"Doing is the great thing. For if, resolutely, people do what is right, in time they come to like doing it." — Ruskin
The Agricultural Education Magazine

The Agricultural Education Magazine is a monthly magazine for teachers of agriculture, managed by an advisory board and published at the School of Agriculture at the University of Wisconsin, Madison.

Editorial Comment

Co-operation

PURPOSES in agriculture depend to a large extent on the willingness to cooperate of operators. To cooperate, the farmer must be in a position to achieve his aims. This involves cooperation in two senses. First, there must be a group or organization to which the farmer can contribute his efforts. Second, there must be a leader or leader group to which the farmer can apply for advice and assistance.

The group or organization may be a local one, such as a farm club, or a larger one, such as a county cooperation. The leader or leader group may be an individual, such as a county agent, or a larger group, such as a state cooperation. The farmer must be able to judge which group or organization is best suited for his needs.

In order to achieve cooperation, the farmer must be willing to give of his labor and time. He must be willing to share his knowledge and experience with others. He must be willing to work with others to achieve common goals.

In conclusion, cooperation in agriculture is necessary for the successful operation of a farm. It is a means of achieving the farmer's aims and of improving his chances for success.

Pioneering in Part-Time Work

THOSE who have entered the field of vocational agriculture may have found it difficult to get a foothold in their new field. Many have experienced a great deal of frustration, and some have given up. However, there is hope for those who are willing to try again.

The key to success in part-time work is to be persistent. It is not necessary to have a great deal of knowledge or experience in agriculture to be successful. What is necessary is a willingness to learn and to work hard.

One way to get started in part-time work is to seek out local agricultural organizations. These organizations offer a variety of opportunities for those who are interested in learning more about agriculture. They also offer a chance to meet other people who are interested in the same field.

Another way to get started is to seek out agricultural programs offered by local schools. These programs offer a chance to learn about agriculture in a structured setting. They also offer a chance to meet other people who are interested in learning about agriculture.

It is also important to be willing to take risks. There is no guarantee that a new business will be successful. However, there is a great deal of reward in being successful. It is important to be willing to try new things and to be willing to accept the risks that come with them.

In conclusion, part-time work in agriculture is possible for those who are willing to try. It is important to be persistent, to be willing to learn, and to be willing to take risks. With these qualities, success is possible.
Agricultural Planning and Agricultural Education

Agricultural planning is an increasingly important aspect of farming. Farmers who have had some training in this field tend to be more successful than those who have not. This is because planning helps farmers to make better decisions about their farms. Without planning, farmers may make decisions that are not in the best interest of their farms. For example, a farmer may decide to plant a certain crop even though the soil is not suitable for that crop. Planning helps to prevent such mistakes.

One of the most important aspects of agricultural planning is to consider the needs of the farm family. This includes the needs of the farmer and the family members. Planning helps to ensure that the farm family has enough food to eat and enough money to live comfortably.

Another important aspect of agricultural planning is to consider the needs of the community. This includes the needs of other farmers in the area, as well as the needs of the local economy. Planning helps to ensure that the farm family is contributing to the local economy.

Agricultural planning is also important for the environment. By planning how to use the land and resources, farmers can help to protect the environment. This includes protecting the soil, water, and air.

Agricultural planning is an important tool for farmers. It helps to ensure that the farm family is successful and that the environment is protected.

Gathering Eggs

Buckwheat

Approximately five months of the year are spent by the students at Lahabana in doing farm work. This includes many farm jobs. Some of these are done as follows:

- Sowing: Plowing, discing, and preparing the land for planting. This is usually done in the fall or early spring.
- Cultivation: Weeding, hoeing, and manually cultivating the crops. This is usually done in the spring and summer.
- Harvesting: Cutting, harvesting, and drying the crops. This is usually done in the fall.
- Drying: Drying the crops in the sun or in an oven. This is usually done in the fall.
- Marketing: Selling the crops to local markets or to the government. This is usually done in the fall and spring.

The Lahabana School is a small, rural school located in the province of Cebu, Philippines. The school is home to approximately 100 students, most of whom are farmers. The school teaches students about agricultural planning, which is an important aspect of farming. Students are encouraged to apply what they learn in the classroom to their own farms. This helps them to be successful farmers and to contribute to the local economy.

The Lahabana School is an example of how agricultural planning can be taught in a rural setting. By teaching students about agricultural planning, they are better able to make decisions about their farms. This helps to ensure that the farm family is successful and that the environment is protected.

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Methods

Teaching Livestock Feeding by Problems

C. A. SPIEL, Cornell Teaches,
Waveland, Nebraska

An impressive part of the farmer’s work is feeding his livestock. The student must learn how to supply this knowledge and make it a practical skill. To do this, the student should be taught to analyze the feeding problems of his farm and to develop methods of solving them.

Teaching livestock feeding by problems can be done by the instructor, the student, and the livestock. The instructor should be able to analyze the feeding problems of the student and develop methods of solving them. The student should be able to analyze the feeding problems of the livestock and develop methods of solving them. The livestock should be able to analyze the feeding problems of the student and develop methods of solving them.

Problem Teaching With Real Problems

It is fortunate that the subject matter presented to the student is so practical. This practical application makes it possible to teach livestock feeding by problems. The student will be able to apply the knowledge and skills he has learned to real-life situations. This will help him to become a better feeder and a better farmer.

Teaching livestock feeding by problems is a great way to make the subject more interesting and practical. This method of teaching will help the student to learn how to solve real-life problems. It will also help him to become a better feeder and a better farmer.

Methods and Devices in Testing Milk

CHESTER LACY, Teacher,
State Department of Agriculture, Iowa

In this dairy section of our country, we have a greater need for good dairy farmers who can test milk and to variable factors in milk testing.

Problems in feeding involve relationships of weight factors in the livestock feeding equation. The results of these problems are the same whether they occur in a small pen of steers or in a large cow herd. We have our own task in teaching students in feeding problems.

The feeding problems relating to variable factors in cattle and sheep are under the following headings:

1. How important is type to the feeder?
2. Dairy steers or other cattle species?
3. How solve problems with older steers in consuming of feed?
4. Do you gain more economically early or later in life?

These factors and many others that we can give up to the student.

We have developed a method of teaching livestock feeding by problems. This method is based on the analysis of the feeding problems of the student and the student’s feeding. The method is designed to help the student to solve the feeding problems of the student and the student’s feeding.

Our conclusion is that the feeding has to be done properly in order to produce good dairy products. The feeding procedures must be standard.

The main step may not be adjusted according to the needs of the class, but the problems for each boy must be made suitable for him. This is the same problem for each boy. The instructor should try to make the problems as simple as possible, but they must be practical and interesting. The student must be able to solve the feeding problems of the student and the student’s feeding.

The new feeding procedure is designed to help the student solve the feeding problems of the student and the student’s feeding. The students must be able to solve the feeding problems of the student and the student’s feeding. The students must be able to solve the feeding problems of the student and the student’s feeding.
A Trip of Part-Time Students to the Texas Centennial

M. H. HAMPTON, Instructor, Glenford, Ohio

The Young Men's Farming Club was organized in March, 1936, as an outgrowth of the 4-H Club. The membership of the club, which is open to male students in the tenth through the twelfth grades, has increased to 30. Officers were nominated and selected at the first meeting. The current officers are: President, Jerry Martin; Vice President, James Smith; Secretary, Paul Johnson; and Treasurer, Charles Evans.

The club is planning a trip to the Texas Centennial this spring. The trip will be in the middle of April, and the cost of transportation and accommodation will be approximately $20 per person. The students will have the opportunity to visit various exhibits and attractions in Dallas and Fort Worth.

Part-Time Courses in Farm Management

RALPH E. BENDER, Assistant Farmer, Anno, Ohio

The whole purpose of this book is to enable the writer to prepare an effective teaching plan for part-time students. It has been found that the student who is engaged in part-time employment will not be able to complete a program of instruction from the standpoint of the purpose of creating a building within the first year of the program.

The following suggestions on teaching part-time courses are made, as a result of my experience during the past three years.

1. The class should begin and stop on time.
2. The approach should be based on specifics with definite principles.
3. Use open discussion, leading questions, reports of students, and personal experiences as illustrations.
4. Supervision and direct attention to the individual student.
5. Supervise and direct the keeping of records.
6. A simple system should be used.
7. All records should be made available to students.
8. Summaries, analyses, and comparisons in order to discover possible means of improvement.

How Many Evening Classes to Hold?

L. L. PRICE, Instructor, Louisiana

The site of the school community is very important to the success of an evening class. In order to determine the number of evening classes to be held, the following factors should be considered:

1. The number of students who are interested in attending.
2. The availability of a good location.
3. The time of year the classes are to be held.
4. The cost of transportation and accommodation.

Then we find the agricultural interests in some communities more diversified than in others. This fact will determine, to a certain extent, the number of students interested in the different classes. The number of meetings necessary to complete a course of instruction varies, depending on the interest of the group.

Some teachers of vocational agricultural classes have found that the best time to hold their classes is every other evening, to allow the students to attend without the necessity of being absent from their regular work. However, the number of classes and the length of the classes may vary, depending on the needs of the group.

The use of evening classes offers a great opportunity to people who are unable to attend classes during the day. Many students who are employed during the day find it difficult to attend classes in the morning or afternoon. Evening classes provide an opportunity for these students to continue their education and improve their skills in agriculture.
Suggested Topics for Articles for the Farm Mechanics Section

1. Mechanized Farming: The Future of the Farm Mechanic Course in a Given Area
2. Farm Mechanic's Role in the Operation of the Farm Council of Farm Mechanic's
3. Farm Mechanic as the Leader in the Farming Fields
4. Farm Mechanic: The Key to a Better Days

Let's Look at An Electric Pencil for Marking Farm Mechanics Tools

CARL G. HAWKINS

This efficient management of a farm mechanic's tasks demands the following: the power to use a proper tool, the ability to use the proper tool, and the understanding of the proper tool. The pencil is an excellent tool for marking farm mechanics tools. It is a simple, inexpensive, and effective tool that can be used for a variety of tasks.

Figure 1

Pencil Construction

To the old Model-T Ford coil, three strands of copper wire are attached. The other end of the coil is attached to the battery, which provides the necessary voltage to keep the coil functioning. The wire is attached to the coil using a screw and a piece of copper, which acts as a conductor. The copper wire is used to carry the current from the battery to the coil, where it is converted into an electromagnetic field.

VII Organization Planning,班级合作, seems to be one of the main challenges for students. The planning and development of the organization requires the involvement of all members of the team. The students need to work together to ensure that everyone is on the same page and that the final product is of high quality. This requires good communication and coordination among all team members. The team should also establish a clear set of goals and objectives to guide their planning efforts.

Progress will be slow. The first attempts at planning will be limited, but further work will take place. The organization will need to work on the following aspects:

- Establishing a clear set of goals and objectives
- Effective communication and coordination among team members
- Establishing project deadlines and timelines

The organization must be patient and persistent in its efforts. Progress will be slow, but it will eventually lead to success.

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Summary of Projects

**Year** | **Kind and Quality of Livestock** | **Sex** | **Foot** | **Loss**
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Second places, horticulture, dairy production

With one exception, the Huntville School has represented Missouri in one or more of the national contests. The national contest in 1962 was held at Kansas City, Missouri. The winning team was from Illinois and was represented by teams from: Missouri, Illinios, and Kansas City.

The contest was held at the Kansas City Fair, and the Missouri team consisted of: First place, poultry; second place, swine; third place, dairy cattle judging. The team members were: First place, David A. Johnson; second place, Mark D. Johnson; and third place, Charles D. Johnson.

The Missouri team was coached by Dr. W. D. Johnson, head of the Department of Animal Science at the University of Missouri. The team was sponsored by the Kansas City Fair Association.

A State F. F. A. Public Speaking Contest

LOUIS M. SASSMAN, State Advisor, Madison, Wisconsin

SIXTY-FIVE of the 185 active Wisconsin FFA chapters conducted a public speaking contest on areas of the state public school system. The contest is a requirement for leadership training and development in agriculture education.

The state is divided into two districts, each of which is represented by five schools in the state. The schools are divided into two districts, each of which is represented by five schools in the state, and the contest is conducted by five judges from each district. Each judge is responsible for evaluating the performances of two students from each school.

The students are evaluated on their ability to communicate ideas, to present arguments, to use visual aids, and to handle questions from the judges. The scores of the judges are averaged to determine the overall performance of each student.

The winners are announced at the Wisconsin FFA State Convention, which is held annually. The convention is attended by over 1,000 students from throughout the state.
Pioneering in Part-Time Work

(Continued from page 40)

to teach that unit. Should we divide the boys into groups and let them work for a time on the various phases of farm mechanization, or should we let each boy bring projects from home and work as he may wish to involve? They should not, nevertheless, prove more difficult than many other problems that we shall face in the all-day group. If we can cultivate our students' interest and a real love of old-time farm equipment, we may have a practical interest in our all-day-time farm equipment, we may have a practical interest in holding small group meetings in the city homes. Will it work? We shall never know unless a number are held to try it.

The F. E. A. has been a boon to the all-day work. With the same scale of operation, supply equally as effective for part-time work? If so, what shall be the nature of the function of the students? If we propose an organization we may find that we are limiting the field to the F. E. A. members. Is this group going to be incorporated in exactly the same status of the Future Farmers anyway? Are they as interested in change as in their childhood? Many of these boys are not FUTURE FARMERS. They already are farmers. Will the supervision of a separate and distinct organization add too much to the cost of the program already in force? What will be the reaction of other groups which have had organizations for young people for some time? What type of organization should be prepared in order that the teacher may keep the thing in hand? Experimentation will tell.

We are advised by some that this group should have special social asso- ciations. But what activities are most desirable? Should they be a part of the regular program of work for the group, or should plans for purely social get-togethers be more in line? If so, to race the mandates of the Student Agencies Act, we must see that these boys carry on supervised projects which will involve a period of at least six months and cost us what constitutes supervised practice, which is at least as great as the cost of the student. If so, we shall do well to give all of them the chance to carry on the project, but the sooner we understand that the time of our all-day student is limited, the better. Of course, at the beginning of the course work, the teachers may have to take the initiative in setting up projects, but as soon as the boys state an interest in any project, we should make every effort to bring it to its logical conclusion.

The small groups of students who have been working on projects in our school are the ones who have the most confidence in their ability to do work on the farm. These groups have been working on projects for one to two years, and the work has been going on in a most satisfactory manner. The students have been working on projects for one to two years, and the work has been going on in a most satisfactory manner. The students have been working on projects for one to two years, and the work has been going on in a most satisfactory manner. The students have been working on projects for one to two years, and the work has been going on in a most satisfactory manner. The students have been working on projects for one to two years, and the work has been going on in a most satisfactory manner. The students have been working on projects for one to two years, and the work has been going on in a most satisfactory manner. The students have been working on projects for one to two years, and the work has been going on in a most satisfactory manner. The students have been working on projects for one to two years, and the work has been going on in a most satisfactory manner. The students have been working on projects for one to two years, and the work has been going on in a most satisfactory manner.