The men and women who milk the cows, bake the bread, grow the vegetables, tighten the screws, and fix the bolts are just as indispensable in our modern civilization as the greatest executive or the wisest college president.

L. J. Taber
Seasonal Emphasis on
Out-of-School Activities

At this season of the year the activities of teachers of vocational agriculture have a seasonal emphasis, with the students receiving educational opportunities that are not available during other parts of the year. Meetings of classes in systematic group instruction for the most part are over until fall. The weather may, on occasion, make it necessary for the teacher to plan the year's program of activities so that it is possible for students to be outside during the summer months. In some cases, the pupils are employed in the fields or other outdoor activities, and the classroom instruction must be modified to meet the needs of the individual.
Co-operative Education for Farming in Indian Schools

A. K. GETMAN

Co-operative Work Emphasized in All Grades

A number of specialized vocational schools and universities throughout the country have adopted a co-operative system of education and have integrated their classroom study with practical experiences in agriculture, forestry, and similar activities. These institutions are the Indian Agricultural College and Forestry College, Washington, D.C.

The following is an example of such an institution:

**Typical Program at Fort Sill, Oklahoma**

**The program in operation at Fort Sill Indian School, located near Lawton, Oklahoma, is one of the best in the United States.**

The school is attended by approximately 200 Indian boys and girls who are provided with a wide range of vocational education opportunities. The program is designed to prepare students for careers in agriculture, forestry, and related fields.

**Biology**

Boys in the school consist of 2,000 boys, the largest group of boys in the school is those in grades 1 to 4. The school has a large garden where the boys cultivate vegetables, fruits, and grains. The boys also have a small farm where they raise chickens, sheep, and cows.

**Earning While Learning**

The development of initiative and responsibility among the Indian students is emphasized in all phases of the program. A plot of land is assigned to each student, and they are encouraged to grow vegetables and fruits for their own consumption. This helps to develop a sense of ownership and responsibility.

**Conclusion**

The Indian Agricultural College and Forestry College is an excellent example of how co-operative education can be integrated into the classroom. By providing practical experiences in agriculture, forestry, and related fields, students are better prepared for careers in these fields and are also better prepared to contribute to the well-being of their communities.

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WHERE PRESENT AND PROSPECTIVE FARMERS ARE BEING EDUCATED

**VOCATIONAL AGRICULTURAL DEPARTMENTS**

**SIZE OF THE PROGRAM IN VOCATIONAL EDUCATION IN AGRICULTURE**

For the Fiscal Year Ended June 30, 1939

<table>
<thead>
<tr>
<th>Region</th>
<th>Number</th>
<th>Enrolment</th>
<th>Number</th>
<th>Enrolment</th>
<th>Number</th>
<th>Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Atlantic</td>
<td>1,103</td>
<td>40,243</td>
<td>521</td>
<td>13,198</td>
<td>345</td>
<td>8,356</td>
</tr>
<tr>
<td>North Central</td>
<td>2,077</td>
<td>70,092</td>
<td>621</td>
<td>19,950</td>
<td>569</td>
<td>17,560</td>
</tr>
<tr>
<td>Pacific</td>
<td>2,764</td>
<td>106,214</td>
<td>759</td>
<td>25,958</td>
<td>815</td>
<td>30,996</td>
</tr>
<tr>
<td>Southern</td>
<td>394</td>
<td>13,928</td>
<td>452</td>
<td>6,040</td>
<td>778</td>
<td>27,363</td>
</tr>
<tr>
<td>U. S. Possessions</td>
<td>154</td>
<td>5,727</td>
<td>84</td>
<td>2,993</td>
<td>596</td>
<td>20,821</td>
</tr>
<tr>
<td>Total</td>
<td>7,076</td>
<td>260,942</td>
<td>2,478</td>
<td>61,800</td>
<td>4,390</td>
<td>161,637</td>
</tr>
</tbody>
</table>

*Figure and data furnished by Division of Vocational Education, U. S. Office of Education, Washington, D. C.*
Planning a Summer Program of Work

W. F. STEWART, Teacher Education, Columbus, Ohio

If all high-school teachers could be housed in one building, the atmosphere would likely be as energetically static as my own. Although I am not overly fond of my early morning self-exploration, I feel certain that my efficiency as a teacher would be both increased and developed, and the total effectiveness of our high school education would be considerably increased.

"I don't know why teachers of agriculture are so slow to realize that we can give our students better than they have now even when our facilities are poor. I have seen my students do far better than any students in the country. That is the result of our teaching and our facilities and our students."

W. F. Stewart

Methods

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W. F. Stewart

Selecting and Preserving Forage Samples

C. B. CAMPBELL, Teacher Education, River Falls, Wisconsin

CONSIDERABLY effort on the part of the teacher of agriculture is necessary to get many students interested in forage preservation. The first step is to plan for the work in detail in such a way that the students will not have to do most of the work. The teacher should plan the work in the classroom before the students know that any work is to be done. The work should be planned in such a way that it can be done in the classroom, and the students should be interested in the work.

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How to Keep Samples Green

To retain their natural color, legumes should be taken to the laboratory as soon as possible after cutting. The samples should be washed with water and dried in a cool place. The samples should be preserved in metal, glass, or plastic containers. The samples should not be exposed to direct sunlight. The samples should be kept cool and dark.

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Collection and Preparation of Weeds for Weed Mounts

This section contains a detailed description of the process of selecting and preparing plant material for making weed mounts. The focus is on the selection of the most effective and natural-looking weeds. The selection process involves choosing weeds that are representative of the local area and are easily obtainable. The preparation process includes removing excess soil, washing the weeds, and preserving them in a suitable medium.

The collection and preparation of weeds for weed mounts is an important task for teachers and educators. The weeds are used to create educational materials, such as bulletin board displays and classroom decorations. The use of natural materials in education helps to create a more engaging and interactive learning environment. The selection of the most effective and natural-looking weeds is crucial for creating successful educational materials.
The problem of following up the classroom teaching of the all-day group during the summer months involves checking the results of the teaching, and also to give individual instruction in the problems confronting the farmers during the summer is one of major importance. According to the problem of the growing season is the time not only to carry on the supervising of the great increase of land in which the new crops are being grown. The problem in the selection and financing of farm equipment for the growing season must be carefully planned.

Working With Members of Post-Time Classes and Former Students

The spring of 1939 brought plans for the building of a new building to house the agricultural extension department. This was accomplished through the cooperation of the local school and county authorities. The National Youth Administration

Farmers Classes

O. C.ADERHOLD

Out-of-School Activities in the Sylvester Community

H. E. SIMPSON, Teacher

Sylvester, Georgia

The summer, usually thought of as the vacation period for most school activities, turns out to be a period for vocational agriculture. Farm shows, vocational fairs, and shows of crops and livestock are usually held during this period. The summer is a time for the farmers to study the problems of their farms and the ways in which they can improve them.

All-Year Evening-Class Program

E. E. DUNN, Leader

Budooa, Georgia

Evening classes are scheduled throughout the year to provide a number of courses for the farmers. These courses are designed to meet the specific needs of the farmers and to help them improve their farms. The programs are designed to be flexible, so that farmers can choose the courses that are most suitable for their needs.

Continuing Education for Members of Adult Classes

Programs for adult farmers abound throughout the year. These programs provide instruction in a wide variety of subjects, including livestock management, crop production, and soil management. The programs are designed to be flexible, so that farmers can choose the courses that are most suitable for their needs.

Serious Business at O.S.U. Summer School

The Thursday afternoon witnessed the usual "tour" followed by a talk by Dr. W. W. Beavers, with his usual clear and effective discussion. Others, as usual, also attended the 1939 summer school included Dr. A. J. Treadaway, of the University of Georgia, and Mr. W. S. F. W. of the College of Agriculture.

Responsibilities of Teachers of Agriculture

As Seen by a Dirt Farmer

THEODORE PEET, Farmer, Woodstock, Michigan

It seems that today is faced with tremendous problems. Many farmers do not know how to overcome these problems. The use of new crops and livestock has increased the responsibility of teachers of agriculture. These teachers must be able to understand the problems faced by the farmers and help them overcome these problems.

(Continued on page 138)
Farm Mechanics

Summer Activities in Planning and Improving Programs of Farm Mechanics

M. R. WILSON, Department of Agriculture, State College

A teacher can get tremendous agricultural results if he can get students to work hard. But the hard work of a teacher is often wasted if the student doesn’t enjoy the process. The key is to make the teacher’s work as enjoyable as possible. Here are some tips for better teaching:

1. Make learning fun. Use games, competitions, and other interactive methods to engage students.
2. Personalize instruction. Understand each student’s learning style and provide appropriate challenges.
3. Use technology to enhance learning. This includes creating digital content and using online resources.
4. Provide opportunities for student-led projects. Encourage students to take ownership of their learning.

Our Objectives in Farm Mechanics

ERNST L. DALTON, Superintend. Teacher, Fargo, N. Dak.

The question, "What should be the objectives of farm mechanics education?" is important because it helps define the goals and expectations for the curriculum. In the context of agricultural education, the objectives should focus on preparing students for productive and responsible roles in farming.

1. To equip students with the knowledge and skills necessary for productive farming.
2. To foster a strong work ethic and discipline.
3. To develop problem-solving and critical thinking skills.
4. To promote safety awareness.

Book Review


Introduction

The book is divided into six main sections: (1) Basic Carpentry, (2) Woodworking and Joinery, (3) Metalworking, (4) Electrical Work, (5) Agricultural Equipment, and (6) General Shop Practice. Each section is further divided into chapters, each of which covers specific topics in depth.

Conclusion

Overall, Farm Shop Practice is a comprehensive and well-organized reference manual for farm shop workers. It is an invaluable resource for anyone looking to improve their skills in various areas of farm shop practice.

The Agricultural Education Magazine, May 1949

Dr. M. J. Jones, Department of Agricultural Education, University of Minnesota

How Much Study in Farm Shop?

We have all heard it said that practice makes perfect. Two many have been taught to do something time after time in the hope that their efforts will eventually lead to success. However, it is important to approach this with caution.

1. Practice alone is not enough. It must be combined with study and theory. This is especially true in the field of agricultural education.
2. Study alone is not enough. It must be combined with practical experience. It is important to note that study and practice should be balanced.
3. The amount of study required varies depending on the subject matter. It is important to determine what is necessary for success.

The Agricultural Education Magazine, May 1949
Summer Activities of Teachers of Vocational Agriculture

P. F. Frazer, Research Specialist, State Board for Vocational Education, Des Moines, Iowa

In this study, an attempt was made to determine the general pattern of activities of teachers of vocational agriculture in Iowa during the summer of 1937. A knowledge of the various activities of a teacher is valuable to instructors, students, and parents of vocational students. The activities of teachers were determined from a survey of teachers in the state vocational agriculture department. This study included 125 departments of vocational agriculture in Iowa. Each teacher of vocational agriculture in the state was included in this study.

There is a great variation in the teaching methods and the activities of teachers in different types of departments. This load varies from full-time employment in agricultural activities to almost none.

The time table listed in Table 1, ranked in order of importance, gives a clear picture of the activities of teachers having day classes only, in which department classes, and in which departments having day and part-time classes. The average of teachers having day classes only was reduced slightly by the number of teachers having day and part-time classes.

Table 1. Number of Teachers Who Engaged in Each Type of Activity

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<tr>
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<td>25 teachers</td>
<td>65 teachers</td>
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<tr>
<td>Total number of teachers</td>
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<td>165 teachers</td>
<td>150 teachers</td>
<td>315 teachers</td>
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Visitors: In carrying out a summer program of travel, day and evening classes, and in the use of educational material, the activities of teachers are of prime importance. The activities of teachers having day classes only, in which department classes, and in which departments having day and part-time classes were determined.

Table 2. Summer Activities of "Active" Teachers of Vocational Agriculture

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The Camp That Arkansas Built

By H. WOLFEORD, Editor of Radio and Recreation Division, Arkansas Department of Education, Hot Springs, Arkansas

Leaders are in vocational education who have been busy lately in their home states are the Arkansas Vocational Teachers, who have been hard at work in the field of vocational education. They have been working on various projects, such as organizing clubs and developing new programs. One of the projects they are working on is a new course in agriculture, which they hope to have ready for the next school year. They are also working on a new program in industrial arts, which they hope will be ready for the next school year.

One of the main goals of the new program is to provide more opportunities for students to learn about the various aspects of vocational education. They are also working on ways to make the programs more relevant to the needs of the local community. They are working closely with local businesses and industries to ensure that the programs are up-to-date and meet the needs of the students.

The Arkansas Vocational Teachers are also working on ways to increase the number of students who are enrolled in vocational education programs. They are working with local schools to develop new programs and to encourage more students to enroll in vocational education.

One of the main challenges that the Arkansas Vocational Teachers are facing is to find ways to attract more students to vocational education. They are working on ways to make the programs more appealing to students, such as by offering new courses and by developing new programs.

The Arkansas Vocational Teachers are working hard to ensure that vocational education continues to be an important part of the education system. They are working closely with local schools and businesses to ensure that the programs are relevant and meet the needs of the local community. They are working hard to make vocational education a valuable part of the education system.

Developing Community Pride

H. R. WRIGHT, Advisor, Morgan, Utah

For a number of years the Morgan Chamber of Commerce has been active in promoting community activities. The Chamber has been successful in developing a strong sense of community pride among the residents of the community.

In recent years the Chamber has been particularly active in developing programs to promote community pride. One of the most successful programs has been the development of a community beautification project. This project has involved the residents of the community in the development of a community park and a community garden.

The park and garden have been a great success, and have become an important part of the community. The residents of the community are very proud of the park and garden, and they are very active in maintaining them.

The Chamber has also been active in developing programs to promote community pride through other forms of community involvement. One of the most successful programs has been the development of a community volunteer program. This program has involved the residents of the community in a variety of volunteer activities, such as cleaning up the community and helping to maintain the community park and garden.

The Chamber has also been active in promoting community pride through the development of a community center. The community center is a very successful community resource, and it has been very active in promoting community pride.

The Chamber has also been active in promoting community pride through the development of a community orchestra. The community orchestra is a very successful community resource, and it has been very active in promoting community pride.

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Development of the FFA Program of Activities

BURTON K. THORN, Adviser, Adrian, Michigan

Two years ago at our annual summer conference for leaders, I was invited by Mr. W. A. Rose, Executive Secretary of the Michigan Future Farmers Association, to give an inspiring talk on the very subject which has been so dear to my heart, "The Promotion of the FFA Program of Activities." Among other things I gave rules for success which will apply as well to educational activities as to FFA activities, as follows: 1. Make your plan in writing. 2. Have it critiqued by those whose plan you will affect. 3. Put it in operation. 4. Keep your records. 5. Keep them up to date. 6. When particularly those rules for success, has been responsible for the success of our FFA program in Adrian for the last five years.

B. K. Thorn

A Profitable Summer Outing

PHILLIP ALAMPI, Adviser, New Holstein, Wisconsin

Much has been said and written concerning what constitutes an appre- ciable and profitable program for a chapter of Future Farmers. Our chapter took the opportunity to test an activity which resulted in a liberal education for each member, and this is not an activity that such a trip be taken every year, but I do believe that there is a lesson here for all of us, for the classroom and the farm, and a few of the incidents which led to the development of the educational value.

The trip was planned and executed entirely by the members of the party, including the chapter membres, the leader, the sponsors, and the individual labor on farms.

The trip which was "planned and "put together" by myself, was, I am sure, a profitable one for all, and may be looked upon as a test of the educational value of such an activity.

The trip was to be a "working" trip, and nothing was left to chance. We went out to all of the schools in the district, and we were careful to plan our trip so that we could make the most of our time. We were, I am sure, a profitable one for all, and may be looked upon as a test of the educational value of such an activity.

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For further information on vocational agriculture education, write to the American Vocational Association, 1310 Eighteenth Street, N. W., Washington, D. C.

Summer Activities

Summer activities provide opportunities for co-operative vocational training for students. These activities are often supervised by experienced teachers and provide practical experience in a variety of agricultural fields.

Responsibilities

Responsibilities include planning and organizing the activities, providing guidance and support, and ensuring the safety and success of all participants.

Plants for Further Expansion

Plants for further expansion include the planting of new students and the expansion of existing programs.

Table 3: Activity Pattern of "Active" Teachers of Vocational Agriculture

| Activity | In-Person | Part-Time | Total for All
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational Farming</td>
<td>140</td>
<td>140</td>
<td>140</td>
</tr>
<tr>
<td>Machine Repair</td>
<td>90</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>Planting and Tending</td>
<td>120</td>
<td>120</td>
<td>120</td>
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<tr>
<td>Animal Care</td>
<td>80</td>
<td>80</td>
<td>80</td>
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<tr>
<td>Inventory Management</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Record Keeping</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>

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