Maryland F. F. A.'s Win Medals in Project Contest

One of the features of the annual Maryland State Farm Bureau meeting was the awarding of F. F. A. medals to women in the vocational agriculture project contest. The meeting this year was held at Baltimore, Jan. 7, at which time six 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 included poultry, dairy calves, potted house, sheep, beef, meat, pig, swine, corn, field corn, potato, and tobacco. The contest is in charge of J. D. Blackwell, state director of vocational education; W. W. Payne, secretary of the Maryland Farm Bureau; and Donald Watkins, of the Maryland Agricultural Teachers' Association.

Young Teachers Succeed in Evening Schools

The members of his group may make comparisons and contrasts of these facts as a basis for discussion 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. In the organization of the material and the methods he uses that count. If the teacher is able to use 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

The results, studying the course of favorable results and bringing them to the attention of unprofitable 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 first and the corresponding age in days. Many observation data were depressed by these broken lines as they are.

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

The moving picture of the Fourth National Convention of F. F. A. on the floor of the Washington Convention Hall as seen by the 3,000 F. F. A. boys from 40 states is the most eye-catching picture in the book. The film which is 1,885 feet in length and shows about 20 minutes is full of excitement and action in both the 30,000 and 20,000 men. 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 40 states in action. The 3,500 men, who have been set up as film, may be seen on a portable projection in any auditorium. Being in full color, it can be used as an aid in any activity or social entertainment.

All lessons of this F. F. A. film will be made by the State Supervisor of the F. F. A. Adviser. Requested at any time.

F. F. A. District Leadership Conferences

District F. F. A. meetings have been planned in several Nebrows districts. Each chapter in the district go with their advisors at the time of the district meetings. Meetings afford an opportunity for the leaders from each chapter to get together for discussion and for the advancement of the F. F. A. program in the district. Each chapter can adequately organize the F. F. A. forces in the spring programs and work to carry out. Such evidence of leadership ability should be spread to other chapters, so as to strengthen the whole state F. F. A. program.

The Way to Contentment

Agricultural Education

While it is not the business of education to prove every statement made, any more than it is to teach every possible item of information, it is its business to cultivate deeply-seated and effective habits of discriminating taste in books of mere assertions, guesses, and opinions; to develop a lively, sincere, and open-minded preference for conclusions that are properly grounded, and to ingrain into the individual's working habits methods of inquiry and reasoning appropriate to the various problems that present themselves.

—John Dewey, 1910

Motor Trouble Advice, Farm Mechanics

Motor Trouble Advice, Farm Mechanics. Chicago, Illinois. W. M. Service. Paper back booklet of 24 pages, price 10 cents. Twenty-five chapters are used in the discussion of motor troubles and repairs. Each chapter is a brief discussion of a single subject, such as "What to do if the battery is dead," or "What to do if the motor starts too hot.

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—John Dewey, 1910

"I see America basically as soil. Its wealth and power are rooted in the earth, in the actual resources of the land; these are used up America.

—Will Durant.
Professional

Equality of Vocational Opportunity and Respect

M. S. WINDER, Executive Secretary, American Farm Bureau Federation

Most people have the imagination to build a better farm and the ability to do it. But to make their dreams a reality, they need opportunities and respect. These are fundamental components of the American way of life.

The boys in this class enjoyed living in the country and taking part in the activities of the farm. Most of them have an interest in livestock and crops, and many have been involved in 4-H and other extracurricular activities.

When I asked one of the boys in this class what he thought would be the most important reason for his success, he replied, "I think it's because of the support I received from my family. They believed in me and encouraged me to pursue my goals." This response is a reminder of the importance of having a supportive network.

In conclusion, it is clear that opportunities and respect are crucial for the success of those who wish to build a better farm. Let us continue to advocate for these principles in our communities and beyond.

M. S. Winder

Where all of these agronomists are properly set up and co-operated in their work, the resulting agriculture will be very creditable.

I distinctly recall having visited a rural high school in Bonita, Colorado, a few years ago. During my visit I was invited to talk to a class of 25 students. I believed that agriculture was taught, but when I asked what they knew about it, I was surprised to find that almost none of them seemed to understand the importance or potential of agriculture.

The situation was similar when I visited a rural high school in Texas, where I was invited to talk to a class of 30 students. I was told that agriculture was taught, but when I asked what they knew about it, I was surprised to find that almost none of them seemed to understand the importance or potential of agriculture.

I believe that if we are to continue to build a better farm, we must ensure that opportunities and respect are available to all those who wish to pursue this path. This is a challenge we must face, and one that we must meet.

M. S. Winder
that agriculture needs good team workers rather than individual champions. We hope that those responsible for the policies of the Future Farmers of America will make it a point to forget the importance of teamwork, primarily. This group represents the individual, who is alone, the great champion in any single undertaking, but not necessarily the one who is really great.

There are sterling traits of Major General C. C. T. R. S., the great military leader. During the World War he made it a point to talk personally with as many men as he could afford. By recognizing each individual he was able to instill confidence in them. Many of the men who served as officers in the army were then and are now doing the same thing. When World War II came, they answered the call of the country and went to war. They were not the only men who answered the call of the country in World War II. Many of them are still in the service today.

Individual achievement must be encouraged, but it is the group achievement that has the greatest of all the possible achievements. Many farmers find this true. They find that if they work together they can do more than they could ever do alone. The group that is formed is often a stronger one than the individual. They are not only more efficient, but they are also more likely to succeed. This is the reason why the group should be encouraged and why the individual should be encouraged to do the best work he can.

Exposition Ability to Make a Living

(From a speech made by J. B. R. Bucy, State Supervisor of Agricultural Education, at the 10th Annual Convention of the National Council on Education in Agriculture.)

This vocational phase of the school program is special. That's why we often hear the term "vocational" bandied about. But what does it mean? It means that a person is interested in a particular field of study, and that this interest is based on a thorough knowledge of the subject.

When we talk about "vocational," we are talking about people who are interested in a particular career. They are people who have made up their minds to work in a particular field, and who have chosen to do so.

To the vocational phase of the school program, we must add the vocational guidance phase. This phase is concerned with helping students find their vocational direction. It is concerned with helping them to choose the right field of study, and to prepare for a successful career.

Adaptation of Values

The first level is perfectly adapted to the methods of instruction, the students' ages, and the number of students in the class. The second level is adapted to the methods of instruction, the students' ages, and the number of students in the class. The third level is adapted to the methods of instruction, the students' ages, and the number of students in the class. The fourth level is adapted to the methods of instruction, the students' ages, and the number of students in the class.

Necessity for Training in Farm: When we consider that 30% of boys follow the farm way of life, it is very clear that they need to be trained in the skills of farming. This is a very important point, as the farm boys must be prepared for a career of farming.

Some Impressions From An Excursion Into Departments of Vocational Agriculture

DISCOVERED that those men who are having the most success in teaching agriculture are not those who were taught in college are exceptional cases, but those who have been trained in the practical side of teaching agriculture. These men are more likely to succeed.

Would You Hire Yourself?

If you were to hire yourself, what would you expect to earn? This is a question that many of us have asked ourselves. The answer is not always easy to find. It is important to remember that the best way to be successful in any business is to be successful in the business.

Do teaching experience produce a better teacher of agriculture? An old man once said "you must be a good teacher to be a good teacher." This is true. A good teacher is not just a teacher who can give a lecture, but a teacher who can motivate students to learn. A good teacher knows how to make learning fun.

Does Teaching Experience Make a Better Teacher?

(c) A faulty rating device in ranking the teachers.
(d) Poor pre-training plan in training the teachers.

Three years have been in the same locations for the same time.

1. The number of years spent in teaching agriculture or the years of teaching experience held by the teacher.
2. The value in itself is very important in making better teachers, but the "question of how to use it" is very important.
3. There are many other important factors entering into the success of a teacher. These factors include: the teacher's sense of values, personal qualities, qualification, pay for the job, and the like.

Some thoughts that might help the new teacher to plan.

(a) Give a man personality and you give him a lesson.
(b) Give a man money and you give him a lesson.
(c) Give a man a job and you give him a lesson.
(d) Give a man a chance and you give him a lesson.

The supply of new, well-trained instructors might not be sufficient to meet the demand for good instructors, but it should be a step in the right direction. The first step is the most important step.
Part-Time Education in Colorado

A Colorado Teacher of Agriculture

THERE is no place in the whole system of education where one finds a part-time course equal or comparable to the present. There is no place where schools and colleges and...
Evening Schools

Improvable Practices as the Basis for Evening Courses in Agriculture

N. E. Fitzgerald, University of Tennessee

This article is about the need to start with improvable practices. Improvable practices exist when:

(a) The teachers have the necessary interest and experience to be able to lead the farmers in a direction that will benefit them.
(b) Data are available from the experiment stations or from experience of other farmers.
(c) The farmers interested have the facilities to attend the classes.

The practices are subject to improvement economically. We have been paying too much attention to the organization of courses for evening classes and emphasizing that the goal of an evening class should be to "teach" the community. The use of the term "teach" is misleading. It implies that the farmers need to be taught something, although it is meaningless because it does not mean to the farmers what they need to be taught. It is more appropriate to consider the community as a whole, including all the farmers, and develop a program that will benefit all of them.

We have been paying too much attention to the organization of courses for evening classes and emphasizing that the goal of an evening class should be to "teach" the community. The use of the term "teach" is misleading. It implies that the farmers need to be taught something, although it is meaningless because it does not mean to the farmers what they need to be taught. It is more appropriate to consider the community as a whole, including all the farmers, and develop a program that will benefit all of them.

Teacher Handicapped

Another difficulty encountered, if the improvable practices are not set up in the evening classes, is the result the teachers do not have enough time to develop the courses in proper sequence and provide the necessary courses to cover the demands of the students. There are only two solutions: the first is to have a full-time teacher who will be able to conduct the classes, and the second is to have a part-time teacher who will be able to conduct the classes. The first solution is more expensive and the second is less expensive. The second solution is preferred because it is more practical and the students will be able to understand the courses better.

Seeing the Need

As an example of the approach to the answer to an inquiry of a test question, I would like to make some suggestions about what to include in the evening class. The test question is: "What is the purpose of an evening class in agriculture?" The answer is: "The purpose of an evening class in agriculture is to provide the farmers with the opportunity to learn about the new and improved practices that are available for their farms. The evening class is a good way to provide this information to the farmers."
Vocational Agriculture Discovers the Human Mind

H. M. HAMLIN, Iowa State College, Ames

"To assume that a boy can be trained is the first step toward the development of a mind in the true sense of the word." - John Dewey

THEIR republication of the problem of vocational education is not new to educators. It has been an old problem that has been debated for many years. The concept of a human mind is a fundamental part of our society, yet it is often overlooked in our educational system. A good share of the blame for the educational practices that have led to this situation lies on the shoulders of those who have contributed to the creation of vocational education. The human mind is the foundation of all knowledge and is the basis for the education of human beings.

Vocational education is a branch of education that focuses on the development of practical skills and knowledge. It is designed to prepare students for a specific occupation or career. Vocational education is often seen as a way to provide students with the skills and knowledge they need to succeed in the workforce. However, vocational education has been criticized for failing to provide students with a comprehensive understanding of the human mind. As a result, many students are left with a limited understanding of the human mind and its role in society.

The human mind is a complex and dynamic system that is composed of many different parts. It is the source of all human knowledge and is the basis for our ability to think, reason, and act. The human mind is also the source of our creativity and our capacity for self-awareness.

The human mind is the foundation of all knowledge and is the basis for the education of human beings. Vocational education is a branch of education that focuses on the development of practical skills and knowledge. It is designed to prepare students for a specific occupation or career. Vocational education is often seen as a way to provide students with the skills and knowledge they need to succeed in the workforce. However, vocational education has been criticized for failing to provide students with a comprehensive understanding of the human mind. As a result, many students are left with a limited understanding of the human mind and its role in society.
Supervised Practice

Cost of Travel for Teachers of Agriculture

EDMUND C. MAGILL, Virginia Polytechnic Institute

[This article is one of a series summarizing research in the field of educational agriculture.]

COST OF TRAVEL FOR TEACHERS OF AGRICULTURE

[Table showing cost of travel for teachers of agriculture.]

[Figure showing distribution of expenses in order of magnitude.]

[Graph showing cost of travel for teachers of agriculture.]

[Table showing cost of various items related to travel.]

[Chart showing cost of travel for teachers of agriculture by category.]

Farming Practices

[Article discusses farming practices and their impact on agriculture.]

Curiosity is taking another shot at growing corn on the field he fertilized so industriously for the past five years. He found out that the best-known method of growing corn is to sow it in April, when the soil is warm. But, he does not want to risk losing the crop, so he plans to plant another 10 acres of Virginia corn, which he knows will be successful.

Curiosity plans to plant 10 acres of Virginia corn, which he knows will be successful.

Conclusion

The cost of travel is an important factor in the efficiency of rural teachers. The use of automobiles is a modern and cost-effective way to travel. The cost of travel is not overstated if one considers the value of the car's good condition and the many other benefits it offers. The cost of travel can be reduced by the careful planning of travel and the use of public transportation. The cost of travel should be included in the overall cost of educational programs.
Crops Judging Contest Staged By Beaver Dam, Wisconsin, Chapter

A Generous, Practical Gift That Involved a Sacrifice

Thanks to the missel of action of the members of the agriculture class of the Middleton Township High School at Lebanon, New Jersey, a generous and practical gift was made by those whose fellow students have reached the upper class. The gift was an article of value which will give pleasure to those in school. A boy from Lebanon, New Jersey, has been working with his juniors in the school, and they have saved enough money to purchase a gift for the school. The gift was a horse, and it is on a market for the school. The horse has been given to the school for the benefit of the members of the agriculture class. It is a very generous gift, and it is appreciated by all of the members of the agriculture class.

Relief Program of Deer Lodge, Montana, Chapter of F. F. A.

Each year the Deer Lodge Chapter sponsors an industrial day for boys and girls of the county. The event involves a variety of activities, including a horse show, a livestock show, and a pageant. This year, the theme of the event was "The Future Farmers of America: A Legacy of Success." The day began with a parade through the streets of Deer Lodge, featuring floats, horses, and agricultural machinery. The parade was followed by the horse show, where participants showcased their horses in various events such as showmanship, halter classes, and耐力比赛. The livestock show featured different breeds of animals, with participants displaying their animals' traits and abilities. The day concluded with a rally and pageant, where various groups performed songs and skits related to the theme of the day.

Lambertville, New Jersey, F. F. A.'s Stress Project Work

Lambertville, New Jersey, F. F. A. Chapter 161's Stress Project Work. On March 15, the club reported on the project of the activities of the 21st chapter members. 561 laying chickens, 4618 chickens, 1 pounds of feed, 380 pounds of meat, 200 pounds of milk, 3 acres of corn and lima beans, 20 young peach trees, 4 more-year-old apple trees, 3,000 strawberry plants. It is just as important to teach farm boys how to make a little more self-sufficient as it is to teach them how to grow their own vegetables as to teach them how to grow a little more corn or eat better.

Have You Tried This?

See You on the R. O. P. Cokkerel for F. F. A. Members.

The Best Way to Learn is to Do. At the R. O. P. Cokkerel, F. F. A. members are encouraged to take part in a co-operative activity with the New Jersey State Performance Association that makes learning fun for all. At the R. O. P. Cokkerel, F. F. A. members are given a chance to participate in a variety of projects and activities, all designed to help them gain confidence and develop new skills.

Revolving Pig Club

The Revolving Pig Club of America was formed in the 1890s to promote agriculture. As explained by Mr. A. J. Clamager, chapter advisor, the purpose of the pig club is as follows: to conduct a study on the raising and marketing of pigs, to conduct a study on the costs and benefits of raising pigs, and to provide a forum for discussion on all aspects of pig farming.

The pig club is open to all members of the F. F. A. and the pig club meets monthly to discuss various aspects of pig farming. The club is supported by a small membership fee, and the funds raised are used to cover the costs of running the club and to provide a small scholarship for members who wish to pursue further education in agriculture.

The pig club has a long history of success and has been instrumental in promoting agriculture and improving the lives of its members. As explained by Mr. A. J. Clamager, the pig club is an important part of the F. F. A. and its members are encouraged to participate in the club's activities and to work hard to achieve their goals.
Promoting a New Agriculture Department

(Continued from page 108)

of the regular Vo-Ag class and active participation by the rural boys.

The first lesson was “Selecting and Judging Seed Corn and Wheat” which ended by judging samples of corn and wheat. “Farm Shop Work” was the second lesson. Demonstration by members of the regular class of the different types of work such as woodworking, sharpening axes, planes, and bits. Soldering was also an important part of this lesson. Putting theory into practice, the boys showed their skill by making rope halters. For the third lesson “Dairy Management and Testing the Herd for Betterfat Production” was considered. The Babcock test was demonstrated by samples brought in by the boys. At the last meeting “Livestock Judging” was up and all participated in the judging of a class of livestock.

I think the plan worked out fairly well as we had an average attendance of 88 at the four meetings and I came in contact with 120 different boys. The weather and the roads were the worst we had all winter but in spite of that fact most of them drove over fifteen miles to get to these meetings.

As a result of these meetings 37 of these boys have signed up and are conducting pre-vocational projects. I also plan on visiting all of the 120 boys sometime before the opening of school this fall.

As a kind of a follow-up scheme the local chapter of the F. F. A. gave a picnic June 28 and invited all these rural boys and their families. About three hundred and fifty rural people came to this picnic where they learned more about vocational agriculture and enjoyed the afternoon together. A sports program consisting of horseshoe pitching, races, and kitten ball games provided entertainment. A five-page mimeographed bulletin explaining the Vo-Ag work as it is given in the local high school was passed out to all present. These bulletins were also given to the eighth grade graduates at the county commencement held here in June.

Many rural people have asked if I would not conduct a similar series of meetings next year. Therefore I have decided to do so with the following changes: (1) Hold meetings in the fall after the fall work is completed; (2) hold meetings on Saturday afternoons because it takes too much time off the regular classes to hold them on Fridays.

Activities of the Maryland Association of F. F. A.

T HE Vocational Day Program, held at the University of Maryland, April 30, included public speaking and poultry judging. A lunch program by the Maryland Association of F. F. A. included an illustrated lecture on the 1931 National Congress of F. F. A., held in Kansas City, by W. A. Ross, executive secretary of the National Organization of F. F. A., which now consists of 45 chapters with an estimated membership of more than 80,000 members; music by the girls’ glee club; a plant-disease and insect-injury identification contest. I believe this is the only county in our state offering a plant-disease and insect-injury identification contest. An exhibit will be made up of 20 diseases or insects, specimens of crops grown in the county. The contest will consist

of awarding of prizes by Dr. Patterson, dean of agriculture at the University of Maryland; and the transaction of business presented by Dr. J. D. Blackwell, adviser of the Maryland Association.

An undertaking new this year to the Maryland Association of F. F. A. will be the holding of three district F. F. A. officers’ training camps. Tentative plans have been made for the holding of a four-day camp at or near Mountain Lake Park, July 14-17, closing with a special F. F. A. program in connection with the Mountain Lake Institute on Sunday, July 17. The secretary of the Maryland Agricultural Teachers Association will be in charge. A second camp will be held at The Rocks, in Harford County, August 15-20. The third camp will perhaps be located on the Eastern Shore.

Practically all local chapters have entered the state chapter contest. An F. F. A. banner will be awarded to the chapter doing the most outstanding work during the year. This chapter will be invited to become an associate of the year’s work, early in the fall.

Alpha Tau Alpha

(Continued from page 109)

found a rich field of service. Not only have trainees in vocational agriculture, but teachers in the field have been brought together in a fine professional spirit of enthusiasm for their work. This is surely a part of the work of teacher-training institutions— to foster the spirit of enthusiasm and love for teaching, and Alpha Tau Alpha does contribute to this end.

Communications from the national secretary, directed either to the national president or secretary will receive prompt and courteous attention.

Future Farmers at Fairs

KENNETH H. MARTIN, Instructor in Agriculture, Albion High School, Albion, New York

FUTURE Farmer chapters, I believe, could be better represented at county fairs if fair officials were made more familiar with our work. Fair officials are usually broad-minded and, when tactfully approached by a committee of agriculture teachers, are willing to do any reasonable thing to enrich the Future Farmer program. They know that a group of boys taking part in well-planned exhibits on the fair grounds means that parents are interested and will be there.

The Albion agriculture department is the only department in the county, but the fair secretary says, “I am willing to go the limit for the farm youth of the county.” Our Future Farmer program at the fair this year will include a wide exhibit of crop products, a poultry exhibit, a miscellaneous exhibit of rope work, saw filing, soldering, and carpentry work, a Future Farmer booth, a plant-disease and insect-injury identification contest. I believe this is the only county in our state offering a plant-disease and insect-injury identification contest. An exhibit will be made up of 20 diseases or insects, specimens of crops grown in the county. The contest will consist

A Part-Time Course

(Continued from page 109)

November 17, making a total of 13 meetings held this fall with an average attendance of 28. I have definite plans made for 7 more meetings, making a total of 20 meetings at least.

Some of the topics for discussion at the several meetings were: factors governing profitable swine management; swine feeding; care of the sow and litter; swine breeding; housing and equipment for hogs; parasites and diseases of hogs.

At one meeting I had six reels of moving pictures stressing the value of sanitation as a means toward economic swine production. At another meeting I had a veterinarian post a diseased hog and discuss the diseases, their cause, and remedies.

Thus far, I have 10 fellows who have started a definite program of supervised practice such as buying purebred sires, starting the McLean sanitation system, keeping more accurate and complete records on their swine enterprises, increasing the number of sows on their farms, getting more pigs, etc.

Secretary, F. F. A. Advisor.