THIS country will never be a good place for any of us to live in unless we make it a good place for all of us to live in.

—Theodore Roosevelt.
The Agricultural Education Magazine

Co-ordination of General Education and Vocational Education

The need for co-ordination of general and vocational education is more pressing today than ever before. The agricultural worker of today is faced with a host of new problems and challenges that were not prevalent in the past. This requires a comprehensive approach to education, where general education and vocational education are integrated to prepare students for the modern agricultural workforce.

The employment of the teacher of agricultural education is one of the most critical roles in the agricultural sector. The teacher of agricultural education should be responsible for this role, as it is closely related to the development of the agricultural sector.

Vocational educators have developed over the years an expertise in terms of their programmes of which they can be proud. They have demonstrated the quality of their work in terms of the success of their students. However, there is a need for more consistency in the curriculum and the quality of education provided in vocational education programmes.

Implications of the Sixteenth Census

TRAI is focusing on the Sixteenth Census in its efforts to bring more and more to the United States Census. As one source of data in the planning of agricultural enterprises, a careful examination of the first release of the Sixteenth Census reveals many more statistics that have been included in a few major areas of agriculture. These changes should be considered in re-planning the programs in astrology, and the need for more and more in this field of agriculture. These changes bring with them more profound economic and social changes in rural life in the increase in small farms and in very small farms. From 1920 to 1930 the farms under 10 acres increased 41 percent, the greatest increase being in the mixed and industrial agriculture, which has very small farms and in very small farms. These changes are of great importance to the vocational agriculture teacher, who is called upon to be a source of information and a leader in the field of agricultural education.

Teacher of vocational agriculture probably participate as much or more than other teachers in conventions and conferences in their state. But they should be equally interested in the same kinds of meetings and in making real contributions to these meetings. There is no evidence that, as teachers of agriculture, we are too preoccupied with our own problems, or that we are interested in agricultural activities rather than in education. The general education teacher may be, as is usual, more concerned with the purposes of education and training in agriculture.

The self-analysis of several years of adult class teaching, the work of the teacher, and the study of student activities in state educational journals, suggest that the teacher of agriculture and other teachers in agricultural education should be concerned with the place of agriculture in the educational system. This means that the agriculture teacher should be aware of the place of agriculture in the educational system, and should not be afraid to suggest changes in current policies and practices in agriculture education.

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A SPLENDID illustration of close cooperation of several organizations interested in the welfare of agriculture in the project was carried out at East Moline, Illinois. Here for the past two years an area of government service in agriculture, and of farm organizations have been meeting monthly to discuss their common problems. This form of farm planning has become the basis for new approaches to old problems.

Three meetings have resulted in the close cooperation of the working plans of the 1944-1945 season. Much of the subject matter, which has been the basis of the relatively new federation "field history" of this form for the past six years. The extension service supplied data showing the work of the crop and animals to be carried out, creating impetus for development of such programs in the development of such programs.

It seems that the establishment of this type of project is a move in the right direction. It can be useful in establishing a strong link between the day when we can give you more in any other field of agriculture.

A New Farm Study Co-operatively

Recently the government has been studying and ways in which their respective services or projects may improve a typical Grand Traverse County farm. This farm is owned by the Landis family and is located near the center of the farm area. The Soil Conservation Service, a federal agency, has been working on this farm. The very detailed study of this farm was conducted as a larger-scale class study in both the part-time classes and the all-day classes during the fall of 1941. With all the support data that the group had accumulated for this study, the students have been able to use a much more complete and complete analysis of the farm of this community as a motivating force.

This study of the farm involves a study prior to the consideration of farm financing, farm management, and development of crops and livestock enterprises, and conservation problems, followed on the "subdivision" for farm organization.

A part of this project, all members of the land-use group agreed that it was a very practical way of bringing into the life of the group, a clearer understanding of the problems of this organization and how to accomplish the goals of each organization. A by-product from the study was a very fine piece of educational material for the Traverse City vocational agricultural students in its part-time and its all-class studies.

Teaching Periods

TEACHERS of vocational agriculture have been given the task of instilling in their students the values of their own education. The supervised practice program, the study period, the use of the text book, the problem method of teaching, and the use of our educational equipment are part of the newer ideas of education. We are proud of the results we have worked for, these teachers at least, they are excellent teachers. However, they may do so as not as well as we can and one of the new ideas being used by many teachers. They should be criticized, but it is important that we continue to lag in other lines of education.
The Teaching of the Values of Keeping

RUSSELL C. HALL, Instructor, Emmett, Idaho

RECORDS of supervised farm practice have long been stressed by educators, vocational agriculture, and by their peers, as a requirement for the training of young farmers. For too many years, the introduction of various farm enterprises was overlooked, however, when records on these farms as a "mandatory"—a requirement set up by the teacher or advisor—will continue to exist so long as we fail to show the boy that his records have a use beyond the point of determining whether he operated at a profit or a loss.

These Analysis Necessary

It is my opinion that we can accomplish this end by means of a simple and systematic analysis of all records kept on any enterprises carried on in the supervised farming programs of our various schools.

The question arises, what sort of analysis shall we make? I have reviewed several types of analysis forms, but the one I have selected is not only fully practical and usable, from the various forms examined, I have taken a few primary principles which I have adapted to my idea of usefulness. This plan has proved very satisfactory, selling the idea of enterprise records and the need for analysis of these records in the farm program carried on by my students.

In the beginning, a complete analysis depends upon the keeping of accurate records by the student. I believe that this is a complete check of these records in various stages as the procedure is outlined. The form of the analysis is especially important at the time the student begins to think about the purpose to which the keeping of the accurate records will be put inside the program to insist on a complete record as far as possible. The "Swine Analysis" is the last set of notes along with the record is about all that is necessary for this purpose. To facilitate the keeping of good notes, I have set up a manuscript sheet (Exhibit A) for each project. I have found these notes to be of inestimable value in class instruction and for individual conferences.

My next step is to assemble this material in the tables as shown (Exhibit B) in order that an analysis may be made readily by comparison of the practices used on each with the results obtained. After his enterprise records have been summarized and corrected, each boy is asked to compute and call the result of such a figure for the farm. The material time obtained is also checked for accuracy. Where material information is checked and found to be reasonably accurate, the results obtained by each boy are tabulated as shown. The results thus tabulated are considered in detail in the class discussion, and the class discussion is taken on the basis of the above information. Practically all the enterprises are given special attention and the class is led to see what their work is. The results of the above is shown in the chart above. This material gives some idea of the problems which the practises have proved in the enterprise.

How Analysis May Be Used

The usefulness of this analytical material goes further than the analysis. It furnishes material which is invaluable as an aid in setting up enterprise plans and objectives. It forms a guide for the

EXHIBIT A—SWINE PROJECT NOTES

I started my swine project on

with

which I valued at $  

by the sow.

I also farrowed

by having

the sow

and her piglets were in a cramped

from

days of age, at which time they weighed

in lbs. per pig. My pigs produced

pounds for each day on feed, and produced

pounds of pork for each day on feed.

I fed the following rations in the creep

The growing ration was composed of:

The fattening ration was made up of:

The average for the litter was as follows:

Total hours labor

Net profit

Return per hour labor

Total feed, feed cost

Cost of 1 lb. pork

EXHIBIT C—SWINE ANALYSIS CONCLUSIONS

1. Farrowing houses must provide plenty of room for the sow and litter, to keep trampling at a minimum.

2. A good marks in farrowing house may save several pigs and, if kept clean, in the side in general health of the litter.

3. The use of a swine feeder on common fault of many farmers.

4. Breeding pigs on the second or third day of heat in larger litters, on fat pigs, or on pigs with a low percentage of blood, disease, pasture practice, or weaning practice, and the like, is vitally evident to many such complete an analysis on enterprises with which he has been in close contact. In many cases it is the same which he is the interpreter to, by taking out practical his knowledge were used on the various enterprises with a limited influence, and to prove his stand by means of comparison with other enterprises, the more approachable practices used with greater success.

Case Apply to Other Enterprises

The accompanying form does not show any of the approved practices. They are an outline of the conclusions drawn by the class, and set up as what the student may do in the way of keeping farm account.

This analysis is adaptable to any enterprise. Some are more useful than others, but either

The Agricultural Education Magazine June, 1961
Teaching Students to Plan Better Farm Water Systems

M. C. GAAR AND A. D. LONGHOUSE, Teachers, Agricultural Engineering, Montana State University, Missoula, Mont.

I T HAS been said by many farm women that the farm water system is one of the most important parts of the farm. The term "farm water system" is used to describe the entire system of water supply and distribution, including the well, pump, storage tank, and all the pipes and valves that make up the system.

In order to plan a better farm water system, it is necessary to understand the basic principles of water supply and distribution. A good system should be simple in design and easy to operate. It should be able to meet the needs of the farm for water for livestock, gardens, and irrigation.

To plan a better farm water system, follow these steps:

1. Survey the area to determine the amount of water needed.
2. Lay out the distribution system, including the location of the well, pump, storage tank, and other necessary equipment.
3. Select the right equipment for the job, such as the type of pump and the size of the storage tank.
4. Install the system, including the pipes and valves.
5. Test the system to ensure that it is working properly.

By following these steps, you can plan a better farm water system that will meet the needs of your farm and provide years of reliable service.

The Use of Audio-Visual Aids in Vocational Agriculture

LLOYD E. ASPENWALL, Teacher of Vocational Agriculture, Vestavia High School, Vestavia, Alabama

In the past, the use of audio-visual aids in vocational agriculture has been limited. However, with the increasing popularity of these aids, their use has become more common.

Audio-visual aids can be used to supplement traditional teaching methods and can help students understand complex concepts more easily. They can also be used to create a more interactive learning environment.

Audio-visual aids can be used in a variety of ways, such as:

1. Presenting lectures in a more engaging way.
2. Demonstrating practical skills.
3. Enhancing classroom discussions.
4. Providing visual references for written materials.

By using audio-visual aids, vocational agriculture teachers can enhance the learning experience for their students and help them better understand the material being taught.

Using Conference Periods

Conference periods are a valuable tool for students in vocational agriculture. They provide an opportunity for students to work on projects and assignments that are relevant to their future careers.

Conference periods allow students to work at their own pace and to receive individualized attention from their teacher. This can be especially helpful for students who have difficulty with certain topics.

Conference periods also provide an opportunity for students to work on projects that they are passionate about. This can help them develop a sense of ownership and responsibility for their work.

In conclusion, conference periods are an important part of vocational agriculture education. They provide a valuable learning experience for students and help them prepare for their future careers.
The Influence of Adult Classes in Agricultural Farming Practices

R. V. DUGGINS, Teacher, Redfield, South Dakota

Abilities and evening classes are said to be responsible for the increased attention paid to the farming of the soil. This has been particularly true of evening schools, which have been gradually growing in importance in recent years. The following are a few of the encouraging signs of increased interest in this branch of education:

1. The agricultural evening schools have increased in number and scope. The number of students attending these schools has been larger than ever before. The variety of classes offered is also greater than ever before.

2. The agricultural evening schools are not only increasing in number, but they are also becoming more efficient. The teachers are better trained, and the classes are more organized. The curriculum is also more varied.

3. The agricultural evening schools are attracting a wider audience. The classes are no longer limited to those who are already interested in farming. They are also attracting those who are not as yet interested. The classes are also open to those who are not able to attend school during the day.

4. The agricultural evening schools are having a greater impact on the farming community. They are helping to improve the farming practices, and they are also helping to reduce the cost of farming.

The above conclusions were drawn as a result of a study.

Crop and Pest Control

The following conclusions were drawn as a result of the study:

1. The agricultural evening schools should be continued. They have been found to be an effective means of providing education for the farmers of the area.

2. The agricultural evening schools should be expanded. They should be made available to a wider audience.

3. The agricultural evening schools should be improved. They should be made more efficient and more organized.

4. The agricultural evening schools should be encouraged. They should be supported by the farming community.

A Self-Assessment of Several Years of Adult-Child Teaching

FRED E. VANSTEEL, Teacher, and JOHN E. WILSON, Teacher, University of Illinois

BELIEVING that participating educators is the only type of instruction that will help farmers to better understand their work, several adult-child classes were organized in various locations around the state of Illinois. The results of these classes were encouraging, and it is believed that they will be beneficial to the farmers of the state.

The supervising teacher took the boys and girls to the local homesteading school, where they learned about the different farming practices. They also learned about the importance of good planting and harvesting practices.

The next step was to teach the children how to care for their animals. They were taught how to feed and water the animals, and how to keep them healthy.

The final step was to teach the children how to prepare food. They were taught how to cook and bake, and how to prepare simple meals.

The results of these classes were excellent. The children were eager to learn, and they showed a great deal of interest in the work. They were also able to apply what they had learned to their own farming practices.

The effect of adult-child teaching was very beneficial. The children were able to learn more quickly and more effectively than they would have been able to if they had been taught in the traditional way. The children also enjoyed learning in this way, and they were able to apply what they had learned to their own farming practices.

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Some Characteristics of Young Farmers and Their Significance for Teachers

JOHN B. MCDONALD, Teacher Education, Ames, Iowa

The present study has been made to determine the extent to which the part-time classes in vocational agriculture, as conducted in one of the high schools in Iowa, are meeting the needs of the small farmers who are enrolled in these classes. It is hoped that this study will be of value to the vocational agriculture teachers of the state and to the entire educational profession.

The study was made in the fall of 1932, and the results of the work were published in 1933. The study included the following parts:

1. A study of the part-time classes in vocational agriculture, as conducted in one of the high schools in Iowa.
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Michigan Future Farmer Leadership Camp

RAYMOND M. CLARK, State Supervisor, Lansing, Michigan

THE Michigan Future Farmer Leadership Camp held its first state leadership training camp in July, 1940. One hundred and four boys from 30 chapters sent delegates for a week of intense instruction in leadership activities, camp life, building and sanitation, food, water conservation, and equipment furnished by the W. K. Kellogg Foundation and the Camp. The cost of instructional supplies, expenses of instructors and FFA supplies were met by a five-dollar fee charged each delegate by the State Association of Future Farmers of America.

The Camp Program

The schedule of a typical day’s activity was as follows:

7:00 - 8:00 - Breakfast
8:00 - 8:15 - Spelling
8:15 - 8:45 - Counselling
9:00 - 9:15 - Camp Meetings
12:00 - 12:15 - Dinner
12:30 - 12:45 - Counselling
12:45 - 1:00 - Field trips
1:00 - 2:00 - Counselling
2:00 - 4:00 - Camp meetings
4:00 - 4:30 - Recreational games
4:30 - 5:30 - Swimming
5:30 - 6:00 - Camp meetings
6:00 - 6:15 - Study hour
6:15 - 7:00 - Camp meetings
7:00 - 8:00 - Supper
8:00 - 8:15 - Camp meetings
8:15 - 9:00 - Free time
9:00 - 9:15 - Laundry and lights out

The campsite is temporarily located in the woods outside of the city with no other facilities available during the week. The campers are responsible for their own personal and laundry needs. The boys received a special visit from the local newspapermen during this period and were given an opportunity to enjoy the camp facilities.

The camp instructors were selected from the FFA leaders in the state, and the camp was conducted under the direction of the instructors and a group of local FFA leaders. The campers were given an opportunity to work closely with the instructors and to develop leadership ability.

The camp instructors and counselors were selected from the FFA leaders who were plants for the leadership training camp. The camp was conducted under the guidance of the instructors and a group of local FFA leaders. The campers were given an opportunity to work closely with the instructors and to develop leadership ability.

Arkansas Future Farmers Turn to Radio

V. H. WYCOFF, State Director of Extension, Hot Spring Agricultural Experiment Station

The Arkansas Future Farmers have turned to radio. This is a very important step in the education of the future farmers of Arkansas. The radio is a powerful means of education and it will be used to the fullest extent possible.

Chapter Two

Readers who are looking for more information about the activities of the Arkansas Future Farmers in any one state have been impressed with the fact that there is a great difference in the states as to the activities of the Future Farmers in their respective states. This chapter is devoted to the activities of the state chapter in Arkansas and will serve as an introduction to the activities of the chapter in other states.

The Arkansas Future Farmers are doing an excellent job in promoting the activities of the Future Farmers in Arkansas. They have organized a number of local clubs and have been very active in developing the activities of the Future Farmers in the state. The activities of the chapter have been very popular and have received wide recognition.

In this chapter, we will discuss the activities of the Arkansas Future Farmers in the state. We will also mention the activities of the Arkansas Future Farmers in other states.

Budging Times During the Summer

The teacher of vocational agriculture has an opportunity to help plan and develop the program for the summer months. The teacher has the opportunity to plan the program for the summer months in order to provide a positive and challenging experience for the students.

The teacher of vocational agriculture should plan the program for the summer months in order to provide a positive and challenging experience for the students. The program should be planned in such a way that it will be interesting and enjoyable for the students. The program should also be planned in such a way that it will be beneficial to the students in their future careers.

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Two Brothers on the Road to Establishment

HAROLD KEPE, Instructor, New Hampton, Missouri

Two Missouri farm boys, brothers now 20 years old, brought their first produce away in 1965, when they purchased a small farm in rural Missouri. The boys had always been interested in farming, but they had never been able to find a place to work. They decided to try their luck in the world of agribusiness and bought a small farm in rural Missouri.

"Both boys hope to become breeders of registered Sherpasian.

The young lads are Harman and Donald Burdett. The couple of boys about 20 years old, bought a small farm in rural Missouri, 1965. The boys had always been interested in farming, but they had never been able to find a place to work. They decided to try their luck in the world of agribusiness and bought a small farm in rural Missouri.

Both the brothers agree that the improvement in their flock is made by the use of their foundation stock, as well as their own breeding and with the assistance of the commercial flock that they run. Since the brothers have been working with sheep, they have won a total of $250.00 in prizes in recent years.

The brothers have also been working on improving the flock of sheep they have purchased. They have won several awards for their sheep, which have been entered in various state and national shows. They have also been working on improving the flock of sheep they have purchased.

Both boys hope to become breeders of registered Sherpasian.