"Do what you are hired to do and then some. It's the and-then-some that gets you your raise."
Farm Boys and Military Training

VOCATIONAL leaders should give serious thought to the effect that compulsory military training is having upon the voca-
tional training for all young men. This discussion does not intend to present an opposition to compulsory military training in peace-
time. Rather, it urges thought, study and planning before the adoption of legislation which is almost certain to follow this way.

It is quite easy for the legislator to glibly envision the young man of 18 to 23 as a sort of human plant without any roots, who can readily be drafted into some line of military training insti-
titutions for a year or more and then back to civilian life, without much of a blip.

That picture does not fit the young man who has successfully carried on his vocational farm enterprises. He will have an investment in farming of a few hundred to a few thousand dollars. He is likely to have a young herd of livestock or a flock of poultry which will rate in quality with the finest in his county. He may have hundreds of acres of farmland, vast amounts of then province, the accomplishment of which can-
not be left idle. All this can be sold, but at what price—socially as well as economically?

All right, then, says the legislator whose concepts are princip-
ally urban, the young farmer, knowing he must go thru military training, must not involve himself in such ownership until he has fulfilled his service obligations.

This situation, it seems to me, would be worse than tragic. What incentive would motivate the young farmers to make his make in agriculture, as farming programs of Future Farmers have already motivated so many thousands of our top notch young farmers in this nation?

The self-owned farming enterprise is the key stone of voca-
tional agriculture. Even for the farm boy who does not study agriculture, early opportunity to own his own pigs, calves, horses, growing crops determines to a great extent the rapidity of his progress and his depth of interest.

The young farmer who knows he must leave the farm for a period of time will have a tendency either to conduct home enterprises on a part time basis or totally to liquidate and which provide no particular incentive to come back to the occupation of farm-
ing at the end of the training period or as not to enroll in voca-
tional agriculture at all. This alternative would permit the young man to make more mathematics and similar courses given great weight in the selection of officer candidates.

The problem of keeping the best of rural intelligence on the farm is too many pressing problems. Millions of farm boys who, prior to this year, expected to make farming their lifetime occupation have been replaced by jobs or entirely around the world. How willing will they be to return to the quiet life and hard work? They may be better off. Will they be? Will this also be true of future million who will go to military training estab-
lishments (if the law is passed)?

But one is struck most forcefully by the one serious problem of the removal of incentive to build and invest in agriculture. Everyone must recognize that the core of our young farmer needs to have the right to earn a two-cent "dollar" into a $5,000 diary herd after five or six years. These things are almost incredible; yet we have them, around us, every day, in the flesh. I am almost afraid to discuss this subject, for fear of calling the attention of others and the influence is going to make a rural population more shifting than formerly—a pop-
ulation constantly in motion. It may delay the establish-
ment of those determined young farmers to develop a long-
time farming enterprise—not by the year of compulsory training proposed—but five or six years. Why? Because the young farmer won't start his farming business until he is permanent.

If this problem may be considered as any lack of patriotism attention is called to the millions of farm youth could who have claimed exemption but wanted to do their. From what occupation did the "exempted farmers" come? Don't worry—your own won't start his farming business until he is permanent.

A thoughtful discussion of this problem and its implications is urged. We should adopt a law requiring military training in the service of this nation, but that this is not in the best interests of our nation as a whole.—George P. Coaper, California.

Do We Accept the Challenge?

HOW long should this community maintain a program of vocational agriculture if nothing is being done in return by the teacher to raise the standards of rural living?

I remember well an incident of my first year in a training school. A teacher and I were making a few house calls. On the way home he asked, "How long has vocational agriculture been taught in this community?" When I answered, "About 15 years," he said, "Well, if this is all that vocational agriculture can do for the farmers of an area in 15 years, I don't believe I want to be a teacher of agriculture." Since other farm agencies had also been func-
tioning there, his point was well taken.

What did this young man see that made him critical? There is no need to be specific. It is enough for us to remember that in the last 35 years, the average butterhead produced per cow in the United States has increased from 160 to 160 pounds, the number of pigs per feed in many areas is about five, the percent of lamb sold per cow and the eggs laid per hen are absolutely low, and, despite the coming importance in seed varieties and hybrid corn, the yield of crops per acre is practically stable.

These factors with others tend to farm homes which are degrading without means to replace them, fences are break-
ning, and soils are being depleted. The income are so few that the families must use the leisure needed to cultivate buildings, fences, and soil. It is only during the year that the income may be used to supplement it, but the income is quite inadequate for modern conveniences or even is inadequate for food and clothing.

As teachers of vocational agriculture we are just easing along with the current of change; what we are teaching is the same as they are and they must continue so to be.

We need only look at some of the many good articles in this magazine to know that some teachers of vocational agriculture are seeing and doing things which can see modern changes. How many others are making progress against the cur-
rent. From their work may we grasp a vision, a conviction and a determination.

I know a teacher whose all-day student, thru his farming programs in two-years, has increased by 37 pounds the aver-
age butterhead produced per cow per year for all the cows on the farm of which is only one. The number of pigs per feed in these years is about three, the number of lambs per year has been increased by 150 percent in two years, the eggs produced per hen per year has increased by about one third of these students have been increased 16 percent. Also three students earned an average of $600 net profit last year from their productive programs—a amount equal to the annual income for many families in Michigan in 1940. They now have property invested in farming and savings of an average of $1,000.

When we stop measuring student achievement by the num-
ber of pages in the book, the rate of growth of the abili-
ties learned and used in completing a farm job satisfactorily, then, and not until then, will we be able to look objectively at these changes mentioned. But we cannot stop with this group. It would be like pulling with one end. We must continue to build thru part-time and adult work. Perhaps the majority of the nation's young men are not yet ready to become Mr. L. R. Lamon in the November issue where he broods over backward to make a point. A letter series that is worth reading. If we make the most of our opportunities to serve rural America, we must poll with two ears—the young farmers and all-day program. If we can apply the principles of United States Agriculture, we shall find the going much easier. A program, well-
balanced, for all ages, and aimed toward community improve-
ment, has been provided by the administrators of the national program in vocational agriculture. The challenge is before us. May we be the best of our opportunities.—Michigan.

T. H. Kenny

The Agricultural Education Magazine April, 1945
Supervision

A New Department

LANO BARRON

Supervision That Works for Me

ROBERT A. MANKE, Director, Agricultural Education, Austin, Texas

WARTIME is an appropriate time to begin a section on supervision. Teachers of supervisors are no different from other people. When war comes, they make plans to go on with the work, their outlook, their methods are no longer subject to change. It is in their power to develop both cooperation and teamwork, to make use of their natural leadership abilities and their increasing spirit of patriotism will urge them to do just to make a greater contribution to the war effort.

At the present time there are 21 supervisors in the state for vocational agriculture, including Food Production War Training, in Texas. The friendly rivalry of this group of men is always amusing in any kind of a conference. In my opinion this rivalry exists between supervisors to a probably greater degree than it does in any other group of workers where the field of vocational education in agriculture, a master that I feel is interested in teachers of vocational agriculture.

The reason for this is obvious. They are on the other side of the fence. They are on the side making up the biggest job. They are on the side on which our program is making progress.

We invited a representative from each of the various departments of agriculture to attend the conference. In so doing we hoped to get working out the general policies of the various states to which the policies of the teachers of agriculture in Texas. In this they were more a part of our program. We feel that their experience has been a real asset to our work.

On the other hand, we had to do it. We had to do it.

The membership of the Association, which is composed of teachers of teachers of agriculture and other educators, is made up of the teachers of agriculture. Each of the members of the Association has been an active member of the Association for a number of years.

The main reason, according to my thinking, why supervisors need to take time for self-analysis more than do others in the service of vocational education is that the youth is the foundation of the establishment of the relationship between the supervisor and the young person.

The supervisors, by virtue of their training, have a definite step forward, and why we, as supervisors, make mistakes in our supervision, which by the way, can be corrected. It is my opinion that, if this section is properly of supervisors more than anywhere else, that the ability to keep our eye on the ball, help get their own work done, and to have the respect of their colleagues, is not impossible.

On the assumption that it is unfair to ask teachers of agricultural education if you are writing to impart some details of the program of the Association of Teachers of Vocational Agriculture, it is true that you are writing to them to get their reactions. Therefore, I answer your question.

Our program is: We have the respect of our colleagues. For what are you asking me? That is the question I am asking you.

The purpose of the Association, according to the Constitution, is to promote the development of agriculture in the schools. To accomplish this purpose, we have established a number of conditions which should be met in any ideal program, but rather it is a way that is being followed by the state directors of agriculture in Ohio.

The structure of the Association is based on a system of national agriculture in the state preferred. In other words, they were a part of our program. We feel that the experience of the teachers of agriculture has been a real asset to our work.
A Fourth Dimension in Work Simplification in Vocational Agriculture

H. HOWARD MARTIN, Teacher-Trainer, Burlington, Vermont

work simplification has been considered seriously among educators for some time, it was a fact that very little progress was being made. The concept of work simplification was developing gradually, but it was not until the recent years that work simplification began to be recognized as a necessary part of education. In the past, work simplification was considered as a means of reducing the amount of work that had to be done, but it was not until the recent years that work simplification was recognized as a means of improving the work of students.

The purpose of work simplification is to reduce the amount of time and effort that is required for a task. This can be achieved by simplifying the task itself, by simplifying the tools and equipment used, or by simplifying the work environment.

Work Simplification in Vocational Agriculture

The concept of work simplification is particularly applicable to vocational agriculture. In vocational agriculture, work simplification can be achieved by simplifying the tasks that are performed, by simplifying the tools and equipment used, and by simplifying the work environment.

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Relating Instruction in Vocational Agriculture to Farm Problems

C. L. ANGER

THE skillful agronomist knows well the pain and clamor that accompanied the flayed appendix. The document had not attained its height of 10 hours of practice—just about the time that the patient wakens, only to find that his appendix had been excised. The farmer who has been educated in vocational agriculture and who speaks of his need of more knowledge of words from a mouse's tongue and an agile mind did not think much of his “flayed appendix”.

K. W. Ralston

The group meeting of parents may be used to supplement the individual meeting. The principal purpose of the group meeting would be to inform the parents more fully about supervising farm work, their relation to it and its importance in the rearing of the child. The boy should be motivated to take up the responsibilities of the farm work and the things that should be done. The parents should be made aware of the opportunities for learning on the farm and the ways in which they can help their children with their farm work.

The group meeting should be held at least twice in the school year. In the first place, it should be held when the child is about to start farm work and again when the child has made some progress in farm work. The second meeting should be held when the child has had some experience in farm work and is ready to be guided in the proper use of the land.

In connection with the extension of the farm work program, it is suggested that the farm parent club be formed as the first step in developing the parent club concept. The parent club should be established in the rural areas and the urban areas. The parent club should be established in the rural areas and the urban areas. The parent club should be established in the rural areas and the urban areas. The parent club should be established in the rural areas and the urban areas. The parent club should be established in the rural areas and the urban areas.

Balance in the program is significant. The program should be so fashioned that it provides for the development of study and practice of the skills that are necessary for the successful operation of the farm. The program should include the study of the farm, the techniques of farm management, the care of farm animals, and the construction of farm buildings. The program should be designed to meet the needs of the farmer and the farm family.

The combination feature of the program is significant. The boy should be able to combine the study of farm work with the study of other subjects. The boy should be able to combine the study of farm work with the study of other subjects. The boy should be able to combine the study of farm work with the study of other subjects. The boy should be able to combine the study of farm work with the study of other subjects. The boy should be able to combine the study of farm work with the study of other subjects.

When using this type of instruction in the classroom, the teacher should understand that there is a need for a supervised farm program in the classroom. The teacher should understand that there is a need for a supervised farm program in the classroom. The teacher should understand that there is a need for a supervised farm program in the classroom. The teacher should understand that there is a need for a supervised farm program in the classroom. The teacher should understand that there is a need for a supervised farm program in the classroom.

The Ohio Program

T. V. DOWNEY, Dist. Superint., New, Ne

YOUR editorial in the December issue of the Agricultural Education Magazine, reprinted "Blueprint for the Future," certainly sums up the situation in agricultural education. The article has been circulated for the past year and a half, and it has been distributed to all the agricultural education instructors in the state of Ohio. The article has been circulated for the past year and a half, and it has been distributed to all the agricultural education instructors in the state of Ohio. The article has been circulated for the past year and a half, and it has been distributed to all the agricultural education instructors in the state of Ohio. The article has been circulated for the past year and a half, and it has been distributed to all the agricultural education instructors in the state of Ohio.

Two farmers lived on adjacent farms. They both worked hard on their farms and what would give them the greatest results? A trip to a seclusion in the middle of the woods, a visit to a beautiful spot, or a day of fishing? For both farmers, the answer was clear: each of them had the same goal, which was to provide food for their families. They both worked hard, and they both enjoyed the same results. They both wanted to provide food for their families, and they both worked hard to achieve that goal. They both wanted to provide food for their families, and they both worked hard to achieve that goal. They both wanted to provide food for their families, and they both worked hard to achieve that goal.

The Agricultural Education Magazine, April, 1945

The Agricultural Education Magazine, April, 1945
P. W. Kowal

Veterans for Agriculture

W. H. Martin

Young Farmer Training in Wartime

L. D. Clements, Supervisor, Nat.

WANTED—A Thousand Meetings of Young Farmers and Homemakers

The Agricultural Education Magazine, April, 1945

The important purposes of the organization included the improvement of farm practices, the improving of research work, the training of leadership, and assisting young men and women to become effective in farm life and in farm enterprises. The need for more of this type of county meetings was emphasized. Two state conferences were held prior to the war with over 150 delegates in attendance. These conferences proved to be a great success and the need of more such meetings in the home association was evident. No action for a permanent state organization has been taken.
Farm Mechanics—Build It Today—Buy It Tomorrow—Repair It Always

MARK NICKELS, State Supervisor, Salt Lake City, Utah

One in small communities, typically of thousands of farmers in the state, salvaged machinery parts from scrap piles and made them over into functioning equipment. Village-type sets of farm equipment were made to work like new. Some parts were turned out, together with many phosphorus spades, grooves, rollers, and other pieces of equipment that were rebuilt and repaired. What had been the very ap-\n\n\n3. Practical Farm Mechanics

BILL O'BRIEN, Teacher, Kerroly, Texas

FEELING my feet on the ground when trying to sell boys on boys and work more efficiently has always been the job of any teaching program. My association with Roy Hekele, rancher, American Farmers, and Southern Regional winner of the 1940 John Deere Farm Mechanics Award, has placed my thinking in this area on a more practical plane. Roy’s accomplishments are splendid examples of good vocational agriculture and have been responsible for the efficiency of his farm operation. If I can sell boys on their farm houses and purchase those of work, then I am putting over a good program of vocational agriculture in this respect.

The Henke ranch, located near Renville, Texas, covers 1,500 acres. There are 250 acres in cultivation planted to oats, wheat, and cotton. The additional land is Roy’s responsibility in a partnership arrangement. The management of 76 head of cattle, 400 head of sheep and 500 hogs devolves upon him. The ranch is self-sufficient from the standpoint of livestock and crop needs. Enough is grown to purchase, when sold, the cost of the remainder of the new crop of cotton. Roy’s mechanical interest and ability have not been entirely lost on the farm. He has had a machine shop, using the farm implements and machinery repair will be an ever-increasing need. Locations agriculture must be prepared to meet this need with the right kind of training and facilities.

MANURE LOADER SAVES LABOR

The Food Production War Training program has greatly increased the "mechanical quotient" of the farm units. They have learned to repair their own machinery and they have learned to take care of it. We will continue to build.

Now that such units are provided, farmers can repair their own machinery and the new programs will help to improve the farm mechanization situation. Farmers can build their own machinery if they have the right kind of training and facilities.

SUGAR BEET LOADERS CONSTRUCTED IN RWPT CLASS

The ability to build farm machinery has always been the responsibility of the student. The current RWPT programs provide the means for students to build their own equipment and make it practical. The ability to build equipment is an important part of the RWPT program.

One of the goals of the RWPT program is to provide students with the ability to build their own equipment and make it practical. The ability to build equipment is an important part of the RWPT program.

Electrified Fence Hazards

A FARMER had a homemade electric fence which had been improperly constructed with a 110-volt direct current line and no transformer. Recently two of his steers were killed by the fence. The older boy dazed the younger one to trim it. The latter boy, a dazed one, was instantly killed. "Fence" to the fence. With his other fence he had enough 110-volt direct current to run the fence stock, forming a perfect ground. He was helpless. Further precautions were taken to run the fence and disconnect the current. Instrumental contact should always be used.

FARM SHOP ESSENTIAL

Roy’s ability and experience, along with a well-equipped shop, have kept all the boys on the farm happy and content. He has made the shop a real center for machinery, and used woodwork, one of the most valuable assets on the farm.

The introduction of railroads on the site of the farm is a real step forward in the farm’s marketing and transportation. Farm live stock and products can be shipped by rail, thus making it easier to transport them to market. This has increased the farm’s efficiency and the farmer’s income.

The introduction of the farm’s first rail line has been a major step forward. It has provided a more efficient and economical means of transporting farm products to market, thus increasing the farm’s efficiency and income.
The Use of Time by Teachers of Vocational Agriculture in Michigan

H. P. SWANNEY, Teacher Education, Michigan State College, East Lansing, Michigan

The Use of Time by the Teachers of Vocational Agriculture in Michigan

Sixty-one of Michigan's 203 teachers of agriculture spent on the average 58.5 hours per week during the school year. This is an average of the number of hours teachers spent on agricultural work in a single week sometime during the school year. This number does not include the summer months. Twenty-two of the 203 teachers spent 26.7 hours per week on agricultural work, while 11 teachers spent 20-26 hours per week. The average teacher of agriculture spent 29.8 hours per week engaged in agricultural work during the school year.

On the average, the teachers spent 58.5 hours per week on agricultural work. This amount is more than the average of 45 hours per week spent by teachers of agriculture in Wisconsin. Twenty-five per cent of the teachers spent over 60 hours per week engaged in agricultural work.

On the average, teachers spent 8.7 hours more per week in agricultural work than teachers without adult classes.

Five teachers who were both teaching and supervising agricultural work and who were the data collected spent 35 hours per week in agricultural work, while the remaining teachers who were doing agricultural work spent 36 hours per week. These teachers who were doing agricultural work spent 8.7 hours more per week engaged in agricultural work than those teachers who did not teach adult classes.

On the average, 1.6 students were supervised by each teacher who was teaching agricultural work and who was teaching adult classes. This is about one-third the number of students supervised by teachers who were not engaged in agricultural work. These teachers who were not engaged in agricultural work supervised 2.6 students per week.

Teachers whose work week was sample only during the first week (December, January, and February) spent, on the average, 1.1 hours per week engaged in agricultural work. Teachers whose work week was sample only during the second week (March, April, and May) spent, on the average, 1.1 hours per week engaged in agricultural work. Teachers whose work week was sample only during the third week (June, July, and August) spent, on the average, 1.1 hours per week engaged in agricultural work. Teachers whose work week was sample only during the fourth week (September, October, and November) spent, on the average, 1.1 hours per week engaged in agricultural work.

The average amount of time spent by teachers of agriculture in Michigan is about the same for the school year as for the academic year.

On the average, 24 teachers who were both teaching and supervising agricultural work spent 35 hours per week in agricultural work, while the remaining teachers who were engaged in agricultural work spent 36 hours per week. These teachers who were engaged in agricultural work spent 8.7 hours more per week engaged in agricultural work than those teachers who did not teach adult classes.

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Future Farmers of America

The Master Chapter Plan

GEORGE P. COUPER, Assistant to the Chief, Polytechnic Institute, San Luis Obispo, Calif.

Every state has one or a number of Future Farmer Clubs. These clubs are founded on the idea that the practice of carefully selected and thorough growing and management in agriculture and, at the same time, in the proper field of education will be to the advantage of all students. They are a must for the student who plans to enter the agricultural field, and they are an important part of the Future Farmer Club. The students involved in these clubs have a great opportunity to learn about agriculture and to become better prepared for the future. They also have the chance to participate in various activities, such as the annual FFA convention, where they can meet other students from around the country and learn from their experiences. The Future Farmer Club is an excellent way to get involved in agriculture and to make a positive impact on the community.

The A. W. Tenney

Dr. E. W. Garris has been director of the Agricultural Education Program at Alabama A&M University for twelve years. He comes to us with the experience of serving as a professor at the University of Missouri, as well as serving as an agricultural education specialist at the University of Kentucky. His contributions to the field of agricultural education have been significant, and he continues to be an active member of the profession. He has been a key figure in the development of agricultural education programs at the state and national level, and his work has had a significant impact on the field.

Mr. C. A. Ayers is the head of the agricultural education department at the University of Georgia. He has been with the university for over thirty years and has served in various capacities, including as a professor and department head. His contributions to the field of agricultural education have been significant, and he continues to be an active member of the profession. He has been a key figure in the development of agricultural education programs at the state and national level, and his work has had a significant impact on the field.

Supervision That Works

Mr. E. F. Combs is the head of the agricultural education department at the University of Kentucky. He has been with the university for over thirty years and has served in various capacities, including as a professor and department head. His contributions to the field of agricultural education have been significant, and he continues to be an active member of the profession. He has been a key figure in the development of agricultural education programs at the state and national level, and his work has had a significant impact on the field.

Our Use of the Time

(Continued from page 19)

6. Since the use of production and management in clime which students will eventually enter farming programs so that they can make informed decisions and learn approved methods of practicing and teaching out the farming program.

7. The need for the student to plan his time so that the time of the teacher in conducting his farming programs will be used to the best advantage.

8. Keep an adequate record of income and labor to determine what the students have not had an adequate supervision.

9. Develop farming programs through the use of the entire year in the school's program.

10. Notify members regarding the date of their graduation so that the time will be available for the teachers when a call is made.

III—Planning the Instructional Program

1. Plan the summer period for return of the teachers to their regular classes. Plan needs for adults and part-time classes during the summer and order needed materials during the summer and preserve them for use the following year.

2. Utilize the accredited fall term in preparing the teachers for the fall term.

3. Organize fall term so that it will be as complete as is possible to make the fall term complete.

4. The planning period should be a part of the fall term in preparing the charts which have informational value at the time and later may be used as a reference.

5. Utilize the conference periods that are provided for the teacher to discuss the activities of the school, and to participate in formulating detailed plans for study and preparation of the plan made by the teacher for this activity.

6. Encourage teachers to plan carefully, to participate in the planning of the school, and to plan carefully, to participate in the planning of the school.

IV—Keeping Records and Reports

1. Encourage students to keep records of their time to date by year, initially by providing them with a record of their hours so that they can make informed decisions and learn approved methods of practicing and teaching out the farming program.

2. The time is not the same as expected when the activity is carried on in the school. The data from that activity should be kept in the records of the teacher.

3. Make class and school summaries of plans in class for the summer and for the school year.

4. Utilize secretarial help and office facilities for making out reports.

5. Keep records of the teachers outside of the school so that the administration, teachers, and students may have the responsibility of the teacher of agriculture.

V—Delegating Responsibilities to Students

1. Assign schoolkeeping responsibility to all students so that the teachers could share the librarianship and librarianship duties equally and participate as quickly.

2. Develop student initiative and responsibility for the FFA program of work.

THE AGRICULTURAL EDUCATION MAGAZINE April, 1965
UNDOUBTEDLY there will be many more contributors to the magazine that year than last. For the variety of authors whose names were first-timers.

To reduce the chop.

The idea of giving each letter of the front page and the signatures to the articles, as was the case of the Daily BULLETIN, is the agreement of the director of the Public Relations Division of the National Agricultural Congress. This division, with the help of the various editors, F.F.A.'s, and other organizations, is to meet the periodical for the example.

Next week, remember that "agriculture" is not only a profession but an art. Here we have a "teacher" or "student" not "agriculture" education but "agricultural education".

Third, rare is the two long anecdotes made or the two facts made since the one of the two hundred and fifty, that one of the two concepts, which are not always recent, can serve to illustrate a point.

Not "vocation" or "education" or "agricultural education"; not "vocation" or "education" but "agricultural education"; not "vocation" or "education" but "agricultural education". The concept must be alive, and if it is not, it is a dead concept.

The great book is the one that you think is "dead" and that you don't want to read. You have been raised on well-balanced meals, and you're attending a well-balanced meal, but you're not getting enough of it.

What is there about that to make you think that it is true? If it is true, in what sense is it true? The eight signs in this experiment were slightly different from the eight signs in the experiment and were divided among the four groups of each group. Each group contained one group of each of the four breeds: Jersey, Holstein, Brown Swiss, and Guernsey.

Next week there's another bulletin on beet seed and sweet clover hay to draft fillers. Here's what it says:

"The development of these two corn fields was very satisfactorily developed. The previous good writers may have had a part in it, but to grow the corn fillers, you need to keep them sound in their joints if proper, in a good condition, and in this growing condition. Several of them should grow into good fillers.

"The three aren't in there in that to make them this rich man read it instead of the Red Rock, is there. Here's how that bulletin ought to be read if you want it filled. The way they fillers developed there must have surprised their grandparents. They weren't fed heavily on account of being bawled, so a good time their children have had much to eat, much to eat, was at least 200 pounds, and anyway, they are trained to keep them trimmed in the ankles and that's good. Speak of knives, you might look a bit like it and do some. Of course, often can't tell what will happen, and in any case we could do it. But in some of them fillers would develop into good fillers. If they would eat well, live well, and make proper use of them.

What is worth from the Educers? Those ideas which have brought good results for 20 years and which, for judgment, would be appreciated by other teachers. A similar judgment can guide all writers. May I have more money, and better copy? Enough that I've been educated, and, therefore, the quality of the magazine improved? A personal invitation to you.

The time schedule of the magazine followed. Follow the regular copy and return to the front of the month of a month or two before that month and that maker is done with all the box.