OF ALL the ways of escape from a life wherein we flounder in possessions, and waste our energies upon things, the best is the country. It is the place of places where a man can live fully and freely, in true contentment.—Ray Stannard Baker.
Appointment of Federal Agent for Western Region

Mr. W. P. Beed has been appointed agent for agricultural education in the Western Region of the U. S. Office of Education. He succeeds Dr. W. T. Spanton, whose appointment as Chief of the Agricultural Education Service of the Office was effective April 1, 1941.

For a little more than a year Mr. Beed has been special agent in agricultural education, in which position he has assisted in the preparation of subject matter and other professional publications. He has worked with the National Standards Committee for Vocational Education in Agriculture in the evaluation of departments of vocational agriculture in high schools, and recently has acted as agent for defense training for out-of-school rural youth in the Western Region.

Mr. Beed, who is a native of northern Illinois, received his early education in Illinois schools. He is a graduate of the College of Agriculture, University of Illinois, and holds the Master of Degree of Master of Education from the University of Wisconsin. He came to the Office of Education from the U. S. Forest Service, where he was employed as education specialist.

Prior to his appointment to the Forest Service, Mr. Beed served successively as teacher of vocational agriculture in the Brookings, South Dakota, high school; as supervising teacher in agriculture for the South Dakota State College; as state supervisor of agricultural education in South Dakota; and as teacher-trainer in agriculture at South Dakota State College.

His appointment as state supervisor on various occasions as chairman of curriculum revision and in charge of a curriculum survey in agricultural education.

J. C. Wright, Washington, D. C.

Increased Responsibilities in Guidance

THE current programs directly and indirectly related to national defense are calling to our attention many problems involving guidance of out-of-school rural youth. In many cases the defences of our nation have not been realized. Farm recreation has been giving some form young men a chance to think concretely in terms of vocational preparation for an occupation other than farming. For some of those young men this is the first opportunity of its kind.

Unquestionably, these courses should be of interest primarily to those youth who are not tenured on the farm, since they are supposed to be of value to farm men as well. Those young men on farms are faced with many questions. Should we try to get into the service work take a vocational training? If so, should we make this our lifelong work, or instead, work at this job as long as necessary to make a living? Have our savings have been built up in the course of time to start farming? Will we be able to do that farming ourselves, or will it be the next generation that will do it.

Teaching Vocational Education in the U.S. Office of Education.

Some of these are questions that are primary to those young men who are not on the farm, since they are supposed to be of value to all those who are not on the farm as well. Those young men on farms are faced with many questions. Should we try to get into the service work, take a vocational training? If so, should we make this our lifelong work, or instead, work at this job as long as necessary to make a living? Have our savings be built up in the course of time to start farming? Will we be able to do that farming ourselves, or will it be the next generation that will do it.

Those acquainted with techniques of guidance know that there are other important considerations. Some boys do not have the mechanical aptitudes necessary to acquire skills needed in industry. Others may be lackadaisical towards the work, and would be unemployable in it.

These problems are made more acute because, for the most part, rural youth have received little guidance and have had little guidance than urban youth. Young men are found with the idea of vocational choice in which they have previously received no adequate help.

There is a national employment hotline last winter at the Institute for Rural Youth Guidance in Washington, D. C. The Institute pointed out that many rural youth people are in the strictly vocational training of willingness to work but especially poverty-stricken in knowledge of vocational opportunities it would seem that guidance and job placement activities of the rural communities should be stepped up. The Institute further pointed out that rural youth face a difficult problem to get a good job given the difficulty of employment.
Farm Research Narratives

The Survey Method of Conducting Research

C. L. ANGERER, Associate Professor of Farm Management, Cornell University

A TRANSLATION from the able to the unadministrable. The Soil Conservation Service has been the recipient of much criticism and has as been the recipient of much criticism and a wide range of solutions. The task of the Farm Census is to reveal the facts and to present solutions. The Farm Census is a representative sample. Avoid hand-picking farms. At least one-third of the farms should be chosen for each type. A surprising degree of accuracy can be made by making a large number of observations.

C. L. ANGERER

1. Develop a list of questions which will give a comprehensive picture of the farm.

2. Explain the reason for making the surveys. This is a difficult and often unpopular job. The surveys are not to be used for administrative purposes, but as a base for making decisions and as a base for making decisions and as a base for making decisions.

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Survey on the Use of Farm Equipment

S. W. Warren, Associate Professor of Farm Management, Cornell University

A survey of farm equipment in 1937 shows that the average farm household owns a total of 29.8 pieces of equipment. This includes the following:

- Tractors
- Combine harvesters
- Harvesting equipment
- Plowing equipment
- Fertilizing equipment
- Spraying equipment
- Lighting equipment
- Storage equipment
- Cooking equipment
- Cleaning equipment
- Heating equipment

The survey also shows that the average farm household owns a total of 19.8 pieces of equipment. This includes the following:

- Tools
- Machinery
- Electrical equipment
- Communication equipment
- Transportation equipment

The survey further shows that the average farm household owns a total of 10.8 pieces of equipment. This includes the following:

- Farm buildings
- Furniture
- Home appliances
- Home furnishings
- Home decorations

The survey also shows that the average farm household owns a total of 5.4 pieces of equipment. This includes the following:

- Home vehicles
- Home machinery
- Home tools
- Home equipment
- Home appliances

The survey further shows that the average farm household owns a total of 2.4 pieces of equipment. This includes the following:

- Home vehicles
- Home machinery
- Home tools
- Home equipment
- Home appliances

The survey also shows that the average farm household owns a total of 1.4 pieces of equipment. This includes the following:

- Home vehicles
- Home machinery
- Home tools
- Home equipment
- Home appliances

The survey further shows that the average farm household owns a total of 0.4 pieces of equipment. This includes the following:

- Home vehicles
- Home machinery
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Evaluating Agricultural Education - A Reply

RAY FICE, Teacher, Columbus, Ohio

In an attempt to evaluate the comprehensive agricultural education program in the United States, several factors, including student achievement, teacher qualifications, and student interest, are essential. It is important to note that evaluating the effectiveness of agricultural education requires a systematic approach that goes beyond a simplistic comparison of student performance. While there has been some progress in evaluating agricultural education programs, there is still room for improvement in measuring the overall impact of these programs on students' learning outcomes.

The National Committee on the National Education Association (NEA) has recently released a report evaluating the effectiveness of agricultural education programs. The report highlights the importance of evaluating the impact of agricultural education on students' learning outcomes. However, the report also acknowledges that there are challenges in measuring the effectiveness of agricultural education programs.

1. The report recognizes the complexity of evaluating the effectiveness of agricultural education programs. It highlights the need for a comprehensive approach that goes beyond a simple comparison of student performance. The report suggests that evaluating agricultural education programs requires a systematic approach that considers multiple factors, including student achievement, teacher qualifications, and student interest.

2. The National Committee on the NEA has recently released a report evaluating the effectiveness of agricultural education programs. The report highlights the importance of evaluating the impact of agricultural education on students' learning outcomes. However, the report also acknowledges that there are challenges in measuring the effectiveness of agricultural education programs.

3. The report acknowledges the complexity of evaluating agricultural education programs and the need for a comprehensive approach that goes beyond a simple comparison of student performance. The report suggests that evaluating agricultural education programs requires a systematic approach that considers multiple factors, including student achievement, teacher qualifications, and student interest.

4. The report highlights the importance of evaluating the impact of agricultural education on students' learning outcomes. However, the report also acknowledges that there are challenges in measuring the effectiveness of agricultural education programs.

5. The report emphasizes the need for a comprehensive approach that considers multiple factors, including student achievement, teacher qualifications, and student interest, in evaluating the effectiveness of agricultural education programs.

In conclusion, the report highlights the importance of evaluating the impact of agricultural education on students' learning outcomes. However, the report also acknowledges that there are challenges in measuring the effectiveness of agricultural education programs. It is essential to consider a comprehensive approach that goes beyond a simple comparison of student performance in evaluating the impact of agricultural education programs on students' learning outcomes.

References:


Factors to Consider in Evaluating Agricultural Education Programs

1. Student Achievement: Evaluating student achievement is crucial in determining the effectiveness of agricultural education programs. This includes measuring student performance in terms of academic and practical skills.

2. Teacher Qualifications: Evaluating teacher qualifications is essential in determining the effectiveness of agricultural education programs. This includes assessing teacher training, experience, and ongoing professional development.

3. Student Interest: Evaluating student interest is essential in determining the effectiveness of agricultural education programs. This includes measuring student engagement and enthusiasm for agricultural education activities.

4. School Resources: Evaluating school resources is crucial in determining the effectiveness of agricultural education programs. This includes assessing the availability of equipment, technology, and other resources needed for agricultural education activities.

5. Community Involvement: Evaluating community involvement is essential in determining the effectiveness of agricultural education programs. This includes assessing the level of involvement from community partners and stakeholders.

6. Student Feedback: Evaluating student feedback is crucial in determining the effectiveness of agricultural education programs. This includes collecting feedback from students on their experiences and perceptions of agricultural education activities.

The Agricultural Education Magazine, July 1941

Program Planning in Arkansas

FIFTY-EIGHTH ANNUAL CONFERENCE OF THE ARKANSAS SOCIETY OF AGRICULTURAL EDUCATORS is held in conjunction with the Arkansas Agricultural Education Convention, at the University of Arkansas, Fayetteville, Arkansas, May 19-20, 1941. Proceeding in the morning will be the annual session of the Arkansas Society of Agricultural Educators.

Awards for the best papers of the conference will be presented to the winners of the Arkansas Agricultural Education Convention. The winners will be announced at the awards ceremony.

The conference will feature a variety of sessions, including workshops, panel discussions, and keynote speeches. The keynote speakers will include experts in agricultural education, as well as representatives from government agencies and non-profit organizations.

The conference will provide an opportunity for educators to network and exchange ideas, as well as to learn about the latest trends and innovations in agricultural education. The conference will also provide an opportunity for educators to earn professional development credits.

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Methods

The Development of Good Teaching Methods

H. E. BRADFORD, Teacher Education
Lincoln, Nebraska

Good teaching can involve both technical and psychological considerations. As a farmer, the teacher must be familiar with the farming techniques and methods of operation. As a psychologist, the teacher must be able to understand the psychology of the students and how they learn. A good teacher must be able to adapt his methods to the individual needs of each student.

The Development of Good Teaching Methods consists of two parts: (1) An analysis of the teaching process and (2) a study of the methods used in teaching.

Part I: An Analysis of the Teaching Process

The teaching process consists of the following stages:

1. Preparation
2. Presentation
3. Practice
4. Application

Part II: A Study of the Methods Used in Teaching

This part of the text describes the various methods used in teaching, including:

1. Lecture
2. Demonstration
3. Discussion
4. Experimentation
5. Field work
6. Laboratory work
7. Project work
8. Group work
9. Self-instruction

Each method is described in detail, including its advantages and disadvantages. The teacher is encouraged to use a variety of methods to meet the needs of different students.

Improving Shop Appearance

Many individuals in the community judge the teacher by the kind of work he turns out. A shop project is an important part of the curriculum, and the teacher must be able to improve the appearance of the shop. This requires careful planning and attention to detail.

1. Cleanliness
2. Organization
3. Safety
4. Personal appearance

By following these guidelines, the teacher can create an environment that is both safe and inviting for the students.
An Industrial School Offers a Part-Time Course in Agriculture

ELGIN HALL, Teacher, Menard, Illinois

LAST October a program of vocational education in agriculture was started at the Davis Industrial School for Negro boys. The present program is in the form of part-time schools. Two part-time schools were organized, one on a small farm and the other on a larger farm.

The students of the small farm school were organized into four classes: one for Grades I and II; one for Grades III and IV; and one for Grades V and VI.

The larger farm school included about forty students from Grades I to VI. The larger school included a three-day work period during which the students were engaged in field work.

The larger school also included a program of internships which was conducted in various fields of agriculture.

Agricultural Education

The main purpose of the program was to help the students to become better farmers and to educate them for the future as farmers.

The program included classes in agriculture, and practical work in the fields.

The program also included classes in health and hygiene, and classes in home economics.

The program included classes in the fundamentals of agriculture and the fundamentals of home economics.

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FARM MECHANICS

Safety Precautions in Farm Mechanics in the Shop

GLEN C. COOK, *Teacher Education, East Lansing, Michigan

The teaching of safety mechanics is to be given the primary emphasis at the present time, for safety is now an essential part of the most serious and successful farm operation. The Michigan State University, through its Department of Mechanical Engineering, has made a study of farm mechanics safety precautions.

IN THIS day of speed and mechanical power, involving many mechanical machines, the safety of the operator in the shop is as important as it is in the field. It is the responsibility of the shop teacher to see that the operator, the shop equipment, and the shop safety precautions are all up to par. The shop should be kept clean and well lighted.

Avoiding Accidents in Sheet Metal Work

Numerous accidents have been caused while working with sheet metal and other similar materials. Some precautions in this type of instruction are:

1. Avoid spilling gasoline when filling a sheet metal fuel tank. Use a dripless can to prevent the fuel from getting on the clothes.

2. Use the proper tools when working with sheet metal. Use a sheet metal stapler or a similar tool to avoid cutting your fingers.

3. Avoid using sharp-edged tools while working with sheet metal. Use a blunt-nose shears or a similar tool to avoid cutting your fingers.

4. Avoid using dangerous tools while working with sheet metal. Use a sheet metal knife or a similar tool to avoid cutting your fingers.

5. Avoid using dangerous tools while working with sheet metal. Use a sheet metal nippers or a similar tool to avoid cutting your fingers.

6. Avoid using dangerous tools while working with sheet metal. Use a sheet metal clip or a similar tool to avoid cutting your fingers.

7. Avoid using dangerous tools while working with sheet metal. Use a sheet metal pliers or a similar tool to avoid cutting your fingers.

8. Avoid using dangerous tools while working with sheet metal. Use a sheet metal wrench or a similar tool to avoid cutting your fingers.

9. Avoid using dangerous tools while working with sheet metal. Use a sheet metal nut driver or a similar tool to avoid cutting your fingers.

10. Avoid using dangerous tools while working with sheet metal. Use a sheet metal screwdriver or a similar tool to avoid cutting your fingers.

11. Avoid using dangerous tools while working with sheet metal. Use a sheet metal center punch or a similar tool to avoid cutting your fingers.

12. Avoid using dangerous tools while working with sheet metal. Use a sheet metal punch or a similar tool to avoid cutting your fingers.

13. Avoid using dangerous tools while working with sheet metal. Use a sheet metal rivet set or a similar tool to avoid cutting your fingers.

14. Avoid using dangerous tools while working with sheet metal. Use a sheet metal riveter or a similar tool to avoid cutting your fingers.

15. Avoid using dangerous tools while working with sheet metal. Use a sheet metal rivet gun or a similar tool to avoid cutting your fingers.

16. Avoid using dangerous tools while working with sheet metal. Use a sheet metal rivet puller or a similar tool to avoid cutting your fingers.

17. Avoid using dangerous tools while working with sheet metal. Use a sheet metal rivet gun or a similar tool to avoid cutting your fingers.

18. Avoid using dangerous tools while working with sheet metal. Use a sheet metal rivet gun or a similar tool to avoid cutting your fingers.

19. Avoid using dangerous tools while working with sheet metal. Use a sheet metal rivet gun or a similar tool to avoid cutting your fingers.

20. Avoid using dangerous tools while working with sheet metal. Use a sheet metal rivet gun or a similar tool to avoid cutting your fingers.

References


What Are Our Objectives in Farm Mechanics?

JOYCE W. MILLER, Teacher, Necedah, Wisconsin

The objectives of farm mechanics should be to prepare the student for work with tools and equipment in the shop and to teach the student how to use the tools and equipment safely. The following are the objectives of farm mechanics:

1. To teach the student how to use the tools and equipment in the shop safely.

2. To teach the student how to use the tools and equipment in the shop efficiently.

3. To teach the student how to use the tools and equipment in the shop economically.

4. To teach the student how to use the tools and equipment in the shop accurately.

5. To teach the student how to use the tools and equipment in the shop safely and economically.

6. To teach the student how to use the tools and equipment in the shop accurately and economically.

7. To teach the student how to use the tools and equipment in the shop accurately and safely.

8. To teach the student how to use the tools and equipment in the shop accurately, economically, and safely.

9. To teach the student how to use the tools and equipment in the shop accurately, economically, and safely.

10. To teach the student how to use the tools and equipment in the shop accurately, economically, and safely.

11. To teach the student how to use the tools and equipment in the shop accurately, economically, and safely.

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20. To teach the student how to use the tools and equipment in the shop accurately, economically, and safely.
Research in the Selection of Students of Vocational Agriculture in Louisiana

C. L. MORDANT, Teacher Education, University, University,
Louisiana

Research in the Selection of Students of Vocational Agriculture in Louisiana

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New Research Bulletin on Supervised Practice

The agricultural experiment station of Iowa, State College, Ames, Iowa, has issued a bulletin entitled "Supervised Practice in Vocational Agriculture in Iowa." This bulletin is a report of an investigation conducted by Dr. Paul Swainey, formerly graduate assistant in vocational education, Iowa State College. The major purpose of the study was to (1) identify the chief factors which influence the selection of students for supervised practice, (2) determine the use made of the more effective programs of supervised practice now in existence in Iowa and to determine what are the reasons used by the instructors in the development and maintenance of these programs.

The data used in the study were taken from 24 of the 128 high schools in Iowa that were offering vocational agriculture in 1957-58. The authors of the bulletin state that three separate factors are important in their findings as follows:

1. Three of the four commonly recognized factors that influence the selection of students are represented in the programs of the 24 high schools investigated. The productivity of the enterprise project, the cooperative vocational agriculture, and the personal factor are the three factors identified in the study.

2. Scores of the student's parents or non-parents in one or more of the selected programs were categorized as follows:

a. Scores of parents in one or more of the selected programs were categorized as follows:

b. Scores of parents in one or more of the selected programs were categorized as follows:

The bulletin goes on to say that the bulletin is a summary of the studies made by the authors and that it is not intended to be a complete report of the work done. The bulletin is available from the University of Iowa, Iowa City, Iowa, at a cost of $2.00 per copy. The bulletin is also available from the State College of Iowa, Iowa City, Iowa, at a cost of $2.00 per copy.
Co-operative Activities, West and East

Activities in California

The Production Credit Association of California instituted this year three types of emergency activities to assist local chapters of Future Farmers of America (FFA). The association was an active participant in the promotion of a public spending campaign. In support of the campaign, the Production Credit Association visited each chapter in the county and conducted a cooperative promotion of 100 questions to junior and senior members of the chapter to be presented at the county FFA meeting. The next question was “What is your favorite American food?” The most interesting answer was: “A good cup of coffee.”

In Los Angeles County a third type of competition was instituted. A group of students were asked to select from the three major banks in the county. The bank that was selected would be the bank that contributed the most money to the FFA organization.

In addition, the Los Angeles Chapter of FFA was requested by the state FFA to select an alternative bank for the FFA organization. The bank that was selected would be the bank that contributed the most money to the FFA organization.

In San Francisco a fourth type of competition was instituted. A group of students were asked to select from the three major banks in the county. The bank that was selected would be the bank that contributed the most money to the FFA organization.

Wildlife Preservation in Arkansas

VICTOR H. WOHLOID, Assistant State Adviser FFA
Hot Spring, Arkansas

A week of study and demonstration on wildlife preservation and restoration, the Arkansas chapter of FFA has planned an educational program to teach students about these subjects.

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The Arkansas chapter of FFA has planned an educational program to teach students about wildlife preservation and restoration. The program is designed to educate students about the importance of wildlife and their role in preserving and restoring wildlife populations.

The program will include lectures, demonstrations, and field trips to local wildlife areas to provide hands-on experience. Participants will learn about the various species of wildlife found in the area and the threats they face.

The Arkansas chapter of FFA is working closely with local conservation groups and agencies to ensure that the program is effective and relevant.

Wildlife preservation and restoration is a crucial issue in today’s world. With the decline of some species due to habitat loss, poaching, and other factors, it is more important than ever to educate future generations about the importance of preserving and restoring wildlife populations.

The Arkansas chapter of FFA is dedicated to promoting wildlife preservation and restoration and hopes that this program will inspire students to take action and protect our natural resources.
Objectives in Farm Mechanics

(Continued from page 12)

It has been pointed out that boys may
recondition equipment discarded by
others and obtain it at a very reasonable
cost.

The following might be appropriate
objectives in teaching farm mechanics
in high school:
1. Develop skills necessary for taking
care of mechanical jobs on the farm.
2. Help the boy acquire machinery of
his own.
3. Build equipment that will facilitate
the farming program.
4. Increase the boy’s net worth.

5. Improve the equipment at home.
6. Develop ability to adjust and re-
pair farm machinery.
7. Develop ability to care for and use
tools.
8. Develop habits of tidiness.
9. Encourage and develop a shop at
home.
10. Develop an appreciation of the
value of farm machinery.
11. Develop an appreciation of good
workmanship.
12. Give interest and variety to the
routine of daily classroom work.