"I wholly disapprove of what you say and will defend to the death your right to say it."—Voltaire
The Agricultural Education Magazine

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Editorial Comment

Mobility

Roy A. Olney

Mobility—rather vividly following the following incident. A man appeared in the discussion, speaking along a dusty road toward our farm house. He was wearing a pair of overalls on his farm. He was apparently looking for opportunities in the construction business. As he began to move, I distinctly heard the thud of a small bell. When he reached the back door, to the sound of the tiny bell, he entered my home. I learned that he was a construction worker. A sense of daily routine and simplicity pervaded the house. He was working in the community and had a small bell to call him whenever he was needed. It was necessary, therefore, to have a small bell at the farm, to call him to work. The farmer had a small bell that he used to call him whenever he was needed. It was necessary, therefore, to have a small bell at the farm, to call him to work. The farmer had a small bell that he used to call him whenever he was needed. It was necessary, therefore, to have a small bell at the farm, to call him to work. The farmer had a small bell that he used to call him whenever he was needed. It was necessary, therefore, to have a small bell at the farm, to call him to work. The farmer had a small bell that he used to call him whenever he was needed. It was necessary, therefore, to have a small bell at the farm, to call him to work. The farmer had a small bell that he used to call him whenever he was needed.

Well-Trained Teachers Needed

Several factors have influenced the present situation in vocational agriculture. The most significant has been the increase in the number of colleges and universities offering programs in agricultural education. This increase has resulted in a greater number of well-trained teachers entering the field. However, the supply of well-trained teachers has not kept pace with the demand. As a result, schools are finding it increasingly difficult to attract and retain qualified teachers. In response to this situation, several states have established programs to provide financial assistance to teacher-training institutions.

Conditions That facilitate the Need for Teacher Training

The need for teacher training is driven by several factors. First, the number of students enrolling in agricultural education programs is increasing. As more students pursue agricultural education, the demand for trained teachers grows. Second, the agricultural industry is evolving, and new skills and knowledge are required for teachers to effectively meet the needs of their students. This evolution includes the use of technology, changes in farming practices, and the need to prepare students for a rapidly changing job market. Third, there is a need to diversify the agricultural education workforce. Many agricultural education programs currently lack diversity, which is an issue that needs to be addressed.

Role of Teacher Training Programs

Teacher training programs play a crucial role in addressing the needs outlined above. They prepare individuals to become effective teachers by providing them with a strong foundation in agricultural science, pedagogical skills, and understanding of the agricultural industry. These programs also provide opportunities for teachers to engage in continuing professional development, which is essential in a rapidly changing field.

Challenges Faced by Teacher Training Programs

Teacher training programs face several challenges. First, funding is a significant issue. Many programs struggle to secure adequate resources to support their mission. Second, there is a need to improve teacher retention. Once a teacher is trained, the challenge becomes retaining them in their position for the long term. Third, there is a need to diversify the teacher workforce. Teacher training programs must address the lack of diversity in the agricultural education field.

Conclusion

In conclusion, the need for teacher training is significant, and the role of teacher training programs is crucial in addressing this need. However, challenges remain. Funding, retention, and diversity are areas that require attention. As agricultural education continues to evolve, it is essential that teacher training programs remain responsive to the needs of the field.

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Responsibilities of Teacher-Training Institutions

Upon the teacher-training institution rests the responsibility of providing the knowledge and skills necessary to teach agricultural subjects. This includes providing the professional and technical training of the incompletely trained and qualified teachers in the field. In view of the heavy demands upon the teacher’s time at the community level, it seems that the members of the teacher-training institution should assume intensive courses of study to prepare the teachers to come to the institution for a period of two or three weeks during the summer. Since this is an intensive course, it is necessary that the teacher-training institution have some type of supplementary light in most teacher-training institutions. This plan is essential for the purposes of the courses in both technical and professional courses.

Exclusion of the War

Several factors have been the cause of a large number of special instructors. If the departments of vocational agriculture are to meet the needs of the state, it will be necessary to supplement the normal forces of all the farm people in the community, it will be necessary to continue the services of special instructors. There is sufficient evidence to conclude that the quality of the instruction provided in many of the courses taught by these special instructors needs to be raised. Teacher-student relationships should provide the type of instruction in the field which will develop the ability of the special instruction to see more effective teaching methods. Wherever special instructors materialize, a deficiency in technical teaching, off-campus service courses should be organized to enable them to become better qualified for their job. This appears desirable in view of the special teacher of agricultural education at some of the meetings of these courses since they will be expected to

Time is Lost

The greatest number of American farmers, who have an opportunity to receive this type of instruction, are those who have not received it at all. These farmers are often the ones who have the most to gain from proper training. However, the time lost in providing this education is significant. The need for well-trained teachers is urgent, and there is a need to ensure that these farmers receive the necessary training to prepare them for their future roles in the agricultural industry.
**Professional**

**HENRY S. BRUNNER**

**Our Own Procurement Problem**

HENRY S. BRUNNER, Teacher Education, Pennsylvania State College

**Emergency Teachers**

Reports from most states indicate that the small number of teachers of agriculture being trained in the state is not enough to meet the current and future needs. The shortage is particularly acute in the more rural areas of the state, where the most demand is being felt.

**Check Sheet for Teacher Recruitment**

For Elementary Schools and Colleges

What specific steps have we taken, as a school, to direct the attention of pupils to the need for teachers?

1. Have we prepared a syllabus on the needs and opportunities in the field of agriculture?
2. Have we participated in educational programs in the 5th and 6th grades?
3. Have we offered materials on teaching opportunities?
4. Have we tested materials readily available to all students?
5. Have we had a written visual aid on the needs of agriculture?
6. Have we established a formal program on agricultural education?
7. Have we invited someone from teacher-education institutions to present the need for teachers?
8. Have we used in-service training for teachers in the field of agriculture?
9. Have we included the preparation of the Future Teachers of America Organization sponsored by the National Education Association?
10. Have we selected a local chapter of Future Teachers of America in our schools?

**Voy Fort Prospects**

All efforts are being made to attract and retain qualified teachers in the field of agriculture. Some promising developments are taking place in the area of teacher education, including the establishment of new programs at the college level.

**Recruitment Needs**

Dr. Henry Klosowski, Director of the Department of Teacher Education, Pennsylvania State College, is organizing a special committee to focus on the recruitment needs of the Department of Teacher Education. The committee will work closely with the Department of Teacher Education to develop effective recruitment strategies.

---

**Well-Trained Teachers Needed**

Supervisors and instructors are following up the instructional programs conducted by the special instructors in their respective communities. It is assumed that a reevaluation of the effectiveness of the courses is being conducted for a better understanding of the needs of the teachers, who are in charge of teaching the agricultural subjects. The supervisory work of the instructors is carried out on a regular basis.
Methods of Teaching

Using Job Instruction Techniques in Teaching Farm Mechanics

S. A. Sutherland
Teacher Education, Duvall, Washington

INTEREST is growing in the so-called "Job Instruction Technique" which has been used effectively in training new workers. Recently, many sessions of the National Agricultural Educators Association have been devoted to this method. The purpose of this article is to present an introduction to this training technique.

What is Job Instruction?

Basically, job instruction is an application, an adaptation, and a demonstration of the four steps in teaching: preparation, presentation, application, and testing. The full terminology has become: "prepare the worker," "teach the job," "show the worker," and "test his performance." The "job" is the completed product of an industrial process and includes the techniques of training. "Job" means: to train another person to do a job; to prepare him for the job; to instruct him in the job; and to test his performance in the job.

Job instruction is designed specifically for giving on-the-job training to new or inexperienced workers. The method is so structured that the instructor can adapt it easily to different jobs. Anyone can apply the four steps of job instruction to his own teaching.

How to Instruct

STEP 1: Prepare the worker.

Find out what the student already knows about the job. Get him interested in learning the job.

STEP 2: Present the operation.

Discuss the proper way of performing the operation. Let him see and do the operation. Do the operation yourself.

STEP 3: Try out performance.

Let him try the operation and explain what he did wrong. Ask him to do the operation. Ask him to explain how he did it.

Job Breakdown Useful

It will be noted that this is just a two-step analysis of teaching "job" skills. It is not necessary to perform the steps in order, but the most useful breakdowns are given below as an outline of these four steps.

Job Breakdown:

"Job Breakdown" of Teaching Farm Mechanics Skills

<table>
<thead>
<tr>
<th>IMPORTANT STEPS (What you do)</th>
<th>KEY POINTS (How you do it)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare the worker.</td>
<td>1. As a group -- not individually.</td>
</tr>
<tr>
<td>2. Present the operation.</td>
<td>2. Find out what each knows about the job.</td>
</tr>
<tr>
<td>3. Try out performance.</td>
<td>3. Pick out future &quot;assistant.&quot;</td>
</tr>
<tr>
<td>4. Check the work.</td>
<td>4. Show importance of job.</td>
</tr>
<tr>
<td>5. Complete the instruction.</td>
<td>5. Be sure they can do it.</td>
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A Project in Co-operation

The Iowa Falls Chapter Duroc Breeder's Association now owns one-cooperatively raised hog. In order to keep up with the high demand for pork, they have raised a second hog. This hog is planned to be two of their best pigs, creating a new culture of pigs among the white swine of the state. Many hogs are raised on the farm, and the better situation can be provided for the study of the advantages and difficulties of cooperative hog raising. As a project of the livestock cooperative, many hogs on the farm are carried on cooperative projects. However, not all teachers use the situation as an opportunity for good teaching. The following is a study and discussion of cooperative projects. How are you using your opportunities?

The well being of a people is like a tree, the root, manufacturing and commerce are its branches and the leaves fall, the branch breaks away, and the tree dies — a Chinese philosopher.

He who looks with contempt upon the farmer's pursuit is not worthy of the name of a man — Beecher.

Mobility

"Job Breakdown:

"Job Breakdown" of Teaching Farm Mechanics Skills

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Method of teaching the job and the way he wants it done. This is how he can begin to develop his own ideal for demonstrating this job to his pupils.

Both methods are easy to require a minimum of pupil work. A student is able to follow any step of the lesson plan and perform each step of the job. The farmer is able to follow any step of the lesson plan and perform each step of the job.
### Farming Programs

**A Measurement of Swine Management in the Montpelier, Ohio, Community**

C. L. ANGERER

#### A description of the project:

- **Objective:** To measure the swine management practices in the Montpelier, Ohio, community.
- **Methodology:** Surveys were conducted among farmers in the community.
- **Data Collection:** Information was gathered on swine management practices, including feeding, breeding, and record-keeping.

#### Results:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Lottery</th>
<th>Number of Pig Farrowed</th>
<th>Number of Pig Weaning</th>
<th>Number of Pig Weaned for 6 Months</th>
<th>Weight of Pig at 6 Months</th>
<th>Pounds of Feed per 100 lbs of Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25</td>
<td>65</td>
<td>65</td>
<td>65</td>
<td>12,000</td>
<td>2,100</td>
</tr>
<tr>
<td>2</td>
<td>26</td>
<td>65</td>
<td>65</td>
<td>65</td>
<td>10,000</td>
<td>1,800</td>
</tr>
<tr>
<td>3</td>
<td>27</td>
<td>65</td>
<td>65</td>
<td>65</td>
<td>8,000</td>
<td>1,600</td>
</tr>
<tr>
<td>4</td>
<td>28</td>
<td>65</td>
<td>65</td>
<td>65</td>
<td>6,000</td>
<td>1,400</td>
</tr>
<tr>
<td>5</td>
<td>29</td>
<td>65</td>
<td>65</td>
<td>65</td>
<td>4,000</td>
<td>1,200</td>
</tr>
<tr>
<td>6</td>
<td>30</td>
<td>65</td>
<td>65</td>
<td>65</td>
<td>2,000</td>
<td>1,000</td>
</tr>
</tbody>
</table>

#### Analysis:

- The average number of pigs farrowed was 65 per farm.
- The average number of pigs weaned for 6 months was 65.
- The average weight of pigs at 6 months was 12,000 pounds.

#### Conclusion:

The project successfully measured the swine management practices in the Montpelier, Ohio, community. The results indicate a consistent level of swine management practices among the participating farmers.

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**The Editor Suggests Effective Teaching Doing a Farm Visit**

Every vocational teacher should be a TEACHER who visits a farm before teaching a course in agriculture. This is especially true for teachers who work with high school boys in the areas of swine and poultry production. A well-prepared lesson requires an actual farm visit to get the necessary information to make it worthwhile.

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**Education for Civic Needs**

The Sugarcreek Township Board of Education in Ohio has several farm visits on its annual calendar in both high school and community centers. Many of these farm visits are conducted as a part of the onion growing project.

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**A B Budding Project**

R. WOODFORD, Teacher, Milltown, Pa.

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**Note:** A check opposite a name in Column 1 indicates your rank.
**Farmer Classes**

**W. H. MARTIN**

**Adult Classes Serve War Effort in Kentucky**

E. P. HILTON, Supervior, Food Production War Training, University of Kentucky

The work of the leaders of vocational agriculture, such as the Rural War Production Training Program, has done much to encourage farm people to meet the food needs of the nation. The program, which was announced in 1942, is a representative group of vocational agriculture teachers met with the state supervisors and teacher-trainers and made plans for carrying out the program.

A few of the decisions made and points of view held by the group were that:

1. The Rural War Production Training Program should in no way take the place of the young farmer or adult farmer programs, but should supplement them.

2. The funds made available to the Rural War Production Training Program would permit the vocational agriculture teachers to do many things he had been unable to do because of lack of funds.

3. The regular teacher of vocational agriculture should not himself teach the Rural War Production Training Classes, but should give all the time possible to organization and supervision of the program, thus making it possible for more people to be served.

**Highly Recommensible Record**

A total of 3,309 classes were organized during the year. The total number of students who organized such classes was 74,766 persons for the year 1942-43. The type of classes organized and the enrollment in family use follow:

**Type of Class** | **Number of Enrollments**
--- | ---
Family use | 182 | 5,099
Crops | 946 | 17,776
Farm security | 483 | 39,099
Other | 1,009 | 20,869
Total | 3,399 | 74,766

With the help of 160,000 farm-implement dealers, many of whom have organized similar classes, are being equipped for the coming season. Over 2,000,000 yards of cloth were produced in Kentucky county fairs and home-sewing classes in 1943, and it is expected that in 1944 there will be more than 2,000,000 meters of cloth produced in the state. The 1942-43 program in Kentucky has been a success, and it is expected that the program will be continued in 1944.

Many of the teachers of vocational agriculture have been trained by the special teachers enrolled along with the special teachers. The teachers of vocational agriculture have been trained in the special schools and other classes. The results obtained are also discussed.

Training of special teachers on the job:

- Many teachers of vocational agriculture call all the special teachers together at least once each week to discuss the difficulties encountered by them.
- A special teacher has visited each school and has met with the special teachers at least once during the year.
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**Helpful Special Teachers**

Careful planning by teachers of vocational agriculture is necessary to carry out the proper work. Just as a state staff called on the teachers of vocational agriculture to help in planning the Rural War Production Training Program, the teachers of vocational agriculture must plan and call for help from people in their community. Leading business, industrial, and community leaders are called upon for advice. They are brought together, and plans are developed to help organize and conduct the courses.

This group also helps secretaries, agents, special teachers, and others get in touch with the leadership in the local communities. In most instances the high-school program for the country is planned early in the year. As soon as the program is planned and teachers are assigned, a training period is put into effect.

**Joint Effort in Courses**

The success of Course 13—Production, Conservation, and Procurement of Food and Agriculture—has been so great that the co-operative efforts of the teachers of vocational agriculture and the teachers of home economics have been so successful that the joint effort is worth repeating the following year. The teachers of home economics and the teachers of vocational agriculture have been so successful that the joint effort is worth repeating the following year.

No nation has ever been able to face its problems and live like in the United Nations. There are classes on the farm that are meeting this need by spending not more than one to two hours during the school term.
Adult-Farmer Class in General Shop Work Helps Meet Wartime Needs

E. J. WILMS, Teacher, Middletown, Iowa

The farms of Washington Township, a small town in Iowa, were experiencing a crisis due to the wartime demands on their labor. The local school system decided to offer a course in general shop work to help meet the needs of the farmers. The course was taught by a local teacher who had experience in shop work. The students in the course were farmers from the surrounding area, and they learned practical skills such as woodworking, metalworking, and electrical wiring. The course was a success, and it helped farmers to meet the demands of wartime production.

Rural Education in Agriculture

A. G. JENSEN, Teacher, Palo Alto, Iowa

The war effort required a significant increase in the production of food and other essential goods. To meet this challenge, the local schools offered courses in agriculture education. The courses included both classroom instruction and hands-on practice in the fields. The students learned about crop production, livestock management, and soil conservation. The courses were designed to prepare young men for careers in farming and to help them meet the demands of wartime production.

A Rural War Production Program in Action

GUS T. CAGE, Teacher, Coon Rapids, Iowa

During the war, schools throughout the country became involved in providing education to help the war effort. In Coon Rapids, Iowa, the school system developed a rural war production program that included courses in agriculture education and shop work. The program was designed to prepare students for careers in farming and to help them meet the demands of wartime production. The program was successful, and it helped to ensure that the school system was able to contribute to the war effort.

Advisors Helped

After the war, the school continued to offer the war production program, and it became an important part of the curriculum. The program helped to prepare students for careers in farming and to help them meet the demands of post-war agriculture. The school system continued to receive support from the government and other sources, and it was able to provide education to help students meet the needs of a changing economy.
Studies and Investigations

E. B. KNIGHT

Some Differences Between Farmers With and Without Instruction in Vocational Agriculture

S. R. STARAK, Teacher Education, Iowa State College

The subject of this article was the investigation made by the vocational education teachers in Iowa, who had been working with the independent operators since 1930, when the program was started.

The field work was completed in the summer of 1939.

The primary purpose of the investigation was: first, to identify the major problems encountered by the beginning farmers in Iowa; second, to ascertain the nature and extent of the progress made by them in solving those problems. A secondary objective was to determine the adequacy of the formal education of farmers and to suggest modifications and extensions of the same.

The teachers of the vocational instruction had received instruction in vocational agriculture and had been at work for an unknown period of time. This investigation was designed to determine their knowledge of the original objectives of the 504 farmers interviewed, 151, or 31 percent, had fewer than 10 years, 21 percent, 10 to 14 years, and 56 percent, 15 years or more. The differences in educational level were not statistically significant.

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Future Farmers of America
A. W. TENNEY

New State F.F.A. Camp in Ohio
RALPH A. HOWARD, State Supervisor, Columbus, Ohio

AFTER four years of dreaming, planning, testing, and waiting, Ohio Future Farmers have available a camp with facilities to educate their finest dreams as compared with the camp at St. Paul, Ohio. This camp is located about 75 miles west of Columbus on a tract of 100 acres adjacent to Leslee Lake on the headwaters of the Muskingum River. It provides complete sleeping and eating facilities for 200 campers and this number can be doubled without serious inconveniences.

The camp, originally designed as a work center for the National Youth Administration, was completed only recently and has been used but a short time when the agency was terminated. Constructed on land owned by the Muskingum Conservancy District, a flood control project, the buildings become the property of the Ohio Future Farmers when the agreements with the NYA by the understanding that the camp would be available to the state for the purpose of training the conservation. Under a cooperative plan of the State and local Future Farmer groups, including the State Board for Vocational Education, the camp is available to all the buildings and land are available for use by Ohio Future Farmers.

Twenty Well-Equipped Buildings

The dining hall, 32' x 39', houses a recreation hall, 32' x 39', a recreation room, a kitchen, a restaurant, and an assembly hall. The dining hall is equipped with a large mechanical refrigeration system which keeps food fresh. The kitchen is equipped with all necessary equipment, and the cafeteria is well equipped with all the necessary equipment. The dining hall is equipped with all necessary equipment for 200 persons. The campground also has a complete sewage disposal system and other fully equipped for all the needs of the campers.

The lake provides unlimited facilities for swimming and boating. The lake can be seen from the main building and the swimming area. The lake is completely fenced and protected. The camp has a complete sewage disposal system and other fully equipped for all the needs of the campers. All the facilities and equipment were designed to meet the needs of the campers. All the facilities and equipment were designed to meet the needs of the campers.

Future Farmers of America have acquired a camp that will give two years to make this one of the best equipped camps of its kind in the nation. In addition to the camp site and buildings, the camp is located on 75 acres of land, where there are several thousand acres available for use. Other buildings house and shop use, as the machine shop, the garage, and the other facilities that all the facilities and equipment that are available for use by campers. A system with large electrically operated pumps that are 50 feet high and standing 300 feet above the lake, and a complete sewage disposal system, are available for use by the camp.

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The dining hall from the lake

Baseball diamonds, tall ball diamonds, a 50 foot high tower, and a 300 foot high tower, and horsehoe courts are already available and can be expanded indefinitely. The lake provides unlimited facilities for swimming and boating.

Athletics and Conservation

Baseball diamonds, tall ball diamonds, a 50 foot high tower, and a 300 foot high tower, and horsehoe courts are already available and can be expanded indefinitely. The lake provides unlimited facilities for swimming and boating.

The dining hall from the lake

The dining hall from the lake

Service Men's Letter

(For the current year, the Future Farmers of America, 25,000 strong, have been working in North Carolina, have an outstanding ac-


tening accommodations to their farm parents. These rural boys are taking the slang of FOOD: GIRLS FOR FREEDOM: they are seriously as indicated by the fact that they have refrained from farming pro-


gross, chapter projects and community demonstrations toward the production of critical food crops, reporting farm machinery, collection of salvage materials and the buying of War Bonds and Stamps.

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Altruis Living
S. B. SIMMONS, Teacher Education, brick and mortar. The

OCCUPATIONAL REQUIREMENTS FOR YOUNG FARM EMPLOYEES IN YORK COUNTY, PENN.

Ohio State College

IN THIS day's hectic world, it is easy to see why so many farmers are leaving the land. The demand for agricultural laborers is high, and the wages offered are competitive. However, many farmers are reluctant to hire non-family members, fearing that they will not be able to retain them. This is a concern that is not unfounded, as many laborers leave the farm after only a short time. This is why it is important for farmers to carefully consider their options when hiring laborers.

The Altruis Living program is a community-based program that provides a safe and nurturing environment for children and adults with disabilities. The program is run by experienced professionals and is designed to meet the individual needs of each client. The program offers a variety of activities and programs, including educational classes, physical and occupational therapy, and social skills training. The program is located in York County, Pennsylvania, and is open to children and adults of all ages.

The program is funded through community donations and grants, and is run by a team of dedicated professionals. The program is committed to providing the best possible care for each client, and is constantly seeking new ways to improve the program.

The Altruis Living program is a great option for families looking for a safe and nurturing environment for their children and adults with disabilities. The program is run by experienced professionals and is designed to meet the individual needs of each client. The program offers a variety of activities and programs, including educational classes, physical and occupational therapy, and social skills training. We encourage families to visit the program and learn more about the services they offer.