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INDEX FOR THE 1935 UNITED STATES DEPARTMENT OF AGRICULTURAL YEARBOOK

By V. E. Nylin

The following index for the 1935 United States Department of Agriculture Yearbook contains the same plan of organization that was followed for the indexes of the yearbooks from 1901 to 1934. The index for the 1935 yearbook furnishes a supplement to those previously published and forms a complete and convenient guide to a fuller use of the U.S.D.A. yearbooks covering a period of thirty-five years.

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AGRICULTURAL ECONOMICS

AGRICULTURAL ENGINEERING

ENTOMOLOGY

FORESTRY

HOME ECONOMICS

HORTICULTURE

PLANT PATHOLOGY

SOIL AND SOIL FERTILITY

WEATHER

GETTING AHEAD IN 1936

A Friendly Chat with Teachers In Service

Today is January first and it is quite appropriately dedicated to a message for teachers of agriculture. The last two weeks of 1935 might be recorded as the busiest and most interesting time the writer experienced during the year that has just closed. It was a busy time because so many teachers of agriculture stopped at the Agricultural Education office to discuss their problems and to seek guidance in their plans for the future. It was interesting because each one presented new and challenging problems. It might be said that never before has there been such sincere concern on the part of teachers regarding the answer to the question "Where do we go from here?"

In talking with the teachers one is impressed with the fact that the desire for advancement is not actuated by selfish motives. It is rather the expression of the growing concern they have for the things they value most in life—their home and children. Looking ahead to better social and educational opportunities for the children is not merely recognizing a new responsibility but it is the driving power that urges a man to do his best.

There is something about this holiday season—the closing of the old year and the beginning of a new year,—that causes conscientious people to give serious and thoughtful consideration to the future. It is a time when many teachers become increasingly conscious of the fact that time marches on, that they are getting along in years, that family responsibilities become more involved and that they should be moving on to better opportunities and to a better professional and economic security. The teachers also seem to be deeply conscious of the fact that each year of experience enlarges the scope and complexity of the teaching duties. They have come to recognize that teaching is a profession that requires constant study and the full use of all their abilities, power and energy if even a fair measure of success is to be achieved.

Get Along, Ag Teacher, Get Along

There should be no embarrassment on the part of any teacher in letting it be known that he is deeply concerned about his salary and his desire for advancement in opportunity for service. After all, teachers are human and are motivated by the same desires as other individuals when it comes to the matter of reward for work well done. That point of view can be accepted without further comment. The more important phase of the question has to do with certain personal factors that make advancement possible. Educational literature abounds with discussions on qualities of merit in teachers. Each teacher can read these materials and profit by them according to his ability and desire to improve. The main purpose of this brief chat is merely to remind teachers of a few factors that seem important and fundamental to a program of professional advancement.

The following represent some of the considerations that were discussed with teachers as factors to keep in mind when one wishes to "get along" better in his work.

1. Full utilization of one's intellectual abilities.

One teacher said, "I don't have to use all my brains in the present job." Perhaps that is one reason why he finds it difficult to advance. The happiest, most contented and the most useful people are those who are working at full capacity both physically and intellectually. Intellectual idleness breeds discontent. Each teacher should study his own mental abilities and plan a program to run at full speed on whatever community level he happens to be working. One may become too big for his job but he must keep going, and growing, if he wants to advance. Fortunate indeed is the teacher who has found a worthy use for his best talents.

2. Right professional attitude.

The teacher who has a genuine interest in his work, in his students and in the folk with whom he works will readily win deserved promotions. Capacity to cooperate with others and a willingness to accept suggestions are desirable traits that aid in professional advancement. The beginning of a new year is an appropriate time for each teacher to make an unbiased inventory of the personal attributes that may be contributory factors in the success or failure of his work. Frequently a person may be guided by an outworn philosophy that should be scrapped for a new model. "O wad some Pow'r the giftie gie us To see oursels as others see us."

3. Continued professional preparation.

In plain English this means *study*. A teacher cannot teach what he does not know. For this reason he must be a constant student of the subject he is teaching. Failure to keep up on new information in agriculture for even a single day may make a teacher out of date on some problems of value to farm boys and farmers. Failure to keep abreast in technical agriculture is soon detected by the students.

In addition to keeping up on technical information, a teacher must be alert professionally. There is no easy road to advancement in teaching agriculture. To become an effective teacher and a good community leader requires that the teacher remain a student of problems in education This may be done in several ways. For example:

a. One may read recent well selected books on problems in education.

b. One may read professional journals.

c. One may work on special problems involving experimentation whereby new information may be secured.

d. One may work on problems dealing with materials prepared by others.

e. One may attend professional meetings and learn from addresses given by others.

f. One may attend college classes.

g. One may effect professional growth through a combination of the above.

The teacher who is going to "get along" is the one who remains a student of the problems of the teacher. Graduation from college and securing a teacher's certificate does not mean that a teacher is set for life. Really all it means is that he has met the minimum requirements. Even before the end of the first year some of the materials learned in college have become obsolete. Teachers with the best sort of collegiate preparation should make their greatest professional growth while in the actual process of teaching. This should not be a "Topsy" growth, but one that is carefully planned and based on a sound, progressive philosophy of learning and teaching. The best professional growth comes from within. A creative study of teaching problems helps to keep one intellectually alert. The department of agricultural education is anxious to help in every possible way. AMF

Recent Publications

The Minnesota farm record book, "Farm Records and Accounts," is now available at a very much reduced price. The new price is 25 cents per copy, postpaid 35 cents. **For agricultural instructors** and **county agents** there is a special price in lots of 15 or more of 20 cents, plus transportation charges.

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Wright, F. B. Electricity in the Home and on the Farm. John Wiley and Sons, Inc. 1935. 320 p. $2.50.

"The book is written for those who wish to gain a practical knowledge of electricity and its applications in the home and on the farm."

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Davis, K. C. (Editor). Farm Enterprise Mechanics. J. B. Lippincott Company. 1935. 408 p. $2.00.

This book presents practical farm mechanics jobs on the enterprise basis. The jobs for each enterprise have been prepared by and checked by a large number of specialists in agricultural education and in industrial education.