Be practical as well as generous in your ideas. Keep your eyes on the stars, but remember to keep your feet on the ground. — Theodore Roosevelt.
The Agricultural Education Magazine

The New Editor

With this issue of The Agricultural Education Magazine the present editor has completed the first year of his term. Having tendered his resignation at the annual meeting of the American Association of Teachers of Agricultural Education at Chicago, November 30, 1928, his term ended on December 31, 1928. After careful deliberations by the editorial board of the magazine, Mr. H. M. Byram of East Lansing, Michigan, was unanimously elected as the new editor.

Mr. Byram is engaged in teacher education work as associate professor of agricultural education at Michigan State College. After graduation from Iowa State College in 1919, he taught vocational agriculture at Westfield, Massachusetts, for two years. From 1920 to 1928 he was again in Iowa and became teacher of agriculture at Des Moines and later also an instructor in vocational education at Iowa State College. During this period he completed his Master's degree in 1926. After one year as part-time assistant in the department of higher education at Teachers College, Columbia University, he returned to Iowa State College and served as instructor and assistant professor of vocational education from 1928 until he took up his present position at Michigan State College.

Those who know Mr. Byram realize that the Board has made an excellent choice in selecting him as the new editor. Only those who have been closely associated with the work of this editor fully know the time consumed and the extra energy required, in addition to the regular duties, to make this service to our national agriculture education program. The outgoing editor urges us to continue the fine work for which you have given him. The magazine is a tribute to the editor, and the new editor can continue it as such only by accepting his support in manuscript and subscriptions. There is every reason to believe that the magazine will continue to improve under the guidance of the new editor.

In assisting Mr. Byram, let us remember that he has a wife and young daughters. He also has several hobbies, but we believe that he may have to turn off the radio in the evening, for some unusual woman in which he would like to be, the golf clubs may not rest in the bag, the fishing tackle may remain carelessly packed away, all because a "disscised" man has taken The Agricultural Education Magazine. This may well happen, but we must not expect it to happen to his family. Do your part, and Mrs. Byram will have a good opinion of other workers in agricultural instruction.

The annual report and by letter, the present editor has this chance appreciation to the state superintendents, teacher-trainers, and staff members for their excellent cooperation. This also applies to every teacher of vocational agriculture, as well as to Dr. W. F. Stewart, the business manager, for service and support rendered during the past year.

We are fortunate in having the Meredith Publishing Company as our publisher. The present editor was much impressed by the interest shown in our magazine by employees in the editorial office, art department, typesetting room, business office, proof readers, editorial office, etc. We do appreciate their efforts. The editor especially appreciates the services of the following members of the editorial staff: Carl J. Jones, Hugh E. Carter, and Gladys J. Bixby. It has been a pleasure and assistance in the preparation of this magazine.

Former and Present Staff Members

DURING the past 10 years, since the magazine was started in January 1918 and up to the time of the retirement of the present editor, March 1929, 15 different persons have conducted the magazine. The editor desires to acknowledge the fine contributions made by listing the names, service rendered, and duration of service of each person who has been on the staff.

The editor appreciates the fact that many other workers in the field of vocational education in agriculture and other friends have responded to his requests at the request of these staff members or voluntarily. And only by this excellent cooperative effort has it been possible to make the magazine better and better. We should all look with pride on this accomplishment and realize that after a few years of backing by the Meredith Publishing Company, Des Moines, Iowa, we have been able to establish ourselves on a sound financial basis, without the help of commercial advertising in the magazine.

The names of the men who have served follow:

EDITORS
Dr. H. M. Hamlin, formerly at Ames, Iowa, now at Urbana, Illinois, was the first editor, January 1919 to March 1920.
Dr. E. S. Dickson, clovis, Illinois, April 1920 to March 1922.
Dr. George C. Hammond, Lexington, Kentucky, April 1922 to March 1923.
Dr. Roy A. Glinsky, formerly at Morgantown, West Virginia, now at Urbana, Illinois, April 1923 to March 1929.

ASSOCIATE EDITORS
H. M. Byram, Director of Vocational Education, Des Moines, Iowa, has been retained in this capacity since the beginning of the magazine.

BUSINESS MANAGER
Dr. E. M. Smith, Lafayette, Indiana, January 1929 to June 1929.

SPECIAL EDITORS
Charles C. Nuk, copy editor, New York, Ohio, April 1929 to March 1930.

Consulting Editor
Dr. F. B. Moore, Director of Vocational Education, Des Moines, Iowa, has been retained in this capacity since the beginning of the magazine.

PROFESSIONAL SECTION
H. W. Grean, Indiana, and Washington, D.C., 1929-1920
A. K. Getman, New York, April 1920 to March 1921
A. W. Snider, Illinois, April 1921 to March 1922
A. W. Abell and R. W. Moore, 1923-1924

METHODOLOGY SECTION
A. M. Field, Minnesota, 1930-1931

SUPPLEMENTARY PRACTICE SECTION
O. H. Schmidt, Colorado, 1930-1931
H. H. Glison, Oregon, 1931-1932

REVIEWING SECTION
J. T. Wheeler, Georgia, 1930-1931
J. D. Davis, Texas, 1931-1932
V. C. Meehan, Minnesota, 1933-1934
Post-Press Class Section
Roy H. Thorne, North Carolina, 1930-1931
L. M. Sanborn, Wisconsin, 1931-1932
J. B. McCracken, Ohio and Iowa, 1932-1933
Farm Mechanic Section
W. P. Ross, Washington, D.C., 1930-1931
M. I. Sharp, Iowa, 1930-1931
L. R. Polson, Kansas, 1931-1932
Research Section
E. C. Magill, Virginia, and C. B. Wiseman, South Dakota, 1932-1933
E. C. Magill, Virginia, and E. R. Alexander, Texas, 1932-1933
Contributions of Leading Americans to Agriculture—Milton Whitney, 1860-1927


Milton Whitney, D. A., outstanding world authority on soil science and chemist of the Bureau of Soils, United States Department of Agriculture, was born in Baltimore, Maryland, on August 2, 1860. He graduated from Johns Hopkins University in 1883 with a degree in the natural sciences. Three years of work in the Department of Chemistry at Johns Hopkins University, under the direction of Professor E. W. Raymond, led to his appointment as assistant chemist of the United States Department of Agriculture in 1886. Whitney spent the next 40 years of his career with the Bureau of Soils, during which time he became an outstanding figure in the field of soil science.

Whitney's work focused on the study of soil and its relationship to crop growth. He was one of the first soil scientists to recognize the importance of soil fertility and its role in crop yield. Whitney's research contributed significantly to the development of modern soil science, and he was instrumental in establishing soil testing as a fundamental tool for agricultural management.

Whitney's contributions to agriculture were recognized internationally, and he was awarded numerous honors and awards for his work. In 1927, he was given the D. A. Whitney medal, the highest honor given by the American Society of Agronomy, in recognition of his lifetime contributions to the field of soil science.

The establishment of the Milton Whitney soil science program at the University of California, Berkeley, was a testament to his legacy. This program continues to this day, training future soil scientists and agricultural professionals.

Whitney passed away on October 31, 1930, leaving behind a legacy of scientific achievement and dedication to the field of agriculture. His work continues to influence soil science and agricultural practices to this day.
In a few communities young men have been working on farms developing the community. This is a natural outgrowth of the high school, which is the place where the young men are learning the business of farming. They are the ones who are interested in farming and they are the ones who are going to run the farms.

This is a good social development for young men.

A surprising number of our young men are working on farms. They are the ones who are interested in farming and they are the ones who are going to run the farms.

The percentage of farmers' sons who are in the community is large enough to warrant concern. The farmers' sons are the ones who are interested in farming and they are the ones who are going to run the farms.

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A Rapid Calculator for Sweet Potato Prices

John W. Goodman, Instructor, Montana, New Jersey

Comparison between price sweet potatoes sold from field and those stored for later sale.

Use of the chart for "Home Storage"

Let us say that a grower stores a portion of his sweet potato crop at $8.00 per bushel. He could have sold $0.20 per bushel "at the farm" at digging-time, but he decides to store a better price by storing. Let us say he finds a 5 per cent decrease in the value of the crop due to storage.

This grower figures that his "Home Storage" rates have been $0.10 per bushel higher than the $0.15 to the digging-time price of $8.00, making a total price of $8.00 plus $0.15 (30%) = $8.45. Let's call the right side of the chart the "Home Storage" chart at the point of $8.45, which is the selling price per bushel on the stored crop needed to be equal to $8.00 per bushed field price. Over 25% is a storage profit.

Protecting Pipettes

GEORGE H. SALSBURY, Teacher, Ludlowville, New York

If you have trained many students to test milk for marketplace, you know that pipettes can break. Some pipettes have slipped into the milk, and some others have been used by inexperienced people on the table, mixed and any others left on the table have rolled off and broken. Hence, a few tips or rules to follow:

As these pipettes usually cost 25 to 20 cents each, approximated by the school committee, it is quite a big job to do it. With little extra effort, some tubes may be salvaged. A simple piece of metal is often called to us, the breakage is usually greater in the form of broken glass.

Some simple things happen to us:
- Break a beaker into smaller pieces and put the pieces into your electrical work with four parts and dry them. Starting at the beginning of the break, and even with pieces beginning to be broken off, make sure to do this.
- Leave the pieces behind, but break the pieces into smaller pieces and put them on the table.

A Saloon Pipe Pipe

This arrangement has these five advantages:
- The tube protects from rough handling.
- A break in the tube can be repaired by a break in the tube, and a break in the tube can be repaired by any rough handling.
- A break in the tube can be repaired by breakage in the tube, and a break in the tube can be repaired by breakage in the tube, and a break in the tube can be repaired by breakage in the tube.
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As a generalized statement, the trend of the public school is taking in more and more pupils, but the problem being the same. It requires the understanding and cooperation of the teachers and the administration to make it work. The school is a place where children can learn and grow. The administration should be focused on providing a safe and conducive environment for learning. The school should also work towards addressing any issues that arise to ensure a positive learning experience.
The Organization of Techniques for Evaluating Programs of Vocational Education in Agriculture

Dr. George D. Erickson, Teacher Education, St. Paul, Minnesota

Measurement of education is in the process of steady revision, always toward the more comprehensive. Measurement in vocational agriculture education in the past has been largely confined to examinations of students. Such examinations are useful in determining the effectiveness of the instruction given in a particular course or program, but they do not provide a complete picture of the educational processes that occur in the classroom. In order to achieve a more complete understanding of the teaching-learning process in vocational agriculture education, it is necessary to evaluate the programs themselves, rather than just the students. This can be accomplished by considering the programs as a whole, rather than just as isolated units.

Firstly, the following conclusions were made at the beginning of the year:

1. The programs prepared definite objectives for the number of students enrolled in the program of study.
2. The programs included adequate records for the students of those programs.
3. The programs made adequate provision for the form and time of the examinations.
4. The programs included adequate provision for the form and time of the examinations.
5. The programs included adequate provision for the form and time of the examinations.

Secondly, the following conclusions were made at the beginning of the year:

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5. The programs included adequate provision for the form and time of the examinations.

The evaluation of programs of vocational agriculture education should be considered as a whole, rather than just as isolated units. The programs should be evaluated in terms of their overall effectiveness, rather than just in terms of the effectiveness of individual courses or units. This can be accomplished by considering the programs as a whole, rather than just as isolated units.
A Study of the High School Guidance Counselor as a Factor in Educational Guidance

LEIGH H. HARDEN, Assistant to the Dean, College of Agriculture, St. Paul, Minnesota

A college of agriculture is concerned with a type of student that is different from that of any other type of college. The guide of this student, the guidance counselor, has a greater problem in their guidance activities. The social agencies in which these students are found are not the same. The guidance counselor must take into account the facts that these students are not only concerned with agriculture but that they are also concerned with social agencies. They have a greater variety of interests and are more likely to be interested in social agencies that are concerned with agriculture. They are more likely to be interested in social agencies that are concerned with agriculture. They are more likely to be interested in social agencies that are concerned with agriculture. They are more likely to be interested in social agencies that are concerned with agriculture. They are more likely to be interested in social agencies that are concerned with agriculture.
Future Farmers of America

L. R. HUMPHREYS

The Installation of Chapter Officers

LESLIE NELSON, Instructor, Brigham City, Utah

In THE preceding pages, emphasis was placed on the importance of making adequate preparations for the annual election of the officers of the local chapter of the Future Farmers of America. It was pointed out that the election should be held at least a week ahead of the date set for changing administrators in order to provide an opportunity for leadership training, chapter and program planning. It was observed that the chapter membership should be given special consideration in the selection process.

The selection of chapter officers and the selection of officers from the membership is an active part of the program of potential leaders for whom a strong leadership is needed in the local chapter. This activity is important and necessary if the local chapter is to accomplish one of its major objectives: to develop leadership in the agricultural field.

When a chapter has selected a set of competent officers, it provides a nucleus of leadership for the area of agriculture. It is to the chapter leaders that the bulk of the responsibility for the success of the chapter is committed.

The chapter leaders should be given the opportunity to plan for the chapter's future activities and to work closely with the chapter officers in planning and developing the chapter's program.

In answering questions we may get an indication of the organization from the practices of other organizations. So far as public officials are concerned, a definite date is set for the transfer of responsibility from one officer to another and the installation ceremony is held on the date of the formal "oath of office" by the incoming officer to bind him to the organization and the chapter. Except for the oath of no set regulations, the installation ceremony and the individual activities follow the same pattern as the ceremony and other details. Traditions may be observed in the chapters in the nature and order of events. Generally speaking, the installation ceremony is observed in the chapters as an expression of the sentiments and responsibilities of the officers.

officers. If an oath of office serves as an instrument of efficiency in public service, it should be applied to all those engaged in the organization of farm boys who voluntarily take membership and service to a local governing principle. The administering of an oath is not necessary in conjunction with the administration of an oath of office, but it is so in most cases effective and important part of the chapter ceremony.

The greatest accomplishment of any chapter is the installation of the officers of the Future Farmers of America is to develop a kind of leadership, integrity, honesty, and responsibility. In order to provide a program of leadership training for this fundamental principle, every effort should be made to choose the officers and the members of the Future Farmer chapter with the dignity and the responsibility of the service to be rendered.

In connection with this, there is need to be said in favor of a simple chapter ceremony at the time of installation which includes the taking of an oath of office administered by the proper individual. Boys, by nature, believe in ceremonies.

"Oath" is very useful for those young boys who wish to prove to their parents, and, in some cases, to their community, that they are ready for the responsibilities of the office. It is an effort to make the boy assume the responsibilities of the office and to be sure that he will stand by to advice and guidance, and be able to serve you, if and when you feel the need to call upon him. It is a method of training leaders.

"Oath" of office can be administered by the new officers to the new officers by means of a certificate of the duties of the office, the sole duty of the new office, and the need of the service rendered by each officer.

The following ceremony with minor changes, may be used for the purpose of introducing the new officers into the Duties of the Office, the responsibilities of the future Farmer chapter, the responsibilities of the officers of the chapter, and the responsibilities of the service rendered.

"Oath" of office is to be administered by the proper individual. Boys, by nature, believe in ceremonies.

Heavy Membership Increase

The membership in the Future Farmers of America has increased from 3,000 members in 1933 to 30,000 members in 1938. The increase in membership is due to the successful program of the Future Farmers of America in the states of the United States, and the growth in the number of local chapters in the United States and Canada.

The Future Farmers of America is a national organization of farmers' boys and girls who wish to improve their agricultural knowledge and skills. It is a voluntary, non-profit organization with a membership of over 30,000 boys and girls. The organization is affiliated with the National FFA Organization, which is a separate entity.

The purpose of the Future Farmers of America is to promote the welfare of boys and girls in agriculture, and to foster a spirit of cooperation and mutual aid among farmers' boys and girls. The organization provides opportunities for members to learn more about agriculture, to develop their leadership skills, and to participate in various agricultural activities. The organization also provides opportunities for members to compete in various agricultural contests, such as public speaking, photography, and written contests.

The Future Farmers of America is a member of the National FFA Organization, which is a national organization of farmers' boys and girls. The organization is affiliated with the National FFA Organization, which is a separate entity. The organization provides opportunities for members to learn more about agriculture, to develop their leadership skills, and to participate in various agricultural activities. The organization also provides opportunities for members to compete in various agricultural contests, such as public speaking, photography, and written contests.

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