"The fellow who does just what he is told
will never be told to do big things."
Objectives in General Education

The year which has just ended has been marked by careful planning for higher education which have been many of our leading colleges and universities. This year has seen a number of institutions have had considerable work, in some cases, in the development of courses and programs that have been designed to meet the needs of students and the demands of society. The educational objectives have been set forth in a variety of ways, but the common thread is the need for continuous improvement in the quality of education provided at all levels. The main objectives of higher education are to provide a broad-based education, to foster critical thinking, to encourage creativity, and to prepare individuals for productive and fulfilling lives.

Life's Goals

There is a saying that people get out of the way to let a man pass if he knows where he is going. Substitute the words "boy or young man" for the word "man" and the statement would be equally true. A study of the lives of successful people has shown that those who decide early in life what they want to do, and are more likely to succeed than those who do not have a clear vision of what they want. There are many exceptions, but the general trend is that people who are clear about their goals and aspirations tend to achieve more in life.

Many studies have been made to determine what makes boys who study vocational agriculture in the high school. In Virginia, before the war, about half of them engaged in farming or allied occupations, but this proportion decreased to about 4,000 boys. One report put it to 77 percent in 1943. This shows that 32 percent of them were engaged in farming, 4 percent in other related occupations, and 5 percent in other vocational colleges. These figures may be encouraging or discouraging depending on one's point of view. Much depends on the quality of education being done by those who are teaching and learning. This brings us again to the matter of goals. Virginia agriculture is not likely to be greatly improved by boys who "take" agriculture because they think it is easier than some other course, because they need a few extra credits, or because they want to belong to the F F A. Chapter. More likely, these are the boys who were not following farming anyway, and the sooner they enter some other field the better it is for them and for their families. On the other hand, let us, then, limit the further consideration of goals to the boys who are taking agriculture seriously.

To become financially independent, to establish a satisfactory home, and to live a respected and satisfying life of agricultural work are among the chief goals of those engaged in any occupation. Those of us who believe in the future of farming recognize the importance of these aims as well as anyone else—and more easily than some. Deciding to be a farmer is the first step toward success, deciding what kind of a farmer you want to be the second step. In this scene, the kind of farm you want to be one of the best farmers, a good farmer, or just another farmer. It is important to decide whether you want to be a general farmer, a farm family farmer, or a specialized farmer. It is even more important to decide if you want to be one of the best farmers, a good farmer, or just another farmer. It is important to decide what kind of a farmer you want to be.

Improving Farm Management

The 1943 report of the Farm Management Program shows that our Future Farmers of America farmers, in most cases, are following a specialized type of management. This Program demands that our Future Farmers be better farmers, if not among the best farmers, and best farmers shall be those who are constantly setting definite goals and making efforts to attain them. In 1943, 70 percent of our Future Farmers employed in agricultural occupations in Virginia were farmers. In 1940, only one person in four was so engaged. As farming costs become more efficient and the farmers become more efficient, the efforts of the nation will increase still further. On the other hand, the efforts of the nation will increase still further.

E. H. W. Stender
Making Community Contacts in Vocational Agriculture

R. M. OCKEBAAN, Teacher, Lindley, N. Y.

Making Community Contacts in Vocational Agriculture

Most experienced teachers of agriculture are well aware of the importance of making community contacts, but possibly a discussion of some of the mechanics of establishing these contacts is desirable. The following is a rough outline of how to become satisfactorily acquainted with the community of one's teaching area.

1. The teacher should make an effort to develop an adequate understanding of the community before making any plans for establishing contacts. This understanding can be obtained through an examination of the community's newspapers, magazines, and other publications. The teacher should also visit the community and tour the area to become familiar with the local conditions.

2. The teacher should plan to visit various community organizations and institutions to develop a working knowledge of the various activities and programs that are taking place in the area. This knowledge can be obtained through personal conversation, visits to community meetings, and discussions with community leaders.

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Effective utilization of the farm's human resources is one of the most important aspects of a successful farming program. In this article, I will discuss the importance of planning and preparing the farm's human resources for the upcoming season.

The first step in utilizing the farm's human resources is to identify the needs of the farm. This involves taking inventory of the farm's equipment, facilities, and resources. Once the needs of the farm are identified, the next step is to develop a plan to meet those needs. This plan should include a schedule for the use of resources, as well as a budget for the cost of resources.

The plan should also include provisions for training and development of the farm's human resources. This may involve providing training opportunities for new employees, or developing a plan for the ongoing development of current employees. Training should be tailored to the specific needs of the farm, and should be designed to improve the skills and knowledge of the employees.

In addition to training, the plan should also include provisions for the retention of qualified employees. This may involve providing incentives for employees to stay with the farm, or developing a plan for the recruitment of new employees.

Finally, the plan should include provisions for the evaluation of the farm's human resources. This will help ensure that the farm is utilizing its human resources in the most efficient and effective manner possible.

In conclusion, effective utilization of the farm's human resources is essential for the success of the farm. By identifying the needs of the farm, developing a plan to meet those needs, providing training and development opportunities, and evaluating the farm's human resources, the farm can ensure that it is utilizing its human resources in the most efficient and effective manner possible.
Measuring Efficiency in Sow-and-Litter Projects
GEORGE P. DEYO
Teacher Education, Michigan State College, Lansing

The development of an efficient and continuous process of sow and litter production is of vital importance to the agricultural industry. The efficiency of the sow and litter system is highly dependent on factors such as sow performance, litter weight, and feed consumption. It is crucial to evaluate the performance of sows and their litters to ensure continuous improvement in this system.

Summary of Data Presented

Data are here presented for 120 litters in 12 departments of vocational agriculture in Michigan and other states.

TABLE I

<table>
<thead>
<tr>
<th>Department</th>
<th>Number of Litters</th>
<th>Average Sow Weight</th>
<th>Average No. of Piglets</th>
<th>Average Weights</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12</td>
<td>455 lbs.</td>
<td>12.0</td>
<td>9 lbs.</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
<td>475 lbs.</td>
<td>12.0</td>
<td>10 lbs.</td>
</tr>
<tr>
<td>3</td>
<td>12</td>
<td>495 lbs.</td>
<td>12.0</td>
<td>11 lbs.</td>
</tr>
<tr>
<td>4</td>
<td>12</td>
<td>515 lbs.</td>
<td>12.0</td>
<td>12 lbs.</td>
</tr>
<tr>
<td>5</td>
<td>12</td>
<td>535 lbs.</td>
<td>12.0</td>
<td>13 lbs.</td>
</tr>
<tr>
<td>6</td>
<td>12</td>
<td>555 lbs.</td>
<td>12.0</td>
<td>14 lbs.</td>
</tr>
<tr>
<td>7</td>
<td>12</td>
<td>575 lbs.</td>
<td>12.0</td>
<td>15 lbs.</td>
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<tr>
<td>8</td>
<td>12</td>
<td>595 lbs.</td>
<td>12.0</td>
<td>16 lbs.</td>
</tr>
<tr>
<td>9</td>
<td>12</td>
<td>615 lbs.</td>
<td>12.0</td>
<td>17 lbs.</td>
</tr>
<tr>
<td>10</td>
<td>12</td>
<td>635 lbs.</td>
<td>12.0</td>
<td>18 lbs.</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td>655 lbs.</td>
<td>12.0</td>
<td>19 lbs.</td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>675 lbs.</td>
<td>12.0</td>
<td>20 lbs.</td>
</tr>
</tbody>
</table>

TABLE II

<table>
<thead>
<tr>
<th>Department</th>
<th>Data for Setting Goals and Measuring Efficiency of Sow-and-Litter Projects in Vocational Agriculture</th>
</tr>
</thead>
<tbody>
<tr>
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<td>655 lbs.</td>
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In conclusion, the average number of piglets per sow and the average weight of piglets are critical factors in determining the efficiency of the sow and litter system. These data can be used to set goals and measure progress in improving the efficiency of this system.

References


The checkers at 36 days is the "pay-off" on the kindness of prosperity. Note the use of this method in the hog industry.
WATSON ARMSTRONG

Farmer Classes

W. HOWARD MARTIN

Young Farmers in the Postwar World

JOSEPH H. WILSON, Teacher, Stevetsown, Pennsylvania

YouTH farmers are coming into their own, with the emergence of the world into a new era, they are becoming a prominent mark on those with foresight and vision. During the war, the young farmers have been laying the ground work for our future, as well as being the fountainhead for many of the social, cultural, and agricultural practices we are seeing today. The Farm Bureau, the Young Farmers’ Organization, and the Young Women’s Christian Association are all working closely together to promote the interests of the young farmer.

The local Young Farmer’s Club meets every Thursday evening at the Stevetsown School. The club consists of approximately 25 members, ranging in age from 16 to 25 years. The club members are active in all phases of farming, from crop production to livestock management. They are also heavily involved in civic activities, such as the local 4-H Club and the Stevetsown Community Fairs.

The Stevetsown Young Farmer’s Club is one of the many organizations working to improve the lives of young farmers. They are dedicated to helping young farmers develop the skills and knowledge necessary to succeed in the farming industry. They are also working to ensure that young farmers have access to the resources they need to be successful.

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FARM MECHANICS

Changings Programs in Farm Mechanics

V. J. MORRIS, Department of Agricultural Engineering, Iowa State College, Ames, Iowa

INSTRUCTION in farm mechanics is required in all classes in farm mechanics. From 15 to 20 hours of training is given in welding and cutting. Experimental work on farm machinery repair and electric power is given in places of the plant.

Students enrolled in classes in Major Construction receive training in all phases of farm mechanics. They also practice their skill in construction and repair of farm equipment.

The courses dealing with the methods of Teaching Farm Mechanics have been changed to that the student may be equipped in the development of new skills in farm machinery.

The Special Methods Course in Farm Mechanics is designed to give instruction in each of the required subjects of the student. Welding, farm machinery, and farm machine shop organization and management are the three of the many problems which the student confronts.

Farms mechanics in high school should be given the opportunity to new, changing needs. The scope is wide and the methods of teaching are varied. If the student has had experience in farm mechanics, he should be given the opportunity to develop new, changing needs.

The work in the farm machinery shop should extend his farm-mechanic training into the practical work of the farm. He should be given the opportunity to develop new, changing needs.

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Some Opinions of First-Year Students in Agriculture

ROBERT H. CORRAN, Toc Hall, Pennsylvania

The study of first-year students in agricultural college was undertaken by the authors to obtain information about the work in the Walker Township District in Pennsylvania, a part of the state where agriculture is prominent. The study was made in cooperation with the Pennsylvania Agricultural College, and the results are to be presented in a future report.

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Fun Feeds are Popular

A. W. TENNEY

WINTER Тепели is a fund-raising time for F.F.A. chapters in Nebraska. It’s the time when the boys act as hosts to the parents and friends of the chapter, and the visitors are invited to attend. Each chapter’s program, dinner, and activities differ, but many are similar. An annual event, however, follows the same general rules of plenty to eat, good entertainment, and a good time for the boys, and plenty of time to visit and have a good time. The F.F.A. chapter at Broken Bow hosted the first-annual fun feeding.

At Broken Bow the fun feeding was a success. The 45 F.F.A. members furnished 15 platters for the 84 boys, their fathers, and guests. Total expenses for the event were $1,500. Each member worked at school and served the birds and served the meal. The feature of the program was a trip to the city and a visit to the various cultural celebrations.

The trip to the city was a hit and the visit to the various cultural celebrations was a hit. The trip to the city was a hit and the visit to the various cultural celebrations was a hit. The trip to the city was a hit and the visit to the various cultural celebrations was a hit.

The F.F.A. chapter in Broken Bow has a special place in the hearts of the members, and the F.F.A. chapter in Broken Bow has a special place in the hearts of the members, and the F.F.A. chapter in Broken Bow has a special place in the hearts of the members.
Some of the objectives may deal with the homes and home life of the people of the community and the combinations of labor-saving devices on the farm and in the home. The health officer, the farm home worker, and the teacher in homes and surroundings, or in any and more subordinate use of leisure by persons living in the community. New objectives may have to do with the people with whom the program is not concerned, such as the speaking of better English as a school subject. The principal of the community, promoting a higher type of rural education. Placing a high percentage of the population in positions for which they have been trained, or promoting a better understanding of the problems faced by the cultural workers.

In preparing his long-range plan, the teacher should list all objectives that need to be accomplished in the community and that lie within the field of the vocational agriculture program. Some of these need not be reached for several years. Some need of great urgency must be achieved as quickly as possible, while others may be such that the teacher need not attack for a few years. The teacher might set these objectives that need to be done in the community, but decide to attack only some of these during the present school year.

In preparing his plan the teacher would include all 15 objectives but would devise the three places to attack during the present year. As the plan is reviewed from time to time, the remaining objectives will be taken up and divided into three for each. Experience has shown that this is a good plan for a teacher of vocational agriculture to concentrate his efforts on a relatively small number of objectives that can spread his energies over a wide field, but do the other fields of the curriculum in which he will eventually work. The teacher of vocational agriculture is first of all a teacher. The devices used in obtaining his objectives will therefore be the same available to a public school teacher. He should, however, use originality in his applications. The teacher and the devices the teacher has all the devices the teacher can use in approaching each objective, but about the same devices he has no intention of using. Allow the latter course would throw suspicion on the teacher's motives and would seriously lessen the value of the plan to prepare. If the teacher’s devices which of vocational agriculture can use are:

1. Instructing all classes in vocational agriculture.
2. Interest young-farmer classes.
3. Interest adult-farmer classes.
4. Directing the farming programs of states in alchemy, young-farmer, and adult-farmer classes.
5. Instructing farmers and others in the community with whom he may have contact.
6. Publicity news articles, features, stories, posters, exhibits, radio broadcast, and similar activities.
7. Promoting community, local, county, district, and state fairs.
8. Promoting contacts of all kinds.
9. Operating a school farm.
10. Maintaining an active chapter of the Future Farmers of America.
11. Cooperating with existing agricultural conditions in the community.
12. Promoting agricultural conditions in the community.
13. Delivering talks to interested groups in the community.
14. Planning and conducting field trips for farmers and others.

To the above objectives the following are added: In the teaching of vocational agriculture are required, they should cooperate in working out the above objectives. Each school should have at least two teachers. When two or more departments are combined, the students in the combined classes must be made to feel a part of the work, or they will feel they have been overworked. Students in the combined classes should be encouraged to participate in the pomological or horticultural club, or other students with whom they have no contact.

Some will be the pomological or horticultural club, or other students with whom they have no contact.

BANQUET BANNER
Toastmaster: Tonight we have a treat, a special student banquet. One of our students, a Freshman from Texas, is enrolled in graduate school at the University of Texas. We have arranged this banquet this evening our guest speaker will be interested in getting ideas for his handout. There are no other students.

Speaker: It's a great treat for me because we are not going to have a banquet and be honored by our speaker. I hope the speech is going to be interesting. We will remember our visit and come again. Yes, Texas is a land of promise and beauty. If it were not for the fact that so many Texans are going to have the hands of the people of Texas and have a bit of their place to work, they could not have made it to Texas. We have set the things that are the story of one of the State Farmers. We do not have to own a farm and he leased the farm. The farmer may have been good but he does not own a place. The next time we visit, we will go to the place where a highly productive area has been set up in the crop and scatter over the state. Such a place is a future.

BANQUET BANNER