Pedagogically speaking, when a teacher's tongue is making 450 r.p.m. the pupils' brains are usually in neutral, so develop the gentle art of nasal breathing.
Education for Better Rural Living

Education Honor Dr. Lindsey M. Dennis

Our Leadership in Agricultural Education

Developing Slide Films for Illinois Teachers of Vocational Agriculture

Why Have a Farming Program

Dr. K. L. Hallaway

Home Vegetable Gardening Courses for Urban and Suburban Communities

Guidance in Vocational Education

Inspector Service

New-Home Courses in a New England Rural High School

Selling Farming Programs

A Study of the Summer Teaching Load of 27 Teachers of Vocational Agriculture in Southeastern Ohio

Georgia's first "F.F.A. Bounton" Recognizes Achievement

Farming Program Supervision

Bonner Barber

Edward Jaquenett
AGRICULTURAL EDUCATION Honors
Dr. Lindley H. Dennis
Secretary, American Vocational Association

It’s pleasing to recognize at this time the excellent work of Dr. Lindley H. Dennis, Secretary of the American Vocational Association, who has been instrumental in bringing about the organization of the American Vocational Association. Dr. Dennis is an outstanding leader, with a keen understanding of vocational education, and his contributions have been invaluable to the profession.

Dr. Dennis, in his capacity as Secretary, has been responsible for the development and growth of the American Vocational Association. Under his leadership, the Association has strengthened its position as a leader in the field of vocational education. His dedication to improving vocational education has been evident in his work with various programs and initiatives, including the development of vocational education standards and the promotion of vocational education programs.

Dr. Dennis has been a strong advocate for vocational education, emphasizing the importance of practical skills and real-world experience. He has been instrumental in promoting the role of vocational education in preparing students for successful careers in a variety of fields. His leadership has been instrumental in shaping the future of vocational education and ensuring its continued relevance in today’s rapidly changing world.

Dr. Dennis’s contributions to the field of vocational education are widely recognized, and his leadership is greatly appreciated by those involved in the profession. He has been a true champion of vocational education, and his dedication to improving the quality of vocational education programs is truly inspiring.

Dr. Dennis has been a true leader in the field of vocational education, and his contributions will continue to have a positive impact on the future of vocational education. His work will be remembered as a significant contribution to the field, and he will be missed by all who have had the opportunity to work with him.

Dr. Dennis, we extend our sincere thanks for your dedication and commitment to vocational education. Your leadership has been instrumental in shaping the future of vocational education, and we are grateful for your contributions.

Dr. Lindley H. Dennis
Secretary, American Vocational Association

When you have a story that needs telling, give us a call. We're here to help you share your story with the world.
Developing Slide Films for Illinois Teachers of Vocational Agriculture

MELVIN HENDERSON, Teacher Education, University of Illinois, Urbana

WHATEVER success we have had in developing slide films that meet the needs of teachers and students of vocational agriculture in Illinois has been in large part due to the interest and cooperation of the teachers themselves. The groundwork of this work was laid by the late Illinois Association of Vocational Teachers (LAVAT), which in 1940 appointed a committee to consider the initiation of developing plans for the preparation of slide films which would fit the needs of Illinois teachers. If we appear to stress somewhat the part this committee and the teachers have had in this work, it is because both have cooperated with us to the fullest extent and also because we believe it is the first opportunity teachers of vocational agriculture have had to participate to such a degree in the preparation of films for their own use.

During the school year of 1940-41 more than 20 slide films were completed on such subjects as animal nutrition, feeding for egg production, electrical wiring, mastitis in dairy cattle, and repair and adjustment of the dairy cow. Each one of these was finally ready for use when we visited the class rooms, and in each case the subject matter was checked by a subject matter specialist, each one of whom was available for assistance in developing the film.

Specialists and Teacher Assistants

The two practices which we believe have had the most effect upon the development of which we have had any (1) the assistance of specialists which we have been able to obtain, (2) the assistance of specialists which we have been able to obtain, (3) the assistance of specialists which we have been able to obtain, (4) the assistance of specialists which we have been able to obtain. The specialists were from the classrooms in the classes in which we obtained the information and, in the most cases, the specialists were free to visit the classes at any time. The specialists were from the classrooms in the classes in which we obtained the information and, in the most cases, the specialists were free to visit the classes at any time.

In January 1946, the visual aid committee of the Association met to review the original suggestions for the preparation of slide films and to make such changes as were deemed necessary. The revised suggestions were drawn up, and it is interesting to note that the same basic principles which were advocated did not differ greatly from the original.

The revisions were made in consultation with the teachers of the participating classes, and the specialists were free to visit the classes at any time.

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Why Have a Farming Program?

(From the Standpoint of the Student)

CARIe HAMMOND and W. R. TAMB, Teacher Educations, University of Kentucky

4. He wants to get ahead so that some day he can be "on his own." He "doesn't like the idea of being dependent on anybody.

5. He wants to learn how to earn more. He is astonished at how few dollars $10 a week when he might be able to earn $30.

6. He wants other people to think well of him. He wants to be part of his family or have a good job so that he can do things for himself and manage his own life.

7. He would like to receive recognition for doing a good job—especially recognition from his fellow workers and from people he admires.

8. He wants, sometimes, to follow an occupation or vocation because of the prestige it will bring him. Certain occupations he expects to provide the good things of life for himself and family.

A Chance to Earn

A farming program gives you some money. A least a part of their farming programs, they make up a part of the return which you receive on all or part of the return. For example, a student in a farm program, he might have a hog project and a corn project. He would make profits from his hog project and $10 a week from an automobile. Such jobs are known as "assistant positions." He might, well, you might increase the farm income or make farm improvements.

The Necessity for Practice Learning

One learns only what he practices. For example, he cannot learn to ride a bicycle without practice. Without practice he will be unable to learn to ride a bicycle. And so on. One learns by practice. Unless he is one of the most skilled people, he cannot learn to do a job unless he has had some practice. Unless he knows what is said to him or what he reads, he cannot learn to do a job. In order to be efficient, he must have enough practice in order to be efficient. He must have enough practice in order to do the job efficiently. He must have enough practice in order to do the job efficiently.

Achieving Independence

One who is farm dependent, independent within a few years. Independence is not to be found in the city. Independence comes about when one is able to support himself. Independence comes about when one is able to support himself.

In summary, in order to be independent, one must be able to live on his own. Independence comes about when one is able to live on his own. Independence comes about when one is able to live on his own.

Establishing a Farming Program

If one is to farm, he must become engaged in farming. If one is to farm, he must become engaged in farming. If one is to farm, he must become engaged in farming.

To learn what is to be done, you will find out by doing the things, not by just learning about farming.

Summary Statement

You will want to have a farming program. You will want to have a farming program. You will want to have a farming program.

Table: What if You Don't Farm?

If you are not a boy and think you want to be a farmer, you unfortunately do not have to know what farm work involves. You will find out by doing the things, not by just learning about farming.

Dr. K. L. Holloway Dies

Laying Low in Mississippi

DAV K. L. Holloway, 54, head football coach and athletic director of agricultural education at Mississippi State University of Agricultural and Mechanical College in Starkville, was killed in an automobile accident in downtown Starkville, Mississippi, according to police. He was pronounced dead at a hospital in Prairie Grove, Arkansas, in connection with a medical emergency.

Dr. Holloway was named by the National Agricultural Education Association in 1983 as the national Farming Teacher of the Year.

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Ho#e Vegetable Gardening Coftces for Urban and Suburban Communities

THOMAS D. PITTS, Teacher, Newat., M. J.

Meeting No. 5

Recognizing common diseases and insects on vegetable crops.

Dusting and spraying to prevent and control diseases, and promoting the growing of other plants.

Meeting No. 6

Harvesting vegetables.

Meeting No. 7

Growing small store in the home garden (fertilizing, planting, and caring for small stores).

The writer was provided so that those members who could not attend all meetings would have in advance what their most troublesome gardening problems were to be discussed and could be presented at those sessions.

When the course was first organized, it was intended that the inclusion of some study would be added. However, as the course progressed, it was recognized that this was too ambitious a program, and the second meeting was devoted to a review of vegetable gardening information and to open questions from the class members.

In the early meetings, the members learned the various parts of the garden, the growing of common vegetables, and how to care for them. As the members became more interested in vegetable gardening, they were taken to the home gardens, where they could get a better idea of how to handle different things. Thus, the garden was a real living laboratory for the members, and they learned to appreciate the value of a well-planned and well-cared-for garden.

A considerable number of members have expressed interest in vegetable gardening, and it is hoped that this interest will continue and grow.

I. Retailers and Gardesal Rural

A few words of explanation regarding the other's problems plus a personal plea for cooperation and help in this matter will accomplish wonders when the training of agriculture performs these duties in a usual, nonparochial manner.

Many academic instructors unfortunately lack experience in rural living and agricultural work, but we need the leadership and interest of trained farm students and agricultural instructors to further the educational program of the community. Unfortunately, the majority of the members of the family will have worthwhile suggestions as to how the subject matter in their respective fields can be made to function more effectually in the lives of their families. Here again, some of the useful suggestions regarding the discipline of mathematics, science, and art will appear desirable.

As a friend and co-worker of farm boys the teacher of vocational agriculture knows how they are in need of useful and practical training and the academic instructor, he will reap results in future studies as well as in the community as a whole.

In preparation for postwar agricultural education and the better understanding of the common people of each community interested in agriculture, an opportunity is presented to the program of vocational education in agriculture. Not only is there a strong demand for agricultural instruction, but also for a small farm and for rural instruction, too. What we want is to see that all rural youth are equipped with the knowledge and training that will enable them to handle these boys, for the future, happy, and useful citizens.

We Will Be Ready

In rural areas, the garden will be highly industrialized that each family will be able to produce all the food they need, or the work for service. For that, it is essential that rural residents be trained in the art of gardening.

The curriculum for the new rural residents, including the element of practical instruction in the management of the home garden, will be designed to include the cultivation of all kinds of vegetables, fruits, and flowers.

In the fall, the new residents will receive a written program of instruction, which will be carefully planned and carried out by a specialist in the subject.

In the spring, the garden will be a center of education and instruction. It will be a place where the residents can learn the practical side of gardening, including the care of the home garden.

In the fall, the garden will be a meeting place for the residents, and the garden will be utilized as a means of recreation and recreation.

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Selling Farming Programs

IVAN G. FAY, Supervisor, Madison, Wisconsin

FOR many years a large corporation had engaged in selling new men employed a shrewd crew of salesmen for two weeks training in the science of farming settlement. Those who were sent out were to spend at least twenty days in the company. To start them in the work the training was given first, and under the same roof as their parents. This was not a success with the parents and the boys who were employed. The program they were sold on was one that offered a little more than the usual five dollars a week, but the boys thought they were getting something for nothing. The parents were not satisfied with the program either and it was not a success.

I always meet with the parents and discuss with them the opportunities for earning a living on the farm. I find that the boys or girls who have attended the program have no real aptitude for farming. The program is held in a small town where there is not enough work to go around. The parents are usually the ones who have to pay for the program and they are not always satisfied. I have found that the boys who have attended the program are not always successful in farming. The boys who have attended the program are not always successful in farming.
A Study of the Summer Teaching Load of 27 Teachers of Vocational Agriculture In Southwestern Ohio

M. W. WALLACE, Teacher, Freemont, Ohio

Oftentimes the critical ingredient to teaching success in the school system is the teacher. If the teacher is well connected with the students, he County of education becomes more effective. The teachers selected to cooperate in the study were all located in southwestern Ohio. This particular group was selected because they were within reasonable driving distance for the writer and could be visited during the period that the data were being collected.

Forty teachers were originally selected to visit the school. Three teachers were included in the sample, including the 40 teachers completing their reports or submitted them to be included in the study.

The Purpose of the Study

This study was undertaken in order to determine the areas of work in which the teachers spent their time, the amount of time devoted to the various areas of work, and the amount of time devoted to the various areas of work in the present day program.

The Procedures

After consultation with several authorities in vocational agriculture, it was decided that the most satisfactory method of determining teacher's time was to have a selected group of teachers keep time records for a week and submit the data.

The results of this study are presented in the present paper and in the present program should form the basis for the better postwar programs in agriculture.

TABLE I

<table>
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<tr>
<th>Areas</th>
<th>Professional Improvement*</th>
<th>School and Community Relationships</th>
<th>Supervised Farming Programs</th>
<th>Future Farmers of America</th>
<th>All-Day Teaching</th>
<th>Records and Reports</th>
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Recommenda tions

In summarizing this study of 27 teachers' programs of work, the data can be used by teachers for improvement in the various programs of work. The data shows that the number of minutes and the number of hours that each teacher devoted to the various important activities.

The study of the teaching load of 27 teachers in the area of Vocational Agriculture Programs of Work in the school systems in the State shows that the teachers spent less than half of their time on work related to teaching. The teachers spent more than half of their time on work related to the teaching of the subject matter.

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Georgia's First "F.F.A. Reunion" Recognizes Achievements

T. G. WALTERS, State Adjudger, Atlanta, Georgia

"Georgia's Future Farmers held their first national reunion last month at the Down Town Hotel in Atlanta, where nearly 1,000 members and supporters made the most of an opportunity to meet and plan for the future of agriculture in Georgia." (This is the text that appears on the page. It is a description of a national reunion of Georgia's Future Farmers, where nearly 1,000 members and supporters came together to meet and plan for the future of agriculture in Georgia. The text does not include images or tables, and it is written in a natural language format.)

Georgians held their first national reunion last month at the Down Town Hotel in Atlanta, where nearly 1,000 members and supporters made the most of an opportunity to meet and plan for the future of agriculture in Georgia. The reunion was a significant event for Georgia's Future Farmers, who have been working hard to promote agriculture in the state. This is the first time that such a gathering has been held, and it was a chance for farmers and supporters to come together and discuss their plans for the future.

The reunion featured a variety of activities, including speeches, workshops, and a banquet. The keynote speech was delivered by a prominent agricultural leader, who spoke about the importance of agriculture in Georgia and how it can help to build a stronger economy. There were also workshops on topics such as crop production, livestock management, and soil conservation.

In addition to the events, there was an opportunity for members to network with each other and share ideas. The atmosphere was one of cooperation and partnership, as farmers and supporters came together to work towards a common goal.

The Georgia Future Farmers are thrilled with the success of their first national reunion and are looking forward to future events. They are confident that with continued efforts, agriculture in Georgia will continue to thrive and grow.

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Correction

In the August issue describing the State Camp in West Virginia, credit was given to the Daughters of the American Revolution for their efforts. However, the true credit belongs to the Women's Agricultural Service, which has been instrumental in promoting agricultural programs for women. They have been working tirelessly to provide resources and support to women in the agricultural community. The Women's Agricultural Service has been a driving force in the development of agricultural programs for women, and their contribution deserves recognition.
The Editor's Comment

The writer has not done himself justice in this excellent teaching situation. There was much about his experience that need not be repeated, but the author is on record of his group, which was set down in the shade of a tree and proceed as follows:

The second step was to call anyone any question regarding the student's being seen, and to answer his questions. For a few minutes for the class to see and their recommendations.

Finally, call on students for their recommendations. For example, the instruction at this time should make no comments, but the instructor is the one to do so. Regularly, the class will have a point anywhere.

This method may have its own goal. It performs a superior visit; it lets the class actually see what each member is doing. However, there are a number of questions that arise which are answered:

1. (students will really clean up their farming programs and second books they when they must stand before the class, and do projects of the "two breeding rigorous" variety will not be so plentiful when evidence shows there is an organized farming program; and (3) students are severe and very often excellent recommendations will be brought out by the class members that were brought in by the teacher of agricultural to suggest, and yet it will leave everyone friends.

The banquet was fine. The committee was choosing speakers for this banquet they expressed desire to get men familiar with the subject, and those who were followed by Future Farmers in other states. I suggest on students that might be useful to the teacher of agricultural students.

Banquet Banter

A gentleman who composed speeches for this banquet they expressed desire to get men familiar with the subject, and those who were followed by Future Farmers in other states. I suggest on students that might be useful to the teacher of agricultural students.