Where Are We Now and Where Are We Going?

A. K. GETMAN

Where Are We Now and Where Are We Going?...
Methods

Field Trips as an Aid in Teaching Vocational Agriculture

G. C. Cook, Assistant Professor, University of Hawaii

Aims and objectives: Vocational agriculture, as the most valuable side of agriculture, is to be found in the rural areas of the world, surrounding the school. The following paragraphs of agriculture are the most profitably developed in the neighboring farms. In the common places of the farm, materials from the farm can be brought into the classroom to make the teaching real and meaningful, and to give opportunity for the development of certain skills.

Field trips and farm visits may be used to profitably bring farm to service special practices and methods employed. It can also be helpful to observe the grows of farm crops under different conditions and to observe the kinds of farm machinery in operation. Visits to grain elevators, stockyards, and other installations of farms will often be of interest and practical application and study for the class. Agronomy and other classes of crops may be the applied to the class.

There are some field trips that need to be well planned and that may be necessary. For example, in taking a trip to a farm, students may be interested in knowing the types of farm machinery in operation. Visits to grain elevators, stockyards, and other installations of farms will often be of interest and practical application and study for the class. Agronomy and other classes of crops may be the applied to the class.

Field trips may be made for the purpose of collecting illustrative materials for use in the classroom or to go about the community, should be carefully planned. Field trips should prepare and samples of materials that can be used in the classroom. The collection of farm grains, beans, and other products can be used to illustrate the work being done in the classroom. The collection of farm grains, beans, and other products can be used to illustrate the work being done in the classroom.

Field trips should be taken as soon as the crops are harvested, so that field hands may be available for the collection of materials. If field trip is to be scheduled, a field trip may be taken at any time of the year, but it is advisable to plan the trip in advance. The trip should be planned at least one week before the date of the trip. The trip should be planned at least one week before the date of the trip.

In closing, a Field Trip is inadvisable, as possible field trips should be taken as soon as the crops are harvested, so that field hands may be available for the collection of materials.
Practiced Super

H. G. HISION

Project Planning

PAUL ROCHE, Teacher

A GOOD many years ago, when I first started teaching vocational agriculture, I found that my boys were utterly unable to form any kind of a fundamental idea of what was expected of them. I found that one of the most difficult things was to get them to understand the purpose of this course of study and to work towards the goal of becoming successful farmers. I have always tried to make sure that they understood that this course was not just for them but for all of us who would be involved in the farming community in the future.

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My First Part-Time School

STANLEY A. SUNDET, Instructor, Cedar Rapids, South Dakota

In performing my duties as a teacher in this school, I have traveled the 12 miles from my home to the school, a round trip of 24 miles, every day. I have therefore had many opportunities to study the problems of teaching and the school system. The results of these studies have led me to believe that there is a need for more knowledge about farming and its relation to the school in the future. It is my belief that the best possible education can be given to children if they are taught at home. This is the main reason why I decided to start my own school. It has been an interesting experience so far, and I plan to continue it for many more years.

A Part-Time School for C.C. B. Boys

EVANS J. STEVENS, Instructor, New England, North Dakota

Many vocational agriculture high schools and junior colleges join the C.C.C. program. Why not soldier for the nation? I am now enlisting and enrolling in a part-time school with the entire enrollment made up of C.C.C. boys. The school is located in the small town of New England. There are 17 different communities all over the state of North Dakota. The age of the students ranges from 16 to 25 years old. All are eighth grade graduates and 50 percent have had school work in agriculture. But 25 percent are farm married. We meet twice a week, on Tuesday and Thursday evenings for 90 minutes. The first part of the meeting is spent in the classroom, the second part of the meeting is spent in the field. The topics for study are selected by the group, and they are chosen to meet the needs of the students. The students take a part-time job, a part-time job in a nearby community. The group is under the supervision of the instructor. The program is being conducted under the auspices of the North Dakota C.C.C. Boys and Girls Club.

Part-Time Group Has Varied Program

W. M. DOCKENDEER, Instructor, Polk City, Iowa

While I was in business school, I learned that many people are interested in learning about agriculture. Therefore, I decided to start a part-time school where I could teach them this important subject. My school is located in Polk City, Iowa, and it has a varied program that includes classes in general agriculture, animal husbandry, crop production, and other related subjects. The school is open to all students who are interested in learning more about agriculture. I encourage you to enroll in my school and learn about this important subject.

Farmers Decide to Raise Work

GEORGE I. MARTIN, Assistant Superintendent, Farmville, Virginia

The farmers of Farmville, Virginia, led by their vocational agriculture teacher, Mr. O. R. Martin, have decided to raise work for their community. They have made a decision to invest a considerable amount of money in this project, which will benefit all members of the community. It is a great responsibility to raise work, but the farmers are confident that they can accomplish this task. They are determined to provide a better living for their families and improve the quality of life in their community.

Making Use of a Survey

G. H. LUNA, Instructor, Plata, Colorado

Two groups of students are enrolled with evening class instruction in the Plata, Colorado, school. One group includes an enrollment of 18 students and the other a group of 20 students.

Establishing a One-Varitey Cotton

N. S. CAUSEY, Teacher, Monticello, Louisiana

Five years ago, I arrived on the job, I could see the need for a one-variety cotton program in our area. It is essential to plant any and every variety of cotton, just as not everyone can wear every type of clothing. The one-variety cotton program has become a necessity in our area. It is important to establish a one-variety cotton program in our area to ensure that all cotton will be of the same quality. It is also important to support the local cotton industry and help the farmers to thrive.
Teaching Mechanisms Principles Underlying Shop Skills

L. B. POLLOW

Farm Mechanics

WHY teach mechanism principles underlying shop skills to the class of advanced boys? In one, you teach them to learn at home, and in two, you get them off of the farm and into some other work. When you start to teach them how to use tools, work with them while they are learning to do it. When you need to know how to do it yourself, where can you teach them until they are doing it? Don’t you think they will learn better if they can see the proper way to do it and then practice under your close supervision? This is one of the best ways to teach mechanics principles. This is especially true of shop mechanics, where the students can learn to work on their own projects. It is important to know how to use tools and equipment properly. Learning to use equipment properly is essential for a successful career in agriculture. This includes knowing how to use and care for tools, as well as understanding the principles underlying shop skills. Learning these principles is important for developing the skills needed to work effectively in agriculture. These principles can be applied to many different situations and can be used to solve problems in a variety of ways. By teaching these principles, you can help students develop the skills they need to be successful in the future. This will ensure that they have the knowledge and skills necessary to succeed in their chosen careers.

Shop Farm Records and Accounting

HOWARD KEOL, Teacher, Council, Nebraska

Some system of record keeping, grades, material bought by the students from the hardware store, manufacturing, and mechanic work should be necessary. The records should be made for each student, and it should be possible to keep track of the materials used and the work performed. The students should be able to see the work they have done and the prices they have paid. This will help them to understand the costs of the work they have done and the benefits they have received.

When a boy starts a job he can enter the time record book and put down the hours he worked. He can also enter the materials he used or the work he performed. When he finishes his job, he can go to the record book and look up the total time he worked and the total cost of the materials he used. This will help him to understand the cost of the work he has done.

A record of all the materials used in a job should be kept. This will help the students to understand the cost of the materials used. They can see how much they spent on materials and how much they saved. This will help them to understand the importance of using materials properly and efficiently.

A record of all the work performed in a job should be kept. This will help the students to understand the cost of the work performed. They can see how much they saved by not wasting materials and how much they spent on materials that were wasted. This will help them to understand the importance of using materials properly and efficiently.

One-Varity Cotton

(Continued from page 115)

many acres planted to D. & P. L.'s. So finally, after a thorough investigation of the market, and after selecting the cotton we would use, our problem was solved. We decided to use the one-varity cotton.

One, need to seed the seed to be sure that the soil is prepared. In the past, we have sown the seed by hand, but now we are using a mechanical planter. This is a very efficient way to seed the cotton, and it is much faster than using a hand planter. Another benefit of using a mechanical planter is that it is easy to control the depth of the seed, which helps to ensure that the cotton germinates properly.

One of the main benefits of using a mechanical planter is that it is easier to control the depth of the seed, which helps to ensure that the cotton germinates properly. This is important because it helps to ensure that the cotton grows properly and that it has the best possible chance of becoming a successful crop. Another benefit is that it is much faster than using a hand planter. This is especially true when planting large fields, as it can take a lot of time to plant by hand and this can be very difficult to do in a large field.

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Supplementary Practice

Agricultural practices of the North Atlantic Region averaged highest in the number of classes opened (2.0); the teachers of the Southern Region averaged lowest (1.5); and teachers in the Midwest Region had the number of part-time classes (3). The day unit class has almost disappeared, being found only in three schools in the North Central and Pacific Coast regions. The day unit class has thus simplified and increased its variety of classes. In the Southern Region, the North Atlantic Region, and the South Central Region, the number of classes offered has increased in part-time class work for whites — E. C. Magill, Virginia.

Book Reviews

Bag Projects and Profits, by W. E. Caner, illustrated, paper back, published by Interstate Printing Company, Danville, Illinois, price $1.35. This book is based on a survey conducted by the Illinois Federal Youth Authority, which 10,000 farm boys and girls in Illinois participated in. The book contains practical advice on how to plan and carry out a successful bag project. It includes information on the selection of materials, packaging, and marketing. The book is well-illustrated and easy to read, making it suitable for students of various ages.


The Agricultural Education Journal, published quarterly by the National Agricultural Education Association, is a valuable resource for anyone interested in agricultural education. The journal contains articles on the latest research, teaching strategies, and trends in agricultural education. It is well-illustrated and includes many practical examples.
Future Farmers of America

L. R. HUMPHREYS

Training Advisers
J. B. RUTLAND, State Adviser, Austin, Texas

MORE than 300,000 active members of our national organization, the Future Farmers of America, reveal the effects of organization in the character development of efficient, intelligent, and successful farmers. The leaders of agricultural education are working in every state to promote the interest and ability in training boys. Any person with a genuine interest in agriculture should organize in such a way as to provide a self-training device for a real teacher and leader. In his rendering outstanding service to humanity and to his country.

The soil conservationists say we save the soil, we save the most important natural resource. It may be said that when we save a boy by fitting him into a program, we are helping him to grow and develop adequately and to render service to his fellowmen that is an important part of saving the soil but we save our country. Saving the boy is the work of the F. F. A. Our leaders of vocational education are becoming interested in agriculture. We are a state and are the states are to be encouraged on the way they are providing preparation, training, and training for secondary school education. F. F. A. chapter.

The vital factor in this training program for boys is the loan teacher-teacher-training officer. While the state and local officers of the F. F. A. are believing in preparing and training teachers in the individual and help in his advancement in the individual. His advancement in his station in life. He is the one who is to have an outstanding program for training boys. We must work for the individual teacher, we must next provide him with the moral and physical training. We must guide and inspire him to be a successful and loyal to his country. We must have better teachers. We must train and equip them to handle the business of our boys. We must work with our state and local leaders to make them acquainted with their opportunities and their training for the job.

C. H.アメリカ, Instructor, Rooden, Oregon

Developing Leadership Through Parliamentary

FUTURE Farmer boys are quite familiar with football and baseball contests, and they are quite as familiar with the activity that is a little different from them. In fact, it is one of the activities the boys do in Oregon, is the parliamentary procedure. In sitting in one of these contests we should do the following things:

1. Read the rules of order carefully.
2. Appoint a chairman to preside.
3. The chairman should have a knowledge of the rules of order.
4. The rules of order should be read at the beginning of the meeting.
5. The chairman should have a knowledge of parliamentary procedure.
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Florida Future Farmer Serves in State Legislature

EDWIN G. FRASER of McCleary, Florida, was elected and served in the last Florida Legislature as one of its youngest members, and had the honor of introducing the first bill which passed through the recent session of the House. He was alive to the needs of the state and demonstrated to the voters of Florida that he had a keen insight and good judgment in handling legislation matters dealing with the welfare of the rural people of his state.

In order to make the law from the project the boys decided to leave pictures of the pig to be sold, each pig was sold for $5.00 and were sold until March 10, 1936, at which time they had sold 250 pounds. In order to make the law from the project the boys decided to leave pictures of the pig to be sold, each pig was sold for $5.00 and were sold until March 10, 1936, at which time they had sold 250 pounds. In order to make the law from the project the boys decided to leave pictures of the pig to be sold, each pig was sold for $5.00 and were sold until March 10, 1936, at which time they had sold 250 pounds.

The cost of the feed and printing of pictures amounted to $35.00 and the net profit was $45.00. The net profit was $45.00. The net profit was $45.00.

We think that undertaking the management of a new farm venture is a very sound business proposition.

Future Farmers Assist in Evening Class Work

FLOYD S. IRICK, Reporter, Lorena, Texas

TRIESTE-NIGHT adult farming and boys, attending school afternoon school at Lampas last night, which is being operated under the direction of the Teacher of the Future Farmers of America. He was a outstanding teacher and took an active part in educational work. Of more importance is the fact that Mr. Fraser has been connected with the Farming Business School of McCleary, Oregon, the leaders of one of the leading centres of the state. During the past two years he has had charge of the instruction in the school and in the business of the school and in the business of the school and in the business of the school and in the business of the school.

Mr. Fraser was the first president of the McCleary Chapter of the Future Farmers of America. He was a outstanding teacher and took an active part in educational work. Of more importance is the fact that Mr. Fraser has been connected with the Farming Business School of McCleary, Oregon, the leaders of one of the leading centres of the state. During the past two years he has had charge of the instruction in the school and in the business of the school and in the business of the school and in the business of the school.

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Where Are We Going? (Continued from page 100)

If you will the personal sacrifice parents have made to permit the development of agriculture, which he felt obligated to "buy" the boy a start in farming. He was 17 when he met the girl he has now never lost interest in, and the story of their ensuing courtship led to the beginning of that remarkable publishing program which today is a major business of the school.

The origin of the organization of the local F.F.A. chapter at Largo and also the thrifty bank. He has served as president of several clubs. We should be on guard against the temptation to quote directly from the following.

We are pleased to announce that the Vocational Agricultural Teachers Round Table Conference, as reported by Roy E. Seamen, County Advisor, Greenbush, Pennsylvania, is being held in Green Bay, Wisconsin, on Saturday, March 7, at 9:00 a.m. The meeting will be held at the Wisconsin State Agricultural College. This conference is being held to explore the possibility of establishing a national organization of vocational agricultural teachers. The goal is to bring together those interested in the field of vocational agriculture and to promote the development of such an organization.

Our cover

New F. F. A. President

PHILIP MALOOF

Gloucest er, New Jersey

Lester Decker, who is newly appointed as the national executive secretary of the National Organization of Agriculture Teachers, graduates from Largo High School in June, 1942, is the brother of Mrs. Decker, head of the bathing beauty contest at the University of Florida, Gainesville. The Lucas foundation rank him as one of the most outstanding college of agriculture students in North America. During his high-school course in vocational agriculture he worked closely with the parents.

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