TO EVERY organization which is doing a job that contributes to the well-being of our people, the soundness of our economy, and the effectiveness of our democracy, I can say, "The first and most important thing which you can do for defense is to go on with what you are doing—only do it better than ever before."

—Harriet Elliot, Member of National Defense Advisory Commission.
New Emphasis in Defense Training

For Professional Growth Try Something New.

Anonymous

Author for Peaches

Byron, H. Johnson

Book Reviews

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For Professional Growth Try Something New.

A STATE supervisor was recently heard to remark, "The third year is the crucial year for a teacher of agriculture. During this year he will either slip into a rut or he will find something new and will continue to grow by virtue of the fact that he is tackling a new problem with the same vigor with which he started his first year of teaching." That is to say, the enthusiasm of young teachers makes their greatest progress, professionally, during their first and second years. "Growth results," he said, "come when there is a new idea, a new method or something different than he has been doing or he does the same thing better than before."

Successful teachers of long experience will probably agree in the notion that he is more likely to keep from "going stale" if he is to try new ways of doing the things that have been done before. We have known of teachers who have reached a "plateau" in their achievement, had for "perfection" as the result of teaching their first adult class of organizing for or recognizing the courses for their adult class as a result of careful planning in a summer school course. Some teachers have gained a new vision of the possibilities of adult education then organizing and supervising the teaching of a defense-training class.

Prominent in most of us, if we gave the matter serious thought before starting the school year each fall, would be to decide to try new things or do something old in a new way. For hundreds of teachers of agriculture in this country a young-adult class might do the trick. For others an adult-farmer class or a co-operative project for the FFA chapter would provide the fertile soil for professional growth and development.
Rural Youth in the Farm Picture

O. E. Baker, Senior Social Scientist, Bureau of Agricultural Economics, United States Department of Agriculture

The crest of births in the United States was in 1921, when nearly 3,550,000 babies were born. In 1924, the number was down to about 3,300,000 babies, and in 1928, about 2,900,000 babies were born. In 1932, the birth rate was 19.7 per thousand of the population, and in 1933, it was 19.5 per thousand. The birth rate for 1934 is reported to be about 19.3 per thousand.

The birth rate in the United States is now about 25 per thousand of the population. This is the lowest rate in the history of the country. The birth rate for 1934 will probably be about 23 per thousand.

The decline of births in the United States has been due to the Great Depression. The birth rate has been declining for the past ten years, and it is likely to continue to decline for the next ten years.

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Evaluation is a basic process in learning. Therefore, it is one of the most important aspects of education. When evaluating students, we are assessing their progress and understanding of the subject matter. This process helps us identify areas where students may need additional support and provides a foundation for future learning.

We have a well-developed school and community that supports the growth of our students. Our school administration and teachers are committed to providing quality education and ensuring that all students have access to the resources they need to succeed.

Our students have shown great progress in recent years, and we are proud of their achievements. We believe that our school is on the right track and that we are providing a high-quality education for all our students.

In conclusion, we believe that our school is a great place for learning and that our students are benefiting from our dedicated staff and supportive community. We look forward to continued success and strive for excellence in all aspects of our education program.
Evidences of Progress in Vocational Agriculture

While it is disturbing to find that a certain group of children is not making much progress in their studies, the problem should not be attributed to lack of intelligence or lack of interest in the subject matter. The real problem lies elsewhere: in the methods of teaching and in the attitudes of the teachers and the students.

In teaching vocational agriculture, there is a tendency to emphasize the theoretical aspects of the subject, to the neglect of the practical aspects. This is not only unfair to the students, but also to the teachers themselves. The latter are often frustrated and disillusioned because they are not receiving adequate recognition for their efforts.

In many departments of vocational agriculture, the emphasis is on the production of plants and animals, rather than on the development of the students' practical skills. This is because the students are not provided with the necessary opportunities to learn by doing. The result is that the students are not able to develop the skills and knowledge that they need in order to succeed in the field of vocational agriculture.

In conclusion, the problem of progress in vocational agriculture is a complex one that requires a multifaceted approach. It is essential to address the issues that are hindering progress, such as the lack of practical experience, the emphasis on theoretical knowledge, and the lack of support for the teachers.

New Types of Show

At Austin, Minnesota, as an outgrowth of a state fair sponsored by the department of vocational agriculture, a new type of improvement show has been organized. As part of the program of these improvement shows, live animals are judged by peculiar standards. At the Minnesota State Fair, animals are judged by an entirely new system of judging. The winners are selected on the basis of a combination of factors, including the quality of the animal, its breed, and its overall appearance.

At these shows, the judges are not only evaluating the animals themselves, but also the way they are handled and presented. This is a departure from the traditional judging method, where the animals are judged solely on their characteristics.

In conclusion, the new type of improvement show is a welcome addition to the traditional state fairs. It provides an opportunity for students and farmers to learn new techniques and to improve their skills in handling and presenting live animals.
Utilizing Home and Community Resources in Adult Classes

R. L. BIBLE, Teacher, Beecher Mills, West Virginia

For several years the chapter has purchased several potatoes and added the seed to cost of those farmers who wanted it. Two or three of the evening classes have been grown each year at the annual father-and-son banquet sponsored by the local chapter. One group of boys wired houses for electric service with dimensional and installed. Another group of FFA boys built a range oven for a farmer. The evening classes, their group action, have been able to secure the benefits of electricity for their communities. Many of the farmers are using artificial light for the poultry feed. Several of the farm classes are cooperating with the FFA in a substantial way.

The loss of foreign markets and the demand for quality control have increased the price of cotton in the United States. Farmers have felt the squeeze as the supply of cotton in the United States is reduced. The demand for cotton has increased with the demand for quality control. The decrease in cotton supply has decreased the price of cotton in the United States.

After finishing some of the soil work at the beginning of the school term, I was elected to be the president of the chapter, and I have been working on developing the program for the past five years. The farmers who became members of that evening class were not favorably received to the program of vocational agriculture, and to the laying of the foundation work that the local chapter undertook. The activities of evening school members can be plotted on a chart constructed by the Soil Conservation Service. The form is a 20" x 32" slide for projecting the final results of the activities. It is hoped that evening school members can be plotted on a chart constructed by the Soil Conservation Service.

The evening school, under the instruction given, has used educational motion pictures, stills, and slides, and has some home study as a teaching device as well as in testing interest in the subject. Plastic models are available to help visualize the material, and they are used to good advantage. The use of home study is a form of which can easily be seen.

The value of a practical program

The program of adult education must be practical in nature to achieve results. It must be more than just theory, it must be something that the farmer can apply in his work. The improved farm practices are much more valuable than the theoretical knowledge which the teacher often learns from his studies. The conference procedures in teaching it is not necessary to give the knowledge to the students in a way that cannot be applied in their work. The students can learn how to apply the knowledge to their work. The use of mixed varieties and uneven size heights were used as standard for judging the tallness. Raising of quality control has increased the demand for cotton in the United States. The demand for quality control has increased with the demand for quality control.

After talking with the local cotton growers, it was determined that the length of staple of cotton produced ranges from 5 inches to 8 inches. Most growers are growing cotton on the basis of high quality control. The cotton growers always strive to increase the quality of their crop. The cotton growers always strive to increase the quality of their crop. The use of mixed varieties and uneven size heights were used as standard for judging the tallness. Raising of quality control has increased the demand for cotton in the United States.
Part-Time Students in Homemaking and Agriculture Have Bi-County Programs

STEWART C. HULLSANDER, Vocational Education Advisor, and I. LODRO RISSIUS, Home Economics Education Advisor, University of Idaho, Moscow, Idaho

PULLFLS is a definite need for further training in vocational education in homemaking and agriculture for the young, off-school men and women of Wyoming County, West Virginia, and the surrounding area. The PullFls program is designed to meet this need.


- To provide wholesome, social, recreational activities.
- To provide opportunities for leadership.
- To provide opportunities for social interaction.
- To provide guidance in the education of young people.
- To provide opportunities for leadership training.
- To provide opportunities for social interaction.
- To provide guidance in the education of young people.

The PullFls program consists of four main components: a daily social program, a weekly social program, a monthly social program, and a yearly social program.

The daily social program is designed to provide the students with opportunities to interact with each other in a variety of settings. The weekly social program is designed to provide the students with opportunities to interact with each other in a more structured setting. The monthly social program is designed to provide the students with opportunities to interact with each other in a more formal setting. The yearly social program is designed to provide the students with opportunities to interact with each other in a more formal setting.

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The Farm-Mechanics Program and the Young Man out of School

M. R. Wilson, Instructor in Farm-Mechanics Skills and Methods, Kansas State College

Several years ago Dr. Procter, one of the leaders in the field of vocational education, made a speech that has probably not been forgotten by many of us. He said, "One of the greatest needs of our farm mechanization is the shortage of qualified farm mechanicians." This remark was one of the outstanding factors that influenced me to pursue the dual education in farm mechanics. One of the important advantages of the work is that of getting young men established in farming. Working with the part-time group in preference to the beginners group, and in cooperation with our daily-school group, I believe we have some good things to pass along to others.

Thus the day-school group and the part-time group, we may make progress in getting young men established in farming. We also have a problem that must be faced constantly from the time a boy enters our field until he is given any sort of opportunity to think about the things we can do in the part-time classes in agriculture.

One of the things constantly held before me in the face of the students, the same as in connection with that phase of vocational education was this: "How many of these young men are being placed in jobs for which they have the necessary skills?" We cannot claim less than 60 percent of our young men in the immediate future will have the needed skills.

A TYPICAL setup in eastern Kansas is as follows:
- 4 corn planters
- 2 disc harrows
- 1 shovel
- 1 grain binder
- 1 disc harrow
- 1 hay rake
- 1 two-hand
- 1 four-hand
- 1 planer
- 1 swather
- 1 plow
- 1 walking plow
Farming 160 to 220 acres.

With this setup, a farmboy would be able to do a good job of farming. He would need to be instructed in the proper use of these machines.

Summary

To summarize again some of the points that have been made in this paper, it is important to remember that the farm mechanician must have the proper tools and the necessary skills to operate them.

The farm mechanician must be able to operate these machines efficiently. He must also be able to maintain them properly. This involves both mechanical and electrical knowledge.

To be successful in the field of farm mechanization, one must possess a good understanding of the principles involved in agricultural production. This requires a combination of knowledge in both the biological and physical sciences.

The farm mechanician must also be able to solve problems that arise in the field. This requires a good understanding of the principles involved in agricultural production. This requires a combination of knowledge in both the biological and physical sciences.

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The Derivation of Content for Instruction in Soil Conservation

Ralph Benton, Teacher, Columbus, Nebraska

The purpose of this study was to determine the subject matter that should be included in courses for training teachers in soil conservation. The study was undertaken at the soil conservation school in Columbus, Nebraska, in the spring of 1944.

The study was based on a survey of the subject matter included in the soil conservation courses offered at the soil conservation schools in the United States. The survey was conducted by a team of researchers who were hired for the purpose of the study.

The results of the study indicated that the subject matter included in the soil conservation courses offered at the soil conservation schools in the United States is adequate for training teachers in soil conservation.

Nature and Sources of Data

In gathering data a careful study was made of annual conditions upon 20 representative farms in the patroonage area. A questionnaire was used in interviewing landowners for information from farmers relative to soil erosion, cropping systems, and general management. This personal interview was supplemented by the following methods:

1. Questionnaire of owners of farms in the patroonage area.
2. Biweekly conferences with members of the patroonage area.
3. Sketches of farms showing the environs of the area.
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How Tenant-Oriented and Owner-Oriented Farms Operated

After the data had been gathered and analyzed a comparison was made of the operations of the 10 owner-operated farms and the operations of the 10 tenant-operated farms. The results of this comparison indicated that the tenant-operated farms were more efficient than the owner-operated farms.

The tenant-operated farms had a higher yield of crops per acre than the owner-operated farms. The tenant-operated farms also had a lower cost of production per acre than the owner-operated farms.

Questions were asked to determine what should be taught to prospective tenant farmers. After these questions were posed the tenant farmers were asked to choose from among the following: tenancy, farming, and the choice of tenant farmers.

The results of the study indicated that the tenant farmers were more interested in teaching farming than in teaching the tenant farmers.

The results of the study indicated that the tenant farmers were more interested in teaching farming than in teaching the tenant farmers.
A Rebuttal (Continued from page 28)

way prevent us from sharing with the Committee in further efforts to arrive at the 75th.

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