"AFTER what I owe to God, nothing should be more dear or more sacred than the love and respect I owe to my country.” —De Thou
Do we need a new educational system? It is not too soon for us to consider the possibilities of revamping the educational system in the light of the changing social, economic, and technological conditions of our time. The need for change is evident. Our educational institutions, from the elementary school to the university, have been designed for a society that is different from the one we live in today. The rapid pace of change in society, the increasing diversity of the population, and the changing nature of work all require a new educational system that is more responsive to the needs of students and society.

Recent research has shown that the traditional educational system is not effective in preparing students for the real world. Many studies have found that students do not gain the skills they need to succeed in the workforce or in life after graduation. This is particularly true for students from disadvantaged backgrounds, who are more likely to drop out of school or fail to graduate.

The traditional educational system also fails to address the needs of students who are not interested in pursuing traditional academic paths. Many students today are more interested in learning how to use technology, how to solve problems, and how to communicate effectively. These are skills that are essential in today's society, but are not emphasized in traditional educational settings.

In conclusion, it is clear that a new educational system is needed. This system must be more flexible, more responsive to the needs of students, and more focused on preparing students for success in the real world. Only by doing so can we ensure that our educational system remains relevant and effective in the face of rapid social and technological change.
Improving Farm Machinery Content Course

Methods of Teaching

G. P. DEVEO

SPECIAL, untimed teachers have more control over their own teaching, and are in a good position to do a very creditable job of providing instruction in the repair, testing, and maintenance of equipment. Our responsibility is to give the students a chance to practice and gain self-confidence.

Forty-five courses enrolling 620 farm machinists were conducted by the author as a group which was representative of the farm machinery courses taught during the school year, 1942-1943.

The following are the results of findings on farmer enrollment, activities, instructions, observations, and suggestions for improving the course follow:

Farm Enrollment

Age: The group ranged from 17 to 72 years of age, with all age groups represented.

Education: Seventy-one percent had completed the eighth grade, 28 percent were high school graduates and four percent were college graduates. Percent of percent failed to complete the elementary school.

Distance from Farm: Seventy-six percent lived within a five-mile radius of the college campus, 20 percent within one and one-half miles and all within a radius of 12 miles.

Married and Family Status: Over 60 percent of the men were married, and of these, there was an average of 1.8 children at home.

Farming Status: Eighty-nine percent of the group had operated farms for 25 years or more, and 60 percent had been farmers for 20 years or more. Of the group, 56 percent had been farmers for 10 years or more, and 20 percent for 5 years or more. The remaining 25 percent were not farmers.

Value of Farm Machinery and Equipment: Farmers estimated the value of their farm machinery and equipment at $20,000 or more, and the value was at least $25,000.

Availability of Second Items of Equipment: Farmers were asked to check whether or not selected items of equipment were available on their farms.

These data are shown in Table I below.

From Table I it is obvious that less than 30 percent of the farmers had a workshop of any kind, and that the farm was not designed for repair or construction work. Considering the fact that there are many small farmers and better equipped farmers, this fact bears special significance as it indicates that the necessity for more instruction for the repair of farm machinery and the maintenance of equipment. A comparison of the percentage of farmers having running water at home and a shop indicates that running water and running water and a shop are limited.

Aiding and Training for Farm Machines

An analysis of Table II shows that most farmers, 50 percent, have been trained in maintenance, and that about 42 percent have had some training in repair of farm machines. Several of the farmers have attended extension classes on this subject, and some have had machine repair classes in the high schools.

A comparison of the percentages of farmers having automobiles indicates that they are small in number, and that less than 50 percent of the farmers are familiar with the care and maintenance of automobiles.

TABLE I

A Summary of Instruction

The units of instruction carried are as for the 45 courses, the number of students enrolled and the number of courses completed are shown in Table III.

The results of the instruction are as follows:

Space does not permit a detailed breakdown of each unit of instruction. However, a summary of the results of the instruction is given in Table III.

The activities

The activities include the following:

Conferences with farmers have been conducted in the workshops, and in the field. The farmers have been taught the importance of maintaining their own machinery and equipment. In addition to these conferences, the farmers have been taught the value of maintaining their own equipment.

The following conclusions are drawn from the results of the instruction:

The importance of improving the instruction in the repair of farm machinery and equipment is indicated by the results of the instruction. A comparison of the percentage of farmers having running water at home and the number of farmers who have running water at home indicates that running water is limited.

Aiding and Training for Farm Machines

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Repetition for Fixation

INTEREST, understanding, and use are the three most frequently mentioned factors that contribute to good teaching.

What is the fourth factor? What is the fifth factor? What is the sixth factor?

The answers to these questions are: Repetition for Fixation.

1. Repetition for Fixation. The fact that repetition for Fixation is the fourth factor is based on the following facts:

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5. Repetition for Fixation. The fact that repetition for Fixation is the fourth factor is based on the following facts:
The very nature of California’s agriculture necessitates continued dependance upon great numbers of temporary labor. The lack of production of essential fruits and vegetables is a constant concern. The agricultural labor force has never been a character on California farms. It has been a series of ‘foreigners’ or ‘strangers’ who have streamed in from other parts of the world to work the land. Now, the California teacher of agriculture is faced with the responsibility of training the farmer or his sons to quickly transit to the skilled laborers the “third grade”.

Farm workers have always been untrained. Farmers have not been able to train their workers except by calling upon the native agricultural workers to help. Teachers have had to train their own students to operate the farm equipment. As a result, the native agricultural workers have done much of the farm work. This has not been the case in California farms. These workers have been trained and have become more knowledgeable about the farm work. This has resulted in an increase in the efficiency and effectiveness of the farm work.

In addition, the native agricultural workers have been able to provide the farm work with a better quality of work. This has resulted in an increase in the efficiency and effectiveness of the farm work.

In the context of the current situation, the California teacher of agriculture is faced with the responsibility of training the farmer or his sons to quickly transit to the skilled laborers the “third grade”.

In contrast, the current situation is different. Teachers have had to train their own students to operate the farm equipment. As a result, the native agricultural workers have done much of the farm work. This has not been the case in California farms. These workers have been trained and have become more knowledgeable about the farm work. This has resulted in an increase in the efficiency and effectiveness of the farm work.

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Farming Programs

C. L. ANGERER

The Use of Credit by Students of Vocational Agriculture

R. W. CLINE, Teacher Education, University of Arizona, Tucson

From analyses of farming activity conducted by students of vocational agriculture, it appears that the practice of sound financial management is rather consistently associated with the possession of good vocational credit programs. Students generally are able to finance their farming operations through the use of credit available from sources such as savings or loans from parents or relatives, banks, and other financial institutions.

R. W. CLINE

FINDINGS

The following are some of the more significant findings:

1. The extent to which students use credit:
   - 100% of students use credit.
   - Average amount used by any one student during the four-year period ending 1965: $2,500.

2. Sources of credit:
   - Banks: $18,665
   - P.F.A.: $12,755
   - F.F.A. Farm: $23,755
   - Family: $1,553
   - Other: $719
   - Unused balance (not used): $799

3. Total amount of credit used: $40,812

4. Credit used in group enterprises and individual farming programs:
   - Total: $40,812
   - Group enterprises: $12,755
   - Farm programs: $25,057

5. Analysis of credit used:
   - 40% for machinery and equipment
   - 30% for feed and supplies
   - 20% for general operating expenses
   - 10% for other purposes

6. Major problems in using credit:
   - 1. "Selling" students on the use of credit.
   - 2. Developing students' awareness of the importance of sound financial management.

7. Conclusions:
   - The use of credit is essential to the success of vocational agriculture programs.
   - Proper management of credit can lead to increased production and financial success.

8. Recommendations:
   - 1. Encourage students to develop good credit habits.
   - 2. Provide training programs to help students understand the importance of sound financial management.

9. Follow-up Study:
   - Conduct a follow-up study to assess the impact of improved credit management on student performance.

10. Further Reading:

Review Book

FARMING Programs

D. W. CLINE

Book Review

A. P. Davidson

The concept of soil conservation is an important aspect of modern farming practices. This book provides an excellent overview of the various techniques and strategies employed in soil conservation. It is highly recommended for anyone interested in the field of agriculture.

FPW Notes

(Continued from page 9)

brought together for more or less systematic training of teachers. Such an outline has also been developed for teachers in Michigan by Dr. H. M. Byram, teacher-trainer in that state.

2. Bring teachers of vocational agriculture together for short-term intensive training institutes and train them to conduct training programs at local, state, and national levels.

3. Develop a network of teacher-trainer and resource centers to provide ongoing support and feedback to participating teachers.

4. Encourage the development of on-line courses and workshops for teacher training.

5. Provide regular opportunities for teachers to exchange ideas and best practices through regional and national meetings and workshops.

6. Establish a database of successful teaching strategies and resources for sharing among teachers.

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A Decade of Farmer Classes

E. J. Stevens, Teacher, Marshalltown, Iowa.

Every year when school time comes to an end and the clock's hands point to 1:00 P.M. on Wednesday night each farmer comes to me with a case of matters needing a solution. "Will you come and see me about it? All of my lands were ruined by a heavy rain an hour later, because they do come as in past years, with the same friendly good-nature that my art is to do at all times. I was told in college to develop the ability to put them at ease, and here I find that they are the ones who make me feel at home. I am no longer than this a farmer's student, which is the act of a husbandman.

There has been our night school for farmers at Manteo for over a decade. The night school first organized in 1853, and then it was continued in 1855 and 1856. The teachers of agriculture then gave a great benefit to the farmers of the community. It belonged to them, and I am sure that if we could make it, in their hands it would prosper. Nineteen of the night schools in the last class of 15 years are still attending regularly. So then, we have not always had a few, and have a long. We boast no record attendance or any unexcused absences, but we have had meet- ings of 400 and meetings of seven. These are just the same kind of honest, as by any means of us. We are glad to get back to it in state reports.

The important thing we must continue to see is that our service is to our future. We have seen in our meetings and records, in the last few years, how many of our farmers, many of them in the younger classes, who are following our work to learn from those who are older and more experienced and who have successfully carried out some of the important farm problems with us at the meetings.

To the farmer who is interested in the Advisory Council. These are the elected by the group. They hold office for a term of five years for the year and make other important decisions. These men are almost entirely responsible for the enrollment and most of the work that we do.

A meeting consists of these parts:

1. Discussion period, 7:30—9:15
   The instructors talk for about 30 minutes to present the topic. Discussion
   period is a time to ask questions, by the instructor and the group.

2. Main meeting
   One educational topic is covered.

3. Coffee and rolls are served.

The enrollment in farm machinery-re- pairs classes conducted by implement dealers is increasing under the OSFA program.

In our school, we have a network of board of education as well as the local teacher to join and get together. I always find them very co-operative.

Held Meetings in Rural Communities

All the adult meetings have been held in the evenings. Eleven classes out of 26 have been attended by OSFA classes for electricity, motor mechanics, farm machinery repair, and classes for young farmers have started twice.

I make it a point to offer courses in each community, which gives the pupils the possibilities for selecting from the different courses.

Solid advice clinic, with the local F.G.A.

The success of the community, and in the community, permits acceptance and respect of the several topics which are put before the group.

Holding Attendance

The problem of holding attendance is about the entire responsibility of the group. If you offer what the farmers want and he offers something new and intelligent, you will have a constant flow of new ideas coming and new ideas getting things going at any time, attending.

A demonstration is usually planned for the meeting, usually a work project, or an organization meeting. For this demonstration I usually take a half dozen students in a variety of things in demonstration. This works well, but it can be done with a few students and an experienced teacher. I always try to get something different and consider Walter's pupils are raised.

If you have a group where the instructor is not forever on his toes, chart, chartboards, a combination of materials, and attendance of farmers in attendance is used as much as possible. When I have a group in which I feel that I am doing a justifiable job, it is usually at these meetings, attendance will not drop. Even the most patient of them on the increase for every course held.

Community Service

Community service is a major part of my contribution to the farmers of this community. It is the interest in you as you are in them. Fellow agriculturists are farmers in spelling better, teaching them to know their disease and their problems, and above all to know their young men and women. We must make them think, and we must make them think.

Explanation

The pickup truck in the adjoining cut is the third vehicle in the group of four from complete the class for farmer-repair work. The truck came from Marshalltown, Iowa, which was reported in the Iowa Farmers' Union record. The new truck is intended to be used for farm work and to promote a personal interest of the teacher became his friend and a supporter of the school and vocational agriculture.
Effective Methods of Instruction and Management for Farm Machinery Classes

ARTHUR M. AHALT, Teacher Educator, University of Maryland

The course in the "Repair, Operation and Construction of Farm Machinery and Equipment" of the Farmer's Workshops has had a steady demand in Maryland. The special interest which this course has shown is due to the widespread desire on the part of farmers to learn the problems and solutions of farm machinery. This interest and the need for such instruction has been the basis of the establishment of the course in farm machinery. The course is designed to give farmers an understanding of the principles of farm machinery and to enable them to make better use of their equipment.

Objectives

The course is designed to achieve the following objectives:

1. To provide farmers with a basic understanding of the principles of farm machinery.
2. To familiarize farmers with the various types of farm machinery and their uses.
3. To teach farmers how to operate and maintain farm machinery properly.
4. To increase the efficiency and productivity of farm machinery.
5. To enable farmers to make informed decisions about the purchase and use of farm machinery.

Instruction Methods

The course is taught in a small group setting, with each group having a maximum of 10 students. The instruction is provided by experienced instructors who have a strong background in farm machinery and equipment. The instruction is delivered through a combination of lectures, demonstrations, and hands-on training.

Common Core of Machine Breakdowns

The common core of machine breakdowns is the failure of critical components. The failure of critical components results in the loss of productivity and reduced efficiency. The common core of machine breakdowns is the failure of critical components. The failure of critical components results in the loss of productivity and reduced efficiency.

Special Instruction

Special instructions are provided to farmers who have specific needs or requirements. These instructions are designed to meet the specific needs of the farmer and may include topics such as:

1. Repair of specific machines or equipment.
2. Maintenance and upkeep of specific machines or equipment.
3. Operation of specific machines or equipment.

Conclusion

The course in the "Repair, Operation and Construction of Farm Machinery and Equipment" has been successful in meeting the needs of farmers in Maryland. The course has been well received and has been expanded to include additional topics and instructors.

< image of page from book >
How Graduates Become Established

A STUDY of how graduates from Minnesota departmental and junior colleges become established in farm or business life was initiated by the University of Minnesota in the late 1930's. This study was prompted by the need for understanding the process of becoming established in farm life, in order to provide suitable vocational guidance to young people interested in farming.

Research was limited to graduates in 1940 of the School of Agriculture of the University of Minnesota. The study was conducted to determine the factors that influence the decision of a young man to become a farmer. The study was also designed to determine the specific needs of young farmers in terms of education, training, and advice.

The study was conducted in two sections. The first section was a survey of all graduates of the School of Agriculture who had completed their studies in 1940. The second section was a follow-up study of a sample of graduates who were selected at random from the group of 144 graduates in the survey.

The survey was conducted by mail, and the follow-up study was conducted by personal interviews. The results of the study were used to provide guidance to young people interested in farming.

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Future Farmers of America

A. W. TENNEY

Alabama Association Has Record Year

C. C. SCARBOROUGH, Assistant State Adviser, Auburn, Alabama

There is a war you know; boys are leaving their homes to fight for the Army, Navy, Marines, and the farms. A Panic of the great depression in agriculture; travel is being restricted now and in many places "wages are frozen". For the teachers and boys left in the departments, etc., etc.

What About F.F.A.? In 1943-44?

The above might be a brief summary of conversations and conferences of teachers of vocational agriculture, staff members, and other F.F.A. Leaders in Alabama in the spring of 1943. Strong opinions were voiced, but all agreed that a definite policy for the Alabama F.F.A. Associations must be decided upon by the year 1943-44. So all staff members agreed to discuss the matter with as many teachers and local officers as possible so that a general policy could be formulated for discussion at the annual conferences of teachers and the State F.F.A. Convention.

The result was a definite decision on the part of all staff members, teachers of vocational agriculture, and State officers to organize the boys from our enrolled military training and see the officers in 1943-44. Since the F.F.A. is a real farm boy organization and the farm boys is the war long before he leaves for military service, the question shouldn't be whether F.F.A. can be as hard as it is in peace. All F.F.A. officers have shown themselves on this in this spirit, getting results during the year beyond their most optimistic hopes.

Record State Membership

The first major result of this decision was reflected in the number of active, paid-up members in Alabama. Early estimates on the year's membership ranged from 350 to 400 of a 1,000 members as compared with 1942-43. With the trend of the orders of the day, the decrease in agriculture enrollment was not by increasing the percent of membership in local chapters. Many Alabama chapters have the largest number of active members in their chapters by having a larger percent of boys enroll. Some have doubled the enrollment of the number of boys in agriculture classes. Another major indication of this increase was the number of applications for the State F.F.A. Officers. This year F.F.A. officers filed 185 applications, more than doubling the previous year's record and setting high in local chapters in 1943-44. It is interesting to note that these officers have visited more than 100 chapters in the State. Each chapter has had its "F.F.A. Area" consisting of about 20 chapters in one or two counties. The main purpose of these areas was to discuss the local F.F.A. Activities and help in any way possible with problems of local chapters. Cooperation with officers of officers each visited. Reports on these visits were made by each officer at each Executive Council Meeting. A special activity week is being held in each county in the "Alabama F.F.A. Association".

Alabama F.F.A. Farmers Learn with purpose and pride from their recent record for 1943-44, and are already planning in making it bigger and better. They believe that this year's record proves that the F.F.A. is an organization that is to be an important part of the economy in war as well as in peace.

"If you want knowledge, you must soil for it; if you want soil for it, if you want soil for it, if you want soil for it. This is the law. Praise comes thru soil, and so does the farmer with the homesteaders. When one gets to love work, his life is a happy one."

The thing that gets you furthest is. Towards making life worthwhile. That costs the least and does the most. It is a just a plain animal. It's full of worth and goodness. With special kinship birth. It's full of worth and goodness. With special kinship birth. It's full of worth and goodness. It's full of worth and goodness.

The Editor Suggests

Are you thinking about your chapter banquet and harvest for next winter? Have you ever built your program number around a topic that was cleverly and yet related suitably for every participant? Here is a challenge to your own ideas and designs. The editor will be glad to receive a few good suggestions in this area.

The number of the chapter and harvest can be used to a loan fund to members for the purchase of productive livestock on a 50-50 basis. Kenneth Russell, Advisor.

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The greatest immediate return to the state and the efficiency of our adult education.

Banquet Banter

Toadstool: It is pleasing to present one of the most interesting members of our school community, Reverend Hill. He has been with us for several years and has always been a great mentor and friend to everyone. He is known for his warm personality and his ability to inspire others to achieve their goals. Reverend Hill has a deep understanding of the importance of education and is always willing to lend a listening ear to anyone in need. His wisdom and guidance have been invaluable to our community, and we are grateful for his presence among us.

Wise sayings about Toadstool:

- "The pilot cannot mitigate the bilgewater or calm the winds." —Pothah

- "If you would convince a man that he is doing wrong, do right. Man will believe what they see. Let them see. —Theorem

- "It is not what men eat but what they digest that makes them strong; not what they wear, but what they wear between their teeth; not what we make, but what we make in us rich; not what we read, but what we remember that makes us learn; and not what we teach, but what we teach makes us Christians. These are the great fundamental truths, often forgotten by the puffs of the glutton, the prattle of the sibyl, and the hypocrisies of the world." —Dr. Francis Crain

- A rule is given us because we lack intelligence; a principle because we have it. —Dr. Francis Crain

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