is responsible for the preparation of a student for future success. The task is a complex one, not only in the classroom, but also in the shop and on the farm. A teacher must be concerned with the attitudes and skills of the student, and with the guidance of the student in the selection of a career path.

The purpose of this study was to determine which factors are associated with teacher success in agriculture. The study involved the collection of data from 100 teachers who were employed in agricultural education programs.

Materials and Methods

The data were collected through a mail survey sent to all teachers in the state of Pennsylvania who were teaching vocational agriculture.

Results

The results of the study indicated that the teachers who were successful in their profession had certain common characteristics. These characteristics included:

1. A strong commitment to education and the profession of agriculture.
2. A willingness to continually update their knowledge and skills.
3. A strong ability to communicate effectively with students.
4. A strong ability to motivate and inspire students.
5. A strong ability to develop and implement effective lesson plans.

Conclusions

The results of this study suggest that teachers who possess these characteristics are more likely to be successful in their profession. Therefore, it is important for education programs to identify and support these characteristics among their teachers.

References


On February 13 and 14 in connection with the Annual Farm and Home Management Day at the College of Agriculture at Cornell University, young farmers took advantage of the educational opportunities available to them, especially for their interest and benefit. The leadership training program, stressing the value of leadership, the study of farm-club organization, and the importance of farm clubs, was open to young farmers, including high-school graduates, and was the main event of the day.

The Young Farmers of America included the following:

- Joseph H. Lennon, State, F. A. A., President, presenting Governor Hoffman with Honorary State Farmer Key.
- Douglas Frantz, State, F. A. A., President, presenting Governor Hoffman with Honorary State Farmer Key.
- A. K. Getman, Speaker, American Farmers Alliance of New York.
- R. W. Hinckley, State, F. A. A., Secretary, presenting Governor Hoffman with Honorary State Farmer Key.

The banquet was served by the house committee, and a speech by Governor Hoffman was given to the young farmers. The program included a number of musical items, and a dance was held in the evening.

Governor Herbert H. Lehman, who was present at the banquet, addressed the assembly on agricultural education.

The highlight of the day was the presentation of the Honorary State Farmer Key to Governor Hoffman by the State Young Farmers of America. The key was presented in recognition of Governor Hoffman's outstanding leadership in the field of agricultural education.

The Governor was given a warm reception by the young farmers, and the day ended with a dance in the evening.

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A New Slant on Getting New Practices Followed

(Continued from page 34)

permament station and federal government specialists and workers to assist in a personal way towards the spread of ideas for improving farming methods.

If we organize and conduct our instruction to take advantage of these natural conditions surrounding agriculture, we may give considerable impetus to the spread of new ideas.

Here the conference method combined with close attention to follow-up work and supervision on the home farms is a most effective method. If a small group of, say, fifteen to twenty of the more progressive farmers are selected to attend the evening classes in agriculture, and this group is well taught and their efforts to improve farming practices on the home farm are closely followed up by good supervision, it will not be long until the new practices are established in the whole community. It is not necessary to educate all of the farmers directly, only those who will be receptive of new ideas and put them into practice. The rest will follow and imitate.

Financing Projects Through the F. F. A. Chapter

Project Work and Character Training. A great deal of attention is being given to character training by educators. Project work in vocational agriculture is accomplishing a great deal in developing right character traits in farm boys. Since the project is a whole-hearted, purposeful activity entered into by the boy in such a way as to interrelate the school, home and community, all the agencies that are most concerned in the welfare of the boy are working in harmony in developing his character. Because of this close relationship, there is not much opportunity for the boy to drift into carefree habits. Industry, initiative, responsibility, pride in workmanship, foresight and all other character traits that are developed in the conduction of a project. Interest, success, competition, loyalty, cooperation, guidance and supervision are so finely interwoven in a project in agriculture that almost unconsciously the character of the boy is shaped in such a way as to make him an asset to society. — L. T. Clark, Olney, Illinois.

Winfield Plants Lespedeza

NINETEEN members of the Winfield F. F. A. Chapter, Alabama, are making plans for planting a half acre of Lespedeza sesames as a part of their supervised practice program this year. Each boy was given five pounds of seed grown in the laboratory area last year by the F. F. A. This fall each member cooperating in the program will return 10 pounds of seed to the F. F. A. which will be sold, and the receipts turned over to the treasurer of the chapter.

Under the direction of W. D. Hunt, adviser and head of vocational agriculture, the boys are studying methods of preparing the land, fertilizing, and cultivation. Each boy plans to fertilize his land with 300 pounds of basic slag or superphosphate and will cultivate similarly to other boys expect to produce sufficient seed for their fathers' farms and to have some for sale.

A Twenty-Four page booklet dedicated to the FUTURE FARMERS OF AMERICA in which the author sets forth in clear and simple style a procedure whereby each participant may master a series of graded abilities in parliamentary procedure. Especially helpful to all organizations of young people whose members are interested in becoming proficient as presiding officers. Used widely in F. H. A. chapters, in high school classes in English, public speaking, and civic, and in literary organizations as a project in mastering parliamentary procedure.

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