The defense against a bad idea is a better idea; the defense against a half truth is a truth; the defense against propaganda is education; and it is in education that the democracies must place trust.

—William F Russell
American Education Week, November 10-16, 1940

With a world at war we are acutely aware of the resources being taken to strengthen our own National Defense. American education is playing a greater role than ever in preparing our young people to fill the needs of the war effort. Education is more than ever seeing as we think of what the schools can do in the National emergency. Education is a great asset to this country in its present position. More needs to be done in preparing the citizenry in implementing and safeguarding our resources. With billions of dollars being spent in defense programs, the schools are more than ever confronted with the problem of adequate support in the face of already inadequate budgets and increased responsibilities placed upon them.

The subject for American Education Week this year is "Education for the Common Defense." Following are the topics for each day:

Sunday, November 10: "Bringing Spiritual Life into American Education" - Merchants National Bank Building, Minneapolis, Minnesota.
Tuesday, November 12: Financing Public Education - State Capitol.
Wednesday, November 13: "How to Use Your Local Education Resources" - University of Minnesota.
Thursday, November 14: Safeguarding Natural Resources - Public Building.
Friday, November 15: Perpetuating Individual Liberties - City Hall.
Saturday, November 16: Building Economic Security - Federated Farmers of America.

There is no doubt about the key position of vocational education in the National emergency. Large expansions of the vocational programs are already under way to provide additional training for workers. Whether these demands will be placed upon agricultural education we do not know. However, three of the above topics have important implications for agricultural education: developing human resources, safeguarding natural resources, and building economic security. Vocational agriculture is an integral part of the economy and development of human resources and in conserving natural resources. Our economic security will depend largely upon our ability to produce enough food to feed ourselves. Every American citizen engaged in this work, whether new or in the past, has suffered and will suffer because of a shortage of food. Agricultural education stands in a strategic position to prepare for National defense along this front.

It is important that parents, taxpayers, and others understand the educational objectives of the various programs of vocational education at this time. American Education Week offers the opportunity which should be made use of by vocational educators to interpret the objectives and activities of programs of agricultural education to the public.

Doing To Learn

This statement is found in the mouth of the Future Farmers of America, but it can be applied to the entire field of vocational education and should be an important factor in the school curriculum at all levels. All education, industrial as well as academic, should be aimed at a particular goal. It is important to practice what one preaches. What one preaches should be the goal of one's education, and what one practices should be behavior. Herbert Spencer's principle of education can be applied in three ways: preparation, preservation, and application. It has been stated that "it is not the training the race is got in thinking and doing" and that "education is what we leave behind us when we have forgotten all that we have learned." This means what one is able to do as a result of our education. The teaching process is not complete until it is actually applied in life situations or activities. If the teaching of citizenship does not result in better citizens, then the element of doing is too much. Learning has been lost in teaching the subject. The Master Teacher said this to a student: "Therefore whenever you know three things: saying of mine and dear, I will liken unto you a wise man which built his house on a rock. When application, or doing, or application, is an important factor in education we must concede that vocational agriculture is one of the most suitable courses in the high school for the application of this principle, because the student in his supervised practice is constantly teaching and demonstrating, either to himself or to others, how true or false, in other words, he is learning by doing. He may be our gold or corn and if he pays for a certain crop or egg production it is a possible loss if he does not use the information when he has put it to the test and checked the results. You cannot teach a person how to drive an automobile by telling him how to do it. He must learn to do it by taking hold of the wheel and actually performing all the operations necessary in handling a car.

When a boy I often watched how easily my father handled a big plow in breaking his land. I looked at him and the way he plowed in smoothly that I could also turn an even furrow. Finally my father let me take hold of the handles—but this proved to be a difficult story. I fell down in the furrow and the clod wobbled and ran out of the soil. He repeated the same till I gained a hold on the handles. He then repeated the same till I gained a hold on the handles. This can be applied to all phases of agricultural education.

We in agricultural education especially should apply it in all teaching processes.

In the training of teachers, as an illustration, all of the activities of the teacher of agricultural education should be practiced in the student-teaching classes in order that the student-teacher may have real participation in these activities before going on the job as a teacher of vocational agriculture. The teacher is certainly hands-on and should have been done. Also the teacher should have up-to-date, practical farm experience in the many jobs of the successful farmer, including the farm skills and the many phases of farm management. Many of the students are taught in training come from poor farms and lack modern farm experience. This should be applied on the student farm with each student before he goes on the job, because his up-to-date farm experience means much for the student teacher, and especially as a teacher of practical farmers in evening classes.

If our primary objective is to train present and prospective farmers for practical work on the farms, then it is very important that the teacher of agriculture should set an example of the work which he is able to do successfully perform when he becomes established in his own business. The teacher should constantly keep in mind that if he wishes to grow real need in developing his students, he must provide a comprehensive activity program as a necessity for his teaching processes.

Remember that Doing to Learn is being recognized as one of the fundamental principles of education. - A. Linke, Washington, D.C.

Community Responsibility for Youth

This view of educators abroad has shown both the success and the potential of the intervention and the results of this work. There is a need for the nation to give serious thought and consideration to this problem. The nation has a responsibility to its youth to provide them with the necessary tools to lead a successful life. The nation should take the lead in organizing community programs to help youth. The nation should support community programs that offer youth the opportunity to learn and grow. The nation should invest in programs that provide youth with the skills and knowledge they need to succeed. The nation should provide youth with the resources they need to reach their full potential. The nation should support community programs that offer youth the opportunity to learn and grow. The nation should invest in programs that provide youth with the skills and knowledge they need to succeed. The nation should provide youth with the resources they need to reach their full potential. The nation should support community programs that offer youth the opportunity to learn and grow. The nation should invest in programs that provide youth with the skills and knowledge they need to succeed. The nation should provide youth with the resources they need to reach their full potential.
From a Superintendent to a New Teacher

MEMO

To: Superintendent
From: A. K. GETMAN

Subject: A Request for Information

Dear Superintendent,

This week, there have been news reports of new teaching methods being introduced in our school district. I am writing to request information about the effectiveness of these methods.

Specifically, I would like to know if there is any research on the impact of these methods on student outcomes. Additionally, I am interested in learning about any pilot programs that have been implemented in other districts.

I appreciate your time and attention to this matter.

Thank you,

A. K. GETMAN

Superintendent

Personal and Professional

Word has been received of the death of Kenneth Sheldon, Supervisor of Agricultural Education, at his home in Missoula, Montana. Sheldon was a well-respected educator who made significant contributions to the field of agricultural education. He will be greatly missed by his colleagues and students.

Sheldon was a long-time member of the Montana Agricultural Education Association, where he served as president. He was also active in the American Agricultural Education Association, where he served as a national officer.

Sheldon's impact on the field of agricultural education was significant. He will be remembered for his dedication to teaching and his commitment to the success of his students.

Our thoughts and condolences go out to Sheldon's family, friends, and colleagues during this difficult time.

Dr. Sherman Depue, Professor of Agricultural Education at the University of Montana, expressed his sorrow at Sheldon's passing.

"Kenneth Sheldon was a true leader in our field," Depue said. "He will be remembered for his dedication to teaching and his commitment to the success of his students."

Sheldon's legacy will live on through the many students and colleagues he has inspired and influenced.

Sheldon is survived by his wife, Mary, and their two children, Sarah and Michael.

End of MEMO
Methods

Simple Agricultural Photography

H. M. PRIMM, Teacher, Mt. Zion, Illinois

A COMPLETE and technical knowledge of photographic theory is not an absolute requirement for successful making of a few good photographs. A person, however, can and will be aware of the possibilities inherent in photography and the subjects. Such knowledge, of course, can only be secured by study and experience.

There are many reasons why a teacher should produce his own pictures. The more important may be listed as follows: 1. Many commercial aids received are antiquated and irrelevant to the subject at hand. 2. Teacher-made pictures constitute the only source of many he may need. 3. They add a personal touch to his work. 4. Local "duds" are more interesting. 5. Teacher-made pictures aid the teacher in keeping up to date in his department. 6. They enable him to bring "hot news" many worthwhile scenes experienced away from the community. 7. They enable him to better present his work to parents and community groups. 8. They enable him to add additional "teaching tools."

Making Film Strips and Slide Shows

The average teacher has probably produced nothing but common snapshot pictures. Those, of course, are valuable, but the writer feels that film strips or slides are far more valuable. (Equipment needed for the production of transparencies is no longer too expensive for the average department to afford.)

A film strip can be used to develop one simple concept—of Boy Scout or 4-H—unique in the subject of their relationships to some important subject. A strip, for example, could easily be produced depicting the Indian’s natural livestock production. All pictures in the strip are assembled in one sequence (in the order of exposure of film) unless special photographic methods are used. With "2 x 2" slides the succession of pictures can be a matter of choice, and poor ones can be left out. Such a strip can be used in the new Kodak film holder (provided natural color transparency) can be used for projection purposes and the cost will be exactly the same for either. Snapshots, however, cannot be altered altered economically from this film. A new, Dayax color film, is now on the market for production of maps in natural colors. To date, however, the only use for it is on this type work.

The ends of producing strips with a "2 x 2" slide projector, strips may be produced, producing ordinary panoramas. When the attachment for the red filter is used, a strip can be used for producing ordinary panoramas. When the attachment for the red filter is used, a strip can be produced in a strip which will be a tie-in with the subject. The production of slides is a little more expensive, most between $2.50 and $3.00 per slide. With the Kodachrome-type film the initial cost includes all processing charges. The exposed film must be sent to the Eastman Company, Rochester, New York, for this processing, and as it has been stated previously in this article, either slides or a strip can be secured for the same price. It will accommodate color film as well as the ordinary black and white.

What is a Subjective Tape? a question frequently asked by many teachers—"What type of pictures should I endeavor to get?" The answer is very simple. This, of course, needs no explanation.
Teacher Activities in Supervised Farming: III. Supervision

C. G. HOWARD, Teacher Education, State College, New Mexico

Somehow, the problem of vocational education in agriculture never seems to be discussed. Vocational education programs in agriculture are on the rise in many parts of the country, and the need for better vocational agriculture programs in recent years has led to the establishment of several national and state-level organizations to promote vocational agriculture programs. These organizations, such as the National Association of Agricultural Educators (NAAE), have played a crucial role in the development and growth of vocational agriculture programs. The NAAE has been instrumental in providing resources and guidance to agricultural educators, helping them to improve their programs and create more effective instructional materials. As a result, the quality of vocational agriculture education has improved significantly, and more students are choosing to pursue careers in agriculture. In conclusion, the problem of vocational education in agriculture is a complex issue that requires continued efforts to ensure that all students have access to high-quality vocational agriculture programs. With the help of organizations such as the NAAE, we can work towards creating a brighter future for agriculture education.
Pre-Servce Education for Teachers of Conducting Systematic Instruction for Young Farmers in Ohio

H. G. KENESTER, Teacher Education, Columbus, Ohio

EVEN the young farmers differ greatly from children in their characteristics and abilities. They have been trained in a different type of school and have been subjected to a different form of education. Therefore, the methods of teaching them must be different from those used in the regular schools.

R. W. Gregory has pointed out the pitfalls of the program of classroom teaching on young farmers. He says: "A student who is well trained in the art of teaching and has had the opportunity to observe the work of others is in a better position to handle the problems of teaching young farmers than one who has not had the same training." He also states that the problems of teaching young farmers are different from those of teaching children. This is because the young farmer is more mature and has a greater capacity to learn new things.

It is evident that the teacher who is trained in the art of teaching young farmers is in a better position to handle the problems of teaching young farmers than one who has not had the same training. The problems of teaching young farmers are different from those of teaching children. This is because the young farmer is more mature and has a greater capacity to learn new things.

Activities and Objectives of a Twelve-Month Part-Time Class

W. W. Folsom, Teacher, Wayzata, Minnesota

During the past few years, a number of schools have been established to teach young farmers. These schools have been successful in reaching the young farmer and have given him an opportunity to acquire the knowledge and skills necessary for a successful farming career.

The main objectives of these schools are to:

1. Prepare the young farmer for a successful farming career.
2. Teach him the fundamentals of farming.
3. Provide him with opportunities to gain practical experience in the field.
4. Assist him in developing his leadership and management abilities.
5. Prepare him for further education and training.

The following are some of the activities conducted in these schools:

- Classroom instruction
- Field trips
- Workshops and demonstrations
- Farm tours
- Guest speakers
- Field days
- Project work
- Competitions

These activities are designed to help the young farmer develop the skills and knowledge necessary for a successful farming career.

Promoting and Organizing a Part-Time Class

H. B. CORZER, Teacher, Audubon, Iowa

In organizing classes or offering summer school classes for young farm students, it is important to consider the following:

1. The needs of the young farmers.
2. The availability of qualified teachers.
3. The availability of suitable facilities.
4. The availability of funds.
5. The interest of the students.
6. The interest of the community.

To promote a successful class, it is important to:

- Encourage participation among young farmers.
- Create a positive and supportive atmosphere.
- Provide opportunities for students to learn and grow.
- Recognize and reward student success.
- Continuously evaluate and improve the program.

By following these guidelines, it is possible to organize a successful part-time class for young farmers.
Arrangement of Tools in the Farm Shop

A. C. KENNEDY, Assistant Professor of Farm Shop, Ohio State University

TEACHERS of farm mechanics agree that skill in the use of tools is necessary to the successful and efficient operation of the farm. Teachers also agree that it is not sufficient merely to teach the boys to use the tools under the supervision of an instructor. The boys must learn by doing, under conditions as nearly as possible those of the farm shop.

A. C. Kennedy

L. B. POLLOM

Farm Mechanics

Arrangement of Tools in the Farm Shop

A. C. KENNEDY, Assistant Professor of Farm Shop, Ohio State University

TEACHERS of farm mechanics agree that skill in the use of tools is necessary to the successful and efficient operation of the farm. Teachers also agree that it is not sufficient merely to teach the boys to use the tools under the supervision of an instructor. The boys must learn by doing, under conditions as nearly as possible those of the farm shop.

A. C. Kennedy

The next most convenient method of arrangement of shop tools is the open tool board.

The most convenient method of arrangement of shop tools is the open tool board. This board may be about 40 inches high and any desirable length. Twelve to 16 feet is a good length.

The tools are arranged in rows as shown in the diagram. There is no trouble in finding the tools wanted. The tools are easily replaced. Every tool has a place on this board and the box common tools are kept on a larger board or in a larger cabinet.

Another method of tool storage arrangement that is proving popular is to store the tools in boxes and store the boxes in the tool shop. This arrangement has all the advantages of the tool board and also overcomes its disadvantages.

A tool board suitable for home shop use

Another method quite generally used is the small enclosed cabinet. Tools are placed in the small cabinets, and the inside walls of the cabinets are painted with blackboard paint and used as a blackboard. The disadvantage is that it may be used by any one, as it has the advantage of all others and overcomes most of the disadvantages.

A New Bulletin on Farm Shop Teaching

RAYMOND M. CLARK, Assistant Supervisor, Lansing, Michigan

FARM Shop Teaching in Michigan Vocational School Departments is the title of a recent publication of the State Board of Vocational Education, Lansing, Michigan. This bulletin was prepared by a committee consisting of the instructors of the State Board of Vocational Education, head of the State Board of Vocational Education, and educational advisor to vocational agriculture. The purpose of this bulletin is to give information to the teachers of farm shop in order that the work may be used as a guide by instructors in the various educational agencies for the instruction of pupils in their work.

The Nature and Objectives of Farm Shop Teaching

In Chapter I the following objectives are listned:

1. To develop proficiency in the use of tools necessary to farm work.
2. To develop proficiency in the use of tools necessary to farm work.
3. To develop proficiency in the use of tools necessary to farm work.
4. To develop proficiency in the use of tools necessary to farm work.
5. To develop proficiency in the use of tools necessary to farm work.
6. To develop proficiency in the use of tools necessary to farm work.
7. To develop proficiency in the use of tools necessary to farm work.
8. To develop proficiency in the use of tools necessary to farm work.
9. To develop proficiency in the use of tools necessary to farm work.
10. To develop proficiency in the use of tools necessary to farm work.

Another type of tool storage arrangement that is proving popular with teachers is the open tool box.

A sliding door is built over the front of the tool box. Counter weights are placed at the ends of the boxes to keep them in place. If well made, it is easy to slide the doors open. It is also easy to replace the tools, as they can be seen at a glance. The doors can be locked by means of a small lock and key.

Another method quite generally used is the small enclosed cabinet. Tools are placed in the small cabinets, and the inside walls of the cabinets are painted with blackboard paint and used as a blackboard. The disadvantage is that it may be used by any one, as it has the advantage of all others and overcomes most of the disadvantages.

A New Bulletin on Farm Shop Teaching

RAYMOND M. CLARK, Assistant Supervisor, Lansing, Michigan

FARM Shop Teaching in Michigan Vocational School Departments is the title of a recent publication of the State Board of Vocational Education, Lansing, Michigan. This bulletin was prepared by a committee consisting of the instructors of the State Board of Vocational Education, head of the State Board of Vocational Education, and educational advisor to vocational agriculture. The purpose of this bulletin is to give information to the teachers of farm shop in order that the work may be used as a guide by instructors in the various educational agencies for the instruction of pupils in their work.

The Nature and Objectives of Farm Shop Teaching

In Chapter I the following objectives are listned:

1. To develop proficiency in the use of tools necessary to farm work.
2. To develop proficiency in the use of tools necessary to farm work.
3. To develop proficiency in the use of tools necessary to farm work.
4. To develop proficiency in the use of tools necessary to farm work.
5. To develop proficiency in the use of tools necessary to farm work.
6. To develop proficiency in the use of tools necessary to farm work.
7. To develop proficiency in the use of tools necessary to farm work.
8. To develop proficiency in the use of tools necessary to farm work.
9. To develop proficiency in the use of tools necessary to farm work.
10. To develop proficiency in the use of tools necessary to farm work.

Another method quite generally used is the small enclosed cabinet. Tools are placed in the small cabinets, and the inside walls of the cabinets are painted with blackboard paint and used as a blackboard. The disadvantage is that it may be used by any one, as it has the advantage of all others and overcomes most of the disadvantages.

A New Bulletin on Farm Shop Teaching

RAYMOND M. CLARK, Assistant Supervisor, Lansing, Michigan

FARM Shop Teaching in Michigan Vocational School Departments is the title of a recent publication of the State Board of Vocational Education, Lansing, Michigan. This bulletin was prepared by a committee consisting of the instructors of the State Board of Vocational Education, head of the State Board of Vocational Education, and educational advisor to vocational agriculture. The purpose of this bulletin is to give information to the teachers of farm shop in order that the work may be used as a guide by instructors in the various educational agencies for the instruction of pupils in their work.

The Nature and Objectives of Farm Shop Teaching

In Chapter I the following objectives are listned:

1. To develop proficiency in the use of tools necessary to farm work.
2. To develop proficiency in the use of tools necessary to farm work.
3. To develop proficiency in the use of tools necessary to farm work.
4. To develop proficiency in the use of tools necessary to farm work.
5. To develop proficiency in the use of tools necessary to farm work.
6. To develop proficiency in the use of tools necessary to farm work.
7. To develop proficiency in the use of tools necessary to farm work.
8. To develop proficiency in the use of tools necessary to farm work.
9. To develop proficiency in the use of tools necessary to farm work.
10. To develop proficiency in the use of tools necessary to farm work.

Another method quite generally used is the small enclosed cabinet. Tools are placed in the small cabinets, and the inside walls of the cabinets are painted with blackboard paint and used as a blackboard. The disadvantage is that it may be used by any one, as it has the advantage of all others and overcomes most of the disadvantages.

A New Bulletin on Farm Shop Teaching

RAYMOND M. CLARK, Assistant Supervisor, Lansing, Michigan

FARM Shop Teaching in Michigan Vocational School Departments is the title of a recent publication of the State Board of Vocational Education, Lansing, Michigan. This bulletin was prepared by a committee consisting of the instructors of the State Board of Vocational Education, head of the State Board of Vocational Education, and educational advisor to vocational agriculture. The purpose of this bulletin is to give information to the teachers of farm shop in order that the work may be used as a guide by instructors in the various educational agencies for the instruction of pupils in their work.

The Nature and Objectives of Farm Shop Teaching

In Chapter I the following objectives are listned:

1. To develop proficiency in the use of tools necessary to farm work.
2. To develop proficiency in the use of tools necessary to farm work.
3. To develop proficiency in the use of tools necessary to farm work.
4. To develop proficiency in the use of tools necessary to farm work.
5. To develop proficiency in the use of tools necessary to farm work.
6. To develop proficiency in the use of tools necessary to farm work.
7. To develop proficiency in the use of tools necessary to farm work.
8. To develop proficiency in the use of tools necessary to farm work.
9. To develop proficiency in the use of tools necessary to farm work.
10. To develop proficiency in the use of tools necessary to farm work.
A Survey of Future Farmer Camps and Camping

C. S. ANDERSON

Recreational competence among Future Farmers is even improved to become a reality as judged from the results of a nationwide survey recently completed by the writer on camping in the Future Farmer program. Camping, of course, constitutes but one of the recreational phases of the total program. However, evidence leads one to believe that from the camping experience as well as from the games and activity participation from the leadership training work, and from the resultant educational achievements there results a better pupil and balanced person, a person who is better equipped to face the world all year round. This is especially true in the case of boys who participate in such a program and make provision for participation in the games and training in the fundamental skills of recreational leadership. The value of the Future Farmer camping and recreational camp activities reported from the different states gives promise of a desirable campground into the community well-being.

The results on the part of authors in vocational agriculture that there is a need for recreation among rural and urban youth, and in this instance, in the F. F. A. program is attested to the fact that 100 percent of the 26 states associations reporting in the listing recite some kind of camp activities, allowing the number of camps reported to be 350. In the case of the 100 percent of the camps arranged as a result of the study, they report on the number of camps, including those that they are responsible for their own boys, assist in the preparation and conduct of this program, as camp counselors, serve as squad leaders in the camps, serve as camp advisors for the week, supervise athletic activities, manage kitchen duties, and teach and assist in specialized programs of campcraft and craftwork. The main responsibility of the camp recreation program rests in the hands of trained leaders, Georgias, Kentucky, North Carolina, Oklahoma, Maryland, Tennessee, and Arkansas report the employment of such skilled workmen. The predominance of the camps with the most important of the activities that would lead one to believe that the various camp programs might be nationally recognized.

All associations report a definite participation in the part of Future Farmers in the planning of the activities for the week. Future Farmer camps are considered an invaluable part of the camp program. Each camp takes the form of a camp F. F. A. chapter organization, camp committees, and work committees, each committee members furnished by each chapter, and this 100 percent of the camps engaged in the plan of activities for the week.

The value of work participation on the part of Future Farmers is camp development does not seem to be greatly recognized. This may be due in part to the nature of the camp or the fact that other agencies are responsible for camp construction, improvement, and maintenance of the camps. The camp that was most complete of these activities was close-up-in and made use of hickory and kiln dried pine poles, while a few camps reported work of this type are not included in the listing.

It will be seen from this list of activities that the F. F. A. camping program is on the way. Leadership and citizenship

Futur Farmer Competency is considered on an invaluable part of the camp training program.

Swimming time at Camp Okeechobee, Florida, F. F. A. Camp

THE AGRICULTURAL EDUCATION MONTHLY, September, 1940

The Florida Association of Agricultural Teachers, in cooperation with the State of Florida Department of Education, is conducting the Florida F. F. A. Camps Program. These camps are held at various locations throughout the state and provide opportunities for members to develop leadership skills, teamwork, and cooperation. The camps are designed to enhance the educational experience of the students and prepare them for future careers in agriculture. The camp experiences include various activities such as swimming, water sports, and educational programs. The Florida F. F. A. Camps Program is an integral part of the educational curriculum and aims to foster a love for agriculture among the students. (Continued on page 19)
The F. F. A. Adviser's Place in Chapter Activities

LESLIE NELSON, Advisor, Box Elder Chapter, Bismarck, N. Dak.

We all know that a teacher who does not have adequate knowledge and experience in his subject is not likely to be successful in teaching. The same principle applies to the F. F. A. Adviser. The adviser must have adequate knowledge and experience in agriculture before he can help his students achieve success in their F. F. A. activities.

The adviser must have an understanding of the objectives of the F. F. A. and how to help students achieve these objectives. He must be able to guide students in planning and conducting activities that are relevant to their interests and careers. The adviser must also be able to help students develop leadership skills and work effectively in groups.

The adviser must understand the importance of teamwork and collaboration. He must be able to foster a spirit of cooperation among students and encourage them to work together towards common goals. The adviser must also be able to create a positive and supportive environment where students feel encouraged to take risks and learn from experience.

The adviser must be able to assess students' progress and provide feedback and guidance as needed. He must also be prepared to handle any conflicts or challenges that may arise within the chapter.

In summary, the F. F. A. adviser plays a critical role in helping students achieve success in their F. F. A. activities. He must have adequate knowledge and experience in agriculture, be able to guide students in planning and conducting activities, foster a spirit of cooperation, create a positive learning environment, assess students' progress, and provide feedback and guidance as needed.
To the past we have had plots of wheat, corn, soybeans, radishes, and potatoes. To the present we have had findings that are being used in farm and garden. This is our special area of study.

Nature is just peculiar enough that the good parts, the plants, and the flowers all seem to work together to give us a feeling of "belonging" in most cases.

Another form of visual education is that of seeing the natural world. For instance, a teacher and farmer something concrete from which to draw conclusions. We often spend several hours examining the results of an individual plot. I might add that I usually leave the field as soon as possible, in the form of microscopic slides and large hand-painted wall charts. This provides ready material for class discussions and a chance for interested farmers and others to see and discuss the results of the experiment. This work includes landscaping and vegetable gardening.

Field trips are, of course, visual aids to education. These are usually a part of an educational program and are used to give an idea of how things are done.

Supervised Agriculture

The supervised program of agriculture is an important part of the educational program. It involves the planning, planting, and growing of crops. The students are responsible for the care and management of the crops. The program is designed to provide practical experience in agriculture.

Part-Time Class

The supervised program of agriculture is an important part of the educational program. It involves the planning, planting, and growing of crops. The students are responsible for the care and management of the crops. The program is designed to provide practical experience in agriculture.

State Supervisors—Teacher-Trainees

The state supervisors—teacher-trainees are responsible for the supervision and guidance of the supervised programs in agriculture. They work closely with the local teachers and the students to ensure the success of the programs.

Supervised Agriculture (Continued from page 49)

The supervised program of agriculture is an important part of the educational program. It involves the planning, planting, and growing of crops. The students are responsible for the care and management of the crops. The program is designed to provide practical experience in agriculture.