in stored, tested, and put out to the other numbers the following year.

In our Vocational Cow Testing Association we have 100 cows on test, including 14 made. Records are summarized each month, and the summary sent to the testers. The summary furnishes valuable material for class instruction.

Last year we planned an egg show for chapter members. Due to too much outside interest, it was changed to a county show. We had 16 exhibitors, together with a special exhibit on goose eggs, and a goose egg contest. The winners were chosen from the winners in the state. This year, the chapter took home the premium for the best exhibit.

This spring we held an open house for seventh and eighth grade boys in our school district. The purpose of the meeting was to show the different phases of the work in the vocational agriculture. About 30 boys and their fathers attended the meeting.

The Poolsville, Maryland, F. A. Program of Work

The following program of work for 1932-33 was formulated by the Poolsville, Maryland, Chapter:

1. Enter all state F. A. contests.
2. Hold meetings twice a month during school year.
3. Hold chapter meetings once a month during summer.
4. Conduct a Farmer's Fair.
5. Sell national dues for all members.
6. Enter chapter in National Chapter Contest.
7. Enter in the state F. A. banner contest.
8. Attend all 4-H meetings and work with the 4-H Club.
9. Attend all meetings and work with the 4-H Club.
10. Submit an annual report on chapter activities for June 1, 1933.
11. Submit an annual report on chapter activities for June 1, 1933.
12. Submit an annual report on chapter activities for June 1, 1933.
13. Submit an annual report on chapter activities for June 1, 1933.
14. Submit an annual report on chapter activities for June 1, 1933.
15. Submit an annual report on chapter activities for June 1, 1933.
16. Submit an annual report on chapter activities for June 1, 1933.
17. Submit an annual report on chapter activities for June 1, 1933.
18. Submit an annual report on chapter activities for June 1, 1933.
19. Submit an annual report on chapter activities for June 1, 1933.
20. Submit an annual report on chapter activities for June 1, 1933.
21. Submit an annual report on chapter activities for June 1, 1933.
22. Submit an annual report on chapter activities for June 1, 1933.
23. Submit an annual report on chapter activities for June 1, 1933.
24. Submit an annual report on chapter activities for June 1, 1933.
25. Submit an annual report on chapter activities for June 1, 1933.
26. Submit an annual report on chapter activities for June 1, 1933.
27. Submit an annual report on chapter activities for June 1, 1933.
28. Submit an annual report on chapter activities for June 1, 1933.
29. Submit an annual report on chapter activities for June 1, 1933.
30. Submit an annual report on chapter activities for June 1, 1933.
31. Submit an annual report on chapter activities for June 1, 1933.
32. Submit an annual report on chapter activities for June 1, 1933.
33. Submit an annual report on chapter activities for June 1, 1933.
34. Submit an annual report on chapter activities for June 1, 1933.
35. Submit an annual report on chapter activities for June 1, 1933.
36. Submit an annual report on chapter activities for June 1, 1933.
37. Submit an annual report on chapter activities for June 1, 1933.
38. Submit an annual report on chapter activities for June 1, 1933.
39. Submit an annual report on chapter activities for June 1, 1933.
40. Submit an annual report on chapter activities for June 1, 1933.
41. Submit an annual report on chapter activities for June 1, 1933.
42. Submit an annual report on chapter activities for June 1, 1933.
43. Submit an annual report on chapter activities for June 1, 1933.
44. Submit an annual report on chapter activities for June 1, 1933.
45. Submit an annual report on chapter activities for June 1, 1933.
46. Submit an annual report on chapter activities for June 1, 1933.
47. Submit an annual report on chapter activities for June 1, 1933.
48. Submit an annual report on chapter activities for June 1, 1933.
49. Submit an annual report on chapter activities for June 1, 1933.
50. Submit an annual report on chapter activities for June 1, 1933.
51. Submit an annual report on chapter activities for June 1, 1933.
52. Submit an annual report on chapter activities for June 1, 1933.
53. Submit an annual report on chapter activities for June 1, 1933.
54. Submit an annual report on chapter activities for June 1, 1933.
55. Submit an annual report on chapter activities for June 1, 1933.
56. Submit an annual report on chapter activities for June 1, 1933.
57. Submit an annual report on chapter activities for June 1, 1933.
58. Submit an annual report on chapter activities for June 1, 1933.
59. Submit an annual report on chapter activities for June 1, 1933.
60. Submit an annual report on chapter activities for June 1, 1933.
61. Submit an annual report on chapter activities for June 1, 1933.
62. Submit an annual report on chapter activities for June 1, 1933.
63. Submit an annual report on chapter activities for June 1, 1933.
64. Submit an annual report on chapter activities for June 1, 1933.
65. Submit an annual report on chapter activities for June 1, 1933.
66. Submit an annual report on chapter activities for June 1, 1933.
67. Submit an annual report on chapter activities for June 1, 1933.
68. Submit an annual report on chapter activities for June 1, 1933.
69. Submit an annual report on chapter activities for June 1, 1933.
70. Submit an annual report on chapter activities for June 1, 1933.
71. Submit an annual report on chapter activities for June 1, 1933.
72. Submit an annual report on chapter activities for June 1, 1933.
73. Submit an annual report on chapter activities for June 1, 1933.
74. Submit an annual report on chapter activities for June 1, 1933.
75. Submit an annual report on chapter activities for June 1, 1933.
76. Submit an annual report on chapter activities for June 1, 1933.
77. Submit an annual report on chapter activities for June 1, 1933.
78. Submit an annual report on chapter activities for June 1, 1933.
79. Submit an annual report on chapter activities for June 1, 1933.
80. Submit an annual report on chapter activities for June 1, 1933.
81. Submit an annual report on chapter activities for June 1, 1933.
82. Submit an annual report on chapter activities for June 1, 1933.
83. Submit an annual report on chapter activities for June 1, 1933.
84. Submit an annual report on chapter activities for June 1, 1933.
85. Submit an annual report on chapter activities for June 1, 1933.
86. Submit an annual report on chapter activities for June 1, 1933.
87. Submit an annual report on chapter activities for June 1, 1933.
88. Submit an annual report on chapter activities for June 1, 1933.
89. Submit an annual report on chapter activities for June 1, 1933.
90. Submit an annual report on chapter activities for June 1, 1933.
91. Submit an annual report on chapter activities for June 1, 1933.
92. Submit an annual report on chapter activities for June 1, 1933.
93. Submit an annual report on chapter activities for June 1, 1933.
94. Submit an annual report on chapter activities for June 1, 1933.
95. Submit an annual report on chapter activities for June 1, 1933.
96. Submit an annual report on chapter activities for June 1, 1933.
97. Submit an annual report on chapter activities for June 1, 1933.
98. Submit an annual report on chapter activities for June 1, 1933.
99. Submit an annual report on chapter activities for June 1, 1933.
100. Submit an annual report on chapter activities for June 1, 1933.

Factors Contributing to the Success of Failure of Evening Schools

These farmers of the future will know something about music, as every farmer should know. This band, Centerville, Michigan, is made up entirely of boys en-rolled in the school. Incidentally, this school has won the Best Band Contest for the state in two successive years.

Another Wylie Book

"By efficiency I mean effective power for work and not a mere evasive activity: a healthy and active life." - Charles W. Eliot.
EDITORIAL COMMENT

Charles William Eliot, the Educator
A Teacher by Choice

JOHN T. WHEELER, Professor of Rural Education, University of Georgia

"I could not feel my pen at all, for I had just come in..." and my hand was numb. I felt as if the world had stopped, and I could be happy then?"

CHARLES WILLIAM ELIOT (1841-1926), a Harvard graduate, was a prominent figure in American education. He served as the 13th president of Harvard University from 1869 until his retirement in 1909. He is known for his innovative educational reforms and his emphasis on the importance of education in the development of the individual. Eliot is often credited with transforming Harvard University into a world-renowned educational institution.

Eliot believed in the importance of education for all, not just the elite. He worked to make Harvard more accessible to a wider range of students, and he was a strong advocate for the idea of education as a means of social mobility. His approach to education was rooted in the belief that knowledge was the key to a better life and that education could help to create a more just and equitable society.

His ideas continue to influence education today, and his legacy can be seen in the many universities and educational institutions that bear his name. Eliot's contributions to education have been widely recognized, and he is remembered as one of the most important figures in the history of American education.
In undertaking to train young men for the dental legal, medical, and professional life, the University assumed grave responsibility, which was to be taken in hand by the principal, Dr. E. B. Eliot, with a view to preparing men for the tasks of life. To this end, the dental school was established.

To understand the movement towards freedom for the individual student and the importance of the University's role in providing opportunities for education, it is necessary to review the educational system of the time. The prevalent educational model of the late 19th century was characterized by rigid curriculums and standardized methods of teaching, which limited students' freedom to explore and develop their own interests. Eliot's vision was to create a more flexible and individualized educational environment where students could pursue their passions and develop their critical thinking skills.

The dental school, under the leadership of Dr. E. B. Eliot, was one of the first to implement Eliot's educational philosophy, focusing on providing students with a well-rounded education that emphasized both academic and practical skills. This approach was revolutionary at the time and laid the foundation for modern educational practices.

Dr. E. B. Eliot's influence on American education was substantial. He recognized the importance of higher education institutions in preparing students for the demands of the modern world, and his efforts contributed significantly to the development of a more flexible and adaptable educational system. Eliot's commitment to freedom of inquiry, the value of students' voices, and the importance of interdisciplinary learning were foundational principles that have had a lasting impact on American education.

Eliot's leadership in higher education was instrumental in shaping the future of American education. His innovative approach to education and his unwavering commitment to the principles of freedom and inquiry continue to inspire educators today. The legacy of Dr. E. B. Eliot's contributions to American education is a testament to his vision and dedication to the betterment of society through the pursuit of knowledge and the development of informed citizens.
Teachers of Vocational agriculture culture have under various questions as a greater opportunity for the students to learn from each farmer and from theерж among other farmers. The program for farm families to join the FFA is particularly important in the current economic climate, as it allows them to learn about the challenges and opportunities in agriculture.

Some teachers have asked about how they can incorporate the information they have gathered from their students into their curriculum. Many teachers have noted that the FFA program is beneficial for students as it provides a practical learning experience.

A teacher shared that one of the most valuable aspects of the FFA is the opportunity it provides for students to develop leadership skills. This is achieved through various activities, such as participating in competitions, serving in leadership roles, and working on community service projects. The FFA also promotes the importance of teamwork and collaboration, which are essential skills in today's workforce.

To conclude, the FFA program is an excellent opportunity for students to learn about agriculture, gain practical experience, and develop essential skills. It is important for teachers to incorporate the information they have gathered from their students into their curriculum to ensure that students have a comprehensive understanding of the agriculture industry.
Supervision of Projects and the Rating of Departments

GEORGE H. KING, Georgia State College of Agriculture

A S A PART OF the experimental program in the departments of agriculture, the authors have been able to determine the factors in the performance of the low-rank rating of departments in the low-rank departments. The factors in the performance of the low-rank departments are studied.

In the next place, the persons in the high-rank departments were more highly selected for the high-rank departments. In the high-rank departments, more than the number of persons in the low-rank departments, were studied in the high-rank departments. However, the highest, in the high-rank departments, are more highly selected for the high-rank departments. This is substantiated by the fact that the high-rank departments were in the low-rank departments. In the high-rank departments, only persons in the high-rank departments were more highly selected for the high-rank departments. In the high-rank departments, only persons in the high-rank departments were more highly selected for the high-rank departments. In the high-rank departments, only persons in the high-rank departments were more highly selected for the high-rank departments.

The practical livestock projects: We have two projects, the one-year-old, and the two-year-old. The one-year-old project is the project for the second year of study, and the two-year-old project is the project for the third year of study.

Comparison of high and low-rank rating of departments of vocational agriculture at 100 times the time by the teacher.

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>High-Rank Departments</th>
<th>Low-Rank Departments</th>
<th>Difference in Points in Per Cent of Low-Rank Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median number of hours spent in supervision</td>
<td>1,297</td>
<td>1,188</td>
<td>127</td>
</tr>
<tr>
<td>Median number of hours spent in supervision per year</td>
<td>1,056</td>
<td>1,056</td>
<td>0</td>
</tr>
<tr>
<td>Median number of hours spent in supervision per year</td>
<td>397</td>
<td>397</td>
<td>0</td>
</tr>
</tbody>
</table>
| Average hours spent in supervision per year | 7.4 | 5.8 | 27.6%
| Per cent of farm boys in high school in all classes in agriculture | 76.4 | 90.7 | 15.4% |
| Number of students in high school in all classes in agriculture | 297 | 382 | 95.2% |

Practical livestock projects: For the one-year-old project, we have two projects, the one-year-old and the two-year-old. The two-year-old project is the project for the third year of study. For the two-year-old project, we have two projects, the one-year-old and the two-year-old. The two-year-old project is the project for the third year of study.

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>One-year-old Project</th>
<th>Two-year-old Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td>1,297</td>
<td>397</td>
</tr>
<tr>
<td>Average hours spent in supervision per year</td>
<td>7.4</td>
<td>7.4</td>
</tr>
<tr>
<td>Per cent of farm boys in high school in all classes in agriculture</td>
<td>76.4</td>
<td>90.7</td>
</tr>
<tr>
<td>Number of students in high school in all classes in agriculture</td>
<td>297</td>
<td>382</td>
</tr>
</tbody>
</table>

Vocational agriculture in all-day classes brings some new types of vocations to which the students are exposed. Farm boys have the opportunity to work on farms, live on farms, and experience the life of a farm boy. They also have the opportunity to work in industries, to live in cities, and to experience the life of an industrial worker. Vocational agriculture also provides an excellent opportunity for the students to learn about the different aspects of agriculture, such as crop production, livestock management, and soil science. It also provides an excellent opportunity for the students to learn about the different aspects of farming, such as marketing, finance, and management. Vocational agriculture also provides an excellent opportunity for the students to learn about the different aspects of agriculture, such as crop production, livestock management, and soil science. It also provides an excellent opportunity for the students to learn about the different aspects of farming, such as marketing, finance, and management. Vocational agriculture also provides an excellent opportunity for the students to learn about the different aspects of agriculture, such as crop production, livestock management, and soil science. It also provides an excellent opportunity for the students to learn about the different aspects of farming, such as marketing, finance, and management.
Making the Farm Mechanics Course Fit Community Needs

Field and Nursery Department

Mr. Sam Hitchcock.

This article cites a few cases where West Virginia University's engineering faculty is making the farm mechanics course fit the community needs. It describes how the faculty is adapting the farm mechanics course to meet the needs of the community. The faculty is making the farm mechanics course fit the community needs by adapting the course to meet the needs of the community.
Part-Time Courses

Part-Time Courses in Agricultural Education

IN ANY typical California farming community, there are many of whom have made a start in agricultural education through part-time courses conducted by the County Agricultural Education Teachers. Many of these courses have been conducted for nearly three years of vocational agriculture, the average number of such courses being around 100 in the county, which has increased to a part-time home agricultural enterprise. He also participates in the activities of his high school, but cannot afford to take further full-time work because of expense and because he is needed at the home ranch. What opportunity this has for further knowledge in livestock production and marketing.

California is meeting this problem through the part-time courses, in which each student arranges his contact with the local teacher in a manner which enables him to carry on his regular school work as a basis for practical knowledge, and adds at class sessions, to improve his knowledge and skills. Each class must meet at least twice a week, Tuesday and Thursday, for part of the school term and the balance of the time in connection with the livestock operation. Seven hundred and fifty students are enrolled in these courses in different parts of the county during the school term, which is divided into two parts, at least 10 sessions of 2 hours each.

In the part-time courses, the students work on their own farm establishments, taking part in the various activities of the farm. Most of the courses are conducted by local teachers, who are largely farmers, and who have the advantage of carrying on their studies with the students in their own farms.

The objective of the part-time courses in agricultural education is to provide students with a better understanding of the agricultural practices and the principles of farm management, which will enable them to carry on their work more effectively and efficiently.

The following list includes some of the topics covered in the part-time courses:

- Livestock Management
- Crop Production
- Financial Management
- Marketing
- Farm Equipment
- Animal Health
- Soil and Water Conservation
- Agricultural Law
- Farm Safety

These courses are designed to provide students with a basic understanding of the agricultural practices and principles of farm management, which will enable them to carry on their work more effectively and efficiently.

Part-Time Courses in Food Science and Nutritional Education

The part-time courses in food science and nutritional education are designed to provide students with a basic understanding of the principles of food science and nutrition, which will enable them to carry on their work more effectively and efficiently.

The following list includes some of the topics covered in the part-time courses:

- Food Science
- Food Safety
- Food Production
- Food Distribution
- Food Preparation
- Food Service
- Food Purchasing
- Food Consumption

These courses are designed to provide students with a basic understanding of the principles of food science and nutrition, which will enable them to carry on their work more effectively and efficiently.

Part-Time Courses in Environmental Science

The part-time courses in environmental science are designed to provide students with a basic understanding of the principles of environmental science, which will enable them to carry on their work more effectively and efficiently.

The following list includes some of the topics covered in the part-time courses:

- Environmental Science
- Environmental Management
- Environmental Protection
- Environmental Law
- Environmental Impact Assessment
- Environmental Education
- Environmental Policy

These courses are designed to provide students with a basic understanding of the principles of environmental science, which will enable them to carry on their work more effectively and efficiently.

Part-Time Courses in Forestry Science

The part-time courses in forestry science are designed to provide students with a basic understanding of the principles of forestry science, which will enable them to carry on their work more effectively and efficiently.

The following list includes some of the topics covered in the part-time courses:

- Forestry Science
- Forest Management
- Forest Protection
- Forest Conservation
- Forest Utilization
- Forest Economics
- Forest Policy

These courses are designed to provide students with a basic understanding of the principles of forestry science, which will enable them to carry on their work more effectively and efficiently.

Part-Time Courses in Horticulture Science

The part-time courses in horticulture science are designed to provide students with a basic understanding of the principles of horticulture science, which will enable them to carry on their work more effectively and efficiently.

The following list includes some of the topics covered in the part-time courses:

- Horticulture Science
- Crop Production
- Crop Protection
- Crop Utilization
- Crop Economics
- Crop Policy

These courses are designed to provide students with a basic understanding of the principles of horticulture science, which will enable them to carry on their work more effectively and efficiently.

Part-Time Courses in Animal Science

The part-time courses in animal science are designed to provide students with a basic understanding of the principles of animal science, which will enable them to carry on their work more effectively and efficiently.

The following list includes some of the topics covered in the part-time courses:

- Animal Science
- Animal Production
- Animal Protection
- Animal Utilization
- Animal Economics
- Animal Policy

These courses are designed to provide students with a basic understanding of the principles of animal science, which will enable them to carry on their work more effectively and efficiently.
Future Farmers of America

The American Farmer Degree

C. H. LANE, National Adviser

The degree of American Farmer is a significant honor bestowed upon students who have demonstrated outstanding leadership in agricultural education and have achieved a high level of agricultural achievement. This degree is conferred only to students who have completed a minimum of two years of active membership in the Future Farmers of America and who have participated in various agricultural activities and competitions.

Activities of the F. F. A.'s of Canton, Winona, Ohio

L. B. PERLCH, Officer

Perhaps the most pleasant event of the week for our F. F. A. is the annual tour and picnic. By starting early in the afternoon, we are able to see the beauty of the country and enjoy the fresh air. The members are always welcome to join us, and we look forward to seeing them next year.

Group of students at Central State Teachers College.
Potato Show.—As a result of several very successful potato projects, we have taken all the prizes in the vocational agriculture class at the Ohio Potato Show, during Farmers' Week, for the past two years—Paul E. Smith, Reporter, Fredericktown, Ohio.

Pennsylvania Boys Make Money Producing Plants

REGG Township Chapter, at Spring Mills, Pennsylvania, has carried on several class projects in vegetables in order to raise funds for school purposes. Following is a brief explanation of one of the projects:

The members constructed a concrete hotbed 30 x 6 feet in which they grow each spring early cabbage, celery, cauliflower, and tomato plants. The hotbed is managed by the class in gardening. The returns range from $20 to $30 annually. The hotbed is started the last week in February and kept in until May 20. The chapter also has two cold frames that help out during the rush season. The price charged per dozen is: cabbage, 15 cents; tomato, 25 cents; celery, 15 cents; cauliflower, 15 cents. J. W. Decker, Instructor.

An Exchange Department

About a year ago an exchange department was organized by the Osboshous Chapter, Wisconsin, for the purpose of exchanging products in the agriculture department. It was started with the idea of selling grains, etc., that were grown in the department. There was such a call for other products that we bought large quantities of commercial fertilizers, spraying materials, Black Leaf '40', disinfectants, lawn seeding, seed potatoes, and miscellaneous articles. By buying these items at 15 to 20 percent lower than the local, we were able to obtain them at a much lower cost than the merchants of the town could sell them in small quantities, and thus realized a saving for those buying these items. Whenever anyone has anything for sale, he places a sign on the bulletin board indicating the nature of the item for sale. A sign is also placed here if anyone wishes to buy items within reach of the Exchange department.

Radio and Vocational Agriculture in Iowa

The strong chapter of the F. F. A. had reached the point where something had to be done to secure money for carrying on the activities of the chapter. With the advice and assistance of our agriculture teacher and principal we worked out the idea of a school book store. The principal gave us a room in the basement of our new school building for our book store. We found a company that would sell us supplies on time at a very reasonable price. We are carrying a regular supply of note book paper, pencils, ink, tablets, etc. One boy has charge of the store for one week. At the end of the week a complete inventory is made, and every item must check.

We hope to secure enough money from this source to go our part in a county F. F. A. cabin to be constructed at Couchdale on Lake Catherine next summer.

Part-time Work in Baldwin, Wisconsin

The strong chapter of the F. F. A. had reached the point where something had to be done to secure money for carrying on the activities of the chapter. With the advice and assistance of our agriculture teacher and principal we worked out the idea of a school book store. The principal gave us a room in the basement of our new school building for our book store. We found a company that would sell us supplies on time at a very reasonable price. We are carrying a regular supply of note book paper, pencils, ink, tablets, etc. One boy has charge of the store for one week. At the end of the week a complete inventory is made, and every item must check.

We hope to secure enough money from this source to go our part in a county F. F. A. cabin to be constructed at Couchdale on Lake Catherine next summer.

Radio and Vocational Agriculture in Iowa

Learn of the progressive projects which their neighboring teachers are directing, and direct their larger group conferences as a result of working together with other instructors in a common cause.

In the fourth place, in deciding on what to present, each instructor must evaluate his own program, decide what the most important phases are, what he is doing best, and what his patrons and the general public will be most interested in hearing about.

Fifth, not only are instructors becoming better acquainted with the nature of the vocational agriculture programs in other departments, but so are the students. Students develop an awareness of their own position in a large achievements of other boys in similar work.

Lastly, this broadcasting experience is excellent training in written and oral expression. Although the station manager functions over the presentations, the talk and dramatizations are invariably written and rehearsed before being presented. The men and boys realize that they have only a few minutes to present their messages. The manuscripts must be carefully constructed, the vocabulary must be suitable, and the English impeccable.

It may be that the experience which students get in preparing for and giving radio presentations may prove to be a valuable preparation for their future activities as leaders of a better rural life.

Where Boys Conduct Their Home Projects

If the only practical farm experience they are giving them is in back-yard and on vacant lots, induct this anticipated trouble from the following newspaper clipping.

DIFFERENCE IN METALS LEADS TO JAIL

'Pair Say They Paid to Learn Steel Welding Taught With Tin'

Difference between structural steel and tin of the potato can variety is the reason why William R. Beaudette, 5150 Ogden Street, went to jail yesterday.

Beaudette, it is charged, accepted fees in return for instructing two Denver men in structural steel welding. Instead, his training was limited to showing his pupils how to make small articles from tin, not steel. E. H. Greeder, 1053 Clarkson Street, and Charles Evert, 703 Pennsylvania Street, paid Beaudette $75.00 and $80.00 respectively for instruction in steel work, they asserted. When they found, they said, that the course was confined to tin craftsmanship, they swore out a warrant in justice of the peace court against Beaudette.

He is facing charges of operating a confidence game.