The best form of efficiency is the spontaneous co-operation of a free people.

—Woodrow Wilson
Sarcasm—Never

WHETHER the teacher is a dunce by class work or misbehavior, sarcasm is never effective. It is always either the teacher himself or the class he represents. It causes resentment on the part of the involved student and often the teacher, too, if he is a member of the class. It sometimes appears at the moment to get the desired result, but it never gets cooperation. It is a savage and cowardly weapon and leaves nothing in an open wound.

On the other hand, a teacher has a misunderstanding of all the facts involved and sarcasm leaves no room except apology. The pupil feels that the teacher has the upper hand of authority. If the teacher postpones the inevitable statement he is tempted to make, he will never make it but will attempt something constructive instead.

While the teacher seldom intends deliberately to hurt the pupil, whenever I have encountered remarks by any teacher I feel sorry for the pupil. I am sure the pupil takes the teacher’s thoughts as respect for the teacher and often as much as that. Any reference to the teacher’s intelligence, whether true or not, is out of place in the classroom.

After more than 15 years of school teaching, I think teachers often wonder what is the difference between certain sarcastic remarks of teachers who did not wait to understand the situation on which they passed an unjustified judgment. Unfortunately, they remain in my memory more clearly than the kindly things said by other teachers who never said anything unfounded. Yet I love some of the strictest teachers who had to pass me to the next grade quite frequently but who remembered that I was human.

The use of sarcasm becomes a habit which finally expresses itself almost automatically, with the teacher scarcely conscious of the source of its use. Be kind, even when you must criticize. How many boys have I left my department because they were "squeaks" or for unnecessary personal remark?

Finally, constructive and positive treatment is always preferable to the negative, and sarcasm is never constructive. Sometimes a successful teacher apparently ignores temporarily the situation which tempts him to use sarcasm, but remains alert for a better solution. Nothing is lost by this delay and often the boy shortens his growth or the program under way and even without a voluntary apology. Each teacher must watch his step.
The Fertility Problem of Our Soils

A. K. GETMAN

The term "fertility" refers to the chemical and physical quality of the soil for plant growth. The productivity of a soil is affected by the composition and balance of its chemical and physical characteristics. Without proper soil fertility, crops cannot grow healthily.

Chemical Elements Needed by Plants

The bulk of all plants is combustible. They are therefore made up largely of carbon, hydrogen, and oxygen, and of some nitrogen and other elements, which are supplied by the air and water. The green plants get the energy of the sunlight. Carbon dioxide in the air and water are the raw materials of all vegetation. When this chemical combination is in proper balance, the living substance of the soil is formed. When the latter grows, the former becomes a permanent part of it, and the soil becomes enriched. The carbon dioxide and water are the raw materials of all vegetation, and the plants get the energy of the sunlight. Carbon dioxide is necessary for the growth of all plants; water is necessary for the growth of all plants.

Principles by Which Plants Feed on the Fertility of the Soil

Vegetation can be classified, then, into two groups, the first being the woody plants and the second being the herbaceous or non-woody plants. The woody plants are the chief source of food for the herbaceous plants, and the herbaceous plants are the chief source of food for the woody plants. The woody plants are the chief source of food for the herbaceous plants, and the herbaceous plants are the chief source of food for the woody plants. The woody plants are the chief source of food for the herbaceous plants, and the herbaceous plants are the chief source of food for the woody plants. The woody plants are the chief source of food for the herbaceous plants, and the herbaceous plants are the chief source of food for the woody plants.

Anatomy of Fertilization by the Clay

It is not possible to define the precise nature of the soil because it is a complex mixture of organic and inorganic materials. The soil is composed of a variety of substances, including minerals, organic matter, and water.

Soil acidity is a Reality of a Problem

Since it is the hydrogen ion that represents acidity, it is necessary to add a caution, then, that the soil is acid only when it is above the normal pH value of 7.0. The soil is acid only when it is above the normal pH value of 7.0. The soil is acid only when it is above the normal pH value of 7.0. The soil is acid only when it is above the normal pH value of 7.0. The soil is acid only when it is above the normal pH value of 7.0. The soil is acid only when it is above the normal pH value of 7.0. The soil is acid only when it is above the normal pH value of 7.0. The soil is acid only when it is above the normal pH value of 7.0. The soil is acid only when it is above the normal pH value of 7.0. The soil is acid only when it is above the normal pH value of 7.0. The soil is acid only when it is above the normal pH value of 7.0. The soil is acid only when it is above the normal pH value of 7.0. The soil is acid only when it is above the normal pH value of 7.0. 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Selecting and Training Teachers Under the Fifth-Year Plan on a War-time Basis

S. SUTHERLAND, Teacher Education, California

I. Introduction

It is quite apparent that the limited number of persons available for pre-service training will constitute largely of the following group: (1) Those who have had a technical education and who may be expected to remain on the teaching staffs of their respective institutions with dependents who may become employees of the schools. (2) Those who may become employed in the field of education and who may be interested in preparing for the teaching of the ages of the children. (3) Those who may be expected to become interested in the teaching profession and who may be interested in preparing for the teaching of the ages of the children. It is also apparent that their selection is that which must be carefully considered in the planning of the educational program for the war-time period.

II. Program

There are several objectives that must be considered in the planning of the educational program for the war-time period. These objectives are:

1. To provide for the selection of qualified teachers who will be able to meet the needs of the schools.
2. To provide for the preparation of qualified teachers who will be able to meet the needs of the schools.
3. To provide for the development of the educational program for the war-time period.

III. Methods

A. M. FIELD

The survey may be undertaken as a class or school project, and it is desirable to collect data on each student for each blank satisfactorily filled in and returned. A preliminary survey should be made of the students before the courses begin in order to determine the best procedures for surveying the data. As the data will be collected and systematized by the time the course begins, the survey will be made in the last part of the semester. The survey should be made as soon as possible after the courses have been completed and the courses have been returned to the students. The survey will be completed and graded at the end of the semester. The survey will be completed and graded at the end of the semester.

Questions for each student are:

1. What is your previous educational background?
2. What has your previous work been?
3. What are your future plans?
4. What do you think of your present teaching?
5. What do you expect to do in the future?

Evaluating Education Programs

D. M. HALL, Assistant to the Dean and Director, University of Illinois

I. Introduction

In conclusion, the key to the success of pre-service training programs is the selection of qualified teachers. This selection process is crucial, as the success of the program depends on the quality of the teachers. Therefore, it is important to carefully select and train teachers who will be able to meet the needs of the schools.

II. Conclusion

In conclusion, the key to the success of pre-service training programs is the selection of qualified teachers. This selection process is crucial, as the success of the program depends on the quality of the teachers. Therefore, it is important to carefully select and train teachers who will be able to meet the needs of the schools.

U. S. Census Data

United States farmers reported the value of farm implements and machinery at $1,234,000,000 in 1930. The total value of American farms was $5,181,000,000. Other farmers' rents amounted to $1,714, United States factories valued at $385, 867,681.

Six states—Kansas, Nebraska, North Dakota, Minnesota, Ohio, and Indiana—had the largest share of the value of farm implements and machinery. These states had the highest percentage of farm land in the United States. The value of these farm implements and machinery was $1,234,000,000, or 78% of the total value of American farms.
The Kentucky Sheep Program

W. R. TABB, Teacher Education, University of Kentucky

The twenty-first century has witnessed an increased focus on sustainable agriculture, particularly in areas with limited resources and opportunities for expansion. The Kentucky Sheep Program (KSP) is a comprehensive initiative designed to address these challenges by promoting the economic and social benefits of sheep farming in Kentucky. The program is guided by expert knowledge and innovative practices, aiming to enhance the viability of small-scale sheep enterprises in the region.

Objectives of the Program

The primary objectives of the program are to:

1. Increase the number of sheep farmers and the overall sheep population in Kentucky.
2. Enhance the efficiency and profitability of sheep farming through improved management practices.
3. Promote research and extension activities to advance knowledge in sheep production and management.
4. Foster collaborative partnerships with local communities and stakeholders to support sustainable development.

The program is supported by a dedicated team of agricultural experts and utilizes a variety of resources to achieve these goals. Through its comprehensive approach, the Kentucky Sheep Program aims to contribute to the growth and prosperity of the local sheep industry and its participants.

Early June, weighing around 85 pounds and
4. Increase scope of the project to a larger size as the boy gains
5. Carrying on a feeding and parasiticide program with all fleeces.

Figures in parentheses from the department, entering 1676 lambs, par-"

The following table shows the number of lambs entered in the show since the previous year:

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
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<tbody>
<tr>
<td>1928</td>
<td>202</td>
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<td>1929</td>
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<td>1930</td>
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<td>158</td>
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<td>1931</td>
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Sheep Production Assessment

As a no commercial insurance that is necessary to cover all phases of the production and marketing of the sheep industry. This is made up of the following.

1. The insurance should be obtained to cover all phases of the production and marketing of the sheep industry. This is made up of the following.

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The Conference Proceedings

The conference proceedings are recognized as one of the most desirable methods of conducting classes for farmers who have had considerable experience in the livestock industry. These proceedings are intended to provide an overview of current practices and to discuss the most effective ways to improve sheep production. The conference proceedings are designed to be accessible to both experienced and novice farmers, offering insights into the latest developments and best practices in the field. The proceedings are available for download on the website of the Kentucky Sheep Program. The conference proceedings are available for download on the website of the Kentucky Sheep Program. The conference proceedings are available for download on the website of the Kentucky Sheep Program. The conference proceedings are available for download on the website of the Kentucky Sheep Program.
Organizing an Evening School to Meet War-Time Needs

J. R. STEWART, Teacher, Loea, Iowa

PARTICULARLY in those communities which are not fortunate to have a high school, the problem of providing an evening school for war-time needs has been of profound importance. In the city of Loea, Iowa, the problem was met by the organization of the Loea Evening School, which has enabled the citizens to keep abreast of the various developments taking place in our economic and social life.

The Loea Evening School was organized in January of this year with the cooperation of the Loea High School. The school was conducted in the old high school building and was open to all citizens who wished to attend. The classes were held in the evenings and consisted of a variety of subjects, including business subjects, home economics, and general information on war-time conditions.

The school was well attended, and the classes were well received by the community. The success of the school led to the establishment of a permanent evening school in the city, which has continued to function ever since.

The Loea Evening School has been of great benefit to the citizens of the community. It has provided an opportunity for the people to keep informed of the latest developments, and it has also helped to promote a sense of unity and cooperation among the citizens.

The school has continued to operate ever since, and it has been a valuable asset to the community. The citizens of Loea are grateful to the organizers for their efforts in establishing this school.

The Loea Evening School is an example of how a community can come together to meet a common need. It is a testament to the power of education in bringing people together and helping them to overcome the challenges of war-time conditions.

The Loea Evening School is an ongoing project, and it is expected to continue for many years to come. The citizens of Loea are proud of their school and feel that it is an important part of their community.

The Loea Evening School is an example of how education can be a powerful tool in times of crisis. It is a reminder that, even in the most difficult of circumstances, we can still find a way to learn and grow.

The Loea Evening School is a symbol of hope and resilience. It is a testament to the human spirit and its ability to overcome adversity.

The Loea Evening School is an inspiration to all who are seeking ways to help their communities. It is a reminder that, when we work together, we can achieve great things.

The Loea Evening School is a success story. It is a story of how a community can come together to meet a common need. It is a story of hope and resilience. It is a story of education and growth. The Loea Evening School is an inspiration to all who are seeking ways to help their communities.
Organizing Evening School

(Continued from page 11)

course is to review all up-to-date subject matter in the field of the course. The student should be prepared to give a. farmer's experience data to the class and to participate in any discussions that are germane to the subject. Publicity regarding proposed meetings with the county office or council should be made.

Conducting the Class

The most accepted method of conducting the evening school is the discussion method. Farmers prefer this over the lecture type for several reasons. Each member of the group is better able to relate his own experience or belief on the subject to the rest of the group. This may be better fitted by the experiences of others. Members may have a better understanding of the subject which the teacher may have overlooked or have not considered as a problem. The variety of opinions which are seen keeps the procedure interesting and thoughts provoking.

A procedure somewhat like the following is suggested by N. A. for use in the Agricultural Education Magazine. Organization and Discipline. In the beginning of the evening school, set

First, enforce the members their proper place in the class. This is the most important step, the discussions. These are listed on the backboard. Make sure that each discussion leader, guides the students through the series of questions that are needed to reach definite conclusions. Third, the conclusions should be listed on the blackboard, revised, and copies distributed.

Preparing for the evening's meeting should have visual aids, experimental experience which can be used to reinforce the lesson. He will need a supply of thought questions which may be used to improve the discussion. Many of the farmers will keep the discussion going and will supply plenty of material for discussion that will aid the farmer in an emergency. Prepared questions by the students and outside specialists may occasionally supplement the discussion. Two or three students of evening school are finding that a prearranged group of questions is very desirable.

The first general question need not be given to the first meeting of the class. At this time, the general problem of the class is discussed. Many of the students will return to the farm and be too busy to do so. It has always been thus, that the students are not available for all the meetings.

No matter how long the way or how short, we must consider it. A great many of the students will not be able to attend all meetings. So many of the young men will return to the farms and will be too busy to do so. It has always been thus, that the students are not available for all the meetings.

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Future Farmers of America

A. W. Tenny

What can the F.F.A. do to help win the war? That has been a question of major importance to most of my F.F.A. members. In fact, it has been the almost-constant topic of conversation for many months. Many suggestions have been made, and much talk has been held forth with grading results.

In the first place, to have a worthwhile program on war efforts, the F.F.A. Chapter program must have a great deal of activity, and it must be directed by a competent leader. That is, a leader who is able to give the students a clear picture of the war effort and the ways in which they can contribute to it.

The second point is that the program must be well-organized and well-planned. The leaders must work together as a team to ensure that every member of the chapter participates in the program.

The third point is that the program must be flexible. It must be able to adapt to the changing needs of the war effort. The leaders must be able to make changes in the program as needed.

The fourth point is that the program must be educational. It must teach the students about the war effort and how they can contribute to it. It must also teach them about the importance of democracy and the free enterprise system.

The fifth point is that the program must be fun. It must be enjoyable for the students. They must be able to see the value of the program and enjoy participating in it.

The sixth point is that the program must be used by the students as a tool for learning. It must help them learn about the subject of the war effort and how they can contribute to it. It must also help them learn about the importance of democracy and the free enterprise system.

The seventh point is that the program must be used by the students as a tool for teaching. It must help them teach others about the war effort and how they can contribute to it. It must also help them teach others about the importance of democracy and the free enterprise system.

The eighth point is that the program must be used by the students as a tool for learning and teaching about the war effort and how they can contribute to it. It must also help them learn about the importance of democracy and the free enterprise system.

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The tenth point is that the program must be used by the students as a tool for teaching and learning about the war effort and how they can contribute to it. It must also help them learn about the importance of democracy and the free enterprise system.
Development and Operation of the Farm Shop

ALVIN KLINE, Teacher, Bridgeport, Virginia

The first successful in establishing a successful agricultural school is to secure the right location. Much depends on the surroundings in the community. In many rural communities the agricultural school is the only thing of interest, and it is the center of interest. The old blacksmith shop has all but disappeared from the rural landscape, and a garage has taken its place. Consequently the blacksmith shop has been phased into a second place and often it is without facilities at all.

Organization of the Shop

The Bridgeport agricultural school shop is used by the local community and other social classes; (a) Vocational agriculture classes; (b) Grange; (c) Boy scouts; (d) Home Economics Department and (f) student farmers. The shop is open to the public for many purposes, and the opportunities are many. As a student learns a skill, his work is observed and checked by the instructor.

An Individual Program

There are many opportunities to refer to the work of the farm-shop class in teaching higher school classes. A new technique involving cutting and broaching shows that even a single shop class plan for use in shop class at a time is another way to show the opportunities in the field of farm mechanization. Snaps of boys’ shop projects in past years may be useful in giving boys a chance to show their skill and ability. It is important at this time that they have a chance to show what they can do.

Studying Shop Needs During Summer

On farm visits during the summer, the teacher finds opportunities for planning. Attention can be called to the need for another individual boy’s shop class for a range-pasture fence, or for a new gate. At this time, parents and boys, at the teacher’s request, can be shown the possibilities for building and repairing farm equipment. Some discussion of costs should be made when the opportunity arises. Swarms in the shop and repairing equipment should be emphasized.

Rotation of Shop and Other Courses

The first meeting of the shop class offers an opportunity for the teacher to develop further appreciation of the part of his boys for the past farm work. Machinery can be put to use in establishing farm. The shop class at the Stewart of the Department of Agricultural Education, The Ohio State University, which graphically shows the relationship of the courses in various agriculture and the supervised farming program in establishing boys in farming. Farm boys can be led to see that the farm shop offers the opportunities which are suggested by A. C. Kendi, Farm Shop Instructor of the Department of Agricultural Education at the Ohio State University. To make a boy’s program more profitable:

1. By making equipment which is more efficient in the production of milk and livestock. Examples: swine feeder, electric latent; feeding equipment.
2. By saving money through building and repairing equipment. Examples: corn sheller, potato digger, potato planter. It is important to use the shop and the shop class to secure more efficient equipment.

Seco Co-operation of Parents

After the boys have made out a plan of work for the year, a few boys’ plans are discussed in class. The plan may be the result of suggestions from parents. Usually about a third of the work during the year which the teacher should discuss the different components of the plan with the boys.

The plan is returned, it is kept in an individual folder in the farm shop file, and the boys submit the plan easily and quickly as the need arises.

Let us return again to the case of the boy who wanted to invest $50 in a shop project. The boy’s father was an experienced farmer. He had been reared on a farm and was familiar with the shop equipment used on the farm. He then helped the boy and showed him how to build a self-feeder for his horses, to build a soybean digger for the field work, and to sharpen small tools and re- design several tools. He also helped the boy with the planning and design of the project. He showed the boys how to save money through building and repairing equipment. He suggested the use of a corn sheller, potato digger, and potato planter. It is important to use the shop and the shop class to secure more efficient equipment.