The substantial prosperity of a country is always in the ratio of its agricultural industry and wealth—Jesse Buel.
Editorial Comment

An Appeal for Research Articles from the Teacher Front

FIVE years ago the writer directed a communication to state supervisors of agricultural teachers in the South asking for suggestions concerning the extent and the nature of research carried on by the classroom teacher within their states. The names and addresses of teachers and the subjects of investigations with which they were identified were requested.

The principal purpose in making the request was to locate and secure desirable copy material for the "Studies and Investigations" section of The Agricultural Education Magazine. The results were very gratifying.

Many of us were surprised to learn thru the 1935 inquiry that agricultural teachers were actually devoting an appreciable portion of their time to research and that much of it was original, sound, respectable, scientifically conducted researches. Today there are definite indications of an even greater interest in research activities out on the teacher front. In order to keep a flow of practical research reports coming to the magazine from teachers of agriculture, as well as from the special research workers, a new and up-to-date list of teacher-conducted investigations is needed. Specifically this is an appeal for research article contributions and particularly for articles originating with class-room teachers. Even thru, for the sake of time and economy, we are using the columns of the magazine to carry the appeal to you instead of the usual personal letter, the need is just as urgent as ever.

If every supervisor or teacher-trainer would encourage just one teacher within his state to prepare and submit a good feature research article to the magazine, we would have enough copy to keep the investigations section going for at least two years, and probably then some. Who knows but that before then we will be conducting our investigations on the "country corners?" Let's have your research article now, while it is still fresh and new. Why not make it a "must" on your list for this year to produce at least one good research article from your state? Incidentally, keep up the work of sending in just as many or more reports of special research studies from your own or region. Contributions may be submitted directly to the editor, Dr. O. C. Adams, Athens, Georgia, or you may follow the more customary procedure of sending them first to the research editor—C. S. A.

Shall We Continue to Have Watch Dogs?

If you were a member of the Future Farmers of America, how would you like to be elected as Farm Watch Dog? In many chapters you were probably large as to small of stature compared to your fellow members. And if in such a chapter for being elected to the office would be very good. The election of a Farm Watch Dog is the big joke or fun period of exciting FFA officers. That is true because of the very title of the office. No one cares to be called a dog even tho a dog may be one of man's best friends. What do parents think when the boy reports the election results and says, "I was not elected as the Farm Watch Dog?"

There is no question concerning the advisability of having a boy to perform the duties that are associated with the Watch Dog office. Most organizations have an officer that attends the door, introduces guests and sits in the front row of the assembly that is meeting. In many cases it is necessary for the advisor to be present for safety and sometimes for the purpose of interpreting the correct order. In some cases it is necessary to the advisor or for some reason the advisor is not present in order to give the boys to take their obligation seriously and endeavor to be worthy to the position. Why do chapter members think of a boy to have the experience of performing a change in the office. Surely a boy who has the experience of serving in the various offices and positions that are associated with the Watch Dog office is entitled to the opportunity of sitting in the rear of the assembly and changing the officials. If he is a Future Farmer of America, he should be entitled to the opportunity of being elected as a Watch Dog.

In the future years the Future Farmers of America should have a Watch Dog and it should be a Future Farmer of America. Why not give all the boys a chance to be elected as Farm Watch Dog?
Agricultural Education for Professional Vocational Agriculture

ALONZO M. MYSTER, Teacher Education
Virginia State College, Embl,
Securing Good Results in Producing Pork

RALPH L. BENDER, Teacher Education
The Ohio State University

The methods outlined in this section are designed to help farmers secure good results in producing pork. The methods are based on sound scientific principles and are thoroughly tested in the field. They are simple to use and will give satisfactory results if followed closely.

Methods

Securing Good Results in Producing Pork

RALPH L. BENDER, Teacher Education
The Ohio State University

The boys are fully aware of the importance of getting good results in their farming programs and the effect of the results in terms of contributing to the way in which they can become productive farmers. By following these methods, they will be able to improve their home farm business, and by becoming professionally skilled in farming, they can become attractive to prospective employers.

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Some Methods for Motivating and Evaluating Improvement Projects in Poultry

GRADYON BLANK, Ames, Iowa

Good Are Set and Problems Studied

Here was our place to start. The boys themselves suggested that we find out how they could improve the production of the home flocks. Some asked for help in feeding, others wanted help in health management, and the parents asked questions about using lights.

Here began several weeks of discussion in which interesting teaching I have ever done. We were impressed by the interest and the need for help that the boys had. The questions and answers revealed that every flock has its own special problems and that factors which would influence the production of any flock are unique. For this purpose, we decided to look at the following points: 1) the breed, 2) the sex, 3) the flock, 4) the age of the birds (including the control of diseases and parasites), 5) the time of the year (including the control of diseases and parasites), 6) the feed, 7) the number of hens per flock, and 8) the size of the flock. By looking at these factors, we could use them to identify the flock and, in turn, get information about the flock that would be useful in identifying the flock's problems. We also found that the flock's production could be increased by looking at these factors:

- The breed and sex of the birds
- The age of the birds
- The control of diseases and parasites
- The feed
- The number of hens per flock
- The size of the flock

Results Provide Basis for Evaluation

Our results have been very encouraging. We have received excellent cooperation from the boys' parents, and the boys show a definite interest in improving their flocks. The boys are now looking for ways to improve their production, and they are interested in the problems of their flock. In the future, we will continue to look at these factors and see how they can be used to improve the production of the flocks.

Good Practices Are Determined

Next, the boys wanted many sort of a list of the "good" practices to use. As their teacher, I suggested that they determine what practices were considered to be good for producing eggs and then list the practices that were considered to be good for producing eggs. These practices are listed in the following order: 1) the breed, 2) the sex, 3) the flock, 4) the age of the birds (including the control of diseases and parasites), 5) the feed, 6) the number of hens per flock, and 7) the size of the flock. By looking at these factors, we can use them to identify the flock and, in turn, get information about the flock that would be useful in identifying the flock's problems.

Coaching gives the boys a chance to improve the production of their flocks. They are now looking for ways to improve their production, and they are interested in the problems of their flock. In the future, we will continue to look at these factors and see how they can be used to improve the production of the flocks.

Community Hatchery

Prosperous

MORRIS FARROW, Teacher, Linden, Texas

A custom hatchery with a capacity of 25,000 eggs per year was established in Linden, Texas, at the beginning of the year.

The hatchery was set up to provide eggs for the local market and to provide a new source of income for the community. The eggs are sold to local farmers who use them to produce chickens. The hatchery is operated by a group of local farmers who provide the necessary equipment and labor.

The hatchery is located on a farm on the outskirts of town. The farm has a large number of chickens and is well equipped to handle the hatchery's needs. The eggs are collected from the farm and taken to the hatchery where they are collected and sold to local farmers.

The hatchery continues to grow and improve every year. The farmers are very pleased with the results and are excited about the future of the hatchery. They are looking forward to expanding the business and providing even more eggs for the local market.
Improving Practices Than Farmer Classes

S. S. SUTHERLAND, Teacher Education

California

F. R. ALEXANDER, Farmer Education

Can teachers of vocational agriculture increase food production by the farmers of this community through the guidance of the extension service? The answer seems to be yes, and is being done throughout the entire country.

S. S. Sutherland

Improving Practices Than Farmer Classes

Floyd Bidwell, former Farmer Farmer of the Fall River high school at Mt. Airy, California, told the audience at the annual conference of the California Teachers Association that an extension service can help farmers increase their efficiency.

He said that the extension service can help farmers improve their farms by giving them new ideas and methods of farming. He also said that the extension service can help farmers save money by giving them information on how to save money on fertilizer and other farm supplies.

He went on to say that the extension service can help farmers increase their production by giving them information on new crops and new farming methods. He also said that the extension service can help farmers increase their income by giving them information on how to sell their crops.

He ended his talk by saying that the extension service is a valuable asset to the farmer and that it is important for farmers to take advantage of it.

Building Beef Cattle Projects

Next he found that the average buy in his county was much too small. He found that the cattle were too small, and that the market for the cattle was too small. He also found that the extension service was not doing enough to help the farmers with their beef cattle projects.

J. T. Thompson, on the staff of the Soil and Water Conservation Division of the University of California, told the audience at the annual conference of the California Teachers Association that the extension service is doing a good job in helping the farmers with their beef cattle projects.

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He ended his talk by saying that the extension service is doing a good job in helping the farmers with their beef cattle projects. He also said that the extension service is doing a good job in helping the farmers with their beef cattle projects.

The next talk was given by the Rev. E. H. Martin, who spoke on the importance of teaching the children about the farm. He said that the children need to learn about the farm because they will be the ones to take care of the farm in the future.

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He ended his talk by saying that the children need to learn about the farm because they will be the ones to take care of the farm in the future.
Organizing a Course in the Operation, Care, and Repair of Farm Machinery on a War-time Basis in a One-Man Agricultural Department

HOWARD F. CHAPPELL, Regional Supervisor
Califonia

Agriculural Mechanics

This article describes how Ernest Tonnere, a one-man agricultural mechanic at Escalon Union High School, in California, has organized and conducted a schools’ course in the operation, care, and repair of farm machinery. Mr. Tonnere is a former vocational agriculture teacher and has been teaching the machinery repair course at Escalon for over 20 years. This is his story of organizing, which has proven so successful, to be told in his own words.

Description of Community

Escalon is a small community having a high school with an enrollment of approximately 200. It is a typical farming community, with the majority of the students involved in agricultural pursuits. The community is interested in getting its students trained in the repair and operation of farm machinery and classroom work. They want to see the students equipped to be able to take care of their farm equipment and classroom work. The community has had some experience in organizing courses in this field before, but the previous attempts have not been as successful as the one described in this article.

Preliminary Preparation for Organization of Course

We were very fortunate in getting an early start and in receiving exceptional support from the farmers in the community. The students, their parents, and one other person, all contributed to the organization of the course. The students and their parents prepared a plan for the course, and we worked together to make it a success.

The course was organized as a one-man course. The students were organized into small groups, and each group was responsible for a specific task. The students were taught how to do the tasks and were given the materials they needed to complete them. They were also given the opportunity to learn from each other and to ask questions when they needed help.

Summary

1. Preliminary preparation, necessary so the organization of the course can be effective. We must have the students, the parents, and the community involved in the planning of the course.
2. The course should be organized in such a way that the students can participate fully.
3. The course should be organized to fit the needs of the students and the community.
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5. The course should be organized to fit the needs of the students and the community.

Visual Aids in Classroom Instruction

The use of visual aids in classroom instruction can enhance the learning experience for students. Visual aids can help students to visualize concepts and ideas, which can improve their comprehension and retention of information.

Equipment

- Transparency projectors
- Overhead projectors
- Whiteboards
- Chalkboards
- Flip charts
- Chart paper
- Projection screens
- Interactive whiteboards

Methods

- Visual aids can be used to illustrate and reinforce concepts.
- Visual aids can help to engage and hold students’ attention.
- Visual aids can be used to summarize and review information.
- Visual aids can be used to create a more interactive and dynamic learning environment.

Benefits

- Visual aids can help to improve student engagement and participation.
- Visual aids can help to improve student comprehension and retention of information.
- Visual aids can help to make the learning process more enjoyable and engaging.
- Visual aids can help to improve student retention and recall of information.

Possible Uses

- Visual aids can be used in a variety of educational settings, including classrooms, lecture halls, and online courses.
- Visual aids can be used to teach a wide range of subjects, including science, math, and history.
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Conclusion

Visual aids can be a valuable tool for classroom instruction and can help to improve student engagement, comprehension, and retention of information. By using visual aids effectively, educators can create a more dynamic and interactive learning environment that is more engaging and enjoyable for students.
One Year of Program-Planning and Evaluating
H. M. HAMLIN, Teacher Education
Urbana, Illinois

The observational picture of the Preston Agricultural College in 1940 is one of several that have been taken in various parts of the United States. The college has been successful in providing a well-rounded education for students in the agricultural field. The college has shown a definite trend towards specialization and the development of more courses in fields such as animal husbandry, crop science, and soil science. The college has also made efforts to develop better facilities for research and extension work.

Six Schools in the Study
Six schools in various parts of the state participated during the first year. These schools were selected on the basis of their size and the number of students enrolled. The study was conducted at the beginning of the second year.

The project is in its final year. During the first year, each school took the following steps:

1. A council of faculty members was held, usually consisting of nine persons, but sometimes ten.
2. In the schools with six or more council members, a chairman and a secretary were appointed.
3. A working group of the council held at least one meeting.

The results of the study indicate that the council meeting is an effective way to plan and evaluate the program. The council members are able to discuss the program and share ideas that may lead to improvements.

Six Chairs in the Study
Six chairs in various parts of the state participated during the first year. These chairs were selected on the basis of their size and the number of students enrolled in the agricultural program.

The project is in its final year. During the first year, each chair took the following steps:

1. A council of faculty members was held, usually consisting of nine persons, but sometimes ten.
2. In the schools with six or more council members, a chairman and a secretary were appointed.
3. A working group of the council held at least one meeting.

The results of the study indicate that the council meeting is an effective way to plan and evaluate the program. The council members are able to discuss the program and share ideas that may lead to improvements.

By-Products of Study
There have been some important by-products of the project. The communities have shown an increased interest in agriculture. Teachers and students have been more involved in their classrooms and in the community. The communities have also shown an increased interest in agricultural education. The communities have been more involved in the planning and evaluation of the program.

The observation that agriculture is not provided for in the standard curriculum is quite common. To attempt to rectify this condition, research and correlation among the learning objectives and the teaching-learning situations has been under way at the school. The results indicate that a school may not be able to provide a complete agricultural education program in the community, but it can provide a program that will be of help to the community.

The growing population of visual learners has led to the development of new teaching-learning situations. In these situations, the students are provided with visual aids that may not be provided in the traditional classroom. For example, visual learning situations may include the use of visual aids in the classroom, the use of visual aids in the home, and the use of visual aids in the community.

Each community has found plenty of things to do in the visual field. There have already been important visual aids developed that are more appropriate for the community. In the future, the communities will be able to develop more visual aids that will be more appropriate for the community.

Need for Visual Aids
In the field of vocational education in agricultural and related subjects, visual aids are in great need. Much of the technical literature is not easily readable, and the visual aids that are available are not as effective as they could be. The communities have shown an increased interest in developing visual aids that are more appropriate for the community.

References
Agricultural Education for Negroes

Agricultural Education for Negroes is not concerned among the all-day, long-time and evening group members. The program of the South's operation of the last few years has made possible the successful control of supervised farming programs. Adults carry out soil building and soil conservation programs at parts of their supervised farm practice. Once comprised of a number of supervised projects, present-day supervised farming programs consist of a balanced group of experimental enterprises, importance programs and supplementary practices of new scope that many boys possess a potentiality of considerable offerings in cash plus sizable stock and equipment - turn poultry.