The real problem first, last, and all the time is the production of a good way of living. This should be the end and object of the agriculturist in common with every other human being.

—RALPH BORSODI
Is Our Farmer-Training Really Democratic?

FROM its inception vocational education has given full recognition to the principles of democracy in education. The theory has been one that stresses the idea of the "humblest worker, equally with the youth who propels to enter the professions, has the right to the sort of training needful for the occupation by which he proposes to earn his livelihood and support his family." At times we may have criticized other educational programs on the grounds that they have been designed for the few who could, by virtue of superior ability and opportunity, continue their education at the expense of the majority, who may lack these opportunities. May there not be reason to question whether we have drifted into the same errors for which we have criticized others? To ask today even casual expositions on some 30 freshman students enrolled last fall in a high school department of agriculture in one of the richest agricultural centers of this state. Evidently these boys were typical of the type of pupils whom we might be economically able to enroll in our courses in vocational agriculture. They were farm boys, interested in farming, backed by progressive, interested parents, with opportunities for good supervised farming programs and definite assurance after graduation of opportunities for farming, teacher, pattern, or career. Our farmer-training program is geared to adequately for these two. They will be the pride and joy of the farmer in that school, conduct strong farming programs, participate and lead in Future Farmer activities, and eventually form the group of graduates to which he will belong with pride as products of his department. For many farm boys who show an inclination for farming, the opportunity to stay from the of the farmer-training program was not just an usual course of study but an absolute necessity to them. But what of the remaining 104? Four of these were more of the farming type, those who have been raised on farms, with the care of the animals, andattitude of these. Many were sons of farm laborers, members of families producing five children or more. They lack the advantages of good nutrition, companionship, activities—many of them spend their whole lives on farms, often working twelve months of the year. Many of them never have the opportunity to learn about agriculture, the industry, or even to earn a living as farmers. This is not an isolated case. In many departments, especially those in rural schools, where large areas of land are operated by small farmers, the problem is even more acute. The majority of these boys were from farms, but even on these farms, they lack the opportunity to learn about agriculture. This is not an isolated case. In many departments, especially those in rural schools, where large areas of land are operated by small farmers, the problem is even more acute. The majority of these boys were from farms, but even on these farms, they lack the opportunity to learn about agriculture. This is not an isolated case. In many departments, especially those in rural schools, where large areas of land are operated by small farmers, the problem is even more acute. The majority of these boys were from farms, but even on these farms, they lack the opportunity to learn about agriculture.

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The Agricultural College Movement in the United States

E. B. Knight, Teacher Education, Knoxville

The Agricultural College Movement in the United States began in the 1870s. This was a time of great social and economic change, with the rise of the industrial revolution and the need for a skilled workforce. The government recognized the importance of education in preparing young people for work in agriculture and other fields, and began to support the establishment of agricultural colleges.

In 1862, Congress passed the Morrill Act, which provided federal funding for the establishment of agricultural colleges. This was the first federal legislation to support higher education. The act was named after Representative Justin Morrill of Vermont, who was a strong advocate for agricultural education.

The first agricultural college in the United States was established in 1862 at the University of Wisconsin. Other colleges followed soon after, including Kansas Agricultural College in 1863 and Virginia Agricultural and Mechanical College in 1867.

Today, agricultural colleges play a vital role in preparing students for careers in agriculture and related fields. They offer a wide range of programs, from traditional agriculture to more modern disciplines such as biotechnology and sustainability.

In conclusion, the Agricultural College Movement in the United States was a significant event in the history of higher education. It helped to prepare a skilled workforce for the needs of an industrial society and had a lasting impact on the development of agriculture in the United States.

E. B. Knight

The Streamlined Trip Into Dixie Land

ARES T W. NCCLAN, Teacher Education, Urbana, Illinois

The streamlining of trains in the United States has had a significant impact on the travel experience. It has made it faster and more convenient to travel from one place to another. The streamlined design of trains has also been an important symbol of modernity and progress.

In the early 20th century, the US railroads were challenged by the rise of the automobile. This led to a push for faster and more efficient trains. Streamlining was introduced in the 1930s and quickly became popular. It was a way to reduce air resistance and increase speed.

The first streamlined train in the United States was the Pioneer Zephyr, which was introduced in 1934 by the Illinois Central Railroad. It was designed by the Budd Manufacturing Company and was a sensation when it debuted. Other railroads quickly followed suit, and streamlining became a rage.

Today, streamlining is still used on some of the fastest trains in the world, such as the German ICE trains. It is a symbol of progress and modernity, and continues to be an important aspect of rail travel.

A. W. NCCLAN

Puerto Rico Organizes Chapter of Alpha Tau Alpha

EDMUND C. Magill, Professor of Agricultural Education, University of Puerto Rico

In 1920, the Alpha Tau Alpha fraternity, the national honor society for agriculture students, was founded at the University of Illinois. It has since spread to universities across the country and around the world.

In 1950, the University of Puerto Rico organized the first chapter of Alpha Tau Alpha in Puerto Rico. This was a significant event, as it allowed students in Puerto Rico to be recognized for their academic achievements and to have access to the many benefits of the fraternity.

Since then, the chapter has grown and continues to thrive. It provides a valuable network for students and a way to connect with other agricultural students across the world.

In conclusion, the establishment of the Alpha Tau Alpha chapter at the University of Puerto Rico was a significant event for agricultural students in Puerto Rico. It provided a valuable network and a way to connect with other students and professionals in the field.

Edward C. Magill

The Agricultural Education Magazine, August 1940

The America of Tomorrow

Professors F. E. Givens and A. W. Tomney of the agricultural education department at the University of Illinois have been studying the future of agricultural education in the United States for several years.

In their report, "The America of Tomorrow," they discuss the changes that are expected to occur in the field of agriculture over the next several decades. They emphasize the importance of providing students with a strong foundation in agriculture and preparing them for a variety of careers.

The report also discusses the need for agricultural education to adapt to the changing needs of society. It calls for a more diverse and inclusive approach to the field, and suggests ways to make agriculture more appealing to students from a variety of backgrounds.

In conclusion, the "America of Tomorrow" report provides valuable insights into the future of agricultural education in the United States. It is a call to action for all who are involved in the field, to continue to adapt and improve in order to meet the needs of tomorrow's agricultural workforce.

Professor Edmund C. Magill

The American Agricultural Education Magazine, August 1940
A Demonstration-Practice Farm in Hawaii

YOISHIMI MAEDA, Instructor
Benjamin Parker High School, Hana, Maui, Hawaii

Methods

PLACEMENT and successful rehabilitation of boys on farms is generally regarded as one of the most crucial problems in vocational agriculture. The success of a department of vocational agriculture is largely determined by the manner in which the boys have been placed into getting into farming as a lifetime occupation.

Like many departments of vocational agriculture of the country, the department of Benjamın Parker High School is taking definite steps toward solving this problem. This is being done by:

(a) demonstrating how well boys that farming can be made profitable;
(b) having the boys do necessary farm jobs, both managerial and operative, thus giving supervised practice and thus practice work on the farm school;
(c) teacher interest in farming as a life occupation;
(d) assisting boys in finding farms.

The individual supervised practice of the boys that farming can be made profitable, all the world in the mirror of vocational agriculture, and to have them interested in farming in school, primarily through school, is carried on with the cooperation of the local farm operators.

The individual supervised practice of the boys that farming can be made profitable, all the world in the mirror of vocational agriculture, and to have them interested in farming in school, primarily through school, is carried on with the cooperation of the local farm operators.

Our demonstration-practice farm also offers an excellent group job for the farm that the boys may have the opportunity to work on it individually.

We have been involved in doing groups j

Assisting Financial Problems

Assisting boys to finance farms may be considered as one of the most difficult problems with which a teacher of vocational agriculture must contend. For young boys are not familiar with the ways and means of solving this problem. In this situation the boys often get into trouble. The teacher can help them by teaching them the principles of agriculture and by giving them practical tips on how to manage their finances. The teacher can also help them by providing them with a list of possible sources of income.

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Teacher Activities in Supervised Farming

H. H. GIBSON

Teacher Activities in Supervised Farming
II. Instructional on the Job

CARL G. HOWARD, Teacher, Education, State College, New Mexico

THAT adequate promotion is needed to establish good supervised farming programs in the schools and that the student be stressed in a previous activity is evidence of the benefits to be derived from such an activity as a teacher in Supervised Farming. As a foundation on which to build, the instructor has the task of creating a discussion of the second teacher activity in the Supervised Farming program, which is the teacher's promotion of the program resulting in a successful year's work in supervised farming.

I. Instructional Activities in Which the Teacher Should Engage

A. He should define and illustrate good supervised farming projects for the advanced students, ex-students, recent graduates, and the public.

B. He should develop the activity to carry out the plan for a good supervised farming program by explaining the steps, the possible uses, the successes, illustrating several different projects which might be handled, the potential benefits, the return, pride in ownership, prestige, and the value of good instruction and teaching, and developing F. F. A. leadership abilities.

C. He should help boys to set up and plan their own supervised farming pro-
grams. In order to do this, he should provide forms, plans, and assistance. In the planning of the enterprises and activities, he should, as he sees them, adopt, develop, and assist in the planning of the enterprises, and assist in carrying on their enterprises, and assist in developing his teaching program for the first year, and encourage and assist boys in planning in detail the activities and expanded activities in which they are engaged yearly by year.

Mr. Howland shows a student how to show one of his seeds.

The analysis might probably be discussed in his lesson to the exclusion of any other way that it could be possible to this actual lesson in the departments of vocational education in the state.

On the subject of this article, there are several studies that could be made here. In the first year, a teacher should make sure that the students are learning how to present the activities in which they are engaged in the teaching program for the first year, and should develop and assist in the planning of the enterprises, and assist in developing his teaching program for the first year, and encourage, and assist students in planning in detail the activities that they are engaged in the teaching program for the first year.

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Teaching That Moves Farmers to Co-operative Action

H. G. MEELB, Teacher, Striper, Wisconsin

Demonstrating Seed Treatment

Our one-variety program began to take shape. The next step toward improved production of the cotton program was planned with the cooperation of our cooperating farmers. This is a direct method of growing a seed crop used on the soil to kill all surface diseases. The treatment is accomplished by placing seed and an approved fungicide in a revolving barrel, using a proportion of the seeds. Three or more seeds are coated with seed, turning slowly for three hours or more, depending on the need in the soil, and are sold at a good price.

During the summer of 1907, we cooperated with the Farmers' Union, a demonstration sponsored by the F. F. A. for the benefit of the high school students. We conducted a demonstration to show the benefits derived from the treatment of cotton seed with a chemical. A careful check on treated and untreated cotton plants showed that the treated plants yielded approximately 1.75 times as many seed as the untreated. A large number of high school students visited this demonstration and was given a demonstration on the benefits of the seed treatment.

The following spring, as a result of this demonstration, a group of high school students, under the leadership of the F. F. A. chairman, conducted a similar experiment in the school yard, and proved the demonstration was a good one. This project has continued throughout the year as an experiment in cottonseed treatment.

Walsh County Starts New School in Adult Education

E. J. TAIBER, Superintendent, Walsh County Agricultural and Training School, North Dakota

Something new in adult education has been taking place during the past year. This was made possible by the larger and more efficient communities joining in the project. We have not only participated in the educational work but have been learning ourselves.

In the fall the school was opened to the public in the evening classes, and 100 students were enrolled. The school has been expanded, and now includes a wide range of courses, including home economics, practical nursing, business education, and general education.

Walsh County is one of the few communities in the state that has a school for adult education. The school was established to meet the needs of the working population, and to provide opportunities for those who wish to continue their education.

At the beginning of the school year, the school was in session, and its facilities were in use. The classes were well attended, and the students were enthusiastic. The school was well supported, and it is expected to continue to grow in the future.

The school is a community resource, and it is expected to continue to serve the needs of the community. The school is open to all, and it is expected to continue to provide opportunities for those who wish to continue their education.

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EVALUATION 
of the performance of the teacher and the students. The instruction should be structured (as for individual student abilities) in such a way that the ability of the individual to achieve the objectives outlined is maximized.

The teacher should be able to evaluate the performance of the student in a fair and objective manner. The teacher should be able to assess the student's understanding of the material presented and to provide feedback to the student on his or her progress.

The evaluation process should be structured to maximize the student's ability to achieve the objectives outlined. The student should be able to gain a clear understanding of the material presented and to be able to apply that knowledge in real-world scenarios. The teacher should be able to provide feedback to the student on his or her progress and to make suggestions for improvement.

The evaluation process should be structured to ensure that the student is able to achieve the objectives outlined in the instruction. The teacher should be able to provide feedback to the student on his or her progress and to make suggestions for improvement.

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FARM MECHANICS FROM SIXTEEN TO SIXTY

J. M. HOLCOMBE, Teawo, Sur City, Iowa

The high-school boy needs a good log-cabin enterprise, or, if the family cannot afford one, a start in the farm mechanization needs requiring the part-time plan to start farming
and is pursued near at farm sites some farm machines that needs repairs,
or his first need is a mechanical overheating.
the farm boy needs to repair his mower, he needs to repair his tools, or he needs a new walking assembly and simple illustration clearly the need for "mechanization in farm production of three of these great groups in the Sas City region are:

Mechanized jobs and problems arise at different times on the farm. When a boy needs equipment he may be required to complete his unit in farm production before completing the needed equipment. If Mother's washday is Wednesday, the farmer boy may be required to complete his farm machinery unit before Father's washday. If the student-teacher questions as those three in mind a plan was worked out during the summer of 1939 that would meet much better the needs of the student in Sas City by permitting him to work on the mechanization problems as they arose.

Unit-Planning Was the First Step

Fourteen units were worked out utilizing objectives for each unit, and requirements in terms of specific units. Each boy was given a copy of these objectives, assignments, and requirements. If the boy completed unit assignments using his credit for the

The boys were free to work on any unit that they had need for at any time. They were to do some work in every unit at some time during the year. Each unit increased the interests of the boys. These interests seemed to grow in the group very well. The class had an enrollment of 18 boys.

The part-time class met every Monday evening for four weeks in the regular classroom on the farm. The boys were given the farm engineering at these night meetings, and this work was conducted by laboratory work in the shop. Two or three skill testers were used during the term and were not in the group of young men, since the experience was gained along with the study and training in teaching and in farming. A group thus trained should be prepared to place their future students in their own capacities and experience that many that are being practised today. The teachers were not the only persons in the conduction of the farm, since all problems in agriculture were studied, discussed, and completed by the group of young men.

The AGRICULTURAL EDUCATION MAGAZINE, August, 1940

High-school preparation is selected

in looking over available projects and material the writer found the material of the two previous stated problems while the boys were given a problem in which to design a request to build a barn. The size for this building was 50' by 30' with two 12' wide.

Making decors was not studied until the problems of building farm, reinforcement, and other construction were out of the way.

The AGRICULTURAL EDUCATION MAGAZINE, August, 1940

Learning to Teach and Teaming to Learn

EUGENE A. EGAN, Teacher Education, Bozeman, Montana

In THE field of farm mechanization there are many excellent opportunities for the high-school student of farm mechanization to arc and, at the same time, practice in teaching the boys. Young boys preparing themselves for teaching in the field of vocational education should be given the chance to take advantage of both these opportunities.

In some problems it is impossible to present themselves to anyone who wishes to give financial and skill confidence and teaching practice in the same course. The problem connected with the first of the two main problems, the experience is mainly one of securing and teaching. How can this required experience be provided essentially on a problem of a smaller scale, to teach the boys to develop confidence? The second and primary problem of the two discussed here is given to students along with acquisition of skills. The writer, a member of the "Farm Mechanics for Teachers," during the fall semester of the 1939-1940 school year at Montana State College, led a class in farm mechanics. The primary objective of this course was to develop skills in tool selection, use, care, and maintenance, and to construct farm wood projects, a mowing machine, and to construct farm wood projects, a mowing machine, and the axis. Concentration was on woodworking skills that would apply in construction of farm buildings and equipment.

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“A challenging Project is Selected

"Rolling cart was not calibrated unless the building was ready for action"

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Mechanized jobs and problems arise at different times on the farm. When a boy needs equipment he may be required to complete his unit in farm production before completing the needed equipment. If Mother's washday is Wednesday, the farmer boy may be required to complete his farm machinery unit before Father's washday. If the student-teacher questions as those three in mind a plan was worked out during the summer of 1939 that would meet much better the needs of the student in Sas City by permitting him to work on the mechanization problems as they arose.

Unit-Planning Was the First Step

Fourteen units were worked out utilizing objectives for each unit, and requirements in terms of specific units. Each boy was given a copy of these objectives, assignments, and requirements. If the boy completed unit assignments using his credit for the

The boys were free to work on any unit that they had need for at any time. They were to do some work in every unit at some time during the year. Each unit increased the interests of the boys. These interests seemed to grow in the group very well. The class had an enrollment of 18 boys.

The part-time class met every Monday evening for four weeks in the regular classroom on the farm. The boys were given the farm engineering at these night meetings, and this work was conducted by laboratory work in the shop. Two or three skill testers were used during the term and were not in the group of young men, since the experience was gained along with the study and training in teaching and in farming. A group thus trained should be prepared to place their future students in their own capacities and experience that many that are being practised today. The teachers were not the only persons in the conduction of the farm, since all problems in agriculture were studied, discussed, and completed by the group of young men.

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High-school preparation is selected

in looking over available projects and material the writer found the material of the two previous stated problems while the boys were given a problem in which to design a request to build a barn. The size for this building was 50' by 30' with two 12' wide.

Making decors was not studied until the problems of building farm, reinforcement, and other construction were out of the way.
Traditional Livestock Shows—
A California Solution

JULIAN A. McPhie, State Supervisor,
Los Angeles, California

PARTICIPATION in livestock shows and other agricultural fairs has been a type of activity of students of vocational agriculture for some time. It has brought them together and resulted in the formation of early clubs in associations which were ultimately nationalized as the Future Farmers of America.

In analyzing this participation and its contribution to agricultural education, many have been inclined to speak in whispers about the harmful features and very loudly about the good ones; or to over-emphasize shows they think are valuable and helpful, or to cut them out altogether if they feel that the effect is not good.

This is a weak attack on a problem which certainly is not a solution.

Why Traditional Shows Have Survived

This lack of outspoken and frank analysis of the results of livestock shows is one of the many factors which contribute to the number of motives. The management of the shows has been extremely complex and the costs have been extremely high.

Competition for the same hay, milk, hay, and other expenses has been very keen. The returns to the farmers have been higher than those of the shows, contrary to the results of experiment stations and not on the same plane with the work of the state department of extension.

The true spirit of the future farmers of America is largely centered in the old-fashioned and other "kindnesses" by regulation of the state department of finance.

This still does not clear the loophole that the state of California has made in the excellent plan, which in all which the boys and girls, as well as the men, have carried out the plan, have been responsible to the people. The true spirit of the future farmers of America is largely centered in the old-fashioned and other "kindnesses" by regulation of the state department of finance.

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Pi Chapter, A. T. A., Installed at New Mexico

G. A. SCHMIDT, Teacher Educator, South Dakota State University, Vermillion

On APRIL 6 the Pi Chapter of Alpha Tau Alpha was installed at New Mexico State University, Las Cruces.

This chapter made an excellent start. Seventeen active members, seven honorary members and six honorary members were installed. The honorary members were transferred from other A. T. A. chapters.

The New Mexico chapter installed by the writer included 17 active members who were transferred from another A. T. A. chapter and an outstanding group of young men. Each selected a permanent notebook of farm experience, a keen interest in rural life, and a strong desire to be part of the agricultural profession.

A few members of the chapter were present at the installation ceremony, and the chapter is expected to grow rapidly in the future.

Agricultural Colleges

The college was in a position to do much with education of its leaders, and its influence upon the future of education was already recognized.

The Smith-Lever Act (1914) has also aided for extension duties.

Teacher-Educator Developed

In recent years there has been an increase in the number of agricultural colleges for high-school boys who were the future farmers of the state. The Smith-Lever Act has added another duty to the already arduous work of this college, that of educating teachers who will serve for such departments in high schools.

Since the passage of the Smith-Lever Act in 1914, newly organized agricultural colleges have been prepared in every increasing measure by the agricultural colleges of the United States. That this work has been well done is demonstrated by the constant increase in enrollment in the schools of secondary education.

The formation of the state agricultural college has gradually come into its own. However, since 1900, institutions especially planned for agricultural purposes have been constructed throughout the country with appropriate structures being provided for housing laboratories, special equipment, and other necessary facilities.

The proliferation of the compulsory labor requirement for all students has changed the situation, but there is a considerable degree of uniformity in the field-labor plan which aids in the work of a practical nature.

Formerly, better trained instructors have been employed and more attention has been given to both academic and practical training. Gradual studies started in 1896 at Ohio State University and have been extensively emphasized.

Originally, agricultural colleges were established and established to train men for farming. While this objective is still present, a significant change has come into being—that of training young men for work in a multitude of related fields.

The college is characterized by the comprehensive nature of its work, and the need for cooperation with other colleges is apparent.

Many problems remain partially unsolved. Among these is the importance of college teaching, the formation of courses which will best meet the needs of modern agriculture; the development of rural people for a happy, contented life, and the scarcity of adequate finance and others.

Presented are the calls for service, and many does the agricultural college face. It is an arduous task to prepare and lead in agricultural education. The path has been long with many a detour, but the persistence of the agricultural colleges and the United States have held their hands ever, their faces to the front, and the work is carried on for the constructive betterment of the agricultural work.

The Agricultural Education Magazine, August, 1940

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