IT IS well for a man to respect his own vocation, whatever it is, and to think himself bound to uphold it, and to claim for it the respect it deserves.

—Charles Dickens
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Editorial

Professional Growth and the Agricultural Education Magazine

One of the problems in teacher education is that of initiating prospective teachers into activities which will result in continuous professional growth. Mr. Roy L. Chappelle, Head of the Agricultural Education Department of Texas Technological College, has drafted a plan for getting all teachers into the habit of reading the Agricultural Education Magazine.

Bring of the opinion that our reading habits are rather fixed and that the Agricultural Education Magazine could be of great assistance to beginning teachers, Chappelle devised a plan for the use of the Agricultural Education Magazine. He reports the results have been exceedingly gratifying.

We would like to have suggestions from our readers relative to the plan being made of the magazine. Copy your plan with Mr. Chappelle. If you believe you have a better plan, let us have it, and we will pass it on to our readers.

Below is Chappelle's plan:

A Guide for the Use of the Agricultural Education Magazine

Instructions: Read your magazine, and from the articles you find interesting, jot down in your notebook the points you wish to remember. Then fill in the blanks below. Under "Title" give the page in the magazine where the article is found; under "Title" give the title of the article and under "Author" give the author of the article. Under "Page in N.R." give the page of the section of your notebook that you have devoted to the magazine; under "Teaching Subject" give the subject in which you think you could use the article; for example, if it deals with farm shop, the teaching subject would simply be "Farm Shop." There will be some blank spaces; it is not intended that you find something to keep under each section. Provision is made for as many as three articles under each section, you may find one or three or none.

The month, year, and number should be the same, month, and number appearing on your current magazine.

Month: ... 294 ... No. ... 93 ...
Who Is Responsible for the High Cost of Living?

FRED H. SEINBAUER, President, Dairymen's League, Cooperative Association, Inc.
New York

EVERYBODY is interested in the high cost of living. Every day the newspapers publish articles on inflation, and every week there are editorials on the subject, and every year there are reports on the cost of living. The people want to know why the cost of living is going up, and they want to get rid of the high cost of living. They want to have more money to buy the things they need and to have more leisure time to enjoy the things they have.

But the cause of the high cost of living is not so simple. There are many factors that contribute to it, and it is not easy to determine which one is the most important. For example, recent studies have shown that many people are spending more money on food than they did in the past. This is partly because food is a necessity, and people are more willing to spend money on food than on other things. But it is also because food prices have been rising, and people are finding it harder to afford the things they need.

Some people blame the high cost of living on the government. They say that the government is printing too much money, and that this is causing the price of goods to rise. Others say that the government is not doing enough to control the money supply, and that this is causing the price of goods to rise. But it is not so simple. The government is trying to control the money supply, but it is not always successful. Sometimes it is too loose, and other times it is too tight.

In short, the high cost of living is a complex problem, and it is not easy to determine which one is the most important. But one thing is certain: people are interested in the high cost of living, and they want to know why it is going up.

Misconceptions

These are two common misconceptions about the high cost of living. Both are wrong. There is no such thing as a "cost of living". The cost of living is simply the price of goods and services that people buy. It is not a fixed quantity, and it can change from day to day, week to week, and month to month. There is no such thing as a "high cost of living". The high cost of living is simply the price of goods and services that people buy. It is not a fixed quantity, and it can change from day to day, week to week, and month to month.

The first misconception is that the government is trying to control the money supply, and that this is causing the price of goods to rise. This is not true. The government is trying to control the money supply, but it is not always successful. Sometimes it is too loose, and other times it is too tight.

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There is a real reason for the interest in the high cost of living. People want to know why the price of goods and services is going up, and they want to be able to afford the things they need. The high cost of living is a serious problem, and it is not easy to solve. But it is not impossible, and there are things that can be done to help people afford the things they need.
Methods of Range Sheep Improvement

TONY FELLMAN, PhD, University of Wyoming

The following is a brief outline of methods followed by the co-cooper who went to the field operation in Wyoming. It was prepared with the hope that it might be of value to the members of the flock, and the next time out these notes could be used as models of what to expect on the range.

Methods

The summer in which good results can be expected is usually the time the entire flock is in the field. The flock is divided into the sheep and the lamb, and during the summer all the sheep are out on the range. The flock is divided into two parts, one for the sheep and the other for the lamb. The sheep are divided into two parts, one for the ewes and the other for the lambs. The ewes are divided into two parts, one for the ewes and the other for the lambs. The lambs are divided into two parts, one for the ewes and the other for the lambs.

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A Supervised Farming Program in Action

C. L. ANGERER

A Successful Project—Sow Testing

E. F. FERRING, Professor of Animal Husbandry, University of Minnesota

TRADERS of vocational agriculture in Minnesota have made an outstanding record during the past ten years in its soil testing and stock testing project. It is nationally well known and highly regarded as a major factor in building up an important part of the farm business either as a complementary enterprise, or as the basis for raising a new breed of animals, to be sold. Records of a few notable successes include the following numbers:

Number of heifers from which the following results were obtained:

- 1938: 33 heifers
- 1939: 30 heifers
- 1940: 100 heifers
- 1941: 100 heifers

The average pregnancy rate for the entire group of breeding females tested in the past ten years has been 61.6 percent, with an average of 35.9 pounds per 504.6 total pounds or 50.9 percent.

Record of Performance Studies

The greatest differences in the producing ability of individual sows in herds in this state were not very large, and some preliminary studies were begun in 1930. The experience gained in these studies was essentially the same basis as the plan that was followed in Denmark, this work started in 1927 at the Iowa station. It was conducted by several states and the United States Department of Agriculture with only a few exceptions. The average of all the results of that work at the beginning of the breeding period was 70 days and the final pregnancy was 35.9 pounds per 504.6 total pounds. A number of sows were obtained from farms in the surrounding area, and the average of all the results of that work was 70 days and the final pregnancy was 35.9 pounds per 504.6 total pounds. A number of sows were obtained from farms in the surrounding area, and the average of all the results of that work was 70 days and the final pregnancy was 35.9 pounds per 504.6 total pounds.

In another county in southern Minnesota, the average pregnancy rate for the entire group of breeding females was 70.7 percent, with an average of 35.9 pounds per 504.6 total pounds.

In Brown County, three teachers of vocational agriculture are cooperating in this project with local school districts which cover most of the area of the county. In counties and operated in the plan are the same whether conducted in the state by the state and county officials or in the plans in neighboring counties. The success of the project depends on the cooperation and interest of the school district officials and the county officials.

Information to the advantage of the group

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The Out-of-School National Defense Training Program in Kansas

M. R. WILSON, Assistant State Supervisor, National Defense Education, Topeka, Kansas

OSY-4 class in tractor, truck and automobile operation, care and repair

mechanics, foremen of garages, owners of garages, general mechanics, carpenters, electricians, etc., have cooperated in this program and have put forth every effort in giving these young people a training in those trades and skills which have taken the traditions many years to master. This is a spirit which is alive for which they should be highly complimented. Some superintendent find that these mechanics have not had the academic training to carry on this type of instruction. I have found the opposite to be true. It takes as much brain matter to be a first-class automobile mechanic, machinist, or any other type of tradesman as it does to be a school teacher. Two of the main qualifications of both a first-class mechanic and an excellent school teacher are patience and perseverance. Any mechanic or teacher who lacks either of those qualities never gets very far along the road to success.

The OSY-4 Out-of-School Youth National Defense Training Program has met with some criticism in the state of Kansas this year, but it is disappointing to see that these criticisms are being made especially by those who are teaching these new boys and girls of the modern world. The OSY-4 Out-of-School Youth National Defense Training Program means a great deal to the state of Kansas, and I speak from that standpoint. It is our belief that the younger generation needs to be taught to understand the importance of their role in the national defense. The OSY-4 class is one of the many programs that have been established to achieve this goal.

The OSY-4 Out-of-School Youth National Defense Training Program is a program designed to provide out-of-school youth with the knowledge and skills needed to contribute to the national defense. It is a program that is provided by the state and is open to all youth who are not enrolled in school. The program is designed to be flexible and to accommodate the needs of each individual student. The OSY-4 Out-of-School Youth National Defense Training Program is a great opportunity for out-of-school youth to gain valuable skills and knowledge that can help them succeed in life.
Farm Mechanics

L. B. POLLM

Farm-Machinery Repair Program for Evening Schools
D. P. BROWN, Instructor, Ripley, West Virginia

FARM-MACHINERY repair: what a challenge to the west Virginia agriculture teachers of the second World War period! Not as never before is there a need to encourage the repairing and rebuilding of farm implements that have been disconcerted or are out of adjustment. Among the most effective ways of accomplishing that purpose, and reaching the largest number of individuals possible, is thru our evening schools and farm training schools. There appeared on the cover of the January issue of the "School Agriculture Magazine." Today there is not a single job on a farm concerned with the actual production of farm products which pays a farmer or a member of his family as much per hour as they can earn doing their own carpentry, painting, paper hanging, and even the repairing and reconditioning of their tractors." The writer could just as well have added mowing machines, plows, hoes, or a thousand other implements because every farmer could make good wages repairing them during the slack season.

Survey Helpful
If the time permits, a machinery repair survey of some kind is helpful in the organization of the instructional program. If the survey is conducted, it should be done as quickly as possible and without much attention being given to small details; but, in general, the form should be simple enough that the farmer can fill it out in a few minutes with some understanding and without any help.

One of the easiest ways to get the class started in the let us get a group of farmers in the

Building of their tractors. The writer could just as well have added mowing machines, plows, hoes, or a thousand other implements because every farmer could make good wages repairing them during the slack season.

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One of the easiest ways to get the class started in the repair of farm machinery is to have each student bring in questions that he has been having trouble with, and then the instructor can select the most common problems and discuss them in detail.

Book Review
"Farm Equipment of Wisconsin," by V. H. Hart, H. C. Bower, W. L. C. Dreele, and F. R. Soderstrom, published by John Wiley & Sons, Inc., price $17.50. This is a very comprehensive guide to farm machinery, covering all types of equipment used on Wisconsin farms. It is a valuable resource for any farmer who wants to improve his farming methods and efficiently run his farm.

Evaluating and Troubleshooting
In evaluating the problems that farmers are having with their machinery, it is important to first identify the problem and then determine the cause. This will help the farmer to be more effective in solving the problem. It is also important to consider the different factors that may be contributing to the problem, such as the age of the machinery, the type of soil, and the weather conditions.

Correcting Problems
When the farmer is able to identify the problem, he can then begin to correct it. This may involve making minor adjustments or replacements, or it may involve a more significant modification to the machinery. In either case, the farmer should be sure to make the necessary changes carefully and accurately to avoid further damage.

Conclusion
The evaluation and troubleshooting process is an important part of managing farm machinery. By following these steps, farmers can identify and address problems more efficiently, leading to increased productivity and profitability on their farms.
Problem-Solving by Two Methods: The Philosophic and the Scientific

GILBERT L. BELTS

Supervisor of Graduate Research in Education, Colorado State College of Agriculture and Mechanical Arts

Part II

THE PSYCHOLOGY OF PROBLEM-SOLVING

One cannot emphasize too strongly the point that in order to solve a problem, one must first learn to look at the problem. This is especially true when the problem is one of a philosophical nature, for the solution to such problems lies not in the problem itself, but in the way one looks at it. The way one looks at a problem is determined by the assumptions one makes about it. These assumptions are based on one's previous experience and on one's knowledge of the world.

The basic difference between the two methods of problem-solving is that the scientific method is based on observation and experimentation, while the philosophic method is based on reasoning and reflection. The scientific method is objective and empirical, while the philosophic method is subjective and interpretive.

The scientific method begins with a problem statement, which is followed by a hypothesis, which is then tested through experimentation. If the hypothesis is confirmed, it is accepted as a law. If not, it is rejected and a new hypothesis is formed.

The philosophic method begins with a problem statement, which is followed by a question, which is then answered through reflection and reasoning. If the answer is satisfactory, it is accepted as a principle. If not, it is rejected and a new question is formed.

The two methods are complementary, and both are necessary in order to solve complex problems.

References:


FUTURE Farmers of America

First, let’s interpret this subject—"Wartime Goals in Livestock Production for Future Farmers"

J. L. THOMPSON, State Bureau of Agricultural Education, California

The question naturally arises—should our goals be different from present goals?

Smart goals?

Certainly, smart goals are not stationary. Every year, as the times change, new goals are set that are more in line with the times. This is understandable, since the end goal is the same, but the means of achieving it should be at least partially different.

Commercial eggs

Some years ago we set some eggs and raised them to the point where they were old enough to lay. Some of these eggs were sold to farmers who were satisfied with the serv

Hogs

Pork is one of the essentials that must be increased by at least 10 percent. The production of hog meat will be increased by at least 10 percent. Some very definite goals were set for the various states, but these included a 50 percent increase in the number of hogs produced in the leading hog-producing states.

Swine production

These goals are not vague, as they are in the case of many other goals. The goals for swine production were set as definite goals, and these were to be achieved in the next two years.

Sheep

Since sheep and beef production need not be stepped up very greatly, new goals are set for this year.

Hunt and kill

There are goals set for the planting and grazing of game. These goals are to be achieved by the end of the year.

F.F.A. Boys Equipment

This goal has been set as a goal for the F.F.A. boys. The boys are to be equipped with new equipment by the end of the year.

F.F.A. Chapter Serves a Part-Time Farming Problem

R. M. MCNEAL, Agricultural Adviser

Tulsa, Oklahoma

The Vocational Agriculture Department at Sullifield is located in the heart of the most highly industrialized section of Ohio. Therefore, we have a high percentage of high school seniors. These people spend from six to eight hours a day in the classroom and the rest of the time on their farms. They realize that to earn a farm with their families is desirable.

Small Farms

A vocational agriculture department has many problems. Approximately 50 percent of the high schools have no farm equipment. After our department had been organized for a year, plans were made to buy some farm equipment for the small farms. These plans were not met with enthusiasm, as the small farms did not want any help. The small farms were considered too far ahead of the large farms to receive help.

In addition to illustrating the above points, the automatic style of projection with 72-hand colored glass slides was used to show other F.F.A. activities.

Prizes

The Florida State Fair Association and the State Department of Agriculture gave to Future Farmers a total of $1,450 in awards and prizes.

Farmer Day will be held, as it will be held, fewer in other states. Even if farms were held as usual, we would like to see the boys do away with one or two years and hold a carload and market the other when they can. Therefore, one new goal or term may be stated very definitely and achieve a market price which is not less than 10 percent.

Hog market

This goal must be achieved in order to make the market higher. The market price for hogs may be increased, but the market price must be increased by at least 10 percent.

Sheep market

There are goals set for the planting and grazing of sheep. These goals are to be achieved by the end of the year.

Sheep production

The number of sheep produced in the leading sheep-producing states will be increased by at least 10 percent.

F.F.A. Boys Egg Exhibit

In the spring of 1939, the F.F.A. had a special meeting and one of the speakers was a tractor and show for the boys. We believe that it was the best meeting that we have ever had. The boys showed up in their best uniforms and even their best tractors. The shop boys built a spittoon show, in the barn, which was the best show I have ever seen. The boys even showed up with their best tools. The tractor made for itself the first place for the best exhibit in the country. The boys were to receive a show for the first place for the best exhibit in the country. It is operated at our own expense, and we have worked very successfully in helping the boys learn about the tractor. They should be well enough equipped to get the work done when they want it done, and it has relieved the strain on the farmers.

Other Services

We have also extended our services to the community in helping farmers and plowmen to solve their problems that we employ a boy full time. This is a very good idea, and we must continue with it.

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Teaching Soil Conservation

M. J. LANGFITT, Teacher, Shekawookio, Iowa

In SOUTHWESTIOWA approximately 80 percent of the soil is subject to
erosion. This does not necessarily mean that erosion has become one of our most
serious problems, but it does mean that practices must be followed which will
save our soil and prevent the serious losses which result from erosion thus
neglected.

With this in mind we worked with the six
vocational agriculture instructors representing five vocational agriculture de-
partments in the southwest Iowa counties with Mr. T. J. Powell, District Conservator, in the Shek-
awookio Vocational Agricultural Department to formulate our plans.

Demonstrations

A series of demonstrations was mapped out for the school-year. The agriculture depart-
ment was asked to make the demonstrations in the proper procedure. Our main objective in the whole plan was to train the boys ade-
quately for conserving their own and neighboring farms.

In the southwest Iowa area the territory to be covered was quartered, using high-
ways as the dividers. This made it possible for the boys to reach all the farms and carry on their work without excessive travel.

Methods of Sheep Improvement

(Extracted from page 37)

grade, large varieties of Breeds weight
within the same band was noted. In
other words, the classification is based, not in
the same band, which means the above
also feed and care, there are some
merits of keeping large-wool, not
the cost, but there are some
titling more than 100 dollars and
that the puree are
also showing the wool, which is known
as "white to us," nearly white and
little to no % wool (2 oz. and
the wool on the coat). In the southern
middle east, wool is a vital factor and
in the coat. Therefore, there are
many more than 2000 pounds of
the coat. Listed in this list as
a measure and listing the
about all of the moisture from rains ex-
cept in case of very heavy rains at which
time a certain amount of "breaking over" may occur. Even then the loss is not so
as great in fields where conserving is not practiced.

Grass Buff Strips

In this section of Iowa we are turning many acres of grass strips as an added
protection. These buffer strips may then be used for grazing after the corn is harvested in the same year. Buff strips of this type are the most part seedings of alfalfa and clover grass.

Another conclusive proof that con-
suming grass in this section of Iowa is an important protective factor. This is
important in producing a hard, durable and heavy hoof wear is less common in grassed
fields. In addition to this we believe that the use of grass in the pasture would reduce
hoof architecture to a minimum when farming is at a higher level.

We are encouraging contour fencing because

1. Contouring is a practical means of

2. Contouring helps in preventing run-

off of water needed for plant growth,

3. Contouring makes construction of man-

of fences easier.

The following results were obtained at the end of the year:

TABLE II

Results Obtained Over Short Periods

<table>
<thead>
<tr>
<th>Name of Co-operator</th>
<th>Pencil Weights</th>
<th>Selects Those Marked Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>W. S. Peterson, Newcastle</td>
<td>9 lbs.</td>
<td>7 lbs.</td>
</tr>
<tr>
<td>Susan T. Ross, Rawlins</td>
<td>10 lbs.</td>
<td>8 lbs.</td>
</tr>
<tr>
<td>Leubeke and Hennings, Medicine Bow</td>
<td>7 lbs.</td>
<td>6 lbs.</td>
</tr>
<tr>
<td>1941</td>
<td>7 lbs.</td>
<td>6 lbs.</td>
</tr>
</tbody>
</table>