I find the greatest thing in this world is not so much where we stand, as in what direction we are moving.—Oliver Wendell Holmes.
The Agricultural Education Magazine

July, 1938

Editorial Comment

The program of vocational education in agriculture has not yet developed to that stage where there are any efficiency engineers to standardize the desirable and undesirable features of the program. Even the "rural-ag" enthusiast there has not measured his work in standards which would likely be developed which would contribute to or retard efficiency.

Who is qualified to determine the relationship between interest and results and the level of another individual? Upon what yardstick shall a man be measured? How efficient is a teacher who is passed over by a superior school board which may or may not be better-off, which may or may not know enough of the objectives of vocational education to appreciate the need of judges of efficiency. Even if such a person were to have his work measured, how could they go about measuring results accomplished?

Some ideas might be pointed out which are at present, not only unjust, but what does efficiency mean? What is the teacher's responsibility for the well-being of the student? Is it the responsibility of the student to do his part? What is the role of the student in regard to his teacher's efficiency, how could they go about measuring results accomplished?

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The greatest handicap under which most teachers work is the uncertainty of tenure on the job. What can efficiency engineers or others propose to make the efficient teacher feel secure and appreciated? As yet no one knows the answer, unless it lies in educational administration and school boards into a state of mind where their chief concern is results, not numbers, previous tenure, or district promotions.

F. J. Hubbard

In THE untimely death of F. J. Hubbard, a well-known Director of Vocational Education in Mississippi, Mississippi education in Mississippi and the nation lost a man who brought untold benefits to the state.

F. J. Hubbard was a man of great vision and outstanding ability. He was born in 1885 in Montgomery County, Alabama, and attended the University of Mississippi, where he received his degree in agricultural education. He later served as President of the Mississippi State College for Women and as a member of the Board of Regents of the University of Mississippi.

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Apprentice Training at the Louisiana State University

L. C. MONT ART, Teacher, Training, University, Louisiana

SELECTED department of vocational agriculture of the state co-operates with the Department of Vocational Agriculture of the Louisiana State University in making it possible to conduct apprentice training in actual situations.

The Louisiana State University has been provided with 20 years of experience in the teaching of apprentice training in various agricultural and horticultural fields. The Department of Vocational Agriculture of the state is responsible for the selection and training of students in the various fields of agriculture. It is also responsible for the selection and training of students in the various fields of horticulture.

The University of Louisiana in New Orleans has been selected as the location for the Apprentice Training Program. The University of Louisiana is a public institution located in New Orleans, Louisiana. It is one of the oldest universities in the United States and is known for its strong programs in education, business, and the arts.

Table 1: Record of Apprentice Activities Engaged in by a Student Teacher:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of Students Participating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cutting all day grown in soybeans</td>
<td>5</td>
</tr>
<tr>
<td>Cutting all day grown in corn</td>
<td>3</td>
</tr>
<tr>
<td>Cutting all day grown in cotton</td>
<td>2</td>
</tr>
</tbody>
</table>

A. W. WILLIAMS, Teacher, Oak Grove, North Carolina

In building a small group concept, we have two problems: professional improvement and professional improvement. All our members share the same goals and objectives, and we are all involved in the same work. Therefore, we must be able to handle the problems of the group.

W. R. GREGORY

New State Supervisor

Mr. John G. Lewin succeeds Mr. Rufus W. White as new State Supervisor of Agricultural Education in Massachusetts.

Mr. Lewin was born in Somerville, Massachusetts, in 1903, and attended the American Agricultural College and the University of Massachusetts. He has been active in the agricultural education field for many years as a teacher, supervisor, and administrator.

The Massachusetts Agricultural Education Association has established a new position of State Supervisor of Agricultural Education. The purpose of this position is to provide leadership and support for the continued development and improvement of agricultural education programs in the state. The new State Supervisor, Mr. Lewin, will work closely with the Massachusetts Agricultural Education Association and its members to ensure the success of the program.
Methods

Household Mechanics for Girls

A. M. FIELD
Division of Agricultural Engineering, University of Minnesota

MAY issue discussed the value of exchange of information among home economists and the boys in agriculture, and made suggestions for the development of some home economics instruction for boys. The factors to be considered in determining the needed mechanical instruction for girls are quite similar to those previously mentioned for the home economics instruction for boys and girls.

The time available for these mechanical classes should be considered carefully, therefore the work must be carefully planned and efficiently carried on. The objectives of the course are to be attained. It should not be expected that girls will be skilled in the tasks in household mechanics, but they can be expected to acquire some valuable information regarding construction, care and maintenance and repair of household equipment. They should also learn to compute the mechanical features involved in the operation of the machine, and to make even minor adjustments. The girls should be taught how to repair such machines, or to live sympathy with the preparation and proficiency of the instructor as an indication of their learning to perform in the subject matter.

Since the girls have been prepared to the teacher of agriculture in the homes of the girls in the household mechanics for girls, it is not expected that the boys will pay much attention to the instruction. An interest in all日上午 groups, in this group of boys, and the girls, to their assignments. The instructors will also make the same material of material to the boys. The instruction should be arranged in a form to supplement the class work that is being done in the classroom, and to give the boys a chance to learn the things learned in the classroom to actual home situations. The practical jobs in household mechanics should be done as much as possible, and the boys should be given as much as possible of this work.

The time available for household mechanics should be planned and carried out. The work must be carefully planned and efficiently carried on. The objectives of the course are to be attained. It should not be expected that girls will be skilled in the tasks in household mechanics, but they can be expected to acquire some valuable information regarding construction, care and maintenance and repair of household equipment. They should also learn to compute the mechanical features involved in the operation of the machine, and to make even minor adjustments. The girls should be taught how to repair such machines, or to live sympathy with the preparation and proficiency of the instructor as an indication of their learning to perform in the subject matter.

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Supervised Practice

H. G. HIBSON

Writing Farm Practice Plans

J. W. Nielsen, Instructor, Sidney, Nebraska

High average yields can only be expected from a well-organized farm program. An effective way to achieve this is through a farm program plan. A farm program plan is a document that outlines the steps you will take to achieve your farm goals. It should include goals, objectives, budget, and resources needed. A good plan can help you stay focused and organized, and can help you make informed decisions about your farm operations.

The Efficiency of Feeds and Pigs

J. I. THOMPSON, Livestock Specialist, California State Department of Education

In the 1980s, the importance of efficient use of feeds and pigs became evident. Farmers and feed companies began to realize that feeding pigs efficiently could result in significant cost savings. The efficiency of feeds and pigs is measured by the pounds of feed required to gain a pound of live weight. The lower this number, the more efficient the feed program.

Parent Meeting-Results

During the year of 1930, Mr. Walter H. Carpenter, Emperor of Great Falls, Montana, initiated a new practice. Since then, several other innovations in the livestock industry have been tried, and all with good results. It has been called "the Carpenter practice." Mr. Carpenter did not call it a meeting of the parent of the boy. He called it a meeting of the farmer in his department because he felt that there were many practical objections concerning the boys which might be overcome by such a meeting.

In calling this meeting the writer hopes to aid in better understanding on the part of the parent and to get a better appreciation of the parents. He feels that there is a great need for more meetings of this type. The boys are having problems with their boys, and they might be assisted by such a meeting. The writer hopes to make it a yearly meeting, but for the time being, it will be a meeting of the boys. The writer has found that the boys are much better at these meetings than at previous ones.

The Agricultural Education Magazine July, 1938

Securing Parent Co-operation in Supervised Practice Work

P. L. WASHINGTON, Teacher, Teacher, Albert, Alabama

One of the best ways that I have found in obtaining and using parent co-operation is to know the motives and needs of my pupils and their families. It is important to know why they are in the program and what they hope to get out of it. Parents are more likely to be cooperative if they feel that they are getting something out of the program.

The use of feeds and pigs is discussed in this issue of the Agricultural Education Magazine.

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The Agricultural Education Magazine July, 1938
Farmers Classes

V. C. MARTIN
J. B. MCCLELLAND

There is No Substitute for Results

D. C. LABRIGNE, Tenure, Baton Rouge, Louisiana

NAME me a better motto. We agricultural men are always speaking of the need for results, yet how often do we actually try to better our conditions? Perhaps we are afraid to bring up the subject because we fear the reaction of those who are not ready to face the facts. But the facts are here, and we must face them if we are to make progress.

In this spirit, I have been working diligently on a project designed to improve the educational level of our students. This project has been a long time in the making, and I have encountered many obstacles along the way. But I am determined to succeed, and I will not be discouraged by the challenges that come our way.

I believe that the key to success lies in the provision of quality educational opportunities. By focusing on the needs of our students and striving to meet those needs, we can provide a strong foundation for their future success. And by working together, we can achieve our goals.

So let us not be afraid to face the facts and work towards a better future. Together, we can make a difference.

V. C. MARTIN
J. B. MCCLELLAND
Mechanical Trends in Farming and Their Effect on Farm Machinery Courses

H. KLEEM, Instructor
Richmond, Missouri

The general trend in farming is to use more and more machinery. Smaller tractors, smaller electric motors, smaller pumps, smaller cutting and harvesting equipment were manufactured and sold for use on the farm. In the last ten years, for example, agricultural equipment sales have increased tenfold. The machine or implement industry is now a $2 billion business, and the farm machinery industry consumes about 60% of the farm's total outlay for machinery and equipment.

For the farmer who wants to operate a machine or implement efficiently, the most important consideration is to select the right one for the job. The right machine or implement will make the job easier and more productive. The wrong one will make the job harder and less productive. The farmer must be able to choose the right machine or implement for the job. The farmer must be able to select the right machine or implement for the job.

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Building a Group Conference Program  

(Continued from page 5) 

The more typical problems cannot be so much in the professional, since we were not dealing with a formally organized activity. Most of the problems were more related to the need for sharing and discussing ideas, and the need for teachers to have a chance to express their own thoughts and feelings.

It has been found that having a definite plan for group work leads to a greater involvement in the group activities, and this is especially true in small groups. When teachers have had the chance to discuss their own ideas and experiences, they are more likely to be involved in the group discussions and activities.

In conclusion, it can be said that the group conference program is a very beneficial tool for teachers. It provides a safe and supportive environment for them to share their ideas and experiences, and to learn from each other. It also helps to build a sense of community among the teachers.

Reference: 

Farming With Youth. 
Farming, Operation, Repair & Care of Farm Machinery—John Farrow & Co. 
1012-17 17 July 1978

The Agricultural Education Magazine, July 1978

November—Correlating annual crop results with the weather.
Future Farmers of America

L. R. HUMPHREYS

Financing Projects for Future Farmers

WILLIAM H. HOLLOWAY, Instructor

IMPROVING and financing F. F. A. projects was a serious problem. The boys of the F. F. A. had been making money by feeding livestock, seed, or operating small businesses in order to improve their projects. They were in danger of running short of funds to improve their projects in other ways. Sometimes the projects were in the air as well as in the soil. A real financial problem was a serious problem.

Most of the money was made by marketing surplus livestock. In the fair season, prices were low, and the boys had problems in finding a market. To solve this problem, the boys were organized into marketing cooperatives. These cooperatives were able to sell their livestock at better prices.

One way to increase the boys' ability to finance their projects was to sell bonds. Bonds were sold to members and non-members. The bonds were sold at a profit, and the proceeds were used to finance the projects.

Another way to finance the projects was to use a savings and loan association. The boys were able to save their money and use it later for their projects.

The boys were also able to finance their projects by selling livestock insurance. This insurance was sold to the boys' parents, and the proceeds were used to finance the projects.

In conclusion, the boys were able to finance their projects by a variety of means. They were able to sell bonds, form cooperatives, use a savings and loan association, and sell livestock insurance. These methods allowed the boys to finance their projects and improve their projects in other ways.

Master Village Teacher

(Coastal Form 1-11)

The recreation supervisor in matters of recreation activities is a person in charge of the maximum score for each division.

F - Agricultural Work
- Extension activities, 100
- Project boys, 100
- Project boys, 100

B - Community Development
- Project boys, 100
- Project boys, 100

Tree Planting Campaign

OSCAR E. REECE, Instructor

South, Howard, Kansas

Northwest F. F. A. Association

The campaign was a success, with 500 trees sold.

Three boys, accompanied by the F. F. A. advisor, Mr. Reese, left for China on March 4th and returned on March 11th. They traveled to Lyrus, Kansas, where they spent the night. The next morning they attended the Chil Oil Company Supply House at Chanute and went on to Hays. Several hours later they visited the different parts of the Fort Hays State Fish Hatchery, including the machine shop, feeding tanks, pens, and fish, which had been at the Hays State Hatchery. During the experiment, they visited the State Fish Hatchery at a few locations, and the experience was enlightening. They returned to the Fort Hays State Fish Hatchery, and the harvest season was delayed until the trees were sold.

In conclusion, the boys were able to finance their projects by a variety of means. They were able to sell bonds, form cooperatives, use a savings and loan association, and sell livestock insurance. These methods allowed the boys to finance their projects and improve their projects in other ways.

It will be of interest to summarize briefly a few of the accomplishments of the boys who were given the opportunity to work with the community. The boys not only learned how to plan and organize a community, but they also developed leadership skills and improved their social skills. The boys learned how to work with others to achieve a common goal. The boys also learned the importance of working together to solve problems. The boys worked together to plan and implement a variety of projects, and they were successful in achieving their goals.

There are many benefits to participating in community service projects. These projects provide opportunities for learning and personal growth. They also provide opportunities for developing valuable skills and experiences. Furthermore, these projects can be a way to give back to the community and contribute to its well-being.

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Program of Recreation for the Part-Time Group

have the Young Farmers Association and the F. F. A. work together in promoting this activity. The part-time group received $10.00 in donations from the merchants and the remainder was paid for its gas expenses from its own funds. The team played neighboring towns and won most of their games.

The team was managed by a boy elected from the part-time group and one selected from the F. F. A. These two boys worked together and did practically all of the work in scheduling games, taking care of equipment, finances, etc. The contact and sportsmanship of the team was excellent and they proved to be a credit to Newtown and the F. F. A. organization whenever they appeared. There were 12 boys who played at different times on the team and each lettered on Monday or Tuesday of the team and many other boys played in the part-time class games in the fall.

When the basketball season was over in February the boys began meeting again, this time for the purpose of forming a Young Farmers Association. The new organization was called the association committees and the social committee. It is the duty of each of these committees to prepare a program of activities for the year. The athletic committee is again planning to have a kittenball team this summer. The social committee is making arrangements for two parties: one a picnic with the F. F. A. in June, and the other a party for their girl friends in the fall.

I attribute a large amount of the success of the club to the recognition of the fact that boys like to play.

Bibliographies of American Possessions

A bibliography of Guam, Series A, the first in a series of comprehensive bibliographies of all the American possessions—namely, Alaska, Hawaii, Puerto Rico, the Philippines, Guam, American Samoa, the Panama Canal Zone, and the Virgin Islands. These publications are being compiled through funds warmed by the Works Progress Administration. A staff of 70 workers and printers in German, French, Spanish, Italian, Russian, and Danish languages is employed.

This bibliography, of which Guam is the first, is free to public schools, public libraries, colleges and universities, governmental offices and private foundations.

To be placed on the free mailing list for all publications, any schools and institutions may do so by writing Charles P. Reed, Editor-in-Chief, Bibliography of the American Possessions—The College of the City of New York, Department of Education, New York City.

The live teacher believes in himself and his job.

When you can't remove an obstacle, plunge around it—Ezra.