THE FURTHERMOT HILLS

"Come over the plains to the hilltops high,
Come over, come over and rest;
Stay not on the plains where soft zephyrs lie
But come to the heights where the clouds sweep by
And the world-round gales thru the heavens fly,
Come over, come over and rest."—Liberty Hyde Bailey
AMERICAN EDUCATION WEEK 1938

The program of American Education Week 1938 has been announced by the National Education Association. This program has been adopted by the thirteen national agencies which sponsor this week. The American Education Week, the National Education Association, the United States Office of Education, and the American Legion.

General Theme: Education for Tomorrow's America

Sunday, November 6 — Achieving the Golden Rule
Monday, November 7 — Developing Strong Bodies and Alive Minds
Tuesday, November 8 — Meeting Skills and Knowledge
Wednesday, November 9 — Attaining Valued and Standards
Thursday, November 10 — Accepting New Civic Responsibilities
Friday, November 11 — Prompting Our Idols of Freedom
Saturday, November 12 — Gaining Security for All

Meeting Needs or Making Records

Time and again we have heard teachers of vocational agriculture say in solicitude: “If I go home from conferences quite discouraged, having found that my program does not measure up to the things which other teachers are doing” or “My work has never been as effective as the activities reported by other instructors through the state newsletter.” Similarly the innumerable attempts to do things have met with discouragement at least they are not quite sure how to improve their own programs.

If we start out, we, as teachers, supervisors, and teachers, will play up the outstanding rather than the usual situation. If possible, do we use some programs of boys with more favorable home situations in putting up standards for projects? The writer has heard of a number of instances in which the order in which the purchase of a few hundred baby chickens, a gun, or a purchase has meant for the success of a member or group to be a matter of the sugar feeding of a chicken that he sees in another home.

Liberian, such situations frequently contribute more to the experience and development of the individual and eventually to the improvement of the farming program than do the projects of students in favorable circumstances.

To carry our query further: Are we as we are? Are we as we are? Are we as we are? Are we as we are?

To that end, it seems that perhaps we might as well be prepared for the day when the purchase and home production of chickens will be an essential part of the program rather than a matter of the sugar feeding of a chicken that he sees in another home.

Our point is merely that we should be cognizant of the needs of the people who work with us and that we should develop programs which will meet these needs most effectively.

—G. F. Whitson, Iowa.

Today’s Soror

A TEXT for today’s service might well be taken from PROFESSIONS IN TEACHING ORGANIZED FARM MECHANICS by Cook and Walker. Such a text would read: “The real objects of the farm mechanics course are: (a) To teach boys to do the ordinary construction and repair work that needs to be done on the average farm with the tools the average farmer may reasonably be expected to have.”

The present year’s farm mechanics method class broke this down into three subdivisions. Quoted exactly, these objectives were:

1. To develop mechanical resources.
2. To establish a home workshop on every farm.
3. To develop systematic planning and careful workmanship in every farm management job on the average farm in the community.

Further, they determined that there were several important objectives which should be set up. The accomplishment of these primary objectives was assumed to mean that, with their aid, the three subdivisions would automatically be fulfilled, and further that the original text quoted in the opening paragraph would also be true as was its written. These primary objectives were:

1. To develop skills.
2. To develop thinking ability.
3. To develop in the selection and use of tools and materials.
4. To develop proper attitudes.
5. To develop the idea of a need for a home farm shop.
6. To extend mechanical knowledge.
7. To develop self-confidence in workmanship.

An examination of the facts leads to the realization that each of them could be further broken down. It is evident also that each of these further breakdowns might be subdivided again and again. This points out another fact—that the apparently simple objectivies which have been taken as a text become more and more complex and involved the further it is analyzed. A further thought then obrtains itself in a natural development of this analysis. Indeed this thought is the measure of the ultimate attainment of the objective stated in the text and the steps taken in development are the essence of the practical planning of such a course of study, and the presence of the theme thus created as material in the checking of each student against the ideal which had been visualized.

To digress for a moment from this strand of thought, a different approach might prove interesting. Assuming that in actual practice the farm mechanics teacher was required to answer the question “What should be taught in each group of boys for each boy in your farm mechanics classes and nothing else, what would this one thing be?” This again may be a mere curiosity. In attempting to formulate an answer, what other question must be answered first? It seems evident that among these might be the following: Can the best shop teacher in the world anticipate all of the situations all of his students will encounter? If he could, would it be practical to try to train them to face all of them? If he could, would he attempt to train them to face all of them? If he could, would he attempt to train them to face all of them?

By way of further discussion, an obvious point may be apropos. A number of years ago a spring vacation was given over to recording new low women's coat springs of a 1927 Chrysler coupe. The reason for this was simple. First, the cost of buying such a job done was too high; second, the rest of the faculty were fishing, and economy required that John Walton be eliminated from consideration. Third, this Chrysler was the first deviation from Model T operation; fourth, a false notion of mechanical ability had been engendered by work on previously owned Model T's which seem to thrive on the most imperfect treatment and continue to knock in spite of all, as because of, said tinkering, and lastly, the mechanical information had been obtained that the springs in question were of self-tensioning steel.

Where before the rear end of the car sagged a little too close to the ground, now behind the rear bumper there was a hint of a new rear seat. (Continued on page 95)
Contributions of Leading Americans to Agriculture


The contributions of leading Americans to agriculture have been a subject of interest for many years. The following are some of the more outstanding contributions made by American agriculturists to the advancement of agriculture in this country.

1. The开拓 of new lands.

2. The development of new seed varieties.

3. The improvement of grazing conditions.

4. The establishment of agricultural colleges.

5. The development of agricultural extension service.

6. The development of agricultural credit.

7. The development of agricultural insurance.

8. The development of agricultural research.

9. The development of agricultural marketing.

10. The development of agricultural machinery.

These contributions have been made by American agriculturists in the interests of agriculture and have greatly advanced the cause of agriculture in this country.
Method of transportation
day and fed early Friday morning, so that by eight o'clock they were ready to be on a ship in a short time. The first group was delivered to the Western States, and the second was taken to the East Coast. The cattle were unloaded and sent to market the same day.

The livestock was delivered at the Union Stockyards, West Fargo, on the morning of October 14. The stock was rushed to the market, and sold at a very high price, due to the high demand for live stock.

Mr. W. D. Peak discusses livestock loss prevention

Second Annual Marketing Day
ERNST L. DEALTON, Assistant State Supervisor, Fargo, North Dakota

The second annual North Dakota Farm Marketing day was held in Grand Forks, North Dakota, on Saturday, October 15, and featured a variety of different sessions and activities. The day began with a series of talks on livestock marketing, followed by a panel discussion on the economics of livestock marketing. The afternoon session focused on the marketing of other agricultural products, such as grain and feed.

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The Agricultural Education Magazine, October, 1958

Supervised Practice

H. H. GIBSON

Why Use Enterprise Budgets?

RUSSELL W. CLINE, Teacher Training, Tacoma, Arizona

Today, as never before, we live in an age of decision-making. The farmer alone, the businessman, the politician and every other person in the community is called upon to make many decisions. He is often forced to make these decisions too fast, under too much pressure, without adequate information. We are all in a constant state of decision-making.

One of the best tools available to the decision-maker is the Enterprise Budget. The Enterprise Budget is a tool that can be used by anyone who wants to make better, more informed decisions. It helps to make better decisions by providing information about the financial aspects of various enterprises.

The Enterprise Budget is a way of looking at the financial aspects of an enterprise. It helps to determine the profitability of an enterprise by providing information about the costs and returns. It also helps to determine the break-even point for an enterprise.

The Enterprise Budget is a tool that can be used by anyone who wants to make better, more informed decisions. It helps to make better decisions by providing information about the financial aspects of various enterprises.

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**Evening Class as a Means of Accomplishing a Community Problem**

S. H. FAEDDY, Instructor, Racine, Ohio

WHEN I conducted my first evening class in 1935, I was a little apprehensive about the outcome. I was following a popular suggestion to use a schedule of community work that could be new, that would have some consequence, and that would make some impression upon the community. I wanted to try something new, but I was not sure it would work. The first evening class I conducted was on the subject of soil conservation, and it went well. The people liked it, and they wanted more. The next year, the evening classes were expanded to include a variety of subjects, including soil conservation, home economics, and health education. The classes were well attended, and the feedback was positive. The people were interested in learning about new ideas and techniques, and they wanted to improve their lives. The evening classes became a regular part of the community's life, and they continued to grow in popularity. The classes were not just educational, they were also a means of socialization, and they helped to bring people together. The success of the evening classes led to the establishment of several new programs, including a community center, a library, and a recreation facility. The evening classes were a catalyst for community development, and they continue to be an important part of the community today. The experience taught me that if you are passionate about something, you can make it happen. You don't need a lot of money or resources, you just need a vision and a willingness to work hard. The evening classes were a success, and they continue to be a success today. The people of the community are grateful for them, and they continue to benefit from them. The evening classes are a testament to the power of education and the importance of community involvement.
PROGRESSIVE teachers and superintendents generally agree that the principal objective of vocational agriculture is to establish the farm boy in the occupation of farming. The objective of agricultural education is to give the key to become established in farming as one of the courses of study of vocational agriculture in the Idaho Falls public schools. The educational procedure may be discussed under those headings.

1. Adjusting teaching plans for individual boys.
2. The use of individual instruction is dependent upon a number of factors. The teacher must refer to the study calendar of the individual member of the group. Each boy with the aid of the teacher sets up a course of study for the entire year. Short cuts may be introduced so as to teach the group and they understand the principles involved.
3. The teacher and each pupil have real opportunity for service in keeping individual boys and their families in farming activities that will be most helpful to them. In other words, the teaching program or class plans should be adjusted according to the school needs of each boy. The school program has been simplified by using the job-analysis and job-methods as outlined in the Principles of Agricultural Education, Idaho.

Individual instruction is possible for each student to study the enterprises that interests him for the type of farming in which they are most interested. This may vary greatly during the individual period. For example, the teacher and student may set up a type of interest, such as making hay and feed, planting potatoes, crop and livestock, marketing, decision, factors, information needed to supply the factors. After the individual interest is made each boy can follow a definite procedure as his ability and development make it possible. Different boys may be working on problems of similar nature, but they should not be working on the same problem. Each boy follows a definite procedure, making a complete study of the problem, and applies it to his own situation. The individual student is being directed by his vocational notebook. If the boy's bunk has been done satisfactory, a work grade is recorded by the teacher when the job is completed. Each boy is required to do his own work. Individualized instruction may take the form of a less or more of the group.

During the teaching of agriculture, the problems that are common to all school students should be brought to the group. Examples of enterprises that are usually taught in group instruction are: farm jobs, farm marketing management, and farm home activities.

In building a long-time program as an example of what is being considered in farming, the boy usually starts in a smaller way and then expands as he sees the improvements program during the school and later as a result of his own experience with the enterprise. The group of one or two major enterprises which are taught should be carried on and possibly extended into long-time farm enterprises. In addition to expanding the activities of the group, the boys may take over more of the responsibilities.
The Measurement Program in Agricultural Education

G. P. DEYOE, Teacher-Training, East Lansing, Michigan

"Education is not to teach people to know what they do not know but to beware of what they take to be known." - PLATON

Measurement in agricultural education has become a matter of considerable attention among research workers, teachers, and others interested in this field. A little over two years ago, H. M. HAMER (1932) published a summary of 75 articles on education which had been in print during the first 25 years of agricultural education. He concluded that no complete study of the factors which determine the success of a teacher-training course had been made. He anticipated that such study was needed in order to measure objectively the results of educational efforts. The present study attempts to measure the results of instruction in agricultural education in terms of certain objectives.

Full-Time and Pro-Rated Teachers

INTERESTING figures concerning the number of full-time and pro-rated teachers of all phases of agricultural education were published in a report on the subject made by Dr. F. W. WILLIAMS, agriculture education officer. The report was made available to education officers in all states and to other educators interested in the subject.

Doctor Littlejohn found that in 1936 62 percent of the teachers of agricultural education were playing full time while 52 percent were playing part time. This indicated that the number of teachers was divided into three groups: full-time, part-time, and part-year.

KINDS OF CLASSES CONDUCTED BY TEACHERS OF AGRICULTURE:

<table>
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<th>Number of Teachers Conducting</th>
<th>Total and Seminars</th>
<th>Full-Time Teachers</th>
<th>Pro-Rated Teachers</th>
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<tr>
<td>United States</td>
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<td>537</td>
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<tr>
<td>North Central and Pacific</td>
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<td>357</td>
<td>67</td>
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<td></td>
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<td>600</td>
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</tr>
<tr>
<td>Pacific</td>
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<td>8</td>
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<tr>
<td>Other</td>
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<td>32</td>
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</tbody>
</table>

The next step in evaluating results is the need for improved preparation.

The Agricultural Education Magazine, October, 1938
Future Farmers of America
L. R. Humphreys

Merit System for F. A. Members

ELON HALL, Advisor, Woonsocket, Wisconsin

At the opening of school in September, the chairman of the Lutheran F. A. organization at the Kansas State College at Manhattan, October 1. We immediately formulated a plan which would provide the most of the outstanding boys to make the best of the organization.

We decided that a meritor system could be introduced for the F. A. to give credit for his work to the men who made a new annual crop of great success. A list of self-improvement and leadership activities was set up. Meetings and activities were arranged. The men were invited to attend these meetings and activities for the men who had been set aside at the start of the year to be given a better chance to organize the committee. In the past, we had arranged a number of meetings and activities for the boys who were set aside at the start of the year to be given a better chance to organize the committee.

One hundred dollars was set aside for our money-making project to be used as an incentive for the boys to make the trip to the convention. Five points per day were earned for the chapter for the first chapter to earn 500.

Throughout the year, this was quite difficult in the meetings. The boys were not as eager to attend the meetings and activities as we had hoped. We had to work with the boys to see that they had a chance to make the project. We had two weeks during the year in which we had a regular column of F. A. news. During these two weeks, we had under our F. E. A. emblem, the title "Building a better community for our boys". It was our policy to believe that the boys themselves get from this work, sell the products, or contribute to the community. Over the year, we found that this plan was a success. The boys worked very well and we saw that they had a real interest in the work. We believe that these boys could have done more if we had paid more attention to their work. We believe that Future Farmers need more publicity, but first of all, we believe that they have a real interest in the work.

The following is a list of our activities for which we plan to give publicity. These activities will be changed to suit local conditions.

**LEADERSHIP OR SKILL DEVELOPMENT ACTIVITIES**

1. Attendance at F. A. meetings
2. Attending father and son week
3. Attending community leadership training
4. Participation in parliamentary procedure at F. A. meetings

**THE AGRICULTURAL EDUCATION**

**4. Office held in F. A.
5. Attending other school organizations
6. Attending other school organizations
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20. Attending other school organizations

**S. State F. A. ASSOCIATION NEWS ITEMS**

**Former President Hoover Addresses Future Farmers**

**FUTURE FARMERS OF AMERICA**

**The Preston Chapter of Future Farmers has been organized.**

**Birds-Eye View of Supervised Practice**

**Cayne and Payne - F. A. Buildings**

**The Future Farmers of Nebraska are erecting the Future Farms Extension Service to the limits of the city. This will be given to the Nebraska F. A. buildings.**

**MONTANA ORGANIZES A STATE BOARD**

**Montana has organized a Future Farmers Board composed of 76 members from the state.**

**Ohio Encourages Cartonists**

**Montana to be organized.**

**Idaho Boys Grow Fancy Potatoes**

**Co-operative Tree Planting**

**Cullum-Lewis, Extension Service**

**Co-operative Buying and Selling**

**One Chapter in Kentucky sold produce for $50,000.**

**Project Insurance**

**SUMMARY OF STATISTICS**

**STATE F. A. ASSOCIATION NEWS ITEMS**

**FARMER ASSOCIATION NEWS ITEMS**

**Future Farmers of America**

**FLORIDA CO-OP**

**More Conservation**

**National Junior Livestock Show**

**Certificates vs. Ribbons**

**Visiting the President of Maine**

**Kansas Holds to Standards**

**Florida Co-operators**
Getting Boys Established in Farming

(Continued from page 7)

Today's Sermon

(Continued from page 10)

Teaching Farm Machinery

(Continued from page 17)