ABOUT the most practical thing we can do for our older rural youth is to see to it that in every community the right people are located on the right farms and are equipped to live and operate under the right environment.

—Reuben Brigham.
Important Aspects of Leadership Training

Some attention has been given to leadership training since the beginning of agricultural education. However, the past few years have seen a new interest in developing leadership training programs. This interest is partly due to the recognition that leadership is a vital part of the educational process. Leadership training can help students develop the skills and knowledge necessary to be effective leaders.

When Will Young-Farmer Classes Come Into Their Own?

When and how will young-farmer classes come into their own? This question has been asked many times, and there is no easy answer. The success of young-farmer classes depends on various factors, including the quality of the instructors, the support of the community, and the willingness of students to participate.

Whose Responsibility Is It?

There is a general agreement that leadership training is the responsibility of all educators. However, there is a debate about who should be responsible for providing leadership training. Some argue that this is the responsibility of the school system, while others believe that it should be the responsibility of the students themselves.

When boys are instructed in offices of an office or agency they should be instructed in the office or agency. They should receive the necessary training in the office or agency.

When Will Young-Farmer Classes Come Into Their Own?

The question of `when will young-farmer classes come into their own?' is not an easy one. There are many factors that can influence the success of young-farmer classes. One of the most important is the support of the community. If the community is not behind the classes, it is unlikely that they will be successful.

The Agricultural Education Magazine

Combining the educational and practical aspects of agriculture, The Agricultural Education Magazine is a valuable resource for educators and students alike.

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Professional Agriculture and the War

PROFESSOR D. B. JOHNSTONE-WALDO
Cornell University

D. B. Johnstone-Waldo

were sifted with steel teeth on springs, and the laine was no longer obtained. Sandbags were made of paper and there were schedules for many things which we consider essential for our daily life.

The greater part of Professor Johnstone-Waldo's work has been in the field of agriculture as a whole, and he has done much to bring the principles of agricultural science to bear on the problems of Great Britain during the war. He has been active in the development of crops, and has worked on the cultivation of grasslands and the reclamation of peat lands. He has also been interested in the production of food supplies, and has made a number of contributions to the literature on the subject.

In spite of careful preparations and the advances made by science, there are indications that certain shortages will persist, chief of which is the shortage of fish in consequence of the blockade. Shortages of fats, such as margarine, soap, rubber, tea, and tobacco, and the inevitable restrictions on the supply of meat, are a constant source of anxiety. However, the situation is not yet so critical as to cause alarm.

The blockade was heavy and strictly enforced, and as a result a serious deficiency in fats occurred, which, when combined with the shortage of fish, caused serious difficulties to the food supply. The deficiency in fats was overcome by the manufacture of margarine from waste materials, and the shortage of fish was met by the importation of some from abroad.

The blockade was maintained, and the food supply was not allowed to fall below the necessary level. The government, through a series of measures, was able to ensure the adequate supply of food to the people, and the situation was not allowed to reach a critical point.

Professor Johnstone-Waldo's work has been of the greatest possible importance in the direction of agriculture in Great Britain, and he has rendered a valuable service to the country.

The Agricultural Education Magazine, October 1941
Food Values in Green

It is an ill wind that blows nobody any good. Certainly that has been true of the British agriculture by drawing attention to the value of nutritious food. In recent experiments, food has found its way into our lives, and that at a time when it is so desperately needed. The new age has come, and it is not too soon to consider the feasibility of using the old age of grain.

The possibilities of utilizing grass and hay are almost unlimited. Many farmers have received some consideration, especially those who have diversified their farms by placing a portion of their land under intensive cultivation. In this way, both the farmers and the consumers can benefit from the use of field crops.

The increasing demand for field crops is a reflection of the growing population. The problem is not one of producing enough food, but one of distribution. The need for better methods of transportation and communication is increasingly evident.

In view of the production of field crops, it is important to consider the possibility of marketing them. The marketing of field crops is a complex problem, but it is one that must be faced. The success of field crop production depends on the ability to market the products.

Development of the Efficacious Criteria

Turning to the development of the criteria for evaluating field crops, it is necessary to examine the problem of the selection of the right crops. Each crop has its own particular requirements, and it is necessary to determine which crops are best suited for the local conditions.

The criteria for selecting the right crops should be based on economic considerations. The selection of crops should be based on the cost of production and the potential for profit. The criteria should also be based on the nutritional value of the crops. The nutritional value of the crops should be considered in the selection process.

In conclusion, the development of the criteria for evaluating field crops is a complex problem, but it is one that must be faced. The success of field crop production depends on the ability to select the right crops, to market them effectively, and to ensure that they are grown under the best possible conditions.
Teaching Boys to Beautify Farm Homes

M. C. GAAG, Teacher Education, Morgantown, West Virginia

Living is the greatest business of the farm family. It has been observed that there is a wide variation of needs for a long time. The back-woods family needs the same things it in its very crude, two-room house as the city family. Yet little or no effort is made to make the place more comfortable. Many of these homes are small, the yard, very few flowers, and little vegetation. On the other hand, the family at the other end of the scale has a comfortable home, many conveniences, and a magnified expression of aesthetic values. Yet beauty is the chief characteristic in which both families are concerned.

If education means living, then the desire to want to live on a higher and more beautiful plane, certainly motivates the farmer to do more than to just maintain the barest necessities of life.

One of our greatest educators defines education as living. "The desire to live on a higher and more beautiful plane, certainly motivates the farmer to do more than to just maintain the barest necessities of life." We need to agree that any education is a smooth and natural growth toward farm homes. Nearly any farm home can have about the same features as the one described in the yard, and shrubs and vines about the place in some other buildings with better conditions for money, stock, feed, or other.

I used to think that yards were supposed to be used for growing corn and tobacco such that they should be cleaned each week with an old-time dog and usually some new boy. We need to agree that any education is a smooth and natural growth toward

An Exchange in the Paradise of the Pacific

D. E. WICKER, Exchange Teacher, McKinley High School, Honolulu, T. H.

The island of Hawaii, Territory of Hawaii, has been discovered by its beautiful statehood, and is a paradise in the Paradise of the Pacific. We have a beautiful tropical scene, a great mountain, a beautiful mountain spring, and a lovely bay.

Sugars are produced and are a great source of income. At various between 300,000 acres of sugar land produced by the school at McKinley High School, the production of sugar has been increased over 100 percent.

D. E. WICKER, Exchange Teacher, McKinley High School, Honolulu, T. H.

A class in vocational agriculture at the field trip to an orchard to study papaya production.

The study of life in an unarranged setting is itself a broadening influence for the student. The exchange teacher makes it valuable. The territorial government strengthens the confidence in his ability to avoid the risk of self-sacrifice. The exchange teacher strengthens the confidence in his ability to avoid the risk of self-sacrifice. The exchange teacher strengthens the confidence in his ability to avoid the risk of self-sacrifice.
Supervised Practice in Protective Enterprises as a Basis of Instruction for Young-Farmer Classes


Most teachers of vocational agricultural education have the experience that work does not end when instruction in courses is completed, as the young farmer is interested in farming from the beginning of his education. Therefore, it is important to give young farmers the opportunity to engage in actual farming operations from the first day of school. In this way, they can acquire a practical knowledge of farming and develop their farm enterprises to the fullest extent possible.

The objectives of the proposed program are as follows:

1. To provide young farmers with a basis for instruction in protective enterprises as a basis for instruction in Young-Farmer Classes.
2. To give young farmers the opportunity to engage in actual farming operations from the first day of school.
3. To develop a practical knowledge of farming and to develop their farm enterprises to the fullest extent possible.

Supervised Practice in Protective Enterprises

The program includes the following activities:

1. Field work and demonstrations in the field.
2. Laboratory work and demonstrations in the laboratory.
3. Classroom instruction and discussion.
4. Field trips and visits to farms.
5. Farm management and record keeping.
6. Soil and plant analysis.
7. Crop production and pest control.
10. Farm machinery and equipment.

These activities are designed to provide a comprehensive and practical education in agricultural science and technology.

Typical Programs

The following are a few examples of typical programs that can be adapted to the needs of individual schools and communities:

1. A 100-acre farm enterprise that includes the cultivation of crops, the raising of livestock, and the production of dairy products.
2. A 200-acre farm enterprise that includes the cultivation of crops, the raising of livestock, and the production of dairy products, as well as the production of forest products.
3. A 50-acre farm enterprise that includes the cultivation of crops, the raising of livestock, and the production of dairy products, as well as the production of forest products and the production of forest products.
4. A 100-acre farm enterprise that includes the cultivation of crops, the raising of livestock, and the production of dairy products, as well as the production of forest products and the production of forest products.
5. A 200-acre farm enterprise that includes the cultivation of crops, the raising of livestock, and the production of dairy products, as well as the production of forest products and the production of forest products.

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Since supervised-farm practice is a part of the total program of instruction in agriculture it is important that a high degree of participation be maintained in the supervised farm programs of the county.

R. O. Rothenbuhler, Teasdale, Illinois

Measuring Efficiency and Conducting Farm-Practice Programs

The purpose of the study was to determine whether differences in the efficiency or productivity of the farms in the schools studied might be related to the number of instructional units in which the supervised-farm programs were conducted.

A survey of the programs in the various schools indicated that the schools had used the same basic program of instruction in the supervised-farm programs. The main difference was in the number of instructional units in which the programs were conducted.

Source of Data

The data for this study were obtained from questionnaires sent to the supervisors of the various schools. The questionnaires asked how many instructional units were used in the supervised-farm programs.

Table I - A Statistical Comparative Analysis of Seven Phases of the Supervised Farm Practice Program

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The data were subjected to statistical treatment to determine whether a significant difference existed in the productivity of the farms in the various phases of the supervised-farm programs. The data were analyzed using the chi-square test. The results of the analysis indicated that there was no significant difference in the productivity of the farms in the various phases of the supervised-farm programs.

The National Evaluation Project

F. W. HATROCH, Specialist in Agricultural Education (Research) U. S. Department of Agriculture

The National Evaluation Project

The purpose of the study was to determine whether certain factors, such as the age of the teacher, the type of school, the size of the school, the number of years the teacher has been teaching, etc., have any effect on the efficiency of the supervised-farm programs.

A survey of the schools in the area was conducted, and the data were analyzed using the chi-square test. The results of the analysis indicated that there was no significant difference in the efficiency of the supervised-farm programs in the various schools.
Procedures in Selecting and Training FFA Officers

D. B. ROBINSON, Adviser, Kenton, Ohio

Provincial Procedures

Procedures for selecting and training FFA officers are as important as the selection and training of students. What do the procedures you have in your school do to help your students and help in the development of future leaders? The true value of an officer position is determined not only by the leadership qualities of the student who holds the position, but in the development of the leadership qualities of the student who is selected by the committee.

The selection of officers is an important function of the chapter. The selection of officers is necessary to maintain the integrity of the program and to ensure that the program is run by students. The selection of officers is also important to the school community, as it affects the reputation of the school and the program. The selection of officers is also important to the FFA, as it affects the reputation of the organization and the program.

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Getting at Leadership Training
From All Angles

M. L. GEFFEN, Teacher, Hillsboro, Minn.

NO OTHER leadership opens so many doors to the local leader as the training of FFA officers. For all too long we have neglected the \textit{training} of the officer. By this we mean the development of leadership skills in the officer, rather than a \textit{coaching} of the officer to perform a task.

A leader in every profession is expected to be a leader for his organization. This is especially true in the organization of the National Executive Board, which sets the goals and policies for the organization.

One of the most common problems of activities counsel contained in our manual is the lack of understanding of the term "leadership." This is certainly one of the reasons why so many students have difficulty in developing leadership skills. In fact, frequently officers are \textit{coached} to perform a task, rather than being \textit{trained}. This is a serious problem, and it needs to be addressed.

How Select the Officers?

It is surprising how eager most students are to be leaders, and how quickly many students fall out of leadership roles. This is due to several factors: lack of training, lack of interest, and lack of confidence.

Group Conferences Prove Effective

Group conferences of all officers prove to be an effective method of effective leadership training. Officers of the Future Farmer organization are one of the most important objectives in training officers. It is a leader who can develop a leader and an appreciation of his responsibilities.

It is surprising that a spring chapter must have both an active and a non-active officer. Some students are \	extit{forced} to function in their respective roles.

Every officer should be trained and should grow in the power of self-mastery. He should make himself a leader by his actions, not by his words. This will result in positive leadership roles.

One of the most important aspects of leadership training is the development of leadership skills. The National Executive Board is one of the most important objectives in training officers.

Many advisors find it necessary to begin their efforts in leadership training at the chapter level.

One of the greatest contributions made in stimulating and improving officer leadership is the training of the chapter leadership in the organization of the Future Farmer organization. The organization which is the subject of this chapter activity is of great importance to the advisor and is an integral part of the proposed program of the year.

At the end of each activity the advisors should be set up to participate in the corresponding programs. This program should be set up as the highlights of the year.

The first of the activities which I have attempted to make: the 	extit{first} of the activities which I have attempted to make:

(1) The chapter of the Future Farmer organization is to play a part in training officers. The advisor should encourage the students in keeping with accepted practice to use a practice of the chapter of the Future Farmer organization is to play a part in training officers.

(2) The chapter of the Future Farmer organization is to be prepared to provide active leadership training to the advisor. Leadership training must be prepared to the advisor. Leadership training must be prepared to the advisor. Leadership training must be prepared to the advisor. Leadership training must be prepared to the advisor. Leadership training must be prepared to the advisor.

Methods Employed in Training Officers

Many methods have been used in stimulating officer efficiency. Three of the most common are:

1. Individual counseling by advising officers with individual officers.
2. Regular state officer training schools.
3. Group conferences of all officers.

The advisor seeks the assistance of an important thing to do is to fail to build a leader for his chapter. The advisor must be able to do this, not only in his own local chapter, but in the state and national chapters. The advisor must be able to do this, not only in his own local chapter, but in the state and national chapters. The advisor must be able to do this, not only in his own local chapter, but in the state and national chapters. The advisor must be able to do this, not only in his own local chapter, but in the state and national chapters. The advisor must be able to do this, not only in his own local chapter, but in the state and national chapters. The advisor must be able to do this, not only in his own local chapter, but in the state and national chapters. The advisor must be able to do this, not only in his own local chapter, but in the state and national chapters. The advisor must be able to do this, not only in his own local chapter, but in the state and national chapters. The advisor must be able to do this, not only in his own local chapter, but in the state and national chapters. The advisor must be able to do this, not only in his own local chapter, but in the state and national chapters. The advisor must be able to do this, not only in his own local chapter, but in the state and national chapters. The advisor must be able to do this, not only in his own local chapter, but in the state and national chapters. The advisor must be able to do this, not only in his own local chapter, but in the state and national chapters. The advisor must be able to do this, not only in his own local chapter, but in the state and national chapters.
VOCATIONAL AGRICULTURE MOVES SOUTH

L. G. Hamond

THE agriculturist is moving south. The Vocational Agriculture Department of the University of Georgia in cooperation with the Georgia Agricultural Extension Service, is planning a series of conferences for southern farmers on the subject of the future of the southern agricultural industry. The conferences will be held in various parts of the state, including Athens, Tifton, and Albany. The aim of these conferences is to provide information and guidance for farmers in the southern region, to help them adapt to changing economic conditions and to improve their agricultural practices.

The topics to be discussed will include the impact of new technologies on the southern agricultural industry, the importance of sustainable practices, and the role of vocational agriculture in the development of a strong southern agriculture. The conferences will be facilitated by experts in the field of agriculture and will provide valuable insights for farmers in the region.

To Be of Service Farm Homes

(Continued from page 59)

2. Do not break the lawn space with walks, driveways, or clumps of shrubs. Keep the lawn open in the center and allow the walks to form a framework for the lawn.

3. Leave natural curves and slopes as a visual and physical guide but do not build on these.

4. A smooth surface that can be mowed. Do not grade lawn when it is wet. Provide for all drainage areas from buildings. Sodding is necessary to keep areas free of weeds and to improve the speed of mowing when necessary.

5. Prepare a good seed bed by breaking the soil to a depth of six inches and removing all weeds before and after the seed is sown.

6. Prepare the soil by incorporating a mixture of compost, manure, and bone meal into the soil. Do not mix the compost, manure, and bone meal.

7.播 seed of the desired variety. Do not mix different kinds of seeds in the same plot.

8. Follow established procedures for mowing, fertilizing, and watering the lawn.

9. Keep the lawn in good condition by applying proper quantities of fertilizer and water. Do not overwater the lawn or allow it to dry out excessively.

10. Avoid using chemicals on the lawn. Use natural methods for weed control and disease prevention.

References


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The Agricultural Education Directory, 1951