Promoting a New Agriculture Department

(Continued from page 146)

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

The first lesson was "Selecting and Judging Seed Corn and Wheat" which
ended by the boys judging samples of corn and wheat. "Farm Work Week
was the second lesson. Demonstration by members of the regular class of the
different types of work such as woodland, sharpening axes, pruning, and
felling. Sodding and meadow work were also a part of this lesson. Pupils had
practicised on purpose sent their program to the county Free Library. For
the third lesson "Agronomy and Testing the Herd for Production Problems"
was considered. TheSilver Hawk test was dem-
strated to the boys by the test teacher in
the field. At the last meeting "Livestock Judging" was taken up and
the boys gained a good deal of new experi-
ence. In the evening, the boys visited some
of the smaller farms in the vicinity where
the weather and the roads were the worst.

A Part-Time Course

(Continued from page 146)

November 17, making a total of 15
meetings held to date with an average
attendance of 20. I have definite plans
made for future meetings, making a
total of 20 meetings at least.

Some of the work done at the
several meetings were: forest protect
patible service management; swine feeding; caring for the
new and litter; swine breeding; housing and equip
ment for hogs; parasite and
diseases of hogs.

At one meeting I had six rows of
moving facing; an exhibit of the value of asini-
ning as a source of economic swine production. At another meeting I
had a small exhibit of a diseased beef and
discuss the diseases, their causes,
and control.

Thus far, I have field four boys who
have started a definite program in super-
vised practical experience such as raising perishable
produce, starting the farm market system, keeping record books,
and complete records on their own enter-
prise. The boys have been asked to
report on their activities and to
submit a report on their progress at
their next meeting.

Activities of the Maryland

Association of E. F. A.

This Yearly Day Program held at
the University of Maryland, April 30,
included public speaking and poetic
judging contests; luncheon program
including an illustrated lecture on
"The National Congress of 1867" held in
Kansas City, W. A. Rose, executive secretary of the National
Association of E. F. A., which
covers 42 state chapters with more
than 2000 members. The program
was well received by the audience,
which included representatives from
the Maryland State Agricultural Society, and guests from
the local agricultural society.

FUTURE Farmer and Fairs

Instructor in Agriculture,
Albion High School, Albion, New York

FUTURE Farmer chapters, I believe,
will be better appreciated by the
students than ever before. If they
were not so closely affiliated with the
county fair, I believe they would be
better appreciated. If the county fair officials were
more in harmony with the
future farmers, they would be
better appreciated. If the county fair officials were
more in harmony with the
future farmers, they would be
better appreciated. If the county fair officials were
more in harmony with the
future farmers, they would be
better appreciated. If the county fair officials were
more in harmony with the
future farmers, they would be
better appreciated.

The Albion Agricultural society, the
only one in the country, has
been invited to join the national society. They have
been referred to the Albion
society as a model society.

National Officers of the Future Farmers of America plan to place a wreath at the tomb of
George Washington, April 30, 1932.

Washington was one of the first and most illustrious Future Farmers. As such it was
particularly appropriate that the national officers place a wreath at his tomb. Every
student of agriculture should glorify the memory of this great American who never lost his
love and faith in agriculture.

"If you want to hit a bird on the wing you must have all your will in a focus—every-achievement is a
bird on the wing." — Oliver Wendell Holmes
EDITORIAL COMMENT

A R T H U R K. G E T M A N, Chief Agricultural Education, New York

WE were considering the need for an important position in our organization, a post in Washington, D.C., to be filled by a man who would help to build up and strengthen the agricultural education program of the federal government. As we searched for the right person, we found that the position was not filled, and we decided to fill it ourselves.

F. C. MILLER, Secretary of the American Vocational Association.

What is the purpose of the agricultural education program? What are its objectives? What is its role in society? These are questions that need to be answered. The agricultural education program is designed to prepare students for careers in agriculture. Its objectives are to teach students about agriculture, to help them develop critical thinking skills, and to prepare them for the workforce. The role of the program is to provide students with the knowledge and skills they need to be successful in their careers in agriculture.

The agricultural education program is important because it helps to ensure that our country has a strong agricultural workforce. Agriculture is a vital part of our economy, and we need skilled workers to keep it running. By providing students with the knowledge and skills they need, the agricultural education program helps to ensure that our country has a strong agricultural workforce.

The agricultural education program is also important because it helps to prepare students for success in college and beyond. By providing students with the knowledge and skills they need, the agricultural education program helps to prepare them for success in college and beyond. This is important because it helps to ensure that our country has a strong workforce in the future.

The agricultural education program is important because it helps to prepare students for success in college and beyond. By providing students with the knowledge and skills they need, the agricultural education program helps to prepare them for success in college and beyond. This is important because it helps to ensure that our country has a strong workforce in the future.
Functional Education

Programs of Agriculture Teachers

H. M. HAMLIN, Iowa State College

[This is a part of a report made at the North Central Regional Conference.]

ONCE UNDERTAKEN, several of these programs were found to be very successful. By way of example, the Iowa State College offers an extensive program of training for agricultural teachers. This program is designed to provide the necessary background in agriculture and education for individuals who wish to teach agricultural subjects in the schools. The program includes courses in agricultural science, farm management, economic principles, and educational psychology. Graduates of the program are prepared to teach agricultural subjects at the secondary school level and to serve as leaders in agricultural education.

The Iowa State College program is one of many that are offered by colleges and universities across the country. These programs are designed to prepare individuals to teach agricultural subjects in the schools and to contribute to the development of agricultural education in the United States. By providing a strong foundation in agricultural science and education, these programs help to ensure that agricultural teachers are well-prepared to meet the challenges of today's agricultural education system.
Supervised Practice

Wyoming Project Standards

CARL G. HOWARD, State Supervisor for Agricultural Education

There are certain standards that are used to project standards for all students of any age in the Wyoming Project Group. These standards are set up by the state supervising teacher of thebo project and are intended to serve as a guide to the project student in the preparation of their project work. The standards are not set up to be rigid guidelines, but rather as a means of providing some direction for the students in their work.

The standards are divided into two main categories: the work standard and the project standard. The work standard is a statement of the expected level of performance for the project student. The project standard is a statement of the expected level of performance for the project group.

The standards are reviewed and updated on an annual basis to reflect changes in the agriculture industry and the needs of the students.

The work standard is divided into the following areas:

1. General Knowledge
   - Basic knowledge of agriculture
   - Understanding of the role of agriculture in the economy
   - Knowledge of the history and development of agriculture

2. Skills
   - Ability to use tools and equipment
   - Ability to perform tasks related to the project
   - Ability to follow instructions

3. Attitudes
   - Positive attitude towards agriculture
   - Interest in agriculture
   - Commitment to the project

The project standard is divided into the following areas:

1. Project Group
   - Size and composition
   - Leadership and collaboration
   - Communication and teamwork

2. Project Management
   - Budgeting and financial management
   - Time management
   - Project planning and execution

3. Project Presentation
   - Ability to present project work
   - Ability to communicate project goals and objectives
   - Ability to answer questions from judges

The standards are reviewed and updated on an annual basis to reflect changes in the agriculture industry and the needs of the students.
Methods

Trends in the Course-of-Study Organization for Agriculture in Minnesota High Schools

A. M. FIELD, University of Minnesota

Agricultural education in high school is still in its infancy, but there is no reason to believe that it will be any less important in the future than it is today. There is increasing interest in the vocational setup of agriculture programs. This is due partly to the recognition of the fact that agriculture is an important industry and partly to the desire of students to have an occupation that is closely related to their interests. This has led to the development of a plan for organizing and studying agriculture programs, as well as for determining the best methods of teaching agriculture in high schools.

The plan for organizing agriculture programs is based on the idea that agriculture should be integrated with other subjects in the high school curriculum. This plan involves the following steps:

1. A study of the agricultural programs in high schools throughout the state to determine the current status and needs of agriculture programs.
2. The development of a plan for organizing agriculture programs that includes a study of the agricultural needs of the state and the interests of students.
3. The implementation of the plan in high schools through the cooperation of the state agricultural education association and the state education department.

The plan for studying agriculture programs involves the following steps:

1. The development of a plan for studying agriculture programs that includes a study of the agricultural programs in high schools throughout the state.
2. The implementation of the plan in high schools through the cooperation of the state agricultural education association and the state education department.

The plan for determining the best methods of teaching agriculture in high schools involves the following steps:

1. A study of the current methods of teaching agriculture in high schools throughout the state to determine the effectiveness of these methods.
2. The development of a plan for determining the best methods of teaching agriculture in high schools that includes a study of the effectiveness of different methods of teaching agriculture.
3. The implementation of the plan in high schools through the cooperation of the state agricultural education association and the state education department.

The plan for organizing and studying agriculture programs and determining the best methods of teaching agriculture in high schools is designed to improve the quality of agriculture education in high schools and to prepare students for a career in agriculture.
Agriculture, like other industries, is a machine age. Expansion in every phase of agricultural production has taken place at an accelerated rate. The rate of expansion, if not the actual increase in production, is likely to continue, and eventually will run American agriculture. Just as the introduction of farm power in America in the past half century has revolutionized farming, lifting it from mere subsistence to one of the basic and most prosperous occupations of American life, so will the rapid and wasteful utilization of this power upon our life a better and more productive farming be absolutely desirable than expensive.

Tens of years ago the first machinery company was added in Ashland. Ten years ago was accounted for one of the important accomplishments of the town. Ten years ago was the usage of the horse in agriculture.

Farm Mechanics.

Teaching Farm Machinery Repair in the Shop

GEORGE H. KRIJL, Instructor in Agriculture, Ashland, Ohio.

Farm Machinery

The first items in the list of farm machinery are the tools and implements used in the farm shop. These tools are designed for specific tasks and are essential for the efficient operation of the farm. The machines produce a variety of tasks, from planting and harvesting to processing and storing crops. The tools and implements are made of various materials, including metal, wood, and plastic, and are designed to be durable and efficient.

Shop Displays

D этих артикуловховных колоннах или этажах на складах не только выполнены на складах, но и представлены на стендах, на которых они находятся. Это позволяет клиентам осмотреть товар, который они планируют купить, и оценить его качество.

Fund-raising

The empty interior of the store building was cleared of everything in readiness for an accurate plan. The windows were closed and the job was started at 11 a.m. The work was completed by 1 p.m. The store was ready for occupation and the business was transacted.

Use of Systematic Instruction in Farm Mechanics

Instructors in Vocational Education.

THERES THE methods of instruction in farm mechanics which differ from the general methods of instruction in other fields. In general, the methods of instruction used in farm mechanics are based on practical experience and the principles of practical work. In this article, we will discuss the methods of instruction in farm mechanics, with a focus on the practical aspects of the work.

Farm mechanics is a profession that requires a wide range of skills. It involves the use of various tools and equipment, and the ability to operate them effectively. In addition, farm mechanics must have a solid understanding of the principles of mechanics and physics, and the ability to apply these principles to practical situations.

In the article, we will discuss the methods of instruction in farm mechanics, and the importance of practical work in the education of farm mechanics. We will also discuss the methods of instruction in other fields, and the differences between the two.

The methods of instruction in farm mechanics are designed to prepare students for the practical work they will do in the field. The instruction is based on practical experience, and the students are expected to develop the skills they need to work effectively on the farm.

In the article, we will discuss the methods of instruction in farm mechanics, with a focus on the practical aspects of the work.
Evening Schools

Unit Courses Taught in Evening Agricultural Schools

JAMES H. PEARSON, Specialist in Agricultural Education

(Fart-time and Evening Schools)

Other courses appearing less frequently than those mentioned above are: bed, cattle, beef, sheep, goat, beekeeping, poultry, swine, swine husbandry, dairy and milk production, dairy cattle, stockmanship, forage crops, fruit and nut crops, and soil conservation.

What the Courses Included

The poultry course included instruction in all kinds of birds as well as the different poultry products, such as eggs, broilers, chickens, turkeys, rabbits, etc. The facts described on practical poultry farming and the curing and preservation of poultry products were covered. The course included a practical demonstration of the methods of curing and preserving poultry products and the methods of marketing the same. The course included a practical demonstration of the methods of curing and preserving poultry products and the methods of marketing the same.

The poultry course included instruction in all kinds of birds as well as the different poultry products, such as eggs, broilers, chickens, turkeys, rabbits, etc. The facts described on practical poultry farming and the curing and preservation of poultry products were covered. The course included a practical demonstration of the methods of curing and preserving poultry products and the methods of marketing the same.

In addition to the poultry course, there were courses in other subjects such as swine, sheep, goats, and bees. These courses included instruction in the proper care and feeding of these animals, as well as their breeding and marketing. There were also courses in the different crops, such as grains, vegetables, fruits, and nuts. These courses included instruction in the proper cultivation and harvesting of these crops, as well as their marketing.

The courses were taught by experienced teachers, who had a good understanding of the subjects they were teaching. They were able to convey the knowledge and skills that their students would need in order to succeed in the field of agricultural education.

Each student should have an understanding of the data of the resource. This may be impossible in some cases, or a group of teachers may need to come to a consensus on the data before it can be used. The course number and the class number should be put in the lower left corner of the sheet, while the other lower corner is used for the future use of the chart.

Making charts is a very important step in teaching evening school work. The teacher should always have a large-scale model ready in case of emergencies. A large-scale model can help the students to see the chart and understand the content. The teacher should also have a large-scale model ready in case of emergencies. A large-scale model can help the students to see the chart and understand the content.

Evening School Proves Worth of Vocational Agriculture

GEORGE T. WILSON, Instructor in Vocational Agriculture

The success of evening school work is clearly shown by the fact that the large-scale model is used in the classroom. The teacher should always have a large-scale model ready in case of emergencies. A large-scale model can help the students to see the chart and understand the content. The teacher should also have a large-scale model ready in case of emergencies. A large-scale model can help the students to see the chart and understand the content.

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Future Farmers of America

Meeting of Executive Committee of National Board of Trustees Future Farmers of America
April 7-12, Washington, D. C.

THE main purpose of the meeting of the executive committee of the National Board of Trustees, Future Farmers of America, which is held between the national conventions, is to plan for the next national convention of Future Farmers of America and to listen to business which requires the action of the board of trustees to close the interval between these national conventions.

Due to the fact that this was the George Washington Bicentennial Year, arrangements were made to visit Mount Vernon and see a wreath at the tomb of George Washington, the founder of the Future Farmers of America and to have dinner present affairs at the church in Alexandria, Virginia, where they get in George Washington's presence during the session.

This meeting was also planned at the time the national convention was in process so that the members could get an opportunity to see the公开课 on the radio and take part in the National F. I. A. council program.

The boys worked steadily and tended to be serious, like real veterans, riding in pairs to see Washington and visit various sites as indicated on the program.

Program
THURSDAY, APRIL 7
5:30 p.m. - Opening business session.
8:00 p.m. - Closing business session.

FRIDAY, APRIL 8
9:00 a.m. - Business session.
3:00 p.m. - Visit to the White House to meet President Hoover.
5:00 p.m. - Business session.

SATURDAY, APRIL 9
9:00 a.m. - Business session.
20:00 a.m. - Showing of film "From the National Convention of Future Farmers of America.
10:30 a.m. - Business session (continued).
1:30 p.m. - Business session.

SUNDAY, APRIL 10
11:00 a.m. - Attend service at Christ Church, Alexandria, Virginia, and visit George Washington's tomb.
3:00 p.m. - Special session.

MONDAY, APRIL 11
9:00 a.m. - Business session.
2:00 p.m. - Visit to Washington Monument from Station WRC of NBC network.
5:00 p.m. - Attend ball game.

TUESDAY, APRIL 12
9:00 a.m. - Closing business session.
11:00 a.m. - Tour of Washington, D. C., Smithsonians Institute.

Interesting Book
The Green Hand, by Paul W. Chaplin. New York: Doubleday, Doran & Co., 1931, 250 pages, price, $1.50. A delightful treatise on the subject of soil conservation and the "Green Hand" of nature as one who has had close contact with the agricultural system, an understanding of its elements and a way to make it work for the benefit of society. A study of "The Green Hand," a real Future Farmer, and his principles are made up of the interest in the re-direction of the energy of the earth's products from food to farm yard. The work is a fine one for the student of agricultural education, and contains many valuable lessons for those who study the "Green Hand."
Ten-Year Service Key

(Continued from page 6)

teacher trainers, state supervisors, and our Federal Board workers. If any state
wishes to honor Dr. Lane and his agents, they have that privilege.

A simple key has been submitted to
Vice-President J. A. and the chairman
of the committee, and both have ex-
presmed themselves as pleased with the
design and workmanship. Agricultural
workers who are interested in obtaining
a key should correspond with their state
supervisor of agricultural education.

The matter of "certificates" for
10-year workers is still pending. A re-
port will be made later.

Boy's Project Becomes the
Major Farm Enterprise

(Continued from page 7)

There is an active demand in this
section for fast grown, soft meat chick-
enas. Forrest has catered to this demand
from the start. Each year he tries to
better his previous record in growing
the flock of chickens.

Last year the bulk of his 5,000 chicks
were hatched April 4; by the last of
July when the demand for soft roasters
was keen, he sold the bulk of the flock
at an average weight of 7½ pounds
each, receiving a premium of $2 cents
a pound over the prevailing market quo-
tations.

For some years he has devoted his
full time to the business he started in
high school. The past year the poultry
enterprise constituted the chief farm
enterprise. For this the farmer's formerly
grew vegetables were used for range or for

Forrest's father is gratified with his
son's success and interest; he says that
poultry is now paying the bills and
yielding a profit even at present prices.

Daylight Pictures

(Continued from page 9)

or 6 inches may be secured from the
manufacturer of your machine.

As a screen, we recommend a buff
colored wall or, simpler still, use a piece of
ordinary brown wrapping paper
placed on the wall with thumb tacks.

In this procedure you will have both
light and fresh air in the classroom,
as there will be need to pull the shades
do close the windows. This should make
the teaching situation better by provid-
ing the proper environment for study
and by eliminating the factors that tend
to promote drowsiness, restlessness, or
disciplinary problems.

There is an additional factor also in
that it provides the opportunity to turn
at any moment to the machine and
show a picture to illustrate a particular
point in the development of the lesson.

By such procedure the picture would be
shown definitely as illustrative material
and the tendency to run a "picture
show" would be lessened.

Teachers could be prepared for such
illustrating by having available a num-
ner of pieces of ground glass the size of
the usual slide, on which they could
make drawings, quote data, make
graphs, and so forth. These can be made
by writing on the slide that has been

may be stored for future use, the teacher
building his own set of slides, with local
data, and illustrations, to supplement
those slides he secures from other
sources for temporary use.

Evening School Proves Worth
of Vocational Agriculture

(Continued from page 15)

I know that farmers are literate
ly forced to wield a cleverer on all their tax
expenditures. Vocational agriculture
must expect to be put on the bargain
counter along with the other school
departments to sell alone. The
signs of value have not appeared on
the surface. Evening school work
will produce more actual as well as visi-
tible worth than any other part of voca-
tional agriculture. I can give concrete
examples to prove this but you need
only to consult your neighbor voca-
tional agriculture instructor who has
been conducting evening schools, to
find plenty of backing for almost any of
these statements.

I might add that it took a lot of pres-
 sure from the state supervisor to get me
to attempt this kind of work some six
years ago. It is not easy, but any well-
qualified vocational agriculture teacher
can, with study and work, become pro-
cident at it.

More Books

Farm Practice for Vocational Agricultura-
Men Boys-A Message to Parents, is an
ttractive 18-page booklet written by
H. O. Sampson, the state supervisor
of agricultural education, State College
of Agriculture, New Brunswick, New Jer-
y. The booklet clears up for parents
many questions about the boy's taking
vocational agriculture. Almost any de-
partment of vocational agriculture
might profit by such a message in the
hands of the parents.

Marketing Agricultural Products,
Clark & Weld, published by The Mac-
milian Company, pp. 663, price $4.25.
A clear, thorough, scholarly treatise
one of the most important phases of the
business of agricultural education.

"Altho the fundamentals have not changed, there
have been many developments of
importance in the field of marketing dur-
ing the past 15 years... Most of the
changes that have taken place mark
real improvements in the efficiency of
time marketing system... On the
whole the marketing machinery of the
country is fundamentally sound and
generally efficient; and progress comes,
and will come in the future, not from
revolutionary changes, but from the
improvement of-our present
system." This statement briefly gives
the point of view of the authors. This
book is too advanced for high school
pupils, but should find a place in the
reference library of every agricultural
department. Especially helpful to teach-
ers in dealing with fundamentals of
marketing whether in connection with the
day school, part-time, or evening
school.-A. P. D.

Mr. Wayne Dimmick, secretary of
the Horse Association of America, Union
Stock Yards, Chicago, has several ex-