"A chip on the shoulder usually indicates wood higher up."
Young Farmers Look Ahead

Our job, as we see it, is the same as that of any other producer in any other part of the world. It is to produce a constant, adequate supply of food, clothing, and shelter at a constantly decreasing price.

Our responsibility in producing quality products goes beyond the satisfaction of known consumers' wants. For example, consumers demand food, but they don't know what goes into the products they buy. We are only a link in the food chain, and our job is to ensure that every step of the production process is of the highest quality.

The best handling of the product can also help us attain improved quality. To a limit extent this has already been done, but much more can be done in the future.

There will be periods of inflation and periods of deflation. We cannot predict the future with certainty, but we can make informed decisions based on historical data and current trends.

Mississippi Teacher Teach Farmers

Mississippi Teacher Teach Farmers

Farming Programs—A Point of Emphasis in Supervision...Calvin Stewart

Keeping Apace With Progress...Russell B. Birkman

A Refreshing Course for Teachers...E. Y. Nobles

Farm Management as a Supervised Practice...R. H. Fiedler

Comparative Earning and Learning by Means of Project Groups...Harold Gulin

Planning a Banquet...H. G. Booker

Buildings for Departments of Vocational Agriculture...A. H. Helmsen

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Recovering Our Losses

Now the war is over, state superintendents are thinking about their postwar programs. In the past, the quality of work done in schools and schools has been reasonably well maintained. In no other state the work has suffered. It is the recovery of the lost ground that will now direct our thinking with vigor and determination. By the time this editorial is printed it will be too late for the best effect in some locations, but for many others it will be still timely. Let us face the situation seriously and intelligently.

It is well to be informed on the main work of the first half of the educational program and in many states the beginning of agricultural education. In those days a local school which had been operating under certain conditions, including teachers, classes and various related activities, was given an opportunity to initiate a department of vocational agriculture designed basically to provide students in high schools and junior colleges with real training in agriculture and the opportunity to carry on this special type of instruction. The school was offered the necessary resources, equipment, apparatus, and library. All other functions were to be conducted by the teachers as before. There was no competition for funds to attract such a teacher; it was optional. This type of education had long been desired. It was popular from the beginning: definitely it was a seller's market.

With the experience of nearly 30 years, the requirements for good work in the postwar period departments have changed and the opportunities for vocational service by the teachers have increased. But during the war, in some states and in many communities, and in other communities, the quality of product deteriorated for various reasons. Some teachers have not been able to give full time to vocational activities. Some teachers have been employed in other capacities. Teachers have been employed in other capacities, and have been unable to teach vocational agriculture as a result. Conditions are unfavorable for a vigorous program now prevails. What shall be done?
What Does "Reconversion" Mean As Applied to Problems of Agricultural Education

H. M. BYRAM, Professor of Education, Michigan State College, East Lansing

The end of the war has brought about many changes, but perhaps none more than the "reconversion," as emphasis, as well as intent, is placed on education. Before the war, education was generally concerned with preparing students for particular vocations, but during the war it became obvious that education was needed for many other purposes. Thus, emphasis was placed on the development of skills and abilities that would be necessary in the post-war world.

FUNCTIONALIZATION INSTRUCTION

There is a backlog of field trips that should have taken place but were not due to school boards canceling them or because cars were not available. Some teachers are now trying to make up for lost trips by supplementing their farm visits with study programs and by using the classroom as a whole in the development of farming programs. We can only hope to free up time in the curriculum to demonstrate the job that we have been trying to teach in the classroom during the last few years. There should be a tremendous "back-to-the-farm" movement in our instruction, both with classes in the field and with introductory help to students on their farm homes.

In vocational instruction a perceptive interest in agriculture must be placed on visits to farms for members of adult, pre-school, and primary classes to help analyze needs and to give individual instruction to students for constructive purposes in an important consideration.

Emphasis on Farm Living

With less emphasis on quantity production, farmers will still see the importance of the farm to the individual. The social and personal improvement projects designed to be used in the high school, home economics, and physical education classes will be used. These will be modified to fit the needs of the students.

Changes in Emphasis in Courses Content

We shall need to teach farmers how to do their production job rather than how to produce. Teachers can greatly aid farmers by teaching them of efficiency such as tillage, fertilizer, and soil factors. There is evidence that some farmers are able to continue to help the boys just out of high school and older young men to progress toward establishing. It will be continued, too, to give to all farm students, guidance and assistance to those who are looking for farming opportunities, developing farming programs, and gaining the farm necessities. The agricultural education may be the most important and efficient way to produce the farmers of the future.

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Supervision
LORD WATSON, Asst. Supervisor, University of Vermont, Burlington, Vt.

Farming Programs—a Point of Emphasis in Supervision

COLA D. BARNES, A.A.S. Supervisor, University of Vermont, Burlington, Vt.

The farming programs of students of vocational agriculture are of prime importance, both from the standpoint of developing individual interest and that of presenting a basis for building the course of study for the department.

In recent years the programs in Vermont have ranged from one to fair to high, according to little real good news. Too many boys conducted a project type of program which was well balanced and comprehensive in scope. For this reason it was decided to place major emphasis in the program of state supervision on improving the farming programs.

Major Objectives

The major objectives of the program were:

1. To encourage the development of more productive projects in farming, which is the major enterprise in the state.

2. To encourage the development of more comprehensive and better-balanced programs.

3. To encourage the cooperation of the local improvement projects and supplementary farm programs in the program.

4. To develop new and suggestions for teachers to facilitate the development of better programs.

5. To enlist the assistance and cooperation of administrators, teachers, and students in furthering the program.

6. To give special assistance to new and returned teachers.

7. To develop new and suggestive farm programs for students and teachers and encourage their use.

During July and August a scheduled supervisory visit was made to each department of vocational agriculture in the state. On these visits questions of program planning, evaluation, supervision, record keeping, and summarization were discussed with the instructor. A supervisory visit was made to at least four boys' farming programs in each department after which they were evaluated and suggestions made for improvement. A summary of each visit was made with indicating strong points, weak points, and suggestions for improvement. Copies were sent to the teacher and to the superintendent of schools.

Provide Plan of Action

The September issue of the V.A.C. Teacher was devoted to the state office of agricultural education and was devoted entirely to inspecting the farming programs. The following plan of action was developed in developing farming programs which will help students "Grow Into Farming" was developed:

1. Help students to determine opportunities.

2. Help students to plan projects.

3. Help students to carry out plans.

4. Help students to keep up-to-date records.

5. Help students to improve their marks.

How to Do It

When

Was It Done

What to Do

Ag. 9 & 10

Agi. 11 & 12

Results

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Methods of Teaching

G. F. DEVOE

Keeping Apace With Progress

Russell Dickerson
Purdue State, College, Pennsylvania

We are progressing steadily toward the use of mechanical power, toward in- creased production of science, toward increased methods of marketing, toward cooperation among producers,processors, distributors, and consumers. It has put an end to old ways and old methods of farming. Improving the quality of live- stock by better nutrition, improved manure management to conserve soil and to maintain fertility, using cattle, machinery, labor, and land efficiently, and constantly striving toward quality improvements and production in the products of the farm among those phases of agriculture marked by constant progress.

The need for vocational education in agriculture. — It came to our attention recently that since Pearl Harbor, many of the more than 200,000 farmers who have been engaged to the point of a complete change from the old methods of farming have been driven into new jobs at the rate of some 354,000 per day since the end of July of this year.

Many new practices have come, and will continue to come, into agricultural life. The young men returning from the services of our armed forces are not likely to face the same conditions of farm life they were informed before they could intelligently face these changes.

This fact is emphasized as an encouragement and a need for vocational education to project the advantages of young farmers and to provide a career for the cases of the returning young men, who are about to enter the field of agriculture. The need of this appreciation of agriculture as a highly remunerative occupation is a stimulating occupational instruction.

In vocational education in agriculture, especially helpful are these phases of the work of vocational education in agriculture. Whether it shall be given in the high schools, in the agricultural high schools, or in the short courses of adult education, the need of these young men in the field of agriculture is a need of the young men in the field of agriculture. The need of these young men in the field of agriculture is a need of the young men in the field of agriculture. The need of these young men in the field of agriculture is a need of the young men in the field of agriculture. The need of these young men in the field of agriculture is a need of the young men in the field of agriculture. The need of these young men in the field of agriculture is a need of the young men in the field of agriculture. The need of these young men in the field of agriculture is a need of the young men in the field of agriculture.
Farm Management As a Supervised Practice

R. L. FISCHER, District Superintendent, Jackson, Michigan

For the past 10 years Mr. F. S. FISHER of the Jackson High School in Michigan has been including farm work in the boys' farming program. He feels that farm work gives the boys an opportunity to learn practical lessons in their studies. In addition, he feels that farm work is a valuable tool for the boys in the classroom. He has found that the boys who have been doing farm work seem to be more interested in the classroom work and are more likely to be successful in their studies.

Co-op Ventures

H. F. RICKI, County Supervising Agricultural Agent, Battle Creek, Michigan

Our cooperative ventures have had a great deal of success. The boys have been able to sell their crops and raise money for the local schools. They have also been able to sell their crops to local farmers and to improve their farming skills.

Agricultural Education Means of Group Betterment

H. G. BARBER, Teacher, Newell, New York

Agricultural education has a great deal of potential for improving the lives of people. It can provide opportunities for students to learn about agriculture, which can lead to better job opportunities and higher incomes. It can also provide opportunities for students to learn about natural resources and the environment, which can lead to better stewardship of these resources.

Planning a Banquet

J. H. FLOYD, Agriculture Teacher, Floyds Knobs, Indiana

Planning a banquet can be a challenging task, but with careful planning and attention to detail, it can be a rewarding experience for everyone involved. It is important to consider the needs of the guests and the budget, as well as the overall theme and mood of the event. By paying attention to these factors, the banquet can be a memorable and enjoyable experience for all.

The Agricultural Education Magazine, March 1965
Buildings for Departments of Vocational Agriculture

A. H. Holllenberg, Specialist in Agricultural Education (For Mechanization) U.S. Office of Education, Washington, D. C.

Many communities are now beginning to construct units in vocational agriculture to meet the demands of industry or to expand their present units to meet the demands of a larger community. It is necessary for such communities to have adequate buildings to accommodate the programs of the department. In such cases, the needs of the various groups have been raised in order to do this job. At the present time the building of adequate vocational agriculture buildings has not gained under way approximately because of the shortage of building materials and labor. Agricultural buildings need to be carefully planned to facilitate the teaching needs of groups providing the required training. The size and location of the buildings depend on the program, the equipment, and the resources available. Buildings larger than those already available may be necessary for vocational agriculture units. The recommendations in this article are intended for use by individuals or groups desiring to develop buildings for vocational agriculture units, employees, or teachers.

The following suggestions are made as guides to those who are planning new vocational agriculture buildings. The first one involves the construction of a frame building. The second one involves the construction of a frame building. The third one involves the construction of a frame building. The fourth one involves the construction of a frame building. The fifth one involves the construction of a frame building. The sixth one involves the construction of a frame building. The seventh one involves the construction of a frame building. The eighth one involves the construction of a frame building. The ninth one involves the construction of a frame building. The tenth one involves the construction of a frame building. The eleventh one involves the construction of a frame building. The twelfth one involves the construction of a frame building. The thirteenth one involves the construction of a frame building. The fourteenth one involves the construction of a frame building. The fifteenth one involves the construction of a frame building. The sixteenth one involves the construction of a frame building. The seventeenth one involves the construction of a frame building. The eighteenth one involves the construction of a frame building. The nineteenth one involves the construction of a frame building. The twentieth one involves the construction of a frame building. The twenty-first one involves the construction of a frame building. The twenty-second one involves the construction of a frame building. The twenty-third one involves the construction of a frame building. The twenty-fourth one involves the construction of a frame building. The twenty-fifth one involves the construction of a frame building. The twenty-sixth one involves the construction of a frame building. The twenty-seventh one involves the construction of a frame building. The twenty-eighth one involves the construction of a frame building. The twenty-ninth one involves the construction of a frame building. The thirtieth one involves the construction of a frame building. The thirty-first one involves the construction of a frame building. The thirty-second one involves the construction of a frame building. The thirty-third one involves the construction of a frame building. The thirty-fourth one involves the construction of a frame building. The thirty-fifth one involves the construction of a frame building. The thirty-sixth one involves the construction of a frame building. The thirty-seventh one involves the construction of a frame building. The thirty-eighth one involves the construction of a frame building. The thirty-ninth one involves the construction of a frame building. The fortieth one involves the construction of a frame building. The forty-first one involves the construction of a frame building. The forty-second one involves the construction of a frame building. The forty-third one involves the construction of a frame building. The forty-fourth one involves the construction of a frame building. The forty-fifth one involves the construction of a frame building. The forty-sixth one involves the construction of a frame building. The forty-seventh one involves the construction of a frame building. The forty-eighth one involves the construction of a frame building. The forty-ninth one involves the construction of a frame building. The fiftieth one involves the construction of a frame building. The fiftieth one involves the construction of a frame building. The fiftieth one involves the construction of a frame building. The fiftieth one involves the construction of a frame building.
WATSON ARMSTRONG

Young Farmers' Instruction at Mt. Zion

A Broadcast Over Station WHK, University of Illinois

"DUKE" REGNER: We have in the audience today Mr. Regner, teacher of vocational agriculture at the Mt. Zion High School, E. K. Graham, the principal of the school and a former teacher at Mt. Zion High School, Bill White, these two are here by to tell us what it is like to have young farmers coming to their school.

Mr. Regner, you explain what a part-time school for farmers is.

KUSTER: We have at Mt. Zion this year a part-time school for farmers. It is a new program at Mt. Zion High School, and it is designed to give farmers who are already in farming an opportunity to improve their farming skills and knowledge, and to learn new techniques that they may be able to apply in their farming operations.

You have just completed your first winter of the part-time school with these young farmers. Is it true that you attended a seminar as a part of your training or did you do the training yourself?

KUSTER: We attended a seminar at the University of Illinois, where we were given some basic training in teaching techniques and ways to effectively communicate with the farmers. We also had the opportunity to meet with other educators who are involved in similar programs.

The young farmers take part in the part-time school from 8:30 a.m. to 12:00 noon, and then they return to their farms for the afternoon. The school covers a variety of topics, including crop production, livestock management, and financial planning.

KUSTER: We have had a very positive response from the farmers who have participated in the part-time school. They have found the program to be very beneficial and have reported that they have learned new techniques and methods that have improved their farming operations.

In your opinion, why is it important to have a part-time school for farmers?

KUSTER: It is important to have a part-time school for farmers because they have very busy schedules and it is difficult for them to attend a full-time school. The part-time school provides them with the opportunity to learn from experienced farmers and educators, and to gain valuable knowledge and skills that can be applied to their farming operations.

The teachers at the part-time school are also farmers, which helps to create a more practical and relevant learning environment for the students.

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Leadership Training in Kansas

The first district F.F.A. "Officers' Training School" was sponsored by the Colwich Mission chapter in 1941. Each year, since the inception of 1942, district F.F.A. leadership schools have been conducted.

The 1943 district F.F.A. leadership school was held in 11 local chapters. The leadership school was structured to help the F.F.A. advisor in his training and preparing his students for the leadership positions. The purpose of the leadership school was to give the F.F.A. advisor his first real contact with the F.F.A. members and to acquaint him with the program. The leadership school was held in 11 local chapters.

The 1945 F.F.A. leadership schools were conducted in 12 local chapters. The purpose of the leadership school was to give the F.F.A. advisor his first real contact with the F.F.A. members and to acquaint him with the program. The leadership school was held in 12 local chapters.

The F.F.A. advisor should be made as the F.F.A. advisor during the leadership school. The leadership school should be held in a quiet place, away from the noise and distractions of the home, school, or other places of business. The leadership school should be held in a quiet place, away from the noise and distractions of the home, school, or other places of business.

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A.V.A. Convention Notes

The A.V.A. Convention was held at The Hotel Jefferson, Philadelphia, Pa., during the week of November 19-22. The convention was well attended, with a large number of delegates from all parts of the country. The keynote address was given by Dr. W. A. Boyles, who spoke on the importance of agricultural education. The convention was attended by more than 1,000 people, including farmers, educators, and industry representatives. The convention proceedings included sessions on agricultural education, research, and extension, as well as exhibits and demonstrations of new agricultural equipment and practices.

Bonnet Banter

Book Review

Approved Publishers in Pennsylvania

The Pennsylvania State University Press, 104 State College, State College, Pa. The book is reviewed by W. A. Boyles, who is known for his work in agricultural education. The book is well-received, with praise for its detailed analysis of the state of agricultural publishing in Pennsylvania. The book is recommended for anyone interested in the field of agricultural education and publishing.