Selling : Buying : : Teaching : Learning
Long Tenure for Achievements

C. E. Bundy

Facing Stern Realities

The long tenure of a teacher encourages a certain amount of complacency. It is easy to become set in one's ways and to lose sight of the needs of the students. This is particularly true in vocational agriculture, where the teacher has a great deal of responsibility for the success of the students. The teacher must be constantly aware of the changing needs of the industry and must be able to adapt his teaching methods accordingly.

Perhaps the most important aspect of a long tenure is the ability to build a strong relationship with the students. This relationship can be very beneficial for the students, as they are more likely to trust the teacher and feel comfortable discussing their problems. By building a strong relationship, the teacher can better understand the needs of the students and can provide them with the guidance they need.

However, it is important for the teacher to remember that the needs of the industry are constantly changing. This means that the teacher must be constantly learning and adapting his teaching methods. It is not enough to simply rely on past experience; the teacher must be willing to learn new things and to try new methods.

In conclusion, a long tenure can be a valuable asset for a teacher in vocational agriculture. It allows the teacher to build a strong relationship with the students and to understand the changing needs of the industry. However, it is important for the teacher to remain adaptable and to continue learning throughout his career.

C. E. Bundy

Facing Stern Realities

Perhaps the other conditions should also be added, but there are enough difficulties to suggest that in these times we are facing stern realities. By the nature of things, the responsibilities are basically administrative, those of the state colleges and the state supervisors of vocational agriculture. The task definitely indicates some of the characteristics of a leader in these situations. He must be a member of the state-wide family. In the field of education his relations must be bolder, his methods must be stronger, and the administration he represents must be manifestly different in kind and degree. He must possess leadership of the highest degree and beget confidence and respect. In essence, the administrator must have vision, imagination, and originality.

Facing Stern Realities

To all state directors and all state supervisors of agricultural education everywhere join in pledging their full cooperation and assistance. Perhaps it was for such times that Edgar Allen Pope wrote the following lines:

COGURSE

Courage isn't a brilliant dash.
A daring deed is a moment's flash;
It isn't an instantaneous thing.

Born of despair with a sudden spring.
It isn't a creature of relaying hope.

The final tug at a slipping rope;
But it's something deep in the soul of man.

That is working always to serve some cause.

Courage isn't the last resort
In the work of life or the game of sport.

It isn't a thing that a man can fail.
At some future time when he's apt to fall.
If he hasn't got it, he will have to put
When the strain is great and the pace is hot.

For who would stoop for a distant goal.
Must always have courage within his soul.

Courage was never disdained he swore.
It isn't a thing that can come and go.
It's written in victory and defeat.
And every trial a man may meet.

It's part of his days, his hours and his years.
Back of his smile and behind his tears.
Courage is more than a daring deed.
National Vocational Education Problems in the Postwar Period

Presented at the Western Regional Conference held at Phoenix, Arizona, April 14-15, 1944, by J. C. Wright, Assistant U. S. Commissioner for Vocational Education.

IN THE past four years World War II, the conversion of industry to the production of military equipment and the establishment of armed forces have required the use of many skilled workers. As this massive movement was advanced, it became clear that the nation was lacking in the technical and vocational skills needed to meet the emergency. It was, then, that Congress found it necessary to appropriate funds for the development of vocational skills among our young men.

The adaptation of industry, and the promotion of educational programs to meet the needs of industry, was rapid. Vast numbers of persons were called into vigorous occupations in which employment was not great prior to the war. Thus, schools had to develop from training for technical vocations to training for the armed forces, and from the educational programs in which special attention was given to the development of vocational education, vocational training programs are now a normal part of our educational system. Today, the nation is faced with a vast industrial emergency, and the needs of industry for trained workers is greater than ever before.

The experience of primary vocational schools in training for war has determined that the needs of industry in many fields, especially in those where rapid adjustment to new occupations in which employment was not great prior to the war. Schools and colleges have been engaged in the preparation of workers for the demands of industry.

The development of vocational education has had a profound effect on the education of young people, and has caused a number of changes in the vocational training programs. The vocational training programs have been developed to meet the needs of industry, and the vocational training programs have been developed to meet the needs of industry.

Vocational education must be sensitively served to meet the needs of industry. Vocational training programs have been developed to meet the needs of industry, and the vocational training programs have been developed to meet the needs of industry.

The rehabilitation of our working population is essential to the war effort. The rehabilitation of our working population is essential to the war effort. The rehabilitation of our working population is essential to the war effort. The rehabilitation of our working population is essential to the war effort. The rehabilitation of our working population is essential to the war effort. The rehabilitation of our working population is essential to the war effort.
Approved Practices and Their Place in Developing Farming Programs

GEORGE P. DEVOE, Teacher Education, Michigan State College, East Lansing

Approved practices in farming are being evaluated by one form or another in the field of teacher education and are being learned in most departments of vocational agriculture. State departments of education represent practical individuals who are vitally interested in continuing the progress of education for the students they are teaching.

The term "approved" is applied to such practices because they are recognized as valid means of teaching. However, the term does not indicate that they are perfect or that they are the only means of teaching. The term "approved" implies that the practices have been evaluated and found to be effective in a given situation.

Approved practices are not new. Many of the practices that are now being used were developed long ago and have been tested many times. However, the term "approved" implies that the practices have been evaluated and found to be effective in a given situation.

The purpose of approved practices is to ensure that students are taught the best methods of teaching. However, the term "approved" implies that the practices have been evaluated and found to be effective in a given situation.

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C. L. AINGER

Community Responsibilities, Meeting Them

I NEVER saw an easier way to get off the track. Any agro-ecologist interested in increasing the size of communities is in the same position as the farmer who has already started farming and who is faced with the responsibility of making his farm successful. If you are willing to go along with the flow of events and do what is required to make your farm a success, you will end up with a profitable business. If you are not, you will be left behind.

In his farming program, that which seems clear, in that he will continue to be at least a moderately successful farmer within a few years. In fact, the success of his farming program is very closely related to the success of his community. His success is very closely related to the success of his community.

Long-Term Farming Program As Planned by Thomas Gove, Collegeville, Minnesota

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Long-Term Farming Program As Planned by Charles Bates, Collegeville, Minnesota

Our Editorial Writers

INTRODUCING a policy of presenting occasionally an editorial writer from a different area, I am pleased to give our readers two editorials from this source in this issue.

John Love is a highly successful teacher of vocational agriculture located at Windham, Kansas. His editorial will appear in the Kansas Agricultural Education and Extension Newsletter, and it will be published in the Kansas Agricultural Extension Bulletin.

Clarence B. Bumgarner, a University of Kentucky agronomist, is a highly successful teacher of vocational agriculture located at Windham, Kansas. His editorial will appear in the Kansas Agricultural Education and Extension Newsletter, and it will be published in the Kansas Agricultural Extension Bulletin.
One hundred sixty-five dairy farmers entered the show, and the event received a favorable review from the judge. The nomination of a well-known dairy farmer for the chairmanship of the judging committee is a significant development in the dairy industry. The committee was selected from a group of well-respected dairy farmers, and their selection is expected to bring new energy and expertise to the judging process. The criteria for judging were established to ensure fairness and objectivity, and the judging committee was instructed to evaluate the herd's conformation, udder health, and overall performance. The event was well-attended, with a large audience of farmers and dairy enthusiasts. The atmosphere was energetic, and there was a strong sense of camaraderie among the participants and spectators. The event provided an excellent opportunity for farmers to showcase their herds and exchange ideas with other dairy farmers. The organizers are planning to make this event an annual affair, and they hope to attract even more participants and attendees in the future.

**Farmer Classes**

W. H. MARTIN

In determining the type of work that will be done on their farms, dairy farmers must consider several factors, including the size of their operation, the characteristics of their herd, and the market conditions. Some farmers may choose to build programs of vocational agriculture that are specific to their particular circumstances. For instance, a farmer who is located near a large agricultural college may want to develop a program that focuses on the training of students interested in agriculture. Such a program may involve the development of a curriculum that includes coursework in such areas as crop science, animal science, and agricultural economics. The program may also include hands-on learning opportunities, such as internships with local farmers or participation in agricultural shows and competitions. By providing students with a comprehensive education that is relevant to their future careers, dairy farmers can help ensure a strong and skilled workforce for the agriculture industry.

Another Angle

C. B. EDWARDS, District Supervisor, St. Paul, Minnesota

Farmers have been raising livestock for centuries, and the goals of their work have remained largely the same. The main objectives of livestock farmers are to produce high-quality meat and dairy products for human consumption and to maintain the health and welfare of the animals in their care. In recent years, however, there has been increased emphasis on sustainable farming practices and the production of high-quality, organic products. Many farmers have also begun incorporating technology into their farming operations, using computers and other tools to optimize their yields and reduce costs. The future of livestock farming is likely to be characterized by continued innovation and a growing interest in sustainable and ethical farming practices.

**Dairy Farmers Take the Offensive**

I. B. MONTGOMERY, Teacher, Faribault, Minnesota

In this section, I discuss the importance of cooperative extension programs and their role in supporting dairy farmers. Cooperative extension programs are a valuable resource for farmers, providing a wide range of services and resources to help them succeed in their farming operations. These programs offer training and education opportunities, as well as technical assistance and support services. By working closely with farmers, extension agents can help improve the efficiency and profitability of dairy farming operations. The success of these programs depends on the level of collaboration and support from the agricultural community, as well as the willingness of farmers to participate in education and training activities. It is important for dairy farmers to recognize the value of these programs and to make the most of the resources they offer.

**Farming Programs**

(Continued from page 36)

**Study of Results During and After a Production Cycle**

1. Accumulating and summarizing the recorded data on an efficient basis.
2. Calculating appropriate times during the cycle of wine grading, and placing the wine into storage.
3. Estimating each region to raise the following crop, and determining the level of efficiency that will improve its production.

**What approved practices were applied during the current crop cycle?**

(Continued from previous page)

**Study for Successive Cycles of the Projects:**

1. Deciding on shortcomings as producer of wine, etc.
2. Determined how effective appeared the approved practices applied, or not applied, may be in improving results, and to what extent shall they be repeated. It has been found that the effective practices were applied during the current crop cycle, whereas the approved practices were ineffective, and the farmers produced a lower yield of wine than expected. It is recommended that farmers should adopt these effective practices in future cycles to improve their productivity and overall performance.

**What approved practices were applied during the previous crop cycle?**

(Continued from previous page)
Farm Mechanics Objectives Are Being Met

CARL G. HOWARD, Teacher Education, State College, New Mexico

Farm mechanics objectives have been set for the benefit of all producers. This has been done in order to establish the degree of mechanization in the various stages of farm operations. The objectives are based on the principles of farm management and the philosophy of the whole of agricultural education. These objectives are an important aspect of the education of the farmer for the successful operation of his farm business.

Vocational Objectives

The aim of vocational education in agriculture is to train present and prospective farmers in the management of their farms. The major objectives of vocational education in agriculture are to develop:

1. A basic understanding and appreciation of agriculture.
2. A knowledge of farm machinery and equipment.
3. A general knowledge of farm management.
4. A knowledge of farm economics.
5. A knowledge of farm hygiene and sanitation.
6. A knowledge of farm safety.

These objectives are designed to prepare the student to become a successful farmer and to operate his farm efficiently and profitably.

Machinery Objectives

The objectives of farm mechanics are to:

1. Promote the use of farm machinery and equipment.
2. Promote the use of farm machinery and equipment in the most efficient and economical way.
3. Promote the use of farm machinery and equipment in the most effective and efficient way.
4. Promote the use of farm machinery and equipment in the most profitable and efficient way.

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Mechanical Objectives

The mechanical objectives of farm mechanics are to:

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2. Promote the use of farm machinery and equipment in the most efficient and economical way.
3. Promote the use of farm machinery and equipment in the most effective and efficient way.
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Research

E. B. KNIGHT

Procedures in the Formulation of Farming Programs for All-Day Students

E. B. KNIGHT, Teacher Education, University of Tennessee, Knoxville

Over a period of time a group of interested vocational people will arrive at some fairly definite conclusions regarding certain methods of teaching and practice association of the students in these programs. With this idea in mind, Tennessee teachers of vocational agriculture were asked to return a number of items concerning their methods and results towards the final decision of the phases of the programs of all-day students. In all, 171 completed questionnaires were dealt with for the students attending the programs and the results are in this article. The method of evaluation of the programs was based upon the fact that the students were given the same questions and statements to test on the different phases of the programs.

Table I—Factors Considered in Setting Up Farming Programs

<table>
<thead>
<tr>
<th>Factor Considered</th>
<th>No. of Teachers</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student interest</td>
<td>150</td>
<td>87.7</td>
</tr>
<tr>
<td>Student knowledge</td>
<td>17</td>
<td>87</td>
</tr>
<tr>
<td>Economic outlook for enterprise</td>
<td>59</td>
<td>34.5</td>
</tr>
<tr>
<td>Type of farming</td>
<td>31</td>
<td>18.1</td>
</tr>
<tr>
<td>Ability of student</td>
<td>31</td>
<td>18.1</td>
</tr>
<tr>
<td>Opportunity for practice</td>
<td>15</td>
<td>8.8</td>
</tr>
<tr>
<td>Parental attitude</td>
<td>13</td>
<td>7.6</td>
</tr>
<tr>
<td>Departmental objectives</td>
<td>4</td>
<td>2.3</td>
</tr>
</tbody>
</table>

The home farm situation, including its facilities, opportunities and limitations, considered the central factor determining the nature of the program. One-third of the teachers preferred to use the home farm situation, and one-third preferred the economic outlook for the enterprise as a vital criterion. The results show that the type of farming and the local type of farming were mentioned by 90 per cent of the teachers. The state service and their programs. A lack of variety in the items are pertinent when the boy is choosing his program structure.

Utilisation of Outdoor Materials

An all-day program of dealing with the economic outlook for the principal farm enterprises has been available for all the years the past two years. Each teacher has had the opportunity of using the materials and the results of his experiments and the results of his experiments and the results of his experiments and the results of his experiments. The experiments are: (a) the percent of the teachers who do not use the data on the farm situation, (b) his personal interest, (c) the economic outlook for the enterprise, (d) his ability to use the materials, (e) that local type of farming.

Nature of Program Agreement

Two-thirds of the teachers in this program emphasized that written agreement alone was in effect between students and their teachers. Between the two-thirds of the students involved and oral agreements were recorded in local departments of vocational agriculture. A few men used both written and oral contracts. Several had not settled the matter of program agreements sufficiently to make a definite statement. Thus, the agreement in most cases employed full power closely following the form found in the local school. Agreement was the basis of their program agreement.

The principal means of program formulation was through relations among the students of the local districts. In those cases where the height of projects varied greatly in different studies, the modulated in Table I the research was listed in the 75-90 per cent division. It was evident in a majority of the departments that at least 50 per cent ownership prevailed. Frequently teachers regroup and try to get their program in the 75-90 per cent division. The methods of solving the problems of the students should be as varied as possible. The curriculum for training teachers of vocational agriculture was completed and is set up to serve the program.

G. A. SCHMIDT

Teacher Training Curriculum in Vocational Agriculture

At Colorado State University for the past year, there was a great deal of activity in the field of agriculture. The work of the department has been accelerated in order to get the new students into the college. The curriculum for training teachers of vocational agriculture was completed and is set up to serve the program.

The college offers seven majors in the Division of Vocational Education and Social Science. All are available for those desiring a general course suitable for the agricultural major. Students selecting to qualify as teachers of vocational agriculture must take the course in General Agriculture including all the general education and social science majors. This plan is designed to become a recognized program of the educational subjects required for the prospective teachers of vocational agriculture.

The teacher training program includes a classroom course and practical experiences. The classroom course is devoted to farm and rural life. The course is designed to give adequate training in the field of farm instruction and to train teachers of vocational agriculture in Colorado to be able to get adequate training in the field of farm instruction.

The first year's work in General Agriculture and in the Agricultural Education course is identical and different from the other years. The first year's work in the Division of Agricultural Science course of study is designed as a follow-up service. The major emphasis is on the general education and social science majors. The majors are: (a) General Agriculture, (b) Farm Equipment, (c) Farm Management, (d) Farm Economics, (e) Farm Practice, and (f) Teaching Methods.

WILMS' WOMEN WELD IN WAR WORK

Six farm women were enrolled in the WRTF shop course conducted at Mikelis, Iowa, under the direction of M. L. Wilt. Their work was well done and showed the great value of women's work in agriculture. The women were very efficient in the shop and gave much time to their work.

Summary of the Technical and Educational Subjects in the Revised Curriculum for Training Teachers of Vocational Agriculture

<table>
<thead>
<tr>
<th>Total Qr. Hrs.</th>
<th>36 (24)</th>
<th>17 (14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Qr. Hrs.</td>
<td>36 (24)</td>
<td>17 (14)</td>
</tr>
<tr>
<td>% of Course</td>
<td>111%</td>
<td>111%</td>
</tr>
</tbody>
</table>

Farm Mechanics Professional Education

| Total Qr. Hrs. | 16 (12) | 12 (9) |
| Total Qr. Hrs. | 16 (12) | 12 (9) |
| % of Course | 125% | 125% |

Total Technical Courses: 49 (35) Total Educational Courses: 18 (14)
Organized Boy Program

J. A. Hardy, Teacher of Agriculture, Dairy, Virginia

Every dark cloud has a silver lining. It is a sumptuous food for the student of agronomy. The duties of the boy on the dairy farm, who is engaged in total war, is to feed the animals that are working for us. Herein is a hidden beauty. However, it seems that "organized boy power," made imperative by the war situation, has been a silver lining that shines even bright.

For each year for seven years I have assisted to teach the job of controlling the young men, who are being trained to do the best work. When the farm crops are taken, we have to face the challenge of the situation and the new equipment. We have learned not to individualize and test the new equipment, but to use the old and improved. The new equipment is designed to be used and offered to treat small grains. A new equipment is a cost of material only for any farmer who would bring his seed to the shop. The new equipment includes not only the present and future farmers, but also farm owners, and is a part of the new equipment. These farmers and the new equipment have been developed, a gift from the state organization of Women's Clubs. Surely these accommodations and this busy little city are the most beautiful state camp in the world.

West Virginia State Camp

The best state camp in the world is the editor's judgment of this, the state camp of West Virginia. Any prize-winning boy can sit back and look at this view by the lake.

The camp ground includes over 100 acres located at Jackson's Mill in eastern West Virginia, the hayfield and home of General "Stonewall" Jackson. The mill on the old hayfield stands along the stream where the lower part of the river is found. The camp is supplied by state aid and is directed by the Agricultural Extension Service. It is used for training state agents and for developing the state organization. The location of the state organization of the General, and provide sleeping accommodations for men and women, is about 30 miles west of the mill. The mill is located near the town of Jackson's Mill. The mill is located near the town of Jackson's Mill. The mill is located near the town of Jackson's Mill. The mill is located near the town of Jackson's Mill. The mill is located near the town of Jackson's Mill. The mill is located near the town of Jackson's Mill. The mill is located near the town of Jackson's Mill. The mill is located near the town of Jackson's Mill. The mill is located near the town of Jackson's Mill. The mill is located near the town of Jackson's Mill. The mill is located near the town of Jackson's Mill. The mill is located near the town of Jackson's Mill.
Objectives for a Farm Mechanics Program
BERNARD BUTCHER, Teacher, UC Extension, Moorpark, Calif.

IT is our primary objective as teachers of agriculture to help boys in the farms to obtain the maximum of skill and knowledge in the farm work of tomorrow. It is also our objective to help them in developing a better understanding of the farm. The farm will be even more highly mechanized than the farm of today. Bearing this in mind, in our work, we should start to evaluate our farm mechanics program to determine whether we are meeting this problem, or not, and if we are not, we should take the necessary steps to correct it. We will be the leaders of the group of highly mechanized types of farming.

The possibilities of increasing the efficiency of every type of farm operation through the use of new and improved types of farm machinery is almost unlimited. The introduction into the field by the farm mechanic is the key to the successful operation of the farm, because of the knowledge and the understanding of the majority of farmers to care properly for farm machinery. It is not necessary that agricultural programs be held back much longer on this score. Many types of new and specialized equipment are to be introduced in the next few years. The farmer who has a better understanding of the principles of farm mechanics and an appreciation of the proper care of farm equipment will reap the benefits.

More Machines—More Instruction

It would be safe to conclude that if any mechanization of farms is to be successful it should be the logical result of the farm mechanics program in the school. It is true that the time is approaching when it will be necessary for anyone to be able to operate the various kinds of farm equipment. The time has arrived when the farm machinery is looked upon as a substitute for the human labor. It is not necessary that this be done at the expense of the human labor. It is not necessary that this machinery be used with the idea of labor-saving, but with the idea of labor-saving. It is not necessary that this machinery be used with the idea of labor-saving, but with the idea of labor-saving.

The success of any farm mechanics program will depend upon the success of the instruction given in the field. As the farm mechanics program is an attempt to fill the gap between the theoretical and practical knowledge of the farmer, it is necessary that the instruction given in the field shall be adequate, and that it shall be given with an understanding of the principles of farm mechanics.

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