"A task without a vision is drudgery, a vision without a task is a dream, but a task with a vision is the hope of the world." — Cornelia Adair
Meet Your New Editor

WHO is the new editor? What do you know about him? A letter from the editor to the American Vocational Association, isn't it—representing Past-Time education?

Wherever the editor specializes to the public, it is often the case that the past and present meet. Past-Time offers an opportunity to look back at the past, to see how it has influenced the present, and how it may influence the future.

In this issue, we feature articles on the significance of past-time education in the current educational landscape. We also explore the potential of past-time education in shaping future educational policies and practices.

Editorial Comment

The schools offering graduate work in agricultural education, particularly fortunately being closely associated with the graduate offerings of the University of Minnesota, are named "excellent" among state universities. A staff of instructors, cooperative and satisfactory training conditions, and a fortunate combination of the above help the schools to maintain their high standards.

Graduate work at the University is conducted under the direction of the College of Agriculture and of the State College of Agriculture, both of which have graduate programs in agricultural education.

The University of Minnesota offers graduate work in agricultural education in the following departments:

- Agricultural Education
- Agricultural Economics
- Agricultural Engineering
- Agricultural Economics

The University of Minnesota is located in St. Paul, Minnesota, and is a land-grant institution. Its graduate programs in agricultural education are highly regarded and are supported by a strong faculty and a wide range of research opportunities.

Policies and Needs in Agricultural Education

YOUR new editor wishes to mention a few changes in policy in editing the magazine and to express his point of view with reference to the work of the past few years. We have endeavored to make the articles and worthwhile accomplishments in the field of agricultural education.

It's "Farming Program" Now

My first change is that of using "Farming Program" as a title in place of "Superior Practice." This was done in 1945 by the Brookings Institution, a noted research organization, and has been widely accepted ever since. The term "superior practice" is now used in place of "Farming Program."
An Enlarged Program of Vocational Education Featuring Larger Administrative Units

R. M. STEWART

The above caption is a title for an article that discusses the need for an enlarged program of vocational education featuring larger administrative units. This approach is proposed as a way to improve the efficiency and effectiveness of vocational education, particularly in areas where there is a high demand for skilled labor. The article argues that by increasing the size of administrative units, it is possible to create more focused and specialized programs, which can better meet the needs of students and employers. The article also highlights the importance of providing adequate facilities and resources for vocational education, which is essential to ensure that students receive the necessary training to succeed in their chosen fields.

Implementation

Logically, if vocational education is to be expanded and extended, the processes of expanding and extending length in all aspects of the school system must be developed. This would not be feasible administration without the utilization of the organization of educational resources. It is essential to have a comprehensive and well-planned approach to the implementation of the program. This requires careful planning, coordination, and community involvement. The establishment of clear goals and objectives, as well as the allocation of resources, is crucial to the success of the program. It is also important to ensure that the program is flexible and adaptable to changing needs and circumstances.

New Demands

Many well-meaning people have great difficulty in understanding why so much education is needed for people who choose to work. The fact that it is not always completely clear, and that many students and parents are not familiar with the benefits and requirements of vocational education, is a significant challenge. However, it is essential to ensure that students are provided with the necessary information and support to make informed decisions about their educational and career choices. It is also important to ensure that the program is accessible to all students, including those who may face barriers to access due to economic, geographic, or other factors.

Regional Agent

Elements Honored

"MAN of the year in service to the agriculture industry" award was given to Dr. D. J. Clements. Federal Director of the Farm Credit, Virginia Cooperative State University in Tuscany. The announcement was made by Dr. W. J. O'Neal, 1947, Dr. J. H. Morgan, 1948, Dr. J. H. Morgan, 1949, who presented the honor to Mr. Clements. He is highly esteemed for his contributions to the field of agricultural education.

The Editor Suggests

Resolved, that a year of work on a farm by a teacher of agriculture during which he must earn his living is worth more than a year of grade work.

"As you haven't asked me for advice I'll throw it your way, FLUG!

No man knows what you are, or where you are, the how, IS FLUG!

—Edmund Vance Cooke

We live thru thinking continuouly, but our thinking of thought. New thought is new life.

If we cannot learn wisdom from experience, we are not wise. If we cannot learn wisdom from experience, we are not wise.
Methods of Teaching

G. P. DEYOE

The Minneapolis Program for Training Non-Farm Youth for Farm Work

ARTHUR V. STORM, Superintendent

Food Production and War Training Program, Minneapolis Public Schools

I wonder how many readers of this magazine have volunteered to assist in the training of Agriculture people in which to train farm labor. Probably many of you did, but when the superintendent asked the question of me, I could not reply to it.

Our school system consists of 10 junior, 10 regular, and 2 vocational high schools. Training programs were held in all but one senior high school and the girls' vocational high school.

Receiving

Like many other school systems, we started last year, about the time the first meat was eaten, and not until the meeting was over. Although the major part of the population was held by the background view of the world, concern for children's education was a vital question that had to be faced in the midst of the crisis. An explanation of the system was given to the teachers at the beginning of the year for which we were interested. We had to deal with the following contentions:

1. Training young people for the farm labor market is a vital and necessary task.
2. The goals of the training program should include:
   a. Developing basic skills and knowledge in agriculture.
   b. Preparing students for skilled and semiskilled jobs in the agricultural industry.
   c. Providing opportunities for further education and training.
3. The training program should be conducted in a cooperative manner with local employers.

General Plan

The plan of the training program was to provide a structured and comprehensive approach to agricultural education. The program was designed to be flexible and adaptable to the needs of the students and the community. It included a variety of activities such as classroom instruction, on-the-job training, and project-based learning.

The program was divided into several segments, each focusing on different aspects of agriculture. These segments included:

1. Classroom Instruction
   a. Theory and principles of agriculture
   b. Farm management and economics
   c. Animal science
   d. Crop production and diseases
2. On-the-Job Training
   a. Farm labor jobs
   b. Skilled agriculture jobs
   c. Semiskilled agriculture jobs
3. Project-Based Learning
   a. Farming projects
   b. Animal care projects
   c. Crop production projects

In order to facilitate the training, the program was designed to be conducted in cooperation with local employers. This ensured that the training was relevant and applicable to the needs of the community.

Evaluation

The effectiveness of the training program was evaluated through a variety of methods, including:

1. Student assessments
   a. Pre- and post-tests of knowledge and skills
   b. Project-based assessments
2. Employer feedback
   a. Surveys and interviews
   b. On-site evaluations
3. Student feedback
   a. Surveys and focus groups
   b. Student testimonials

The evaluation results indicated that the training program was effective in achieving its goals. Students demonstrated significant improvements in their knowledge and skills, and employers provided positive feedback on the preparedness of the graduates.

Conclusion

The Minneapolis Program for Training Non-Farm Youth for Farm Work was a successful initiative that provided valuable training for students interested in pursuing careers in agriculture. The program demonstrated that it is possible to create effective training opportunities for students who are not currently enrolled in agriculture programs. This program can serve as a model for other school systems that are looking to provide agricultural education to non-farm youth.
Farming Programs

A Contest in Agricultural Education

R. A. POWER, Instructor, Viques, Wacincon

This farm skills contest which was inaugurated in the Viques (Wisc.) Agricultural Education department last year has been so well received by the students in our department that we hope to continue it this year. The contest is an excellent means of getting students interested in the practical side of farm work.

The contest is open to all students in the Viques department and is held every month. The winners are awarded a prize and their names are posted on the bulletin board.

The contest is divided into four main categories:

1. semen testing
2. potato piercing
3. frost insurance
4. barn cleaning

Each student must compete in all four categories and the winner is the student who scores the highest overall.

The contest is judged by a panel of judges who are trained in agricultural education. The judges grade the students on their ability to perform the tasks correctly and efficiently.

The contest is a great way to get students interested in farm work and to help them develop the skills they need to be successful in agriculture.

Alabama Farmers Visit One Hundred Chapters

C. C. SCARBOROUGH, President, Alabama Polytechnic Institute

We recently had the pleasure of visiting one hundred chapters of Alabama Farmers in our state. The purpose of our visit was to learn more about the activities of these chapters and to help promote their growth.

We were welcomed by the chapter presidents and members and given a tour of their facilities. We were impressed by the enthusiasm and dedication of the chapter members.

We also had the opportunity to meet with the Alabama State Farmers Association and discuss some of the issues facing Alabama farmers.

Our visit was a success and we look forward to continuing our work with Alabama Farmers.

Alabama's State FFA Officers Visit 100 Chapters in the State

This goal was set last summer during the State FFA Officers Conference. It was thought that this goal could be reached without too much effort once the work was started. However, it turned out to be a lot more difficult than expected.

We found many people were not aware of FFA and its activities. It was necessary to explain the purpose of FFA and what it could do for them. We also found that many people did not know how to get involved in FFA.

In conclusion, this goal was not reached but it was a success. The chapter presidents and members were able to reach this goal. They were able to help many people find out more about FFA and its activities.

We hope to continue this work in the future and to reach more chapters.

Sandy Needs

In specific areas of our program, we still have some problems. These problems can be broken down into the following columns of the magazine.

1. Needs in Program Planning
2. Needs in Program Delivery
3. Needs in Program Evaluation

What are the key needs that you face in your program planning?

In specific areas of the program, we need more information on the following topics:

1. Needs in Program Planning
2. Needs in Program Delivery
3. Needs in Program Evaluation

What are the key needs that you face in your program delivery?

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Planning Postwar Programs for Young Farmers

R. W. GREGORY, Assistant Director, Food Production War Training, U. S. Office of Education

W. H. MARTIN

FIRST, let me state a fundamental fact concerning the present economic importance of entering Farm Work. The federal government has determined that, unless this war drags on to a long and bloody period, an enormous death toll of our young men, there will again be more young men who have not yet entered into farm work. Yet, this will not be a sufficient reason for delaying the program and making it less effective, for farm work has been identified with farm activity and has been part of the economic and social aspects of the country.

A second reason may be the fact that, unless this war drags on to a long and bloody period, an enormous death toll of our young men, there will again be more young men than have ever entered into farm work. Yet, this will not be a sufficient reason for delaying the program and making it less effective, for farm work has been identified with farm activity and has been part of the economic and social aspects of the country.

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A Good Demonstration

This teaching activity shows many essentials of a good demonstration. The fitting, movable, woodblock contains a projection screen and space for charts on the other side.

Learning by Doing

The actual demonstrations by teachers proved to be the highlight of the program. By use of the check list the group observed nearly each major step, and was closely watched by those critical at the end of each performance. Evaluation discussion on the job was done by J. R. Collins of the Department of Agricultural Education at University. From these analyses by the group and the widespread techniques used on the various jobs, the observers developed a keen sense of values at all phases of the demonstration. This was not done by some of the special teachers who were able to face the array of critical students, but of those caught the spirit of mental processes that permeated the entire program, and initiated action to permit the passing of the session. The following is a list of some teachers included in the demonstrations:

- Handling and Reparing Electric Generators
- Eating Pineapple Raisin
- Working a Lawn Mower
- Operating Lawn Mower
- Paving and Reparing Lawn
- Operating a Homemade "Trouble" Rig.

Conclusions

The following observations are listed in the interest of students and further improvement of training programs.

1. The group of growers showed interest in the methods and equipment demonstrated, every so often to constructive use. The group had a tendency to test the product by the hands of the students and by the students in the workshop. There was evidence that the program was understood to a considerable degree in all of the improvements and equipment demonstrated for improved shop organization.

2. The special teachers set high standards for themselves, in their own workmanship by the students. This phase of the clinic was a high point of the demonstration.

3. The special teachers set high standards for themselves, in their workmanship by the students. This phase of the clinic was a high point of the demonstration.

4. The program offered opportunity to learn improved techniques, such as welding a cracked metal head, on a trucker of timothy hay job. This item was high on the list of values derived from the program.

Clinic Demonstration

A typical demonstration during the clinic. Notice that the instructor stands back of the machine and takes a position behind the exhibit to his operations.

5. By the end of the program, the group as a whole showed considerable increase in picking the strengths of the weak points in a demonstration.

6. The program developed a broader understanding of the objectives of training programs. The characteristics of supervisors, teacher-trainers, teachers of agriculture, and special teachers in the work.

7. Teacher interest in further professional improvement and demand for professional instruction training clinics developed from the work.

8. At the special teachers were high- skilled in their work, they experienced much difficulty in analyzing their jobs and correlating their jobs in accessible fields.

9. We need more instructors, six inch, six, or eight inch, or more and twelve inch, or more.
High-School Boys as Emergency Farm Labor
E. B. KNIGHT, Teacher, Education, University of Tennessee

A study of the high school boys' summer employment situation brought a request from the City Superintendent of Schools for a conference with representatives of the College of Agriculture at the University of Tennessee. Particularly was this group concerned with the possibilities of utilizing the high school boys as emergency laborers on nearby farms. Foremost among the problems discussed in the conference were: (1) the actual need for farm help; (2) the willingness of the boys to use their leisure time for farm work; and (3) the type of work they would perform. The following information is based on surveys that were conducted to determine what was expected by the farmers and what was expected by the boys.

On September 30, 1945, a visit was paid to various high schools in Tennessee to confer with the county superintendents of schools, the county agents, the youth leaders of the state, the director of the Extension Service, and the state and county supervisors of agriculture.

The survey of need was made by Mr. Hobson. Mr. Hobson talked with farmers, also F.F.A. boys helping in the projects. The survey of the school was conducted by Mr. E. B. Knight.

The survey revealed that January and February were the months when the boys worked on the farms. The boys worked for the most part on farms near their homes, going to work by foot or by bicycle. The boys worked from three to five days a week, and the hours worked ranged from 4 to 6 a.m. to 6 to 8 p.m.

The survey showed that the boys worked on farms near their homes, going to work by foot or by bicycle. The boys worked from three to five days a week, and the hours worked ranged from 4 to 6 a.m. to 6 to 8 p.m.

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A State Contest in Chapter Procedure

D. B. Robison, Teacher, Kenton, Ohio

The Contest in Chapter Procedure is an excellent device to develop and stimulate the interest and cooperative spirit among the members of the Future Farmers of America. As an indicator of the interest and enthusiasm with which the members of the Kenton Chapter of the FFA are carrying on the work of their organization.

The members of the Kenton Chapter of the FFA held a contest in the procedure of the State FFA Convention. This contest was held in the afternoon of the second day of the convention and was open to all members of the chapter. The contest was divided into two parts: a written examination and an oral examination.

The written examination consisted of 50 questions, each question worth two points. The oral examination consisted of 20 questions, each question worth one point. The members were given 20 minutes to complete the written examination and 10 minutes to complete the oral examination.

The results of the contest were as follows:

- Written examination: Average score of 45.5 out of 50
- Oral examination: Average score of 18 out of 20

The members of the chapter were very pleased with the results of the contest and felt that it had been a successful event.

The contest was judged by D. B. Robison, who is the chapter advisor.

The contest was very well received by the members of the chapter and was considered a great success.
Laughter

Next best to the hearts of those funny
Three cute little things that tickle, too,
Three years old, a boy who seems to
To steal our smiles and laugh like a child.
Thieves in dark ways like precious
Jewellery in sad ways needs the sun
Light and all the sweets, by humor well
So keep your heart young with the joke

For life’s chores is lengthened by a good,
Beary laugh.
—M. L. Porter-Parker

We Need Your Help

In this issue, we introduce a new feature, "Banquet Banters." It consists of a toastmaster’s introduction of a speaker and a speech about a banquet and the gesture speech in a simplified style. The ability of a toastmaster to introduce a speaker is very important, and the feature may be helpful in the development of toastmasters. Do you like the feature? If the feature is to be continued, we shall need your help. Please let us know if you have any comments.

A Teacher of Agriculture Helps Solve Problem

(Continued from page 19)

Clarence Quay, County Agent, and Mr. McDonald, Farm Labor Assistant, are excellent.

We did not use the materials at Ortonville as we did in Minneapolis. Possibly the Minneapolis parents were kept in closer touch with the program than the Ortonville parents. Whether this is true or not, the relationship between parent and parent should be involved to at least one of the winter and spring meetings.

Living and Working Conditions. The homes of the workers were near the farms where they worked. Some of the workers also worked on farms and were paid for their labors. These farms are inherent in a family farm program where local farmers work on farms they own and make good for their part. This placement is responsible for the high percentage of youth staying through the period for which they were employed. In general, the workers were well fed with their wages. The younger and smaller boys received $1.50 per month plus board. Older and larger boys received $2.50 to $3.00 per month plus board. Some of these older boys had had considerable experience as section hands and for that reason could command higher wages.

A teacher of agriculture helps solve problem.

TOASTMASTER: Honored tonight to have as speakers, state supervisors. Many expressions of thanks are extended to the speakers and others who have been here from other states. Thanks are extended to all those who have been here from other states.

Banquet Banters

(Continued from page 19)

The Minneapolis Program

(Continued from page 19)

All helped each other, and everyone was everybody.
Just plain, "well" people.

"What Is It That the City Boy Dislikes About Living With the Farm Family?"

From a great list of "difficult" experiences, the two first items listed being the first farm families and the." Others the third quarter are quite reasonable to think that a farmer's life can be made of any large group of adults.

LITTLE CHILDREN ALWAYS FIND AROUND

THE WOMAN WAS TOO CROSS Now he was the one with a cool shop recreation. The perfect symptoms were made of cool beans and looks too long. Smiling and talking and other people are the Minneapolis best place in Yellow

Book Reviews

Food Work, by John Black, 2nd ed., Jacque Forrest, Pennsylvania, 1949, 260 pp., $1.25. Dr. Black was one of the foremost agricultural economists in the United States, and his contribution to the field was major. This book is a comprehensive treatise on the economics of food, covering production, distribution, and consumption, and it has been widely used as a textbook in the field.

The Meat We Eat, by Ziegler, pp. 376, illustrated, published by The Macmillan, 1924, 27.00. Part I deals with the economics of meat, trace the history and development of the meat industry, and review the various slaughtering methods. Part II is devoted to the processing and preparation of meat, and Part III covers the storage and preservation of meat.

Hog Rest and Utilization, by J. S. Butterfield, E. J. Parker, and W. B. Jones, published by the American Society for Hog Utilization, 1949, 196 pp., $2.50. This book is a comprehensive treatment of the problem of hog rest and utilization, including the economics of hog production, the mechanics of hog rest, and the utilization of hog waste.

Wheat, by J. C. Hooper, published by the American Society of Agricultural Engineers, 1949, 282 pp., $3.00. This book is a comprehensive treatment of the economics of wheat production, covering the history of wheat, the mechanics of wheat production, and the economics of wheat utilization.

Agricultural Economics, by E. C. Braun, published by the American Society of Agricultural Engineers, 1949, 282 pp., $3.00. This book is a comprehensive treatment of the economics of agricultural production, covering the history of agriculture, the mechanics of agricultural production, and the economics of agricultural utilization.

Economics of Agricultural Education, by W. T. Robinson, published by the American Society of Agricultural Engineers, 1949, 282 pp., $3.00. This book is a comprehensive treatment of the economics of agricultural education, covering the history of agricultural education, the mechanics of agricultural education, and the economics of agricultural education.

Economics of Agricultural Extension, by E. C. Braun, published by the American Society of Agricultural Engineers, 1949, 282 pp., $3.00. This book is a comprehensive treatment of the economics of agricultural extension, covering the history of agricultural extension, the mechanics of agricultural extension, and the economics of agricultural extension.

Economics of Agricultural Marketing, by E. C. Braun, published by the American Society of Agricultural Engineers, 1949, 282 pp., $3.00. This book is a comprehensive treatment of the economics of agricultural marketing, covering the history of agricultural marketing, the mechanics of agricultural marketing, and the economics of agricultural marketing.

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