

TEACHERS NEEDED IN AGRICULTURAL EDUCATION WORK

A. and M. Has Best Facilities for Training Teachers Interested in Taking up the Work.

The third year of the operation of the Smith-Hughes Act is nearing a close. The unusual demand for agricultural products has increased the interest in scientific production. There has been a rapid growth in the demand for vocational agriculture in the schools. A complex of influences has prevented the supply of trained teachers from keeping pace with the demand. Every state is bidding for men trained and adapted for teaching vocational agriculture.

Teaching vocational agriculture is one of the most attractive positions in the public school. It is a man's job and appeals to red-blooded men who are not afraid of responsibility. The work is highly practical, for the teacher supervises the home project work of the pupil and thus is closely associated with the farming operations. It demands the exacting test of production. Will the teaching function in actual production and managerial ability? The community work of the teacher resembles that of a county demonstration agent. The result of efficient teaching of vocational agriculture is the teacher writ large in the community.

Money Talks.

Money is not the only consideration in choosing a calling. Men are willing to refuse high salaries and accept lower salaries because of other factors to be considered. However, when the salaries of teachers of vocational agriculture are compared with those of other teachers, with like preparation, experience and personality, the advantage is strongly in favor of the teacher of agriculture. This is made possible because of the Federal and State aid that is granted.

Graduate Study is Essential.

The field of vocational agriculture is relatively new and is bristling with new and unsolved problems. Clear thinking and careful observation are required. It is possible to train a teacher of agriculture in four years of college work if the subject matter is carefully selected. In most cases so much time has been spent in learning what to teach that the prospective teacher failed to learn how to teach. This mistake is being avoided in the agricultural colleges by adopting teacher-training curricula containing a well-rounded course in agriculture and the fundamentals of the science and art of teaching.

But to undertake the more responsible positions in supervision and in teacher-training, it is essential to make a much more extensive study of educational principles and practices. Agriculture and education constitute a field too broad to be mastered in four years of college work. Permanent distinction in the field of agricultural education necessitates constructive and careful study of the numerous problems arising each year.

Facilities for Graduate Work.

The A. and M. College of Texas is offering graduate work in agricultural education during the regular session and during the summer session. The Department of Vocational Teaching has collected a valuable library

of books and bulletins on the various phases of agricultural education and kindred subjects, and the office and class room equipment of the Department is perhaps the most complete to be found in any agricultural college in the United States. Visual instruction is given a prominent place in the work of the Department.

The College offers adequate facilities for graduate work in the various fields of technical agriculture. A graduate student is expected to take a major and one or two minors. This enables a student to pursue some study in technical agriculture while he is taking his major in agricultural education.

The Following Graduate Courses are Offered by the Department of Vocational Teaching.

501, 502. Agricultural Instruction. (3-0).

This course will include a study of the content of the agricultural course in the high school, the supervision of home project work, the community work of the agricultural teacher, methods of teaching agriculture, visual instruction, and the administration of vocational agriculture.

503, 504. Agricultural Extension and Demonstration. (3-0).

This course will include the history of the extension movement, the administration of co-operative extension and demonstration in agriculture and home economics as carried on under the Smith-Lever Act, and the methods and scope of extension. The student will be expected to do some extension work as a part of the course.

505, 506. Organization and Management of Teacher-Training Departments. (3-0).

The purpose of this course is to train men for positions in the department of agricultural education. Among the topics to be considered are: The making of the curriculum for training teachers of vocational agriculture, the number and content of courses to be offered by the department of agricultural education, nature and importance of visual instruction, methods of conducting supervised teaching, and improvement of teachers in service.

507, 508. Direction and Supervision of Vocational Agriculture. (3-0).

The purpose of this course is to train men for position of State directors or supervisions of vocational agriculture. Among the topics to be discussed are: The history of vocational agriculture, the Smith-Hughes Act, agriculture in the high school curriculum, content of courses in agriculture, text-books and library, laboratory equipment, supervised home projects, records and reports, relation between supervisor and itinerant teacher, and improvement of teachers in service.

BASEBALL SEASON WILL OPEN TODAY

The baseball season opens today with the coming of Austin College for two games. One game to be played today and the other tomorrow. A pre-season game was staged with the 37th U. S. Infantry last Monday afternoon and the Aggies were easy victors. Much pep and speed was exhibited in this game and if this pep and speed is better developed as Coach Bible predicts, all our opponents will have that old thought, "Where'd they get it?"

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