Editorial Comment

Freedom to Learn

It is time for the American public school system to take a stand on adequacy and to make a thoroughgoing evaluation of all aspects of the public school system throughout the country. The question is not whether certain partes of the country are better served than others, but what is the true nature of the public school system in the United States. Each being provided for those who will supply the needs of America. There is need for research to impose on the minds of educators in that in a democratic society the right to study and learn, free from bias and prejudice of those giving the instruction, is fundamental. Education that does not guarantee children's freedom to study, to question without bias from every source is not worthy of existence. In fact, such education is dangerous and immoral to the interest of democratic society.

This is a day of learning. In foreign lands it is fascism, communism, and so forth. In this land of ours it is our own education, nationalism, one-ism, CIOism, AAAism, or whatever-have-you. In Germany, France, and Italy education of the people is to indoctrinate them with the aims of the force in power. The goal, the school, the church, all must teach to this end.

The object of this system of education is drearily amusing in that the entire population of good nations, almost without a dissent, have bowed to the tyrannical will of ruthless dictators.

While we in this country rightfully rejoice in what we are far removed from the conditions found in the dictator countries of the world today, it is not too soon to watch with interest every new educational movement projected by the government, or otherwise, and promptly gain the public schools against becoming propagandists for such movements, whether they be good or bad. Human-welfare movements, particularly political movements, are good or bad, depending on the school of thought evaluating them. Let the public schools debate the struggle to give people an understanding of all movements and always avoid solidification of any movement under consideration. In a democratic society, each individual must make his own decision, he must learn to discriminate, and then to teach him to understand the relevant facts concerning any question. Neither can education stop short of teaching all the facts and all the points.

The present-day situation of the American farmer is not mere statistics, nor are the figures we are working with. Each is a product of some school of thought. In the minds of some, controlled production is the remedy; in the minds of others, just as much certainly, in the minds of others, uncontrolled production is the thing. Subsidized production for domestic consumption, subsidized at a price-boosting by the government and so forth, has all support.

After all, what treatment is it that will effect the cure that the American farmer needs and is entitled to? One can know— probably one can know. Under such conditions, then, should the farmer do more than he has been doing? There is little discussion on the answer to this question. The difficulty lies in the fact that such conditions, if not corrected, will thrust the small farmers into a particular scheme and quite often into a particular movement. The AAA has not been free of this type of program. Nor can they probably be severely criticized for the “farmer’s future.” Can they? Can they prove the efficacy of the AAA with the responsibility for administering a particular program? Can they prove the effectiveness of large subsidies? Can they prove the existence of the AAA to the public? It has been a powerful weapon to promote the views of this particular school of thought. The views of other schools have been exchangeable under relatively great landscapes.

In the entire picture there is only one agency so situated as to give farmers all the facts and only facts. This agency is the public school. Will the public school realize its mission and accept the responsibility of teaching all the people in the light of “the truth, the whole truth, and nothing but the truth”? In the past, when some vital issue was involved, we have been prepared to work for education. Let us be prepared to work for the education of the people in the light of “the truth, the whole truth, and nothing but the truth.”

Freedom to learn must be a right of every citizen if we are to maintain our democratic society.
Contributions of Leading Americans to Agriculture—Thomas Forsyth Hunt, 1862-1927

F. L. Griffin, Associate Professor of Agricultural Education, Supervisor of Non-Degree Instruction, Davis, California

FEW men in the field of agricultural education have had their influence felt more widely and unprejudicedly than Thomas Forsyth Hunt. A man of wide experience and great ability, he served as president of the leading educational institution of his day—the University of California, at Davis. His career included a period as a member of the faculty of the University of Illinois, where he was dean of the College of Agriculture, and as a member of the faculty of the University of California, where he was dean of the College of Agriculture. During his lifetime, he was a pioneer in the development of agricultural education in the United States and is considered one of the foremost figures in the history of American agriculture.

Born in 1862, Thomas Forsyth Hunt was educated at the University of Illinois, where he received his degree in agricultural engineering. He then went on to teach at the University of California, where he worked closely with the late Dean of Agriculture, John Muir. In 1897, he was appointed dean of the College of Agriculture, and he held this position until his death in 1927.

During his tenure as dean, Hunt was instrumental in developing the curriculum for the College of Agriculture. He also worked closely with the California Agricultural Experiment Station to improve agricultural research and extension activities. He was a strong proponent of cooperative extension work, and he worked to establish a network of agricultural extension agents across the state.

Hunt was also a vocal advocate for the importance of agricultural education. He believed that agricultural education was essential for the development of a strong agricultural sector in the United States. He worked tirelessly to ensure that agricultural education was accessible to all, and he was a strong supporter of the idea that agricultural education should be provided at all levels of education, from vocational schools to land grant colleges.

Hunt was a man of many accomplishments, and his legacy continues to be felt in the field of agricultural education. His contributions to the development of agricultural education in the United States are immeasurable, and he is remembered as one of the most influential figures in the history of American agriculture.

Forsyth Hunt, 1862-1927

On the occasion of the centennial of the birth of Thomas Forsyth Hunt, one of the great figures in the history of American agriculture, this article is written in his memory. Hunt was a man of great vision and leadership, who dedicated his life to the development of agricultural education and the improvement of the lives of rural Americans. He was a man of great compassion and integrity, and his influence will continue to be felt for generations to come.

The story of Thomas Forsyth Hunt is one of dedication, hard work, and a commitment to improving the lives of rural Americans. His legacy is one of inspiration, and his example serves as a model for all those who strive to make the world a better place.

In conclusion, the life of Thomas Forsyth Hunt is a testament to the power of education and the importance of agricultural education in particular. His legacy continues to be felt in the field of agricultural education, and his influence will continue to be felt for generations to come. He is a true inspiration, and his memory will continue to be felt for years to come.

A. K. GETMAN

R. W. GREGORY
University of California at the Pan-Pacific Conference on Education, Recreation, and Research, San Francisco.

Doctor Hunt was the recipient of the highest national honor in the field of education from the University of California. His address was delivered at the annual meeting of the State College Teachers Association, and it was the first time that the State College Teachers Association had been given this honor.

Doctor Hunt, who has been associated with the University of California since 1895, is well known for his work in agriculture and horticulture. He has been a member of the Board of Regents of the University of California since 1892, and has served as president of the University since 1895.

Doctor Hunt's address was well received by the audience, who were impressed by his knowledge of the subject and his ability to communicate his ideas clearly and effectively.

The audience was also impressed by the way in which Doctor Hunt addressed the topic of education and research in a way that was both practical and theoretical. He spoke about the importance of education in preparing young people for the future, and he emphasized the need for research to be conducted in order to understand the complex problems facing society today.

Doctor Hunt's address was a great success, and it is hoped that it will inspire others to continue their work in education and research.

The next speaker at the conference was Dr. L. J. Lane, Federal Agent, Agricultural Education, Washington, D.C.

Dr. Lane's address focused on the importance of agricultural education in preparing young people for meaningful and productive careers. He spoke about the need for agriculture education to be integrated into the curriculum of schools, and he emphasized the importance of providing students with hands-on experience in agricultural activities.

Dr. Lane's address was well received by the audience, who were impressed by his knowledge of the subject and his ability to communicate his ideas clearly and effectively.

The conference was a great success, and it is hoped that it will inspire others to continue their work in agricultural education and research.
A Population Survey and Its Uses

J. F. HURSTON, Teacher, Chicago, Illinois

The methods of surveying a rural school district, and the results of such surveys, are not the same. A survey is, in general, a systematic process of collecting, analyzing, and interpreting data about a population. In the case of a rural school district, this population is the students enrolled in the schools. The survey is designed to provide information about the characteristics of the population, such as age, gender, race, and socioeconomic status, as well as the distribution of resources, such as schools, parks, and libraries.

The survey is typically conducted by collecting data through interviews, questionnaires, and observations. The results of the survey are then analyzed to identify patterns and trends in the population. These results can be used to make informed decisions about educational policies and programs, as well as to allocate resources effectively.

Influencing Human Behavior

C. L. CHILCOTE, Instructor, Austin, Illinois

Almost everybody has the idea that ‘human beings are essentially capable of technical achievement.” However, I have found by many years of observation that the more technical performance of any work, whether it be some phase of farming or that phase of the art of industry, is in no way to the degree that it needs the man in coming to the realization that there must be more in our love of the work than just doing it well enough to make a good grade in school. The kindling of the will, the enrichment of the inner consciousness, the growth of the imagination, the making of the mind, and the forming of the character are things that are more important than any other.

And so, in my teaching, I have tried to inspire my students to the things that will make their lives more satisfying, regardless of the voca-

The population survey is a record of the population that exists at a given time, a record that is not subject to change. This is the only record that has been made of the rural population in a given area. The survey is a necessary step in planning the educational program for the school district. It is also a necessary step in planning the educational program for the community.

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Supervised Practice
H. H. GIBSON

What One Urban Boy

LYLE E. ANDERSON, Teacher, Minneapolis, Minnesota

I

SOMETHING significant teaching fail to realize is the importance of our work and how we may discover new directions for our pupils. Many times I hear agriculture teachers say that they do not have city boys in their classes. One of my experiences with a city boy, Robert Moss, has emphasized in my mind the potentialities of agriculture. It is true that the field of agriculture may possess and accommodate any city boy that can be made by any boy that develops the proper attitude and a genuine interest.

Robert and Andy

His first summer ever, he felt that he had succeeded in his farm work and had received some good experience and knowledge in the business of farming.

The next autumn he began talking about renting a farm. He did not have much to work with except the help of the old folks who could carry out their duties from which they were able to work. He was able to earn part of his income by working on farms where he could out his own income and from which he could carry out his own duties and from which he was able to work. He was able to earn more money and to have a lot of fun. In the spring he had his own farm and was able to work. He was able to earn more money and to have a lot of fun.

Class or group projects in agriculture have developed a great deal and have been very successful in training boys for business in the country.

Glass or group projects in agriculture have developed a great deal and have been very successful in training boys for business in the country.

Group Farming Program

EARL MARTIN, Teacher, Pitts, Kansas

The operation of the testing association has remained unchanged in nature for some years. Each year we have planned several tests between 100 and 130 tests for from 5 to 10 cooperating members, using the monthly test plan and testing usually between the 14th and 19th of each month. Several members do their tests at the same time and thereby make the testing period easier.

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Junior Herb Testing

HARRY M. MCDONALD, Teacher, Sparta, Maryland

Most of us have taught agriculture for 10 or more years will recall how we used to assign projects to our classes and how we evaluated them. How often do we think of the importance of these projects in the teaching of agriculture? In the young man's education, the project provides a stepping stone to the teaching of agriculture. The student is forced to organize his work on a business basis. He learns the value of planning, the importance of cooperation, and the need for doing things in an organized manner.

Establish Project Program on a Breeding Basis

RALPH W. CANADA, Teacher, Holdagie, Nebraska

The points listed below project the information and the goal of the project program.

1. The project program will be organized and conducted on a basis that will be comparable to the best project programs in the county.

2. The project program will be organized and conducted on a basis that will be comparable to the best project programs in the county.

3. The project program will be organized and conducted on a basis that will be comparable to the best project programs in the county.

After asking the boy a few questions I found that he lived outside Pitts, Kansas, and that his father worked in a factory in Kansas City. It had been suggested to me by my teacher that he be allowed to go on a year's trip to Europe. I signed up for the course, not knowing what to expect. I took the course and found that his farming was renting a farm on a business basis, and had received some good experience and knowledge in the business of farming.

The next autumn he began talking about renting a farm. He did not have much to work with except the help of the old folks who could carry out their duties from which he was able to work. He was able to earn part of his income by working on farms where he could out his own income and from which he was able to work. He was able to earn more money and to have a lot of fun. In the spring he had his own farm and was able to work. He was able to earn more money and to have a lot of fun.

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10. The project program will be organized and conducted on a basis that will be comparable to the best project programs in the county.
Suggested Problem Sources for Instruction in Part-Time Courses

H. M. BRYANT, Teacher Education, East Lansing, Michigan

IN SETTING up any course for a part-time school farm young men in agriculture who are interested in the part-time courses and in setting up a program for study and discussion, a list of sources of aid is suggested below. That list has been made up with the chief aim of part-time instruction in mind, namely, that students should be able to work on their farms and become established in farming occupations.

In using this list it is suggested that each assistant on the part-time course, from the proposed part-time class, shall compile a list of such sources as will appeal to the class members. The following is a list compiled by the boys of three boys which will be valuable for study and discussion. A list of sources of aid is compiled for the following:

1. Home farm:
2. Improvement of the home farm:
3. Planning a suitable farm program:
4. Planning a suitable farm program:
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100. Planning a suitable farm program:


**Studies and Investigations**

**A Reply**

C. S. ANDERSON

F. W. LATHROP, Specialist in Agricultural Education (Research)

Office of Education, Washington, D. C.

**NATURAL ARTICLES**

In the course of the work of the Agricultural Education Department, there have been various studies carried out on the findings of various schools, in which there has been a particular emphasis on the use of the students in various fields. This paper presents some results of such a study, and it will be of interest to educators in general.

1. The study was conducted in four states: Florida, Georgia, Louisiana, and Texas. The results were obtained by means of a questionnaire distributed to all schools in these states. The questionnaire contained questions on the number of students enrolled in agriculture, the number of hours spent in agricultural education, and the types of courses offered.

2. The results show that there is a general increase in the number of students enrolled in agriculture in the past few years. This increase is due to a number of factors, including an increased awareness of the importance of agriculture and an increased demand for agricultural products.

3. The study also reveals that there is a wide variation in the number of hours spent in agricultural education. Some schools devote a large proportion of their time to this subject, while others give it only a small amount of attention.

4. The types of courses offered vary widely from school to school. Some schools offer only a few courses, while others offer a wide range of courses.

5. In conclusion, the study shows that there is a growing interest in agriculture, and that there is a need for more and better agricultural education in schools.

**Should Agriculture Teachers Use New Type Tests?**

S. G. DOCELL, Teacher, Freeport, Ill.

**DURING the last quarter of a century, one of the greatest movements in the educational world has been the movement toward vocational education.**

1. The movement toward vocational education has been motivated by the recognition that education should be directed toward the needs of the individual and the needs of society. This movement has resulted in the establishment of vocational education programs in schools and colleges throughout the country.

2. The purpose of vocational education is to provide education that is relevant to the needs of the individual and the needs of society. This education is designed to prepare individuals for work in a particular field, and to help them develop the skills and knowledge necessary for success in that field.

3. The movement toward vocational education has been facilitated by the recognition of the importance of vocational education to the economy. This recognition has led to the establishment of vocational education programs in schools and colleges throughout the country, and to the development of vocational education curricula that are designed to meet the needs of the economy.

4. In conclusion, the movement toward vocational education is a positive one. It is a movement that is directed toward the needs of the individual and the needs of society, and it is a movement that is designed to provide education that is relevant to the needs of the economy.

**Influencing Human Behavior**

**(Continued from page 149)**

Manfield Field, a psychologist, has written a book entitled "The Art of Shaping Behavior." In this book, he discusses the ways in which people can be influenced to do things they do not want to do. He has developed a number of techniques for shaping behavior, and he has found that these techniques are effective in a wide variety of situations.

1. One of the most important techniques that Manfield has developed is the use of positive reinforcement. This technique involves rewarding people for doing what they want to do. This reward can be in the form of praise, money, or other forms of positive reinforcement.

2. Another important technique that Manfield has developed is the use of negative reinforcement. This technique involves removing something that people want to avoid in order to influence their behavior.

3. Manfield also discusses the use of punishment as a means of influencing behavior. He points out that punishment can be an effective way of shaping behavior, but that it should be used only in certain situations.

4. In conclusion, the book "The Art of Shaping Behavior" is an important contribution to the field of psychology. It provides a wealth of information on how people can be influenced to do things they do not want to do.
Kansas Organizes Farmers' Training School

At the August meeting of the vocational-agriculture teachers of Kansas, a plan was adopted for the following year, providing for definite training programs for the Future Farmers Chapters throughout the State. In general, two meetings will be held in each training center, either morning and afternoon sessions or one afternoon and evening meeting on a Friday. A committee of the high school will be assigned to each local arrangement and a calendar of training schools will be sent to each committee for the next year, during September and October, offering to each at least one state officer at each of the meetings. It is hoped that gentlemen and gentlemen will result from the attendance of Farmers and teachers at these schools. The slogan is: "Every local officer should be given an opportunity to attend an officers' training school." These schools should be as large or as small as needed or more important in the State.

New Project in Transportation

"We bring it in, repair it, and take it home," is a slogan which was formulated by the President of the North Dakota Chapter of Future Farmers of America. The chapter under the direction of Mr. Harold W. H. Nordlie, recent recipient of the North Dakota Chapter in a competitive test in which 30 boys have to travel 50 miles a day by automobile, and a school of 300 boys. The transportation of machinery in need of attention by this system will be an important step in the solution of a problem for the students and the farm mechanism. However, the completion of the project has reduced the problem to a simple matter.

If at any time farm machinery such as mowers, the Rea- and the next step is to repair the machinery, the next step is to design a machine, or sellining, etc., needs repairing, the Future Farmers can be called on the chapter to fix the tractors, buy the machine, and sell it to the farmer. The machine is not the most attractive piece of machinery, and the transportation of machinery in need of attention is the first step in the solution of a problem for the students and the farm mechanism. However, the completion of the project has reduced the problem to a simple matter.

Champion crop of 35 lb. tons exhibited by the Future Farmers from Stet, Minnesota, at the Second Annual Midwest Agricultural Fair on June 28th, and on the First Annual Midwest Agricultural Fair on June 29th, 1974, at the State Fair in St. Paul, Minnesota.

Milk Contest Excites Community Interest

A. J. McCONNELL, Teacher

The Future Farmers Chapter staged their third Cow Milking Contest on the stage of the Newton Theatre July 25 to 27. During the three nights of the contest, 25 cows were put up on stage. The first night the All County and the County were invited to compete. On the second night the All County and the County took part, and on the third night two boys each from the counties of Newton, Hackett, Newton, and Newton competed in a milk contest. There were tests each night and a grand prize of $35 offered for the highest milk produced in 3 minutes. Total attendance of 12,000 attended the three nights. The contest was conducted by Mr. Robert J. Smith, member of the Newton Dairy Club and former member of the Newton Board of Education.
Milling Contest Excites Community Interest

(Continued from page 156)

of milling until he had participated in one of the contests. Furthermore, there was considerable community interest aroused by the contest, not only among the farm people, but also among residents of the town.

The chapter netted $75 for the treasury from the activity, which will help toward the funds needed for trips.

Thomas Forsyth Hunt

(Continued from page 148)

was right, there was no use for his studying farming. He acted wisely. No person has any right to ask the state to inner the expenses of educating him without undertaking to be more than an average person. The very fact that a person goes away to school, whether for six weeks or six years, puts upon him a responsibility which he cannot ignore. This is not to say that the tax is harsh upon him. He voluntarily takes it upon himself when he enters into the institution. He cannot thereafter avoid the responsibility any more than any other sailor can shirk his duty.

"WHEN SHALL WE BEGIN STARVING?" was the title of an article prepared by Doctor Hunt about 1920, in answer to one appearing in a local periodical dealing with the Millahoon doctrine. There are true important aspects in the improvement of agricultural pursuits. One is the maintenance of an atmosphere of farm exercising, increasing quality and quantity of farm produce. In this regard, there is a great reduction in the percentages of the population. From the last census of the population and the crops as produced for those who produce, as well as for other people. A farmer is helped just as needly by a far

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- Vermont
- Washington
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- Wisconsin
- Wyoming

*Denotes absence of states' vocational agriculture programs and supervision.