The agricultural education magazine

LEARN to act with and for others while you learn to think and to judge for yourself.—John Dewey
Adjoin or Adjourn

LAST February 23 marked the twenty-fifth anniversary of the signing of the Smith-Hughes Bill by President Wilson. Born in a period of recession, vocational education in agriculture has grown from the need to strengthen the rural community and the agricultural economy and from the recognition that the small family farm is no longer a viable unit of production. As the nation moved to the war, agriculture was faced with the problem of recruiting the necessary workers and of providing the necessary education and training. The Smith-Hughes Act provided the necessary funds to help the states meet this challenge.

The Act was passed in 1917, and the states began to develop their programs in 1918. The first programs were limited to a few states, but by 1920, all the states had some form of vocational education in agriculture. The programs were originally designed to provide training for young men who were interested in farming, but they soon expanded to include women and those who were not planning to farm.

The programs were also designed to provide training for teachers, who were often not trained in agriculture. The Act provided for the establishment of agricultural colleges and universities, and these institutions began to develop their own programs in vocational education in agriculture.

Today, vocational education in agriculture is widely recognized as an important contributor to the nation's economic well-being. It provides training for millions of students each year, and it is an important source of new ideas and technologies for agriculture. The programs are designed to prepare students for a variety of careers in agriculture, from farming to teaching to research.

In recent years, there has been a renewed interest in vocational education in agriculture. This is due in part to the recognition that agriculture is a major industry in the United States, and it is also due to the recognition that agriculture is a vital part of our national security. The programs are now more widely recognized as an important contributor to the nation's economic well-being.

The programs are also more widely recognized as important contributors to the nation's social well-being. They provide training for students from all walks of life, and they help to prepare students for a variety of careers in agriculture. They are also an important source of new ideas and technologies for agriculture, and they help to prepare students for a variety of careers in agriculture.

The programs are also more widely recognized as an important contributor to the nation's cultural well-being. They provide training for students from all walks of life, and they help to prepare students for a variety of careers in agriculture. They are also an important source of new ideas and technologies for agriculture, and they help to prepare students for a variety of careers in agriculture.

In conclusion, vocational education in agriculture is a vital part of the nation's economic, social, and cultural well-being. It provides training for millions of students each year, and it is an important source of new ideas and technologies for agriculture. The programs are designed to prepare students for a variety of careers in agriculture, from farming to teaching to research. They are also an important contributor to the nation's economic, social, and cultural well-being.
Changes in the Emphasis on Certain Objectives of Vocational Education in Agriculture

Carsey Hammonds, Teacher Education, University of Kentucky

There are three things in the state of Kentucky that I would like to bring to your attention: (1) the need for quality education; (2) the need for vocational education; (3) the need for professional development. These three things are interconnected, and if any one is neglected, the others will suffer. To develop a good education system, we must have high-quality teaching and learning. To provide vocational education, we must have modern and up-to-date equipment and facilities. To continue professional development, we must have ongoing training and updating of our skills.

Carsey Hammonds
Teacher Education, University of Kentucky

The War and Vocational Agriculture's Responsibility

D. M. CLEMENTS, Regional Agent, U.S. Office of Education

This is a time of change in the program and development of the program of vocational agriculture since last year, and we are now in a time of change. It is time to plan the program we will be in to play in the social and educational changes that are taking place to move our program up from the level of a Platz plan to overcome the forces that are acting against our program. If we are ever to get our program off the ground we must be given some assurance from the top that we have made the progress we have made.

D. M. Clements
Regional Agent, U.S. Office of Education

Farm Family Achievement Program

The defense of our nation is built upon the homes and the strength of our people. The health and strength of our people depend on how well they are fed and the goods and services we provide for them. All of us have a farm family achievement program that is aimed at increasing the productivity and efficiency of our farms. To meet our conception of the future, we must plan and work with our farm families to develop better crops and livestock and to improve their homes and health. In the area of vocational agriculture, there is a need for a program that will build a strong foundation for our farm families. Our program must be a cornerstone to the success of our future. Our program must be a cornerstone to the success of our future.
Methods and Results

A Substitute for Field Trips

P. LAN0 BARRON, Assistant State Supervisor, Austin, Tex.

VOCATIONAL agriculture without field trips is much like a raft without a sail. It is not going anywhere. Yet, today, the agriculture teacher with funding running the number of class field trips has the opportunity to provide an efficient field trip program to all of its students. The teacher might even think that he is providing a better learning experience for the students, but is he? The answer is no. The old method of taking all students on a class field trip is no longer a viable option. The old method of taking all students on a class field trip is no longer a viable option.

One of the difficulties that the agriculture teacher faces is the time required to prepare for each trip. The teacher must plan the itinerary, arrange transportation, and coordinate with the farmers and other agencies involved. This can be a time-consuming task, especially for a large class.

In order to make the most of the students' time, the teacher must ensure that the trip is well-planned and organized. This includes selecting appropriate destinations, ensuring that the trip is educational, and planning for unexpected events.

Using a substitute for field trips, such as virtual field trips or video tours, can help to save time and money while still providing students with valuable learning experiences. These substitutes allow students to see and hear about the various aspects of agriculture from the comfort of their own homes, without the need for transportation or time away from school.

In conclusion, while field trips remain an important part of the agriculture curriculum, using substitutes for field trips can help to enhance the learning experience for students. Whether through virtual tours or other forms of substitute field trips, agriculture teachers can ensure that their students have the opportunity to learn about the various aspects of agriculture in a way that is both educational and accessible.
Supervised Swine Practice

C. L. ANGERER

Supervised Swine Program

P. F. HOLLAND, Teacher, Aitkin, Minnesota

In order to meet the goals set by the government in the Food for Freedom program, each teacher engaged in youth and adult agricultural education should provide his students opportunities to increase the increased forage quantity available. Farmers and feeders must be taught the way to increase the increased quantity available.

Anyone who as an adult feeds, either for the production of pork and hogs or in the educational field, is much concerned as to whether the swine raisers of America can improve on their methods of raising economically the increased production of quality pork which is desired.

Aitkin’s Swine Improvement Program

The method of raising hogs has been described as the swine improvement program. It is essentially the raising of hogs by keeping detailed records of the individual animals. It must be remembered that marketing of hogs at birth or shortly after birth, weighing individual hogs at 56 days and then again at 160 and by these records selecting the breeding stock to fatten them in crossbreeding according to the line and the best economical practices.

After having made these records, the carcass weights of the litter mates must be checked, for it is not enough to have litter identification and weights. The hog farmer should keep records of the litter mates. These records should be kept. This plan not only because it is a common-sense plan, but also because it is a grand superior to any other plan or method of increasing the percentage of sows across the quality of pork.

Adult Instruction Pays Dividends

During the past four years two methods have been in operation in an endeavor to meet this objective. The first and largest has been the adult supervised farm improvement program carried on by excellent school teachers. Four evening schools have been held each year in various communities of the Aitkin public school districts. Thus the evening-stall raisers in 1930, 50 persons enrolled in a supervised swine-feeding program; in 1930, 52 members; in 1930, 81 members; in 1930, 161 members; in 1930, 204 members; and in 1930, 258 members.

Council is composed of eight swine men, of whom six are purebred breeders and two are commercial swine raisers. Annual activities that have initiated are: (1) the Aitkin Swine-Tying Contest held at the latter part of June; (2) the Aitkin Swine-Tying Contest held at the latter part of July; (3) the annual Swine-Tying Contest held in August; (4) the annual fair held in October; and (5) The Annual Fair and Swine Show held in December.

Two efficiency trophies are awarded each year—one trophy to the owner of a purebred herd producing the most pounds of pork at 160 days from a five-week herd of hogs and another trophy to the commercial swine raiser who produces the most pounds of pork at 160 days from a seven-week herd of hogs. The Pedigree trophy is awarded to the owner of a purebred herd, while the one to the owner of a commercial herd. No effort is made to improve the quality of the pork, but instead to improve the quality of the pork.

One other activity of the improvement in swine raising is known as Pork and Land Educational Days. This activity is sponsored by the city and county enterprises. The activities are conducted by the city and county enterprises. These activities are conducted by the city and county enterprises. The activities are conducted by the city and county enterprises. The activities are conducted by the city and county enterprises.

Since the association was formed for the purpose of promoting the raising of hogs, the people have been interested in the raising of hogs. These results in a new direction aiming for the best pork, for they have a good demand for their hogs and are out of others having the highest production records. The result is that a choice market is being saved for them if they can produce the kind of pork which is preferred.

The Swine Improvement Council has operated a successful program in building up their hogs. Each July a registered flock of purebred hogs of the district is kept. The requirements for the flock increased each year. In 1936, the registered weight of a herd had to be a minimum of 250 pounds; in 1937, 255 pounds; in 1938, 260 pounds; in 1939, 265 pounds; and in 1940, 270 pounds. The hours sold at the test-beds sale, held annually, are selected from the registered list.

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The Swine Improvement Council

A number of activities that have been conducted are as follows: (1) a group of students has been enrolled in a supervised swine-feeding program; (2) a group of students has been enrolled in a supervised swine-feeding program; (3) a group of students has been enrolled in a supervised swine-feeding program; (4) a group of students has been enrolled in a supervised swine-feeding program; and (5) a group of students has been enrolled in a supervised swine-feeding program.

Developing a Supervised Farm-Practice Program

E. M. OIT, Instructor, Marshall, Minnesota

How should the supervised farm-practice programs be related to classroom instruction in the teaching of vocational agriculture? These questions could not be called good teaching and would be a "hit or miss" procedure. Both supervised practice and classroom instruction are necessary to develop the analytical abilities and skills necessary for farming, and must be closely co-ordinated.

With three fundamentals in mind the writer refers to a project he has carried out—classroom teaching and supervised farm practice in developing a feeder calf program.

At the beginning of school in September, 1939, a group of the students enrolled in the feeder calf program. The feeder calf program was developed in 1939. In February, 1940, the feeder calf program was developed. The feeder calf program was developed in February, 1940. The feeder calf program was developed in February, 1940. The feeder calf program was developed in February, 1940. The feeder calf program was developed in February, 1940.
Farmer's Evening School Is Fun

E. W. ROWLEY, Teacher, Chicago, Illinois

The Agricultural Department of the Board of Education of Chicago is offering the opening of its second annual Farmer's Evening School next Wednesday night, March 14th. This is another attempt to stimulate interest by providing a series of lectures on various topics. The sessions, which are free to all, are scheduled on a weekly basis. The current curriculum includes discussions on topics such as soil science, crop production, and animal husbandry.

During these 10 years the average attendance at our series of win or meeting has grown from 35 to 200. We no longer pepper the community with postcards and cock-fighting notices. Now we are up again our usual temperate season, so attendance problems have been diminished. For instance, the "Ten Acres" column in our weekly column is more than 1800 times. No, I don't think the weather has changed much. I think it is more due to the fact that the farmers have found this course ideal for their needs. The lectures are given in our demonstration school field, which is located on the outskirts of the city.

Farmer's Evening School: A Success

This year, our attendance has doubled, reaching over 4000. Our classes are filled to capacity, and we are forced to turn away several applicants. Despite the busy schedule, we have been able to accommodate everyone due to the hard work of our instructors and volunteers.

The school offers a variety of courses, including soil science, crop production, animal husbandry, and marketing. The instructors are all experienced farmers and agricultural experts, bringing a wealth of knowledge and practical experience to the classroom.

The success of the Farmer's Evening School is evident in the number of participants who have seen a remarkable increase in their knowledge and skills. Many farmers have reported significant improvements in their farming practices, leading to increased crop yields and better livestock health. Some have even expanded their farms, resulting in increased income.

In conclusion, the Farmer's Evening School has proven to be an invaluable resource for farmers in the area. It provides them with the knowledge and tools they need to succeed in the ever-changing world of agriculture. With continued support and expansion, we are confident that this school will continue to be a vital part of the agricultural community for many years to come.
The Farm Shop in a Rural Community

D. LAWRENCE GILLICK, Instructor, Midlothian, Virginia

SENT the beginning of vocational agriculture in the Millboro High School the farm shop program began. Today, the farm shop program is the basis for agricultural service and instruction.

In this period of national stress, the farm shop has become an important factor in maintaining farm equipment. I have trained two classes of farm shop students for part-time employment. One group has been trained as a farm shop student and the other as a farm shop student. The farm shop has been expanded in mathematics, science, art, and other vocational courses, to provide an increased number of students who will be needed.

Farm Shop Adapted to Current Community Needs

MARVIN STUCKING, Teacher
Tipton, Oklahoma

Our farm shop program is outlined with the conditions of the community in mind. It is a comprehensive guide in determining what shop jobs the local community can offer. The principal divisions of our program for all-day boys are: repair of farm machinery, metalwork, woodwork, metalwork, and welding.

Social Adult Classes in Farm Machinery Repair

The repair clinics mentioned above provide a good basic shop training for the farm shop student.

Joining Boys to Advise Farm Machinery

Teaching Boys to Advise Farm Machinery

These six units are as follows: tool-fitting, soldering, and sheet-metal work, cold-water work, forming and finishing, and sewing machines and equipment.

Farm-Machinery Repair Clinic

Special farm-machinery repair clinics have been set up in several counties. This type of clinic is designed to give the agricultural students a better understanding of farm machinery. This type of clinic is designed to give the agricultural students a better understanding of farm machinery. This type of clinic is designed to give the agricultural students a better understanding of farm machinery.

The Place of Farm Shop in Vocational Agriculture

H. J. WATSON, Teacher
Freddo, Kentucky

The farm shop should be large enough to accommodate the students with ample space for equipment and for the teachers to use. The equipment should provide the best possible shop experience for the student. The farm shop should be at least 32 feet wide and 64 feet long.

Equipping the Shop

Just how to equip the shop depends upon the type of farm shop and the community it serves. The following tools are suggested as a guide: circular saw with tilting table, 6-inch disc sander, 10-inch table saw, 10-inch band saw, 10-inch drill press, 16-inch face lathe, and electric drill.

The farm shop is a very important factor in making repairs on the farm and in fielding work. It can be used to weld, bend, trim, and sharpen tools. A complete list of tools should include:

1. School shop repairs, athletic equipment repair, classroom equipment repair, and repair of all types of farm shop equipment, repairing locks, water faucets, sinks, ashtrays, small blocks, carpet, and other items.

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Shop Supplies

How to keep supplies for the class is an important problem. It can be solved by supplying a stock of bolts, washers, screws, flat cold steel, and a line of tool sets. A complete line of tools should be purchased from the school. The money should be reserved for the purchase of larger quantities of material money may be saved and the saving passed on to the community in the form of a loan.
Problem-Solving by Two Methods: the Philosophic and the Scientific

Gilbert L. Bets, Supervisor of Graduate Research in Education, Colorado State College of Agriculture and Mechanical Arts

Part I
TRADITIONS SURROUNDING GRADUATE RESEARCH

If THE democratic way of life is to be successful, it must be self-directing. People who do not have control over their own problems cannot make more than a token contribution to solving the nation's problems, for this is not self-direction. American educational institutions, from the very start, have been charged with the task of instilling in the individual the Christian ideals of self-direction. In modern times, this has meant the use of a general problem-solving method. In this it is one of the most important ways in which an educational institution can acquire its primary responsibility in a democracy—of imparting a self-directing citizenry. Higher institutions, in the main, provide us with this training and experience (called graduate research) in connection with requirements for professional degrees. Its practical implications are not always obvious. In fact, the force of tradition tends to conform the view. It may be worth noting, therefore, to describe briefly the traditional influences surrounding graduate research and higher institutions.

All too blindly being recognized, the French influence is the oldest, in the French tradition, in which American higher education arose and flourished, is distinctive. To the French, education is a self-direction. From the French educational system, the philosophy and the applied work are derived.

European prototypes of American institutions — the German, the French, and the English — were essential to the development of the American educational system. The German university, the University of Wurzburg; the University of Berlin; the Frankfurt University; and the University of Heidelberg, were the models. In the same way, the English and the French contributed to the development of the American educational system.

The University

The German university, after which American universities were patterned, was a place in which the professor, withdrawn from the activities of daily life, criticized and taught what he wished. The idea that all of these had at first, was to recognize the authority, human or divine, as the foundation of all knowledge. The belief was that all knowledge came from the divine. The profi...
CONSTRUCTION of power dams in western North Carolina and facilities to transport the power to rural high schools are apparently widely separated subjects. In one instance, however, there is a closer approximation, and this was brought about by the alertness and initiative displayed by an energetic young teacher who is really doing things in the field of educational agriculture.

For several years Franklin High School, in Haywood County, has tried to develop its department of agriculture where rural boys might gain some background in agriculture as well as in farm-shop work. Like so many other schools in North Carolina, this school has been badly crowded. The quarters assigned to agriculture were cramped for space. The small farm shop was located in the basement of the "classroom" building, and the animals were kept in the auditorium.

State and Federal officials accepted this arrangement solely because the courses in agriculture were a real need among the students, and it did not seem possible to provide the facilities to which officials felt the students were entitled.

Due to the expansion of the power program in the county, a number of small rural schools have been abandoned in areas where the land will be covered by lakes. J. B. Whitmire, teacher of agriculture at Franklin, saw an opportunity to secure material for an agriculture department at the school, and the teacher proceeded to get in touch with the local officials in the vicinity of the school. For this purpose he brought a small building he had purchased in the vicinity of the school, and the county school officials agreed.

While the school was closed in the spring, Mr. Whitmire bought a small building, 24' x 36', and the property 24' x 40'. There is a full basement for storage. A small blacksmith shop, 16' x 20', for which all wood for the blacksmith shop was cut, was added as a separate unit. The teachers are now working in an equipment is being set up, and the building is as follows:

Red Oak and Swine Projects

Under the leadership of Mr. Whitmire, the Franklin school has an aggressive program of Future Farmers of America. The farm at the school is equipped to provide material for the boys and is roughly the same as that in the state school for boys of similar age. Miss Whitmire has been the instructor and has been able to establish this program.

The school has a small herd of cows that were purchased by the boys from funds raised by raising and selling pigs.

Feeders' crop of 1948

Franklin F.A.A. chapter

The Franklin F.A.A. chapter consists of 20 students who have an interest in agriculture. The building provides a classroom, 24' x 36', and a shop, 24' x 40'. There is a full basement for storage. A small blacksmith shop, 16' x 20', for which all wood for the blacksmith shop was cut, was added as a separate unit. The teachers are now working in an equipment is being set up, and the building is as follows:

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Holister Future Farmers Organize Feed Co-operative

HAROLD STOKER, Advisor, Hollister, California

AUTHO meats, eggs, and milk prices have been going up this past year. The farmers may find it difficult to buy feed at the current prices for the feed they need to raise their animals. The members of the FFA at Chico High School are using their money to buy feed at the current prices and then they sell it at the higher prices. They say that they are doing this because they want to help the farmers and they want to make some money.

The co-operative was organized last spring. A member and several others were interested in the idea. The FFA members rebuilt an old slaughterhouse on the school grounds. They built a big warehouse which is being used to store feed. The members are interested in using the warehouse to store feed and sell it at higher prices.

The co-operative is open to all FFA members. The members can buy feed at the current price and then resell it at the higher price. They are interested in using the co-operative to make some money and to help the farmers.

**Touring Young Farmers**

C. L. MILLER, Teacher, Eps High School, West Coast, Louisana

**Tours**

Tours are interesting to almost everyone. Most people possess a desire to see and know what is taking place on the neighboring farms, and even beyond these boundaries. Travel not only satisfies these desires but at the same time, broadens one’s knowledge.

**Community Tours**

One of the best ways to promote a new course in agriculture is to have the students practice what they have read. We organized a tour to the neighboring farms. The tour was a success and the students were able to gain a better understanding of agriculture.

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