Summertime Is Planning Time

Others may appropriately dwell upon the importance of the summer months for the farmer in his preparation for the fall, but it is the chance for planning which the teacher provides. Almost no teachers except teachers of agriculture have a chance to plan their year's work except on the school's time. It is an opportunity which the summer provides.

When a new school year opens, the teacher should know definitely where he is going to and the route he is to take in getting there. He should have on hand the essentials he will need in point. Teachers' plans are usually very inadequate. The most common type of plan I find in schools are outlines of the subject matter to be covered in the high-school classes and F.F.A. programs. These have commonly been developed without relationship to each other.

An outline of subject matter is, of course, an indispensable plan for teaching a high-school class. It does not indicate the objectives to be attained, the means of determining whether they are attained, the procedures to be followed, or the facilities required. It is better than no plan at all.

The F.F.A. is really not a curriculum, as we have always said it, its program should be closely associated with classroom and with practical experience. It should not be a program which is apart from or is even a distraction from regular schoolwork. A really adequate plan for the year's work would include four points as follows:

1. General Policies of the Department
   a. Determining community needs and adapting the program to them
   b. Objectives of the departmental program
   c. Arrangements for evaluating outcomes of the program
   d. Realization to be maintained
      1. Within the school system
      2. To the state office
      3. To other programs of agricultural education
   e. Transferability of credits
   f. To community and the general public

2. Ways and Means of Carrying Out These Policies
   a. High-school classes
      1. To community needs
      2. To the state office
      3. To other programs of agricultural education
   b. F.F.A. programs
      1. To the state office
      2. To other programs of agricultural education
   c. Community service
      1. To the state office
      2. To other programs of agricultural education
   d. Student leadership
      1. To the state office
      2. To other programs of agricultural education
   e. Parent and teacher education
      1. To the state office
      2. To other programs of agricultural education
   f. Records and reports
      1. To the state office
      2. To other programs of agricultural education

Accomplishments Derived From Planning

There is great satisfaction in having and working a feasible plan. It is hard to see how there can be substantial accomplishment without one. But we still have teachers of agriculture who have no very clear idea of their functions, who misperceive from day to day, who "go about doing good" in a haphazard way. They accomplish something, at least until they are worn out by the vast variety of climes which cause their way. Then they are likely either to leave teaching for a field with more definite duties and more regular hours or to crawl into their shells for the balance of their teaching careers. By planning programs within their programs and within their present accomplishments, teachers can do much to ward off the disillusionment and despair which so often come to experienced teachers without definitely planned programs.—H. M. Harrell, University of Illinois.

Rewards From Teaching

Esteem for your work and your personal qualities as a gentleman and a scholar—these were in a part a citation awarded the Monmouth County Board of Agriculture to Earl C. Stillwell, veteran teacher of vocational agriculture at Frehold, New Jersey.

The Friendless Traveller in its editorial pertaining to the citation stated that Stillwell's efforts in vocational agriculture over the past 35 years in the Freehold community have not only brought a clearer understanding of sound horticultural practices, and thus raised the standard of farming in the county, but have also made it easier for many a young man to decide early in life what his chosen work would be.

Frehold High School was the first school in New Jersey to introduce agriculture into its curriculum. The citation in full is as follows:

Earl C. Stillwell

"Born in Monmouth County, completing your early education here and graduating at Rutgers University in 1879, you have specialized in agriculture, you have spent your active life to date in vocational agriculture in your home county. While training others for their vocations, your career has been more than a vocation. Rather, it is a dedication of your life and to the preparation of young people for the modern world in which they must find a place. To this unselfish principle your students have and for ever will give full testimony. The Monmouth County Board of Agriculture has endeavored to find some public way of expressing its appreciation of devotion of life years. You are among the first to be awarded this certificate. We hope you will accept it as an 'Advanced Degree' by your friends and associates, and that it may be considered a memento of your work and your personal qualities of a gentleman and scholar, whom we are glad to know these many years."—W. H. Evans, Assistant Superintendent, New Jersey.

Assistance From Advisory Council

Such a comprehensive program cannot be planned by the teacher alone. He will need the assistance of a departmental advisory council as working with the policies of the department and the policies of the program. Policies must then be checked by the school administrator and the board of education. Members of high school, young farmers' and village' and other adult classes can assist in developing the programs with which they are concerned. Teachers and other teachers may well participate. If a department be developed, it should be democratically managed, those affected by the plan should be given in making it.

These considerations imply that a program cannot be fully effective unless the members involved. The details will have to be

The Agricultural Education Magazine, June, 1947
Summer Activities of an FFA Adviser

ROBERT DAHLE, Adviser, FFA, Utah

The South Eastern chapter of FFA in our school has the largest number of members of which has a population of over 1,000. Many of the 500 students in the school are members and are transported to the school by bus.

One of the major summer activities for the FFA in a district of this kind, consisting of a town with a population of less than 1,000 people, I consider quite an accomplishment to keep up with the times and to keep the membership interested. In planning summer activities, all FFA members in each school are interested and eager to see what a good time they can have when a given section is visited, every boy is contacted. It is the job of the adviser to see that the activities are planned so that the boys will enjoy being there.

For the purpose of providing activities for the chapter in the summer months, the adviser works closely with the teachers of the various departments at the school to see that the boys are kept busy and that they are given a chance to develop the skills and techniques that they will need when they leave school.

During the summer months, the adviser plans approximately 12 activities for the chapter. These activities include barnyard shows, field trips, and various contests. The adviser also plans several special events, such as a hayride, a bonfire, and a potluck dinner.

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One of the most outstanding chapter activities is the hayride. This activity is very popular with the boys and is a great way to get them interested in the chapter. The adviser plans this activity to be held at the end of the summer months, and it is always a great success.

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Planning the Summer Program for Adult-Farmer Classes

N. E. WILSON, Teacher Education, Mississippi State College, College, Mississippi

If a careful study is made of the activities that are planned for the coming year, it will be found that the plan is quite similar to the one that was made for the previous year. The plan is based on the fact that the average farmer has a busy time during the summer months and that he does not have much time to spend on community activities.

The plan for the summer program is as follows:

1. Field trips
2. Various activities
3. Contests
4. Club meetings
5. Workshops

The plan is designed to give the farmers an opportunity to participate in activities that will be useful to them in their daily work. The plan is also designed to give the farmers an opportunity to meet other farmers and to learn from them.

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**Effective Supervision of Farming Programs**

LLOYD DOWLER, State Supervisor, Carson City, Nevada

### Supervised Farming Programs

As soon as all boys have developed a list of majors and minor jobs to be carried out in their supervised farming programs and these have been checked by the men of vocational agriculture, a detailed analysis should be made by the boys on what they propose to do in relation to each job, when they are going to do it, how it is to be done, and why they think it is the proper procedure to follow. The agricultural instructor then has a complete set of plans which he has helped the boy develop based on a careful analysis of the home farm survey and several meetings with the boy's parents.

#### Schedule of Farm Visits

With three plans well in mind, the instructor should make up his schedule of farm visits in order that the boy may see that all outlined practices are carried to completion. This checkup on the farm provides the doing of the training program, since every opportunity should be utilized to the fullest extent in teaching these boys how to carry out the program's objectives. This is particularly true of the home farm. He, too, we think about his farm in his head.

> How can supervised farming programs be arranged so that the best results can be obtained? This question is quite frequently asked by the parents of the boys. In the majority of cases the programs need to be set up during the summer months on a project basis and the boys should be kept busy each month during the school year.

In order for the boys to be properly supervised, we must assume that the teacher of vocational agriculture has started the program for the current year with only 25 students in his department. These 25 students have systematically released the four crops and livestock as a part of the supervised farming program as indicated on the preliminary project report form:

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### Table 1. Enterprises and Job Breakdowns

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Hours</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Seeding corn</td>
<td>24</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>Harvesting wheat</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>Weeding soybeans</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Plowing corn</td>
<td>24</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>Harvesting corn</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>Sowing corn</td>
<td>24</td>
<td>12</td>
</tr>
<tr>
<td>7</td>
<td>Weeding soybeans</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>Plowing corn</td>
<td>24</td>
<td>12</td>
</tr>
<tr>
<td>9</td>
<td>Harvesting corn</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>10</td>
<td>Sowing corn</td>
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<td>Harvesting corn</td>
<td>12</td>
<td>6</td>
</tr>
</tbody>
</table>

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### Table 2. Segmented Farm Visits by Months

<table>
<thead>
<tr>
<th>Month</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>10</td>
</tr>
<tr>
<td>October</td>
<td>12</td>
</tr>
<tr>
<td>November</td>
<td>14</td>
</tr>
<tr>
<td>December</td>
<td>16</td>
</tr>
<tr>
<td>January</td>
<td>18</td>
</tr>
<tr>
<td>February</td>
<td>20</td>
</tr>
<tr>
<td>March</td>
<td>22</td>
</tr>
<tr>
<td>April</td>
<td>24</td>
</tr>
</tbody>
</table>

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### Fishing—a Farm Boy’s Heritage

E. E. RAMSEY, Teacher, College, Illinois

**Most farm boys are interested in fishing, hunting, camping, and swimming. These outdoor sports have long been the recreational stand-by of rural youth. Unfortunately, many farm boys have never been near a body of water, or any place where swimming is possible. As a result, many have developed a dislike for these things in a big way if given the chance.**

I had this in mind when I approached the members of the Ramsey family, Illinois, chapter of the National Farm Boys’ Association, to ask them to take a week’s trip to a nearby lake, Trumana. They, as usual, were skeptical at first, but enthusiasm grew with each passing day until finally the trip became a reality.

A majority of the boys who took their turn during the summer months of May, June, and July, were the ones who had never been near a body of water, or any place where swimming was possible. Before the trip, many of the boys had never been near a lake, and only a few had ever been on a boat ride. The boys enjoyed the experience and were eager to return to the lake again. They were all eager to return to the lake again.

### Trip to Minnesota Lake

I would like to say at this point that the word “vacation” as applied to the camp on Rush Lake may be misleading. Unlike many of the other summer camps, the boys were not able to return to Rush Lake the following year. They were able to return to Rush Lake the following year.

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*Image credit: Minnesota Institute of Environmental Education, [farmboy](http://www.farmboy.com)*
In addition to the general agricultural curriculum, there are several specific courses and workshops designed to prepare students for successful participation in the field. These include but are not limited to courses in crop science, animal science, soil science, and rural development. The courses are designed to provide students with a comprehensive understanding of agricultural practices and the ability to apply this knowledge in real-world scenarios.

A key aspect of the agricultural curriculum is the emphasis on hands-on learning. Students are encouraged to gain practical experience through internships, farm work, and field projects. This hands-on approach not only enhances learning but also prepares students for future careers in the agricultural sector.

In conclusion, the agricultural curriculum at the University of California, Davis, is designed to equip students with the knowledge and skills necessary for success in the agricultural field. Through a combination of theoretical coursework and practical experience, students are prepared to make meaningful contributions to the field of agriculture and to address the challenges facing the industry today.

S. S. Sutherland
Teacher Education, University of California, Davis
How to Improve Supervised Agricultural Programs

TAL H. STAFFORD, District Supervisor, Asheville, North Carolina

IN thoughtful discourse, one assumes that vocational-technical education is not an elective subject, that the teacher is a friendly, intelligent individual. One may exude confidence and assume that vocational-technical education is a subject that will appeal to all high school students.

In discussing education in agriculture, one might assume that vocational-technical education is a high priority, and that the teacher is a dedicated individual who will make the best use of the resources available to him.

I believe that vocational-technical education is a high priority, and that the teacher is a dedicated individual who will make the best use of the resources available to him.

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**Veterans' Training Committee**

A. G. MOFFET, Special Instructor, Warrenton, Virginia

**Farmers Classes**

R. B. DICKSON

**Veterans' Training Committee**

The organization of a veterans' training committee is the responsibility of the Virginia State Board of Education. It is an advisory committee to the superintendent of schools. The committee is composed of two members, a farmer, a merchant, a farm manager, a superintendent of schools, a bank president, a bank officer, and a representative of the vocational agriculture program. The committee meets on a regular basis to discuss various aspects of the vocational agriculture program and to make recommendations to the superintendent of schools.

**Farmers Classes**

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**Our Postwar Specialty Is Veteran Training**

James F. Gallant, Essex County Agricultural School, Hathorne, Massachusetts

The training of world war veterans for the postwar agricultural industry will be a specialty at the Essex County Agricultural School at Hathorne, Massachusetts. At least 100 veterans is under instruction, and there are about 150 in full-time placement. In a program of this type, the Essex County Agricultural School has a responsibility to the veterans who attend the school to provide them with the skills and knowledge necessary to succeed in the agricultural industry.

**Case No. 1: Harold M. Kelly**

Harold M. Kelly of Beverly, Massachusetts, was graduated from the Essex County Agricultural School in 1944. He served on the ship that was torpedoed in the South Pacific during World War II. After the war, he entered the school and was placed in a full-time placement program. He was assigned to the position of manager of a large poultry farm in New Hampshire. He has been very successful in his work and is now a successful poultry farmer.

**Case No. 2: Dominick A. Villani**

Dominick A. Villani of Essex, Massachusetts, was an engineer in the Navy during World War II. He was discharged and went into the poultry industry. He has been very successful and is now a successful poultry farmer.

**Case No. 3: Louis M. Monahan**

Louis M. Monahan of Essex, Massachusetts, was a soldier in the Army during World War II. He was discharged and went into the poultry industry. He has been very successful and is now a successful poultry farmer.

**Improved Practices**

1. Traps installed at entrance to all brooder and growing pens with disinfectant for crossing disease.
2. Universal use of hydrated lime in deep litter. Klopfer litter is fed to all birds. The farmer is treated with hydrated lime and then spread on a long, clean, dry surface. This method has been used in many cases and has proved very effective.
3. Improved ventilation systems. New systems have been installed in many cases. The new systems are more effective and have reduced the amount of manure produced.
4. Improved feeding systems. New systems have been installed in many cases. The new systems are more effective and have reduced the amount of manure produced.
5. Improved water systems. New systems have been installed in many cases. The new systems are more effective and have reduced the amount of manure produced.
6. Improved facilities for handling manure. New systems have been installed in many cases. The new systems are more effective and have reduced the amount of manure produced.

**Summary**

The training of world war veterans for the postwar agricultural industry will be a specialty at the Essex County Agricultural School at Hathorne, Massachusetts. The program is designed to provide veterans with the skills and knowledge necessary to succeed in the agricultural industry. The program is very successful and has been adopted by many schools.

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**The Agricultural Education Magazine**

June, 1947

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**The Personnel of the Veterans' Training Committee in Essex County, Virginia**

Includes a farmer, two bankers, a merchant, a farm manager, a school superintendent, a representative of the Cooperative Extension Service, and a teacher of vocational agriculture.
Effectiveness of Teaching Adult-Farmer Classes

LEX E. RUCH, Teacher, Denison, Iowa

A baffle-plate seed tender was constructed by the shop students, and a demonstration gave satisfactory results to the adult farmers at the meeting. Fertilizer was furnished by the college to demonstrate the difference in growth from the poisonous dust when used inside of the compound. A four-pound camphor pill was placed in the Coon dust was given away as a door prize, and a baffle-plate tender was sold at cost to the lucky winner of the draw.

Seed Treater Ordered

The meeting of the ninth seed tender were ordered to be made by farmers from the farm shop craftsman. For construction of seed tenders which had been previously obtained from the Iowa State College at Ames were distributed to 50 farmers. A seed tender was later placed on display in the A.A.A. office of the Ames office and sold with plans for construction.

Dr. Donald M. Cox, extension plant physiologist, from Iowa State College, spoke briefly in advance of the meeting in the opinion of the Young Farmers.

The Young Farmers in the future Young Farmer organization is questioned in the minds of many leaders in agricultural education. Since the problem in unknown in extent, but the exposure of the state will be noted generally by all ranchers to this disease. Estimates show that yields of these corn varieties may be reduced next crop year, and the crop from the bights. Farmers lack understanding as to how to control the condition, and are effective. Only one or two foci have been reported. The Young Farmers should be familiar with the facts of the problem.

All 14 members were present in planning meeting, and a meeting was held with 100 members of the county. The first meeting was held with 100 farmers. A second meeting was held with 200 farmers and discussed the possibilities of the New programs. About 50 farmers attended the meeting and discussed the possibilities of the New programs. About 50 farmers attended the meeting and discussed the possibilities of the New programs.

The New programs are planned with the cooperation of the state Department of Agriculture. The presentation was made by the extension service, and it was received with a cordial welcome. The New programs are planned with the cooperation of the state Department of Agriculture. The presentation was made by the extension service, and it was received with a cordial welcome.

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Reorganizing State F.A.A. and N.F.A. Conventions Into Leadership Training Schools

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

In planning the first formal leadership training for the state F.A.A. and N.F.A. conventions it was necessary to consider what reasonable steps could be taken toward accomplishing this. It was felt that the delegates from all chapters should be assembled in one location and the state leadership and the state F.A.A. and N.F.A. officials should be present.

Since the state F.A.A. and N.F.A. are interested in reorganizing the leadership programs of the chapter levels of the state associations it was decided to develop programs for the state leadership and the F.A.A. and N.F.A. conventions. The programs should be designed to meet the needs of the chapters and the state leadership.

Purpose of Conventions

To organize the programs at the state conventions and the chapter conventions, the program committee should have definite goals and a method for achieving them. The program committee should be concerned with the following:

1. Conduct the business of the state association
2. Plan the state program of work
3. Establish a chapter program
4. Exchange ideas pertaining to chapter activities

After the program activities have been decided the next step is to make plans as to how the program is to be accomplished. This is the responsibility of the program committee.

A state convention should be conducted along the lines of an educational program. Each chapter should have at least two delegates. These delegates should be elected by the chapter membership and the names of the delegates should be on the agenda of the chapter meeting.

In conclusion, I am convinced that the leadership training should start at the state association level and work its way down to the chapter level. The state association should take the lead in developing the leadership program for the chapter level.

Reprinting Alligator Early Impressions

SHERMAN DICKINSON, Chief of Poultry in Brazil Cooperative Agricultural Program

Brazilian Agriculture—Early Impressions

Sherman Dickinson

I have visited the "interior" in the state of Rio de Janeiro and Minas Gerais. So far, only in Sao Paulo have I seen an agricultural state being very mountainous. There is a great deal of land in the flat, low areas and the soil is very fertile. Many farmers are successful in growing cotton, coffee, sugar cane, and tobacco. The climate is very warm and it is very difficult to grow crops in the interior. The interior is very much like the southern United States.

Soil Poorly Managed

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Activites of the California Agricultural Teachers Association

Arthur J. Godfrey, President, San Luis Obispo, California

The California Agricultural Teachers Association has a sympaly for cooperatives, organization, and professional growth. Founded in 1915, the Association, after 27 years, has grown in power and influence, becoming an outstanding organization by virtue of the outstanding work of its members. The Association is an auxiliary agency to the California Polytechnic College, and through this relationship, many members are offered the opportunity for advanced studies. The Association has a membership of more than 200 teachers, with headquarters in the Agricultural Education Department of the California Polytechnic College. For purposes of organization, the state is divided into sections, with each section consisting of several regions. Each region is divided into districts, with each district being represented by a regional director. The Association holds annual conventions, regional meetings, and district meetings throughout the year. The Association's goals include the promotion of agricultural education and the development of agricultural educators. The Association is committed to the advancement of agricultural education and the professional growth of its members. The Association provides opportunities for its members to network, share ideas, and collaborate on projects. The Association also offers resources and support to its members in their roles as agricultural educators. The Association is a valuable resource for agricultural educators, providing them with opportunities for professional growth and development.