The Future of the American Farmer

(Continued from page 143)

survive the trials and disappointments of drought and pests, as well as the losses in income and capital that accompany these calamities. The American farmer today is not giving up in the face of overwhelming odds. He is sticking to his farm with an indomitable will that would do credit to his forebears. All that he asks is that his government give him the tools of his trade and that he can get a fair price for his products.

He is learning and he is progressing. Such courage will not go unrewarded. The time is at hand when the American farmer will take his rightful place in the economic life of the nation, and when he will again be free from the fear that hangs over him today. With the guidance of his government, he will be able to provide for his family, to make a living, and to be proud of his work. This is the future of the American farmer.

Policies in Teaching Marketing

(Continued from page 137)

business judgments and the ability to make their own decisions in management and marketing problems. Furthermore, teachers should be guided in establishing fair and equitable attitudes toward group action and encouraged to study and present unbiased facts with the spirit of cooperation. It is believed that such practices will strengthen the integrity and the service rendered by departmental vocational agriculture.

It is believed that much progress has been made in carrying forward these policies. The cooperative provisions have been of great value in promoting and maintaining a spirit of cooperation among the teachers. The co-operative marketing operations are helping to develop a spirit of cooperation among the students and the faculty.

Leadership Program Under Way in Iowa

(Continued from page 136)

of leadership. (3) Rules for developing leadership. (4) Rejuvenating your program.

The program is motivated by a point system: (1) Observing the rules for developing leadership; (2) obtaining leadership (listed in bulletin), 100 points. (2) Mastering 12 child activities in parliamentary procedures, 200 points. (3) Leadership services (school and community activities), 100 points. (4) Leadership services (executive committee), 300 points. (5) Leadership services (executive committee), 500 points.

The students who have participated in this program have been particularly interested in the point system. They have felt that they were being encouraged to do their best and that they were being rewarded for their efforts.

In conclusion, it can be said that the Leadership Program Under Way in Iowa is a successful program that can be used by other schools to develop leadership in their students. The program is motivated by a point system and encourages students to participate in various activities to earn points. It is a great way to rejuvenate a program and to develop leadership in students.
TIME EMPHASIS

"OLD-TIMERS" will remember that when they attended high school the studying was done between class sessions. Today the scene is different. Teachers and students are busy all day long. In the school, the library, and in the hall between classes, study is a continuous process.

ONE WAY to combat this is to give credit for study outside of school. The value of study-free days is well known, but the problem is complicated. In many schools, the study period is limited to the time before and after school. This is not always the best solution. Many students require more time than this to do their best work. The solution is to find ways to make study more efficient. One way is to provide study facilities in school. This could be done by setting aside a room or an area for study purposes. The school could also provide study guides and other resources to help students prepare for exams.

Methods

Visual Aids Obtainable From the U.S. D.A.

REUBEN BRIGHAM, Extension Service, U.S. Department of Agriculture

The use of visual aids in teaching agricultural economics is increasing. These aids can be used to supplement traditional lecture methods and to make the subject more interesting and relevant to students. Visual aids can also be used to convey complex economic concepts in a more understandable way.

Practically all of the films are on show in this exhibit. They are being distributed to schools, colleges and other educational institutions. The films are free and can be obtained by writing to the Department of Agriculture's Division of Visual and Audio Materials. This division is responsible for the production and distribution of educational materials, including films, slides, and audio tapes. The Division of Visual and Audio Materials is located in the Office of Education, U.S. Department of Agriculture.

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Lesson Planning for Classroom Work

G. C. COOK, Assistant State Supervisor of Agricultural Education in North Dakota

I MPORTANCE OF Lesson Planning—A contractor would not think of building a structure without first working out some definite plans and blue prints. If he did, the contractor, it certainly would be rare for him to be building a house in a 21-day period. He expects to accomplish his job in the time that he is given, and he expects to accomplish it. An organized plan of lesson plans may be stated as follows:

1. The lesson plan should define objectives and situations which the teacher must achieve.

2. A record of the work in the classroom which aids the teacher to a better knowledge of the subject matter, hence makes a better teacher.

3. Class student records.

4. Save time.

5. Helps eliminate problems of discipline.

6. Aids to organization.

7. Helps create student interest.

8. Helps the teacher to school boards, superintendent, supervision, and the public understand the work better.

What the Lesson Plan Should Include—A year’s lesson plan should be complete enough to give the teacher the necessary guidance to make the lesson assignments, the schedule of work, and the equipment of classroom discussion. It may well include:

1. Title of the lesson assignment. (1) general, (2) specific.

2. Content. (a) Subject, (b) grade, (c) units.

3. Objectives. (a) Content, (b) skill, (c) comprehension, (d) applications.

4. Methods. (a) Organization, (b) types, (c) activities, (d) techniques.

5. Materials. (a) Equipment, (b) supplies, (c) methods, (d) teaching aids.

6. Time. (a) Length of period, (b) duration of class work.

7. Cost. (a) Materials, (b) supplies, (c) equipment, (d) time.

The Teacher’s Job of a Layout

I. Enterprise—Poultry (2 days’ work).

II. Job 1—Feeding for Hogs.

III. Precautions: Feed to be used:

(a) Same grain.

(b) Commercially raised.

(c) Home raised.

IV. Generalized principles of feeding: every day's feeding is to be done in the same manner.

V. Home-grown foods plentiful in this community.

A. General Plan: (1) Include in the lesson plan.

B. Goals (a) Content, (b) Application, (c) Comprehension.

C. Methods: (a) Lecture, (b) Demonstration, (c) Questioning.

D. Materials: (a) Feed, (b) Equipment.

E. Tests and examinations: (a) Oral, (b) Written.

F. Summary: (a) Recapitulation.

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Why Go to School?

We are told in school to be able to work to live—not to be able to live to work.

This idea is not new, but it is significant to note that it is being challenged by a new generation of students in general education in the current American educational system.

The new educational philosophy is that the theories and methods used in school are invalid because they are not based on scientific principles. People are being trained to think critically and to question the validity of existing educational systems.

The new educational system is being tested in a number of schools across the country, and the results are promising. Students are being given more responsibility for their own learning, and they are being encouraged to think creatively and to explore new ideas.

The new educational system is being supported by a growing number of educators and parents, who believe that it is the only way to prepare students for the challenges of the 21st century.

Bridge the Gap

Educators and students are working together to create a system that is responsive to the needs of individual learners. The new educational system is being tested in a number of schools across the country, and the results are promising. Students are being given more responsibility for their own learning, and they are being encouraged to think creatively and to explore new ideas.

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Part-Time Courses

Conducting Part-Time Courses

L. M. Samsman, Supervisor of Agricultural Education, Madison, Wisconsin

Part-Time Courses

In a brief study of promotional methods used by high schools, it was found that the school program which was in the hands of the principal was more effective in getting students involved in agriculture than the program which was handled by the custodian. Consequently, the contact that the principal has with the students is more effective in promoting part-time programs. Nearly all of the part-time programs in the state are conducted by the principal.

Nearly all of the students who take part-time programs are high school students. The principal is in a unique position to apprise the students of the opportunities that are available through part-time programs.

One of the most important things that the principal can do is to encourage the students to participate in the program. This can be done by making the students aware of the benefits that they will receive from participating in the program.

The principal can also encourage the students to participate in the program by providing them with opportunities to participate in the program. This can be done by providing them with access to the facilities and equipment that are necessary to participate in the program.

It is important for the principal to encourage the students to participate in the program because it will help to keep the program on track and it will help to ensure that the students are making the most of their time.

The principal can also encourage the students to participate in the program by providing them with opportunities to participate in the program. This can be done by providing them with access to the facilities and equipment that are necessary to participate in the program.

In conclusion, the principal can be a key factor in promoting part-time programs. By providing the students with opportunities to participate in the program, the principal can help to keep the program on track and it will help to ensure that the students are making the most of their time.
most of the evening sessions includes volleyball, dart games, indoor games, basketball, and other activities.

In developing the social side of the evening sessions, we have included a schedule of activities. Each session features a banquet, the details of which will be announced later.

The evening program is complete and well-planned to accommodate the needs of the participants. We are glad to offer this program to the community and hope it will be helpful in providing a social and educational experience for all participants.
Farm Mechanics

A Suggested Plan for Shop Grading

by L. J. SCHMUTZ. Instructor, Vocational Agriculture, Wakasa, Kansas

OUTLINE OF FIRST YEAR FARM MECHANICS

(33 weeks, 52 hours per week) Maximum credit

<table>
<thead>
<tr>
<th>Week</th>
<th>Description</th>
</tr>
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</table>
| 1    | Hotbeds, cold frames, 
| 2    | Work on the farm |
| 3    | Fixing the engine |
| 4    | Fixing the engine |
| 5    | Fixing the engine |
| 6    | Fixing the engine |
| 7    | Fixing the engine |
| 8    | Fixing the engine |
| 9    | Fixing the engine |
| 10   | Fixing the engine |
| 11   | Fixing the engine |
| 12   | Fixing the engine |
| 13   | Fixing the engine |
| 14   | Fixing the engine |
| 15   | Fixing the engine |
| 16   | Fixing the engine |
| 17   | Fixing the engine |
| 18   | Fixing the engine |
| 19   | Fixing the engine |
| 20   | Fixing the engine |
| 21   | Fixing the engine |
| 22   | Fixing the engine |
| 23   | Fixing the engine |
| 24   | Fixing the engine |
| 25   | Fixing the engine |
| 26   | Fixing the engine |
| 27   | Fixing the engine |
| 28   | Fixing the engine |
| 29   | Fixing the engine |
| 30   | Fixing the engine |
| 31   | Fixing the engine |
| 32   | Fixing the engine |
| 33   | Fixing the engine |

Note: Each student should be given the opportunity to work on the farm as many hours as possible, and the total number of hours worked should be recorded.

Ready-to-use forms for tracking progress will be available for grades 11 and 12.

A study of the problems of grading is included in the proposed plan for the following year.
Making Lesson Plans for Farm Mechanics Class

G. C. COOK, Assistant State Supervisor of Agricultural Education, North Dakota

1. Objectives for the day’s work.
2. A worthwhile job for every member of the class.
3. A list of available big prints and job sheets.
4. A list of available illustrative materials.
5. Sources of other materials and substitutes to be used.
6. Plan of procedure to follow in conducting the class.
7. General instructions to the class.
8. Questions for study and discussion.
9. Demonstration material in readiness.
10. A list of references.

Job Sheets:
Each instructor should work out or secure job sheets for his class. Many times no lessons are planned in addition to the job sheets. Instructors who use the job sheets should make copies of such sheets and file them in the students’ notebooks. The sheets should be tear-proof and made from cardboard. They should be blank so that the students may add their own ideas and suggestions. The job sheets should be bound into notebooks for use in the classroom.

Suggested Plan for Chart

Making Lesson Plans—No instructor should attempt to teach a shop class without having previously made out lesson plans. It is said that preparation is the key to success. There are no reasons why less planning in a shop class is needed. Any class that knows what he wants to accomplish.

1. A better grade of teaching results.
2. It saves the instructor time on the part of the class is saved.
3. It supports the opportunity for disciplinary problems.
4. The students have a greater respect for the instructor.
5. Much more work is accomplished.
6. Less work is accomplished.

Future Farmers of America

National Program of Work—1932

1. Encourage and aid unorganized states to affiliate with the F. F. A. and assist the organized states to perfect their state associations.
2. Have every state in the nation charter the national organization of the F. F. A. by November, 1932.
3. Encourage every state association and local chapter to participate in the 1932 National and State Exhibition held during 1932.
4. Conduct a full-fledged national radio program in cooperation with the National Broadcasting Company.
5. Issue an official publication of the national organization of the F. F. A.
6. Publish a 13-week curriculum for all sponsored clubs.
8. Hold the annual state conventions and local club conventions.
9. Hold the state conventions and local club conventions.
10. Record state associations and local clubs.

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Petition Comments On Hawaii F. F. A.

Hawaiian Association of Future Farmers of America, Honolulu, Hawaii, January 27, 1932.

THF Hawaiian Association of Future Farmers of America has extended an invitation to the residents of the Hawaiian Islands to visit the islands. This was an event of interest to many, but especially to those who had never been there before. The trip was arranged by the Hawaiian Association of Future Farmers of America and was financed by the students themselves.

The trip included visits to various parts of the island, including the pineapple plantations and sugar cane fields. The students had the opportunity to see the work being done on the farms and to learn about the methods of farming in the area.

The trip was a success and the students had a great time. They learned a lot about farming and were able to see the beautiful islands firsthand. The trip was a great experience for all who participated.

New Hampshire F. F. A. Plan

Annual Summer Camp
R. L. DeWolfe, State Teacher of Agriculture, New Hampshire

FUTURE Farmers of New Hampshire will hold a state camp next summer in a location suitable for two purposes: to be made to materialize. These plans call for a camp to be held in the state capital, with about sixty-five to eighty-five boys and girls attending. The camp will be held at the Fair, which will provide accommodations for the entire camp population. The camp will be open to all high school students in the state.

The greater part of the boys in the camp will be divided among the various camps that are open to boys in the state. This is because of the fact that they live in the camp. They will be divided among the various camps that are open to boys in the state. The boys will be divided among the various camps that are open to boys in the state.

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Tune in on F. F. A. Broadcast Over N. B. C. Farm and Home Service
Develop Attractive Program

EXPERIENCE A. MARKER,

TMM.

The Albion Future Farmer "World of Wheat" will be open in the City Hall on Tuesday, November 1st. The program will consist of several activities related to the wheat industry. Attendees will have the opportunity to learn about the history and future of wheat, as well as participate in hands-on activities. The event is free and open to the public.

Public Speaking Contest to Be Repeated in 1932

This Public Speaking Contest, held in 1932, was a popular event that attracted participants from across the country. The competition was judged by a panel of experts, and the winner was awarded a cash prize. The contest is being repeated this year to provide a platform for public speaking and to encourage students to develop their skills in this important area.

Time Emphasis

(Continued from page 149)

Curiosity, not just the fact that this problem remains unsolved, but also the question of whether or not the day will ever come when we can give adequate preparation for the kind of thinking that will serve as a nucleus for a new book on wheat就得更加重视。其问题之大，已不容忽视。

National Chapter Contest to Continue

Announcement is made to the effect that the National Chapter Contest will be continued throughout the year. The contest will provide an opportunity for students to showcase their skills and compete against other chapters. More information will be provided as the contest progresses.
Young Farmers' Club Active
(Continued from page 156)

Agriculture may be shown in the work of rebuilding the local farmer's institutes. Prior to the organization of the club institutes had been held but were discontinued because of the inability to make it a financial and patronal success. It was re-instated in 1927 thru the efforts of the club and showed a reasonable success. The Young Farmers' Club took the leadership part in the project and made it a success far exceeding former years. The independent institute of 1929 was further increased to the extent that its total attendance, 2,800 at six sessions, placed it third in the state in rank and its total expenditures for programs, prizes, entertainment talent, and speakers, and so forth, exceeded $40. The main source of funds paying these expenses was secured thru the selling of program advertisements also the club has provided $17,185 from its treasury. The source of the funds earned by the organization has been largely thru the giving of an annual play.

The club has further provided community leadership in a male quartet and an orchestra which provided musical talent for a number of school programs. Another activity of the club was a Canada thistle eradication campaign introducing the sodium chlorate method. The club sold the chemicals to farmers at cost as a means of stimulating its use over a wider area.

An annual tour is held each spring. These tours include visits to widely known farms and industrial plants. The 1931 tour was a two-day event. Chartered buses transported the 31 individuals and they visited the Akron rubber plants, the dirigible hangar where the "Akron" was under construction, Firestone dairy herd, Ohio agriculture experiment stations at Wooster, state reformatory at Mansfield, and Harding Memorial at Marion, Ohio. It was the club's first attempt at a long tour and its success over the others prompts even longer tours to come.

The cure for any lapse of interest on the part of club members lies in the continual promotion of a program involving active participation of all members. Unless the organization holds as its goal the accomplishment of definite agriculture improvement and always holds the educational side of its program uppermost, only those not in a position to profit from the advantages of such a group will attend. The value of an active agricultural organization of this type to a community cannot be estimated. It is providing leadership training to many of the younger group who in their day may become the leaders of real importance. It is creating a spirit of co-operation which will serve the community in good stead and above all is providing a respect and love for country life which will add much to the prosperity and content of our future farm homes.

Evening School Completes Program
(Continued from page 158)

agriculture during high school and evening schools for graduates and adult farmers. The evening school can accomplish the objectives set forth earlier in this article. Group discussion and the use of local experienced farmers is the best method of instruction. The F. F. A. chapter could be used in securing attendance and conducting an evening school. Leading adult discussions keeps the teacher awake and up with the times and I think it is fun, I like to do it.

Making Lesson Plans for Farm Mechanics Class
(Continued from page 156)

torn and soiled. When job sheets are prepared in this way, they may be hung before the students who are using them, and will last several years. They are also very easily filed.

Job Operation Sheets:
Job operation sheets may be formulated or purchased which serve as a splendid guide to the student in developing shop skills. The following job operation sheet is taken from "Job Operations in Farm Mechanics," edited by Sherman Dickenson, Department of Agricultural Education, University of Missouri, Columbia:

Tinning the Copper

Object: To prepare the copper so that it will retain melted solder.

Material: Solder, soldering copper, flux, damp rag, blow torch.

Tools: Flat file, vise.

Procedure:
1. Clean the copper by filing each side of the point while hot. This will remove any corrosive material which may have accumulated. If the sides have become pitted, they should be hammered out smoothly. A clean bright surface is necessary.

2. Dip the copper into the flux especially prepared for this purpose. This will make it possible for the solder to adhere.

3. Rub the heated copper on some solder. The copper must not be too hot to burn it off. A copper not hot enough will cause an excess of solder to be retained. Be off any surplus solder with a damp rag.

4. Before using the copper for any soldering work it must be examined to see if the tinning is still effective. Remember that exposed parts of the copper will corrode, making it impossible to make solder adhere.

Questions:
1. What causes the copper to corrode? Explain.

2. Why should the copper be hot while filing the surface smooth?

3. What devices may be used to facilitate the tinning processes?

4. How does zinc chloride affect the copper?

5. What is the best weight soldering iron to use?

6. Why is copper used in making soldering irons?

Other Shop Plans:
Frequently the only lesson plan necessary will be a list of the jobs to be done. In certain cases assigned to do the various jobs, planning is essential in order to accomplish the work.

There may be several pieces of farm machinery to repair, a hay rack, several self feeders, and other projects to construct or repair, but much time will be saved if the instructor makes out a list of the jobs and assigns certain individuals to them before the class enters.

This is especially true when the class is taken away from the shop to work on some group project, such as a garden. Every student must be assigned a definite job and everyone must work immediately, otherwise, little may be accomplished. Bystanders may wonder if the students are out for business or a good time.

Two Helpful Books


This little book, according to the subtitle, is "a way for owner and tenant, a narrative of personal experiences in managing 1,000 farms." The author is in charge of the Farmers National Company, an organization furnishing group farm management service. The accomplishments of this company and the advantages of such services to farm owners and tenants are described. The materials presented are of most interest and value from the standpoint of the possibilities of such services. The discussion of methods is incidental and the one who wants to know how it is done will find this question only partially answered. This book is solely intended to show how the knowledge obtained from books, from agricultural colleges, from government institutions, can be put to work in the cause of the landlord who wants his tenants to operate their own farm."—W. E. Grimme.

Swine Enterprises, by Arthur L. Anderson; J. B. Lippincott Company, 449 pp., 195 well-chosen illustrations, 57 chapters, appendix, and index; price $2.50. A well organized rather complete text on swine production. The author has included a number of features designed to make the book especially helpful in teaching as well as in carrying out practices in swine production: that is, job analysis and problem method of setting up subject matter; Statistical methods of proving teachings; The latest information on all swine practices; New feeding standards; Standardized swine practices; Production tests; Local inquiries and activities; Debates and discussions; Available reference materials; Illustrations selected for their purposes; Calculations to clinch points at own home. This text will prove decidedly helpful to vocational agricultural students who teach swine production, and will prove of special value to vocational agricultural students carrying swine projects. —A. P. D.

My Last Editorial

As my last official words, I urge you to cooperate with us, so that we may serve you better.

A. P. D.