Agricultural Education

Wyoming Future Farmers of America at Summer Camp
(See page 16)

"The Youth of a Nation are trustees of prosperity." — Disraeli
EDITORIAL COMMENT

Professionalism

The Teacher and Social Change

ARTHUR K. GETMAN
Chief, Agricultural Education Bureau, Albany, New York

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与社会问题的关系
from these minor adjustments, there are at least two or three major factors in our present method of executing the provisions of democracy. Briefly stated, these are as follows:

(1) Our system of social justice and opportunity for capacity and ability, in so far as it has been carried out, is not the best possible. Some people are not able to perform work skillfully and in accordance with the standards of able work, and this is the reason why the average level of our economy has been so low.

(2) Our system of free competition, which is developed by the profit motive, is not as efficient as the methods of capital accumulation and the other systems of management and control. In short, the methods of management and control are not as efficient as the methods of competition.

(3) We should provide every encouragement for the small business, the little corporation, and the independent producer, because these producers are the backbone of our economy and they contribute to the economic growth of the country. Free competition should be encouraged, but the methods of management and control should be improved.

Let us consider the implications of these driving forces of free competition. Free competition, as we have defined it, is the result of natural processes. When conditions are favorable, competition results in the formation of monopolies, which are undesirable in the long run. When conditions are not favorable, competition results in the formation of firms, which are desirable in the long run. The result is the same: free competition results in the formation of firms, which are desirable in the long run.

The key to the future is an understanding of the principles of free competition. This understanding will enable us to make the best use of the forces of competition for the benefit of society.

(4) We should proceed with caution, and not too quickly, in the matter of the elimination of competition. In the case of certain industries, such as the automobile industry, the elimination of competition would be disastrous. In the case of other industries, such as the steel industry, the elimination of competition would be beneficial.

(5) The purposes of the antitrust laws should be broadened to include the elimination of competition in industries where it is harmful. This can be done by the establishment of a national commission to study the matter and to recommend appropriate legislation.

(6) The problem of competition should be studied in the light of the principles of economics. The principles of economics should be taught in schools and colleges, and the principles of competition should be emphasized in the teaching of economics.

(7) The problem of competition should be studied in the light of the principles of democracy. The principles of democracy should be taught in schools and colleges, and the principles of competition should be emphasized in the teaching of democracy.

(8) The problem of competition should be studied in the light of the principles of efficiency. The principles of efficiency should be taught in schools and colleges, and the principles of competition should be emphasized in the teaching of efficiency.

(9) The problem of competition should be studied in the light of the principles of justice. The principles of justice should be taught in schools and colleges, and the principles of competition should be emphasized in the teaching of justice.

(10) The problem of competition should be studied in the light of the principles of social responsibility. The principles of social responsibility should be taught in schools and colleges, and the principles of competition should be emphasized in the teaching of social responsibility.

(11) The problem of competition should be studied in the light of the principles of human dignity. The principles of human dignity should be taught in schools and colleges, and the principles of competition should be emphasized in the teaching of human dignity.

(12) The problem of competition should be studied in the light of the principles of human welfare. The principles of human welfare should be taught in schools and colleges, and the principles of competition should be emphasized in the teaching of human welfare.

(13) The problem of competition should be studied in the light of the principles of human freedom. The principles of human freedom should be taught in schools and colleges, and the principles of competition should be emphasized in the teaching of human freedom.

(14) The problem of competition should be studied in the light of the principles of human happiness. The principles of human happiness should be taught in schools and colleges, and the principles of competition should be emphasized in the teaching of human happiness.

(15) The problem of competition should be studied in the light of the principles of human peace. The principles of human peace should be taught in schools and colleges, and the principles of competition should be emphasized in the teaching of human peace.

(16) The problem of competition should be studied in the light of the principles of human progress. The principles of human progress should be taught in schools and colleges, and the principles of competition should be emphasized in the teaching of human progress.

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(19) The problem of competition should be studied in the light of the principles of human change. The principles of human change should be taught in schools and colleges, and the principles of competition should be emphasized in the teaching of human change.

(20) The problem of competition should be studied in the light of the principles of human adaptation. The principles of human adaptation should be taught in schools and colleges, and the principles of competition should be emphasized in the teaching of human adaptation.

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(27) The problem of competition should be studied in the light of the principles of human growth. The principles of human growth should be taught in schools and colleges, and the principles of competition should be emphasized in the teaching of human growth.
Farm Training for City Boys

THOMAS P. DOOLEY, Head, Agricultural Department, Jamaica Plain High School, Boston, Massachusetts

JUST as we expect a certain amount of milk production from cows and plows, so we must expect that a small percentage of our farm boys will go into farming. While these will make up a very small part of the total farm workers and farmers, they will be needed to take the place of those who retire, and to train new farmers.

It is not surprising to learn that the number of boys engaged in agriculture in the United States is relatively small. In 1920, 10,000 to 100,000 boys, representing 2.5 to 3.5 per cent of the high school population, were engaged in farming during the school year. In 1920-21 the number of boys engaged in agriculture was down to 10,000 to 20,000, representing approximately 1.2 per cent of the high school population.

In the past, those who have become interested in agriculture have done so by taking individual courses in agriculture. Usually, these courses were not connected with the regular school work, and were of limited value. In many cases, the boys who took these courses were of the slower type and were not really inclined to become farmers.

In recent years, however, there has been a growing interest in agricultural education. Many schools have established agricultural departments, and these departments are now being given more attention by the state educational authorities. The result has been an increase in the number of boys who are taking agricultural courses, and a more serious interest in the subject.

There are certain types of problems presented in several schools which make the agricultural year-round school system a necessity. The youth and city environment, as well as the economic conditions, are of great importance. In some cases, the schools have made use of the season to introduce the boys to the various phases of agriculture. In other cases, the schools have been able to utilize the agricultural year-round system to give the boys a better understanding of the various phases of agriculture.

The agricultural year-round school system is a system in which the agricultural courses are given during the entire year, rather than just during the summer months. This system is particularly suitable for schools in urban areas, where the boys have little or no opportunity to get out into the countryside and see for themselves the various phases of agriculture.

The agricultural year-round school system has several advantages. First, it allows the boys to get a better understanding of the various phases of agriculture. Second, it allows the boys to get a better understanding of the economic aspects of agriculture. Third, it allows the boys to get a better understanding of the social aspects of agriculture. Fourth, it allows the boys to get a better understanding of the personal and vocational aspects of agriculture.

The agricultural year-round school system is a very important part of the agricultural education program. It is a system that is well worth the effort and expense of implementing. It is a system that will allow the boys to get a better understanding of the various phases of agriculture, and will allow them to become better farmers in the future.

In conclusion, the agricultural year-round school system is an important part of the agricultural education program. It is a system that is well worth the effort and expense of implementing. It is a system that will allow the boys to get a better understanding of the various phases of agriculture, and will allow them to become better farmers in the future.

Agricultural Education, July, 1935

Developing a Long Time Program of Soil Improvement

ROBERT E. VAN ALSTINE, Editor of Agricultural

A THE beginning of school in 1934 (twenty-five boys enrolled in the vo- cational agriculture class), we had to make use of the ideas of making an accurate map of the farm land. This land is underlain by a relatively thick layer of medium to coarse sandy soil that makes a very satisfactory farm land. We saw that a system of soil improvement was needed, but we had to proceed with caution. We were able to gain some knowledge of the field work that had been done on the farm, and the way in which a field arrangement would work. We also learned that the farm was in the process of being sold, and that the new owner would be interested in a long-time program of soil improvement.

Various means of measurement were developed, and the boy's work was not only scientifically conducted, but also within close limits of the re- quired accuracy. We met with considerable success, and the measurements that we made were taken over the entire farm. The results of our work were presented to the owner and his management, and the full story of our work was presented. We were able to show that a system of soil improvement was needed, and that the farm was in the process of being sold. The owner was interested in the results of our work, and he gave us the opportunity to complete the map of the farm land. We were able to produce a satisfactory map of the farm land, and we were able to show that a system of soil improvement was needed. The owner was very pleased with the results of our work, and he gave us the opportunity to complete the map of the farm land. We were able to produce a satisfactory map of the farm land, and we were able to show that a system of soil improvement was needed.

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Agricultural Education, July, 1935

Methods

SAMPLE OF INSTRUCTION CHECK SHEET UBD

REPRESENTATIVE COTTON: "This is a fine specimen of cotton. The plant is healthy, the leaves are large and abundant, and the fruit is well-filled and plump."

Name: Woodrow Wilson

Year: 1934

John

Planting, Harvest Farm Practice

Improved Practice to Follow

Follows

(1) Preparing plow and harrow

(2) Planting in row seed

(3) Expanding soil

(4) Fertilizing

(5) Plant D, P, L, No. 10

(6) Planter D, P, L, No. 10

(A) From Co. Agent

(B) From dependable source

Cotton

(Continued on page 9)
Organizing and Conducting a Part-Time Farm Class at Lake-Field, Minnesota

KEVIN B. DRAKEHAM, Teacher of Agriculture

UPON my arrival at Lake-Field, Min-nesota, I found myself in a unique and challenging position. My programming and planning of the program of agriculture for the upcoming year. I set off to work on a project involving the students in the school, including thoroughly planned all-day, programs, and evening programs, an excellent project for adult farmers, small grains, and the two-week summer agriculture class. Each of these boys in their community might be interested in a part-time class. If you check the records of the summer class, you will find I had a good-sized class for each of these groups of people.

I prepared a newsletter including ex-
amples of the changes that had been made in the program. At the time I wrote this article, I was no longer teaching at Lake-Field, but I was very interested in attending more events, including being involved in the community. I was interested in the part-time class as it was now being offered in the community.

The first meeting was called for 10 a.m. on Wednesday, and we had a good turnout. The boys brought their grain samples for the “Out-of-School” farm boys to discuss. The boys had to do some field work and work out a plan for a part-time class. On many occasions it is necessary to write a letter to the boys and work out a plan through our mothers and fathers before we can get the boys interested in the farm. Even though these boys are busy, they are often very interested in some type of farm activity.

The next week, I was able to visit the boys and spend some time with them. The boys were very interested in the farm. They were interested in the farm boys and wanted to be a part of the farm.

We met on Wednesday, from 6:25 to 7:45 a.m., and we had a good turnout. We had a good turnout and we were able to go on with the work that we had started in the beginning of the year. We had a good turnout and we were able to go on with the work that we had started in the beginning of the year.

As a part of this program, we have a number of farm projects planned. We plan to give each one a guide book containing the information that we have developed for the project. We plan to give each one a guide book containing the information that we have developed for the project.

We plan to take the boys on a tour of the farm and show them the work that we have done. Then we will have a guide book containing the information that we have developed for the project. We plan to give each one a guide book containing the information that we have developed for the project.

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Developing a Long-Time Program

Our program is designed to be a long-time program. The program is designed to be a long-time program. The program is designed to be a long-time program.

We have a number of programs in mind. We have a number of programs in mind. We have a number of programs in mind.

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A Glimpse of the Teacher of Agriculture in Action

H. H. GIBSON, Teacher Trainer, Oregon

I am asking you to join me in a brief trip into the life of a teacher of agriculture. This is a real-life experienced teacher. He is known in the agricultural teaching profession and is recognized for his contributions to the field.

The teacher of agriculture is a professional who is responsible for providing students with a comprehensive understanding of agricultural practices and technologies. He has a deep knowledge of agriculture and related fields, and is skilled in teaching and engaging his students. The teacher of agriculture is dedicated to fostering a love of learning and a commitment to excellence in his students.

The teacher of agriculture is known for his passion and expertise in the field of agriculture. He has a wealth of experience and knowledge, and is respected by his colleagues and students. He is committed to continuous learning and professional development, and stays current with the latest trends and technologies in agriculture.

The teacher of agriculture is also known for his ability to connect with his students and build strong relationships. He is passionate about his subject and is committed to helping his students achieve their goals.

In this article, we will take a look at the life of a teacher of agriculture and explore the many facets of his work.

The role of the teacher of agriculture is multifaceted, and includes teaching, research, and extension work. The teacher of agriculture is responsible for planning and delivering lessons, creating and updating course materials, and conducting research to stay current with the latest developments in the field.

The teacher of agriculture is also responsible for extension work, which involves providing advice and technical assistance to farmers and other agricultural professionals. This includes providing information on the latest crop and livestock production practices, as well as offering guidance on the use of new technologies.

The teacher of agriculture is also involved in extension education, which involves teaching workshops, seminars, and other educational programs to farmers and other agricultural professionals. This includes providing information on the latest crop and livestock production practices, as well as offering guidance on the use of new technologies.

The teacher of agriculture is also involved in research, which involves collecting and analyzing data to identify new opportunities and challenges in agriculture. This includes conducting experiments to test new technologies and practices, as well as working with farmers and other agricultural professionals to identify areas for improvement.

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The Questionnaire Used

Listed below are questions frequently mentioned by college freshmen and college students regarding their satisfaction with different aspects of college life. These problems are identified as "minor difficulties" or "major difficulties" by the students.

Problem 1. I am dissatisfied with the college's administrative policies.
Problem 2. I am dissatisfied with the college's student government.
Problem 3. I am dissatisfied with the college's faculty.
Problem 4. I am dissatisfied with the college's facilities.
Problem 5. I am dissatisfied with the college's academic curriculum.

Problem 6. I am dissatisfied with the college's financial aid policies.
Problem 7. I am dissatisfied with the college's dining services.
Problem 8. I am dissatisfied with the college's housing policies.
Problem 9. I am dissatisfied with the college's extracurricular activities.
Problem 10. I am dissatisfied with the college's social life.

Problem 11. I am dissatisfied with the college's campus safety.
Problem 12. I am dissatisfied with the college's campus environment.
Problem 13. I am dissatisfied with the college's campus transportation.
Problem 14. I am dissatisfied with the college's campus recreation.
Problem 15. I am dissatisfied with the college's campus services.

Problem 16. I am dissatisfied with the college's campus resources.
Problem 17. I am dissatisfied with the college's campus facilities.
Problem 18. I am dissatisfied with the college's campus maintenance.
Problem 19. I am dissatisfied with the college's campus infrastructure.
Problem 20. I am dissatisfied with the college's campus management.

The Importance of Motivation in Teaching

Motivation is a vital factor in the learning process. It is essential that teachers are aware of the various factors that contribute to student motivation. This awareness will enable them to create a conducive learning environment that fosters student engagement and achievement.

The following strategies can be employed to enhance student motivation:

1. Set clear and achievable goals for students.
2. Provide positive feedback and encouragement.
3. Create a supportive and inclusive classroom environment.
4. Foster a sense of community among students.
5. Encourage students to take ownership of their learning.
6. Use a variety of teaching techniques to accommodate different learning styles.
7. Make the learning process relevant to students' lives.
8. Provide opportunities for students to apply their learning in practical situations.
9. Recognize and reward student achievements.
10. Foster students' self-esteem and self-confidence.

By implementing these strategies, teachers can significantly enhance student motivation and improve learning outcomes.
Future Farmers of America

F. F. A. Practice Meetings

CARL E. HAMRICK, State Advisor, Wisconsin

THERE is no reason why any agricultural agency through which F. F. A. practices may not be added in developing such an agency in any state. It is surprising how much good can be done in the way of leadership and in building up the F. F. A. organizations, the S. T. A. (State Teachers' Association), N. B. (National Board) and the national organization. It is not necessary that every member of the F. F. A. should be a member of both organizations, but it is desirable that each should be a member of one of them. The main idea is to get the F. F. A. member to the state, national, and local level and to participate in all activities. The local F. F. A. meetings should be held at least once a month, and the county F. F. A. meetings at least once a semester. The state F. F. A. meetings should be held at least once a year, and the national F. F. A. meetings at least once every two years. The idea of the F. F. A. meetings is to get the young men together, to discuss the problems of the day, and to get the leaders ready to face the problems of the future.

Future Farmers Hold Horse-Back Ride and Outing

MARTIN L. HOWARD, Adviser, Hodes, Indiana

ONE of the most enjoyable activities of the 1931-32 F. F. A. program was the horse-back riding trip to the Indiana State Fair in September. A group of F. F. A. members rode their horses through the state fairgrounds, and many of them took part in the horse show and other events. The trip was a great success, and the members had a good time.

Ready to Go

The boys assembled at the school at nine o'clock. Puntin, Puntin, and an oceano, or as they are called in some places, were the first to arrive at the school. They were followed by the boys, who had been working all night to get the horses ready. The school was called the high school in this district.

The boys' assembly period was set aside for a special prayer meeting. The school prayer meeting was followed by a discussion of the F. F. A. project. The group decided to work on a project to improve the school grounds. The project was to be carried out by the F. F. A. members and their parents. The project would involve the use of horse-drawn equipment, and the boys would be responsible for the care and maintenance of the equipment. The project would be completed by the end of the school year.

Virginia Charter Wins Approval

THE following advertisement appeared in the daily newspapers of the state. It is a fine example of originality and an evident recognition of a accomplishment.

The Mason County Bank, as testamentary trustee, is expanding its investment programs, securing additional funds, and expanding the service to the public. The bank is now open for business and welcomes your deposits. Please call at your convenience for information.

July 30, 1932

Agricultural Education, July 1935

Agricultural Education, July 1935
Midland Chapter Confers F. F. A. Degree before State Grange Convention

LYNN HEATLEY, Teacher of Agriculture, Midland, Michigan

The State Grange Convention, which was held at Midland last November opened its meeting one afternoon to the Future Farmers of the high school. The officials of the Grange turned over their stations to the officers of the chapter and a regular F. F. A. meeting was conducted. After the regular opening ceremony the Green Hand Degree was conferred upon six candidates. State Master Bramble and other State Grange Officers spoke to the boys. Many of the objectives of the two organizations are the same and are working hand in hand for a better rural life.

The following picture and article from The Michigan Patron is reprinted by permission of Miss Edith Hostetler, Editor.

This group of fine lads is the F. F. A. of Midland High School, which conferred the degree of the Green Hand before the State Grange Convention in October.

The Grange is ready at all times to cooperate with any organization which has the advancement of agriculture as an objective. The State Grange was happy to recognize the splendid work of the F. F. A. by having this chapter appear in the convention with the teacher of agriculture, Lynn Heatley, who rendered valuable service to the convention.

The President of the Chapter writes:

"The Midland Chapter of the Future Farmers of America, No. 18, were pleased with the honor and opportunity of being the first chapter to confer a degree before the State Grange Convention. It gave us a friendly feeling toward the grange and a more complete understanding of the organization. Since many of our objectives are the same we feel that we can look upon grange as an older brother with the spirit of co-operation and helpfulness. We hope that a large number of future farmers will someday be grange members."

"Sincerely yours,

"Pete Maxwell, President,
Midland Chapter of the Future Farmers of America."

The Importance of Motivation in Teaching

(Continued from page 13)

local bank combined to offer cash prizes totaling $42.50 to the boys achieving the most and having the best improvement plans. Parents, members of the school board, the high school faculty, and citizens sponsoring the home beautification idea were invited to the annual F. F. A. banquet. The beautification program was explained, talks were given in support of it by persons of influence, and prizes and donors announced. The "kick-off" in this manner was a huge success. Then the matter was taken up in the agriculture classes. Parents were backing it. The newspaper was glad to print news as to progress. Field trips were taken to visit the prettiest places and to collect free planting materials. To date 2,300 narcissus bulbs have been contributed and given out to the boys along with other planting materials. A nursery for shrubbery cuttings and perennials has been planted on the school grounds and now measures 25 by 50 feet. Plans are being sketched on paper, and planting materials selected. The boys are taking advantage of every spell of good weather to start their work at home. We believe that the preparation step in the teaching plan has been accomplished."

Agricultural Education July, 1935