Truthfulness is a cornerstone in character, and if it be not firmly laid in youth, there will ever be a weak spot in the foundation.—J. Davis
What Are Part-Time Classes in Agriculture?

Editor's Note: Comments in this article are based on observations and interviews with the writer in combating part-time classes as a means of promoting business with part-time students and as a basis of the farming-agriculture program. See picture of young farmer classes taken on a field trip to study successful types of farms. Page 80.

It is doubtful if it is possible to find any answer to this question. The writer will include all part-time classes in evaluating under Federal and state programs and standards for agricultural education. A part-time class may be one that has a good deal of experience in part-time classes and a part-time class may be one that has a great deal of experience in part-time classes and a part-time class may be one that has a great deal of experience in part-time classes. However, in our part-time class had the year (ages 10 to 20) several young men were enrolled and started to be established in farming on an ownership basis and some had raised more capital invested in or on their farms than many farmers in evening classes will have. Much of the time they had started to grow, some too hard and some good, and most of them are now experienced farmers and citizens of the community. There is a great deal of interest in still further improvement of the organization, quality and size of their farming business. Young farmers in a class with other young men on the hired-man level, with some good and some bad, and some excellent, and others representing the very best level and some not more than the very best level. Factors have been placed in a separate class. They have not seemed to fit into an evening class. In the other part-time class the difference, if any, was still greater. There was no time, no expense, or part-time services. How such a mixed group was handled is another story. Briefcase studies of actual farm situations and experiences of the group were compiled with field trips to study successful farms and the methods of starting and establishing farms.

Again, how much can we assume in advance and without investigation about the previous education of the part-time group? In each of two part-time classes this year a few boys had one to two years of college work. About half were high-school graduates and the other half of the high-school graduates in one class had had 2 to 4 years of Smith-Hughes course. Others had not started college education. Perhaps it is difficult to estimate the difference from one year to the other in the student's attitude of a potential student. Perhaps it is difficult to estimate the difference from one year to the other in the student's attitude of a potential student. Perhaps it is difficult to estimate the difference from one year to the other in the student's attitude of a potential student.
The Future of Adult Education*

WILLIAM HEARD JOLLY, Professor of Education, Tufts College, Cambridge University

It is a proverb that the discussion of a problem is the first step on the path to its solution. In the same vein, the title of this article, "The Future of Adult Education," is a call to action, but also a challenge to reflect on the current state of adult education and its potential for the future.

The term "adult education" has been in use for over a century, and it has evolved significantly since its inception. Originally, adult education was seen as a way to improve the literacy rates among adults and to provide them with the skills necessary to participate in the workforce. However, as society has changed, so too has the definition of adult education.

Today, adult education is seen as a vital component of lifelong learning, a concept that emphasizes the continuous learning and development of individuals throughout their lives. This approach is particularly relevant in today's rapidly changing world, where the need for lifelong learning is more evident than ever.

The future of adult education is promising, but also challenging. On the one hand, technology has made it easier for adults to access educational opportunities, and the demand for online learning is on the rise. On the other hand, funding for adult education remains a significant issue, and the availability of high-quality educational programs can be limited.

In conclusion, the future of adult education is bright, but it requires a continued commitment to funding, innovation, and a focus on lifelong learning. It is up to us to ensure that adult education continues to be a valuable tool for personal and professional development.
A Promotional Program for Vocational Agriculture

B. J. PERRY, State Superintendent, Stillwater, Oklahoma

"It's a good thing if you're not a chance to show it, and do a good thing if you're not a chance to show it, unless others know you are."—Benjamin Franklin

There is growing interest among the students who are interested in agriculture and agri-cultural sciences. This interest is due to the fact that this program is suffering from the lack of a well-planned and organized program. There is too much resistance to the idea of the students taking part in this program, and, in some instances, from some who could be benefited most. With both groups, the resistance is largely due to the fact that the students are not well-prepared and are not well-informed. The public that the program in the area that there will be more general appreciation of its value.

The vocational agriculture as a service means is not being understood and appreciated by the general public. The program is not being used to the fullest extent. A college or university designed to promote understanding and appreciation of the program is needed. The time allotted will barely permit a college or university designed to promote understanding and appreciation of the program to function effectively. Just as it is important to understand and achieve some kind of service, it is important to understand and achieve some kind of service. The following outlines the need for the college or university for the consideration of those concerned with the program.

I. Groups to be contacted:
A. Teachers, supervisors, and administrators of schools; secondary schools; state agencies.
C. Materials to be used:
A. Basic program for vocational agriculture.
B. Program designed for farm youth in the 3rd class; 3rd grade; 4th grade.
C. Youth program designed to introduce the student to the field of agriculture.
E. Accomplishments: 1. Farm youth established in farming; 2. Improved methods of farming demonstrated; 3. State loan programs improved; 4. Home improvement projects; 5. Extension work between students and community.

In addition to the above-mentioned activities, there should be some type of program aimed at promoting the service of the program to those who are interested in agriculture. The program should be organized to meet the needs of the community and to provide a service that is of value to the community.

Laboratory Equipment

A. GORELL, Teacher, Mexico, Missouri

There is a definite trend in the use of laboratory apparatus to that type of equipment that can be used on the farm to produce some results. In many cases, the equipment is used in the classroom and in the field to produce some results. In some cases, the equipment is used in the classroom and in the field to produce some results. In some cases, the equipment is used in the classroom and in the field to produce some results. In some cases, the equipment is used in the classroom and in the field to produce some results. In some cases, the equipment is used in the classroom and in the field to produce some results. In some cases, the equipment is used in the classroom and in the field to produce some results.

In this issue of the Agricultural Education Magazine, September 1938,
Project Plans and Their Relation to Instruction

LESTER R. POLLOM, State Supervisor, Topeka, Kansas

A NUMBER of questions come to mind when considering plans of project work. Why should a boy or girl be interested in planning a project? What is the justification for requiring a boy or girl to make a plan for a farm or for some service project? Can one learn from a plan? Is the plan a necessary part of project work? Where should the boy or girl begin in planning a project? What may he or she do to make a plan that is acceptable to his or her teacher, county agent, and judge of best projects? These and many other questions could be raised with regard to planning, but to answer them will be to touch upon the main idea of this article. It seems only natural, then, to ask: What is a plan? What is the purpose of planning? What are the steps in planning? What is involved in the process of planning? These questions may be answered by first defining the term "planning." Project planning is the thought which precedes the undertaking. The degree of thoroughness with which the preparation for the project has been thought through, especially by the boy or girl, determines to a large extent the light of which the shadown has been thrown.

Problems and Difficulties Arising from Project Planning

The manager of a business enterprise of any kind, especially a farm enterprise, is likely to be confronted more or less frequently with problems and difficulties. The larger the business, the greater the number of problems and difficulties, but a greater degree of success is likely to be enjoyed if in making plans one has foreseen the possible problems and difficulties and taken steps to avoid them. At any rate it becomes obvious that technical information is necessary before a boy or girl planning a project should know what problems and difficulties are likely to be encountered. Considerable information is also indispensable if his plan should be so well thought out that it can be informed as to what to look for and why. Such information is necessary if the plan should be sufficiently vague so that it can be adapted to changing conditions.

The boy should understand that a litter of subject matter is not as broad as it seems. To the boy who starts with the knowledge that the subject matter is much broader than he first supposed, the project is an adventure, and he may go on to do things which are beyond his power or the knowledge he has at his disposal. However, if the boy starts with the knowledge that the subject matter is only as broad as it seems, he may limit himself to those things which he can undertake.

All Project Plans Have Some Fundamental Elements

It is not the purpose of this article to enumerate all the steps involved in planning but to indicate some of the fundamental elements which should be considered in making a plan. The teacher should be asked to consider the following elements in planning:

1. The purpose of the project.
2. The problems to be solved.
3. The resources available.
4. The methods to be used.
5. The time required.
6. The personnel to be used.
7. The standards to be met.

These elements should be considered in the order in which they appear above. It is essential that the project be clearly defined and that the objectives be stated. The problems to be solved should be identified and the resources available should be enumerated. The methods to be used should be specified and the time required should be estimated. The personnel to be used should be identified and the standards to be met should be stated.

The Project as a Tool for Teaching

As a teaching device, the project is second only to the classroom, but the project is not necessarily the best teaching device for all purposes. The project should be used first, to develop managerial ability; second, to develop planning ability; third, to develop self-control ability; and fourth, to develop creative ability. The effective teaching device, then, should be the one which meets the needs of the boy or girl in the learning situation. The project should be used second, to develop planning ability; third, to develop self-control ability; and fourth, to develop creative ability.

In order to use the project as a teaching device, the teacher should have a clear understanding of the project and the purposes for which it is to be used. The teacher should be able to plan the project for the student and the student should be able to plan the project for himself. The teacher should be able to guide the student in planning the project and the student should be able to plan the project for himself. The teacher should be able to guide the student in planning the project and the student should be able to plan the project for himself. The teacher should be able to guide the student in planning the project and the student should be able to plan the project for himself.
As mentioned earlier in this article, the class work is carried on at four centers. These are: the city center at Rich- land, and Bailey, the two former centers, and fruit and truck while the latter two specialize in poultry. At each center a course of study is given in studies of the economic and social relationships which result in residential farming. As an example, we consider residential farming problems as they are carried on in the average poultryman's yard. Too often the special characteristics of the program is a preoccupation because of poor stock, disease, and planned management, improper house, and other causes of unnecessary stress. Very naturally the problem of the poultryman at every class center is to develop an interest in better methods of raising and handling more of their poultry directly with the plans designed and cents a unit of the investment, whether it be to the immediate future or the immediate future. This is a result of the careful planning for a profitable enterprise. The other, one of the most important items in the back yard, at least the place where you talk about it should be. Also the long-term planning in developing new techniques, and a set of organization for the purpose of better and more profitable methods in the natural tendency of the poultryman to perform a running success with the program, not only from the desire to make a profit, but in that case he should be ready for the next step in meeting requirements. On the poultry farm in growing a successful business, a high percentage of poultrymen, or a set of rules in selling, will grow their quail just as it perhaps.

The Atlantic County Poultry Exchange is not a new exhibitors. The exhibits are set up by the Atlantic County Poultry Exchange, but within the organization, the Atlantic County Poultry Exchange is the ingredient of the poultrymen and should not be in the...
History of Savannah Community Meetings

W. W. WADE, Instructor, Savannah, Minnesota

During the past six years we have had several meetings, or 'Community Meetings,' as they were sometimes called. These meetings were conducted by the farmer's co-op association, and were held in the office of the county commissioner. The meetings were usually attended by farmers from the surrounding area and were occasions for exchange of ideas and information. The purpose of these meetings was to discuss problems of interest to farmers and to seek solutions through collective action.

The first meeting of the 1930s was held on January 1st of that year. There were about 50 people present, including farmers, teachers, and representatives from various organizations. The meeting began with a discussion of the year's crops and the challenges facing farmers. The group then turned to the subject of marketing and ways to improve prices and access to markets. The meeting adjourned after several hours of discussion, with an agreement to meet again in three months.

The next meeting was held in March and focused on the issue of soil erosion. Farmers shared their experiences and discussed potential solutions. The group decided to form a committee to investigate the problem further.

In May, the meetings shifted to a discussion of farm labor. The group discussed the shortage of labor due to the Great Depression and explored potential solutions, including training programs and incentives for farmers. The meeting ended with a resolution to write to the Department of Agriculture to request assistance.

On July 1931, the meetings turned to the topic of crops and livestock. The group discussed the challenges facing farmers due to the poor harvest and the need for better marketing strategies. The meeting ended with a decision to form a marketing cooperative to improve access to markets.

The following meetings covered a range of topics, including drought, soil conservation, and the use of new farming technologies. The meetings continued to be held on a regular basis, with an average attendance of 50-60 people. The group focused on developing solutions to the problems facing farmers and working towards a more sustainable and equitable future for all.

十个世纪的农学进步被人们称为"乐根溪"或"乐根溪菜园"。25年间，乐根溪菜园在对改善蔬菜种植方法的研究上做出了巨大贡献。这种蔬菜种植方法的成功是由于他们对种植蔬菜的作物进行改良和优化，使得蔬菜的产量和质量得到了显著提升。乐根溪菜园的蔬菜种植方法对世界农业产生了深远影响，被世界各地的农民所采纳和推广。
Difficulties in Conducting Supervised Practice Work

ROLAND BUCKS, Teacher
Adams, Wisconsin

UNDER THE FEDERAL VoCATIONAL Education Act, the task of supervising agricultural and agribusiness practices in the various schools of the country is difficult, the fundamental difficulty being that the school work is conducted in an isolated manner and not as an integral part of the school program. One of the greatest difficulties encountered in the supervision of this work is the fact that the pupil is usually not supervised by anyone who is qualified to do so. The pupil is usually supervised by a teacher who is not qualified to do so.

The term, "supervised practice work," in the past has been too loosely defined. The term has been used to refer to any kind of work that is done under the direction of a teacher. This has resulted in the fact that the pupil is usually not supervised by anyone who is qualified to do so. The pupil is usually supervised by a teacher who is not qualified to do so.

The difficulties in conducting supervised practice work are not confined to the agricultural schools. The difficulties encountered in the supervision of this work are common to all schools.

The difficulties in conducting supervised practice work are not confined to the agricultural schools. The difficulties encountered in the supervision of this work are common to all schools.

The difficulties in conducting supervised practice work are not confined to the agricultural schools. The difficulties encountered in the supervision of this work are common to all schools.

The difficulties in conducting supervised practice work are not confined to the agricultural schools. The difficulties encountered in the supervision of this work are common to all schools.

The difficulties in conducting supervised practice work are not confined to the agricultural schools. The difficulties encountered in the supervision of this work are common to all schools.

The difficulties in conducting supervised practice work are not confined to the agricultural schools. The difficulties encountered in the supervision of this work are common to all schools.

The difficulties in conducting supervised practice work are not confined to the agricultural schools. The difficulties encountered in the supervision of this work are common to all schools.

The difficulties in conducting supervised practice work are not confined to the agricultural schools. The difficulties encountered in the supervision of this work are common to all schools.

The difficulties in conducting supervised practice work are not confined to the agricultural schools. The difficulties encountered in the supervision of this work are common to all schools.

The difficulties in conducting supervised practice work are not confined to the agricultural schools. The difficulties encountered in the supervision of this work are common to all schools.

The difficulties in conducting supervised practice work are not confined to the agricultural schools. The difficulties encountered in the supervision of this work are common to all schools.

The difficulties in conducting supervised practice work are not confined to the agricultural schools. The difficulties encountered in the supervision of this work are common to all schools.

The difficulties in conducting supervised practice work are not confined to the agricultural schools. The difficulties encountered in the supervision of this work are common to all schools.

The difficulties in conducting supervised practice work are not confined to the agricultural schools. The difficulties encountered in the supervision of this work are common to all schools.

The difficulties in conducting supervised practice work are not confined to the agricultural schools. The difficulties encountered in the supervision of this work are common to all schools.

The difficulties in conducting supervised practice work are not confined to the agricultural schools. The difficulties encountered in the supervision of this work are common to all schools.

The difficulties in conducting supervised practice work are not confined to the agricultural schools. The difficulties encountered in the supervision of this work are common to all schools.

The difficulties in conducting supervised practice work are not confined to the agricultural schools. The difficulties encountered in the supervision of this work are common to all schools.

The difficulties in conducting supervised practice work are not confined to the agricultural schools. The difficulties encountered in the supervision of this work are common to all schools.

The difficulties in conducting supervised practice work are not confined to the agricultural schools. The difficulties encountered in the supervision of this work are common to all schools.

The difficulties in conducting supervised practice work are not confined to the agricultural schools. The difficulties encountered in the supervision of this work are common to all schools.

The difficulties in conducting supervised practice work are not confined to the agricultural schools. The difficulties encountered in the supervision of this work are common to all schools.

The difficulties in conducting supervised practice work are not confined to the agricultural schools. The difficulties encountered in the supervision of this work are common to all schools.

The difficulties in conducting supervised practice work are not confined to the agricultural schools. The difficulties encountered in the supervision of this work are common to all schools.

The difficulties in conducting supervised practice work are not confined to the agricultural schools. The difficulties encountered in the supervision of this work are common to all schools.

The difficulties in conducting supervised practice work are not confined to the agricultural schools. The difficulties encountered in the supervision of this work are common to all schools.

The difficulties in conducting supervised practice work are not confined to the agricultural schools. The difficulties encountered in the supervision of this work are common to all schools.

The difficulties in conducting supervised practice work are not confined to the agricultural schools. The difficulties encountered in the supervision of this work are common to all schools.
Call for National Convention

OUR National President, J. Lester Poucher, has issued a call for the National Convention of Future Farmers of America to be held at the State Fair Hall in Kansas City, Kansas City, Missouri, October 17-21.

Each chapter is encouraged to send representatives to this grand event, as the gathering of the nation's leaders in the field of agriculture is a most important occasion.

The convention will provide an excellent opportunity for all members to learn more about the progressive work being done in the field of agriculture, as well as to meet with many leaders in the farming world.


To Members of the Future Farmers of America

As national president of the Future Farmers of America, I am issuing a call for the National Convention to be held in Kansas City, Missouri, October 17-21.

Each chapter is encouraged to send representatives to this grand event, as the gathering of the nation's leaders in the field of agriculture is a most important occasion.

The convention will provide an excellent opportunity for all members to learn more about the progressive work being done in the field of agriculture, as well as to meet with many leaders in the farming world.


High Lights

The convention is also an opportunity to meet with leaders in other fields, such as industry, government, and education.

The convention will provide a platform for sharing ideas and innovations, as well as a chance to network with others who share the same interests.


Corn Moisture Testing

(Courtesy of page 47)

Corn Moisture Testing

(Courtesy of page 47)

The procedure is as follows:

1. Grind the corn to 15% moisture.
2. Place the corn in a weighed container.
3. Weigh the container and corn.
4. Place the container in a hot oven at 150°C for 2 hours.
5. Cool the container and corn in a desiccator.
6. Weigh the container and corn.
7. Calculate the moisture content using the following formula:

\[
\text{Moisture Content} = \frac{\text{Initial Weight} - \text{Final Weight}}{\text{Initial Weight}} \times 100
\]


Project Plans and Their Relation to Instruction

(Courtesy of page 48)

Project Plans and Their Relation to Instruction

(Courtesy of page 48)

Project plans are an essential part of the educational process, as they allow students to apply theoretical knowledge to practical situations. The goal of project plans is to provide students with a sense of ownership and responsibility, as they are responsible for the success or failure of the project.

The planning process involves several steps, including:

1. Identifying the project's purpose and goals.
2. Defining the scope and boundaries of the project.
3. Determining the resources and constraints.
4. Developing a detailed action plan.
5. Monitoring and evaluating the project.

By involving students in the planning process, they become more engaged and motivated, as they have a say in how the project will be executed.


Film Strips in Teaching Agriculture

(Courtesy of page 48)

Film Strips in Teaching Agriculture

(Courtesy of page 48)

Film strips are a valuable tool in teaching agriculture, as they allow students to see and hear about various topics in a visual and audio format. The film strips can be used to enhance lectures, provide additional information, and help students to better understand the material.

Here are some tips for using film strips in teaching agriculture:

1. Use film strips to supplement lectures, rather than replace them.
2. Provide students with a script or guide to follow along with the film strip.
3. Use film strips to enhance discussions, by showing visual examples.
4. Use film strips to help students visualize abstract concepts.
5. Use film strips to help students remember key points.

By using film strips in teaching agriculture, students can gain a better understanding of the subject matter, and can develop a deeper appreciation for the field.


The Agricultural Education Magazine

September, 1938

The Agricultural Education Magazine

September, 1938

The Agricultural Education Magazine is a valuable resource for educators and students in the field of agriculture. It provides articles on various topics, such as project plans, teaching methods, and current trends in agriculture.

Here are some tips for using the magazine:

1. Use the magazine to supplement lectures, rather than replace them.
2. Provide students with a script or guide to follow along with the magazine.
3. Use the magazine to enhance discussions, by showing visual examples.
4. Use the magazine to help students visualize abstract concepts.
5. Use the magazine to help students remember key points.

By using the Agricultural Education Magazine in teaching agriculture, students can gain a better understanding of the subject matter, and can develop a deeper appreciation for the field.
The Agricultural Education Magazine, September, 1938

VOCATIONAL AGRICULTURE EDUCATION DIRECTORY

OFFICE OF EDUCATION, WASHINGTON, D. C.

J. C. Wadleigh—Chief, Vocational Education.

STATE SUPERVISORS—TEACHER-TRAINERS

ALABAMA

E. G. Craycroft, Mobile
ALASKA

E. G. Craycroft, Mobile
ARKANSAS

J. W. Martin, Morrilton
CALIFORNIA

J. W. Martin, Morrilton
COLORADO

J. W. Martin, Morrilton
COLOMBIA

J. W. Martin, Morrilton
CONNECUT

J. W. Martin, Morrilton
FLORIDA

J. W. Martin, Morrilton
GEORGIA

J. W. Martin, Morrilton
IDAHO

J. W. Martin, Morrilton
ILLINOIS

J. W. Martin, Morrilton
INDIANA

J. W. Martin, Morrilton
IOWA

J. W. Martin, Morrilton
KANSAS

J. W. Martin, Morrilton
KENTUCKY

J. W. Martin, Morrilton
LOUISIANA

E. G. Craycroft, Mobile
MASSACHUSETTS

J. W. Martin, Morrilton
MICHIGAN

J. W. Martin, Morrilton
MINNESOTA

J. W. Martin, Morrilton
MISSISSIPPI

J. W. Martin, Morrilton
MISSOURI

J. W. Martin, Morrilton
MONTANA

J. W. Martin, Morrilton
NEVADA

J. W. Martin, Morrilton
NEW MEXICO

J. W. Martin, Morrilton
NEW YORK

J. W. Martin, Morrilton
OHIO

J. W. Martin, Morrilton
OKLAHOMA

J. W. Martin, Morrilton
OREGON

J. W. Martin, Morrilton
PENNSYLVANIA

J. W. Martin, Morrilton
RHODE ISLAND

J. W. Martin, Morrilton
SOUTH CAROLINA

J. W. Martin, Morrilton
SOUTH DAKOTA

J. W. Martin, Morrilton
TENNESSEE

J. W. Martin, Morrilton
TEXAS

J. W. Martin, Morrilton
UTAH

J. W. Martin, Morrilton
VIRGINIA

J. W. Martin, Morrilton
WASHINGTON

J. W. Martin, Morrilton
WEST VIRGINIA

J. W. Martin, Morrilton
WISCONSIN

J. W. Martin, Morrilton
WISCONSIN

J. W. Martin, Morrilton
WYOMING

J. W. Martin, Morrilton

The Agricultural Education Magazine, September, 1938

In the face of the tremendous amount of work that must be done in the preparation of the agricultural education program for the coming year, the time is right for the extension educator to turn his attention to the planning of his extension work. This is especially true in the field of community guidance, where the agricultural education program is having a significant impact on the development of more effective community leadership.

A recent study by the U.S. Department of Agriculture, "Community Guidance Through the Community Survey," concluded that the agriculture education program should be given a prominent place in the planning of community development programs. The survey, conducted in a number of communities across the country, found that the agriculture education program was well received and that it provided a valuable framework for the development of community leadership.

The survey also found that the agriculture education program was well received by the community leaders, who saw it as a valuable tool for the development of more effective community leadership. The study concluded that the agriculture education program should be given a prominent place in the planning of community development programs, and that it should be used as a framework for the development of community leadership.