Agricultural Education

That the time will arrive some day when part-time instruction will be the most important work in vocational agriculture is not at all improbable.

The above picture shows a group of farm boys who compose the part-time class in agriculture in Sherman Community, Texas.
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Foresight in Farming

ARTHUR K. GETMAN, Chief Agricultural Education Bureau, N. Y.

Professional

Forests and Agriculture

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The

program so that each pupil closing his

so as to acquire such ability as

is perhaps the largest single challenge to

our agricultural educational programs today.

It seems clear that we could do much more,

of the

and sufficient progress in forecasting and

So far as the

We have only about five

to make a very poor stand.

We plowed up our alfalfa this fall because

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We have fixed our field this year so that

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Our objectives are to begin:

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Farm Mechanics

Farm Mechanics in Idaho

Editor in Chief: John H. Foraker

As EFFICIENT handling of farm equipment and machinery of modern farming, farm mechanics is taught at a graduate school for agricultural education in Idaho State University. The course is designed to meet the needs of the majority of farmers and to provide them with the necessary information and skills to operate their farm equipment efficiently and economically.

The course is divided into two main sections: (1) the theoretical section and (2) the practical section. The theoretical section includes lectures on the principles of mechanics, the design and construction of farm machinery, and the selection of the proper type of equipment for a specific farm. The practical section includes hands-on training in the use of farm equipment and machinery, including the assembly, repair, and maintenance of farm machinery.

The course is offered in the fall and spring semesters, with a 12-week session in each semester. The course is taught by experienced instructors who have a deep understanding of the subject matter and who are able to provide practical advice and guidance to the students.

The course is open to all students, regardless of their background in agriculture. The course is offered at the state university, and the students are expected to have a basic understanding of agriculture and the use of farm equipment.

The course is designed to provide the students with the knowledge and skills necessary to operate their farm equipment efficiently and economically. The course is also designed to provide the students with the ability to troubleshoot and repair farm equipment when necessary.

The course is offered in a hybrid format, with both online and in-person classes. The online classes are designed to provide the students with the flexibility to learn at their own pace and at their own convenience. The in-person classes are designed to provide the students with the ability to interact with the instructors and other students and to receive feedback and guidance on their progress.

The course is offered in a two-year program, with the first year focusing on the theoretical section and the second year focusing on the practical section. The course is also offered in a one-year program, with the students completing both sections in one year.

The course is designed to provide the students with the knowledge and skills necessary to operate their farm equipment efficiently and economically. The course is also designed to provide the students with the ability to troubleshoot and repair farm equipment when necessary.
Educational Procedures in Agricultural Evening Classes

G. A. SCHMIDT, Teacher Trainer in Agriculture, Colorado Agricultural College

There are three rather distinct educational procedures occurring in evening classes with agricultural students. These procedures are as follows: The evening class procedures; the student work procedures; and the individual work procedures. These procedures are tools which all agricultural teachers are using to help in the development of a group of students. Each evening class has a very distinct purpose and one of these columns definitely cannot do what the other does. In other words, each of these procedures is adapted to a specific purpose, and the most efficient use of each should enable an evening class instructor to conduct meetings effectively.

Many instructors, evening class instructors make no distinction as to the best manner in which to conduct evening meet-

ings. They get into a habit of conducting all meetings in a certain rou-

tine way. To them a “meeting” is a meeting; there is no difference between them or how they do it. Also this one-way method of conducting evening classes in vocational agriculture will undoubtedly prove very effective. It is certainly not to be adapted to all. Every evening class instructor should test and determine what is best for himself. This one-way method is not always the best. It takes a lot of experimenting and constant refinement of methods of conducting all the meet-
ings.

Objectives of the Three Procedures

The objectives of these three educational procedures are definitely and distinctly different. The sole pur-

pose of the informing procedure is to inform students about some subject which it does not possess. In other words, the very purpose of the informing procedure is to add to their education. The procedure does not concern itself with the student. It just gives him what he needs. It is not making the student develop skills and abilities. Additional requirements can be made from the task of adding new facts to the knowledge already possessed by the students.

The purpose of the instructing procedure occurs in which all the students are treated as equals. Each student is given the same information. All the students are given the same facts. The purpose of the instructing procedure is to help the students learn something. The procedure is intended to help the students understand the information. It is not making the students develop skills and abilities. There are limitations on the information that can be given to each student.

The procedure of the individual work is to enable each student to develop his own abilities and skills. Each student is given an opportunity to do something on his own. The procedure is intended to help the students develop their own abilities and skills. The procedure is not making the students learn something. It is making the students do something on their own.

The two educational procedures do not concern itself with the student. The procedure does not make the student learn something. The procedure is intended to help the student understand the information. It is making the student do something on his own. It is not making the student develop skills and abilities.

Procedures in the use of the conference procedure are not making the student learn something. The procedure is making the students do something on his own. The procedure is not making the student develop skills and abilities. The procedure is not making the student learn something. The procedure is making the student do something on his own. The procedure is not making the student develop skills and abilities.

Advisement of Adult Students

STATE OF COLORADO, UNIVERSITY OF COLORADO, AGRICULTURE DEPARTMENT

A. To Individual:
1. Educational service. Only place to go to get it.
2. Earn earning power.
3. Increase spending power.
4. Create adult thinking (education).
5. Tenure last credit.
6. Promote co-operative spirit.
7. Promote educational achievement.
8. Appreciate opportunities.
9. Profits are by experiences.
10. Profits by experiences of others.

B. To Employer:
1. Better employee.
2. Better work force.
3. Job morale is increased.
4. Output is increased.

C. To School:
1. Increases educational opportunities.
2. Decreases expenditures of education.
3. Better enrollees and better students.
4. Better enrollees and better students.

D. To Community:
1. More wholesome community.
2. Better school community.
3. More wholesome community.

E. To Student:
1. More wholesome community.
2. Better school community.
3. More wholesome community.

Advantages of Adult Schools

STATE OF COLORADO, UNIVERSITY OF COLORADO, AGRICULTURE DEPARTMENT

A. To Individual:
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D. To Community:
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2. Better school community.
3. More wholesome community.

Enrollment in Landscape Gardening

STATE OF COLORADO, UNIVERSITY OF COLORADO, AGRICULTURE DEPARTMENT

A. To Individual:
1. Educational service. Only place to go to get it.
2. Earn earning power.
3. Increase spending power.
4. Create adult thinking (education).
5. Tenure last credit.
6. Promote co-operative spirit.
7. Promote educational achievement.
8. Appreciate opportunities.
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10. Profits by experiences of others.

B. To Employer:
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1. Increases educational opportunities.
2. Decreases expenditures of education.
3. Better enrollees and better students.
4. Better enrollees and better students.

D. To Community:
1. More wholesome community.
2. Better school community.
3. More wholesome community.

A QUESTION较少被广泛讨论，但引起了人们的兴趣，即：“在高中和大学，有多少学生是通过什么途径获得学位的？这些途径学生受到的教育程度如何？”A QUESTION较少被广泛讨论，但引起了人们的兴趣，即：“在高中和大学，有多少学生是通过什么途径获得学位的？这些途径学生受到的教育程度如何？”
Part-Time Courses

Factors Influencing Attendance on Part-Time Schools

ELMER HICKS, Instructor of Vocational Agriculture, Loveland High School, Loveland, Colorado

The first important factor that influences the attendance at a part-time school is the promotional work of the school. The amount of money that is invested upon this one factor will determine the amount of money that is realized by the school. A part-time school with a good program of promotional work will realize more money than a part-time school with a poor program of promotional work.

The second factor is the nature of the type of course that the school offers. Some courses are more popular than others. The courses that are more popular will attract more students than the courses that are less popular. The courses that are more popular will also attract more students than the courses that are unpopular.

The third factor is the cost of the course. The courses that are more expensive will attract fewer students than the courses that are cheaper.

The fourth factor is the type of school in which the course is offered. The courses that are offered in schools that are well known will attract more students than the courses that are offered in schools that are not well known.

The fifth factor is the type of teacher that is teaching the course. The courses that are taught by teachers who are well known will attract more students than the courses that are taught by teachers who are not well known.

The sixth factor is the type of promotion that is being done for the course. The courses that are being promoted in a positive way will attract more students than the courses that are being promoted in a negative way.

The seventh factor is the type of material that is being used for the course. The courses that are using the best material will attract more students than the courses that are using the poorest material.

The eighth factor is the type of location that the school is in. The courses that are in schools that are in urban areas will attract more students than the courses that are in schools that are in rural areas.

The ninth factor is the type of transportation that is being used for the course. The courses that are using the best transportation will attract more students than the courses that are using the poorest transportation.

The tenth factor is the type of facilities that are being used for the course. The courses that are using the best facilities will attract more students than the courses that are using the poorest facilities.

The eleventh factor is the type of equipment that is being used for the course. The courses that are using the best equipment will attract more students than the courses that are using the poorest equipment.

The twelfth factor is the type of supplies that are being used for the course. The courses that are using the best supplies will attract more students than the courses that are using the poorest supplies.

The thirteenth factor is the type of support that is being given to the course. The courses that are receiving the best support will attract more students than the courses that are receiving the poorest support.

The fourteenth factor is the type of publicity that is being given to the course. The courses that are receiving the best publicity will attract more students than the courses that are receiving the poorest publicity.

The fifteenth factor is the type of competition that is being given to the course. The courses that are receiving the best competition will attract more students than the courses that are receiving the poorest competition.
The Value of Training in Public Speaking for Future Farmers of America

RUFUS W. STIMSON, Superintendent of Agricultural Education in Wisconsin

I. Reasons for Training in Public Speaking

The Future Farmers of America are conducting a program of vocational agricultural education, at the high school, college, and university levels. This includes an exploration of the educational needs of these students, including preparation and presentation of public speaking. The program includes training in public speaking, with emphasis on the development of confidence and effectiveness in speaking to audiences. The emphasis is on the development of public speaking skills, with a focus on the delivery of effective speeches.

II. Need of the Hour

The Future Farmers of America must be able to communicate effectively with their communities, both within and outside of the organization. Public speaking is a critical skill for this purpose. The Future Farmers of America have a role to play in the development of public speaking skills, with a focus on the delivery of effective speeches.

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Rufus W. Stimson

Full reading and exact writing. The fundamental precepts here are simple. But there is something in the thought that makes it worth while to do it. Without too great violence to the Roman ideal of "Beatus," we might say that this is another great value in the principle that speaking "maketh the man" and not the argument. Ready to start, and unafraid to stop, ready to change the pace, ready to change the style. Ready to "write" and to "read" alike. Ready to "write" and to "read" alike.

IV. Digested Agricultural

Our own national preference for a hardy, strong, and well-developed man is a good example of how public speaking can be used to communicate with the public. The Future Farmers of America have a role to play in the development of public speaking skills, with a focus on the delivery of effective speeches.

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Archie W. Stimson

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A man who knows what is in his mind, and can put it on his pen to paper. This time honored epigram cannot be written.

Such pen work enriches us really and gives us a good start.
Maryland F. F. A.'s Win Medals in Project Contest

One of the features of the annual Maryland State Farm Bureau meeting is the awarding of F. F. A. medals to winners in the vocational agriculture project contest. The meeting this year was held at Baltimore, on January 7, at which time 36 of Maryland's thirteen hundred boys enrolled in vocational agriculture in 4-H high schools were awarded gold, silver, and bronze F. F. A. medals provided by various associations in the state.

The projects include purebred dairy calves, purebred swine, sheep, baby, poultry, sweet corn, field corn, potatoes, and tobacco. The contest is in charge of J. D. Blackwell, state director of vocational education; F. W. Payne, secretary of the Maryland Farm Bureau; and Donald Watkins, of the Maryland Agricultural Teachers' Association.

Young Teachers Succeed in Evening Schools

(Continued from page 187)

the members of his group may make comparisons and contrasts of these facts as a basis for discussions and making decisions. It is not the age of the teacher or his teaching experience that determines the success or failure of an evening class. It is the organization of the material and the methods he uses that count. If the teacher is able to use the experience of the group in guiding its thinking about the problems in hand, he is on the road to success in evening class teaching.

Teaching Thru Projects in Swine Management

(Continued from page 182)

the results, studying the causes of favorable results and enlarging them and the causes of unfavorable results and removing them. When these records were delivered at each home, work stopped until they were studied.

A follow-up device whose purpose was to make clear the results obtained, consisted of two sets of graphs developed from the monthly weights. One graph pictured the weights of the litters and the corresponding age in days. Many observation lessons were impressed by these broken lines as they

Townshend Agricultural Education Society of Ohio State University, 1931-32


Film of Fourth National Convention of F. F. A.

The moving picture of the Fourth National Convention of F. F. A. is now available for loan to state workers in vocational agriculture for showing in connection with various meetings. Filming this event was undertaken and financed entirely by the National F. F. A. organization.

The film which is 1,885 feet in length and and shows about 30 minutes is fully titled and comes in both the 35 mm. and 16 mm. sizes. It tells a real story of the entire National Congress of Vocational Agriculture Students at Kansas City and gives detailed scenes of 2,000 F. F. A. boys from over 40 states in action. The 35 mm. film has been cut to a strip so that it may be shown on either a portable projector or in a regular motion picture house. Being two full reels, it can be used as an added feature on any theatrical bill or agricultural entertainment.

All loans of this F. F. A. film will be made thru the State Supervisor or State F. F. A. Adviser. Suppose your local society should come from him. Barrang conflicts in dates films will be sent on such request when the state agrees to pay the express charges to and from Washington, D. C.

F. F. A. District Leadership Conferences

District F. F. A. meetings have been planned in several Nebraska districts. Delegates from each chapter in the district go with their advisers at the time of the district teachers' meetings. Meetings afford an opportunity for the leaders from each chapter to get acquainted and formulate plans for the advancement of the F. F. A. program in the district. Someone will definitely organize the F. F. A. forces and have strong programs of work to carry out. Such evidence of leadership ability should spread to other districts and strengthen the whole state F. F. A. program.

The Way to Contentment

(Continued from page 184)

of adult education; viz., "An education of men and women by all the ways and means that can be devised for all the purposes of life."

The more widespread that type of education which opens our windows of the human mind the better. If it also broadens the interests and sympathies of people, if it begets tolerance and fosters sound judgment, so much the better. But I should not wish to look out of those windows on an unhelpless in the struggle for bread or lacking in guidance towards the spiritual excellence of life. The one surest foundation for national longevity as for individual prosperity, the only reliable basis for conservatore citizenship, is to be found in the ability to do an honest day's work. Therein lies contentment and therein will be found a decent living for the individual, order and security for the state, and unhampered freedom for creative genius to realize its spiritual and intellectual potentialities.

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