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METHODS AND MATERIALS FEATURED

This month we present several articles featuring Methods and Materials, which were planned with the assistance of G. P. Deye, special editor of the section. The contributions related to the topic being featured include: editorials by Mr. Deye and R. H. Pulser, and articles emphasizing subject matter by O. L. Clayson, and A. E. Kehr; planning farming programs by W. R. Tylor, O. L. Clayson, and J. C. Miller; the viewpoint of a superintendent by P. C. Lapham; and the viewpoint of a teacher by T. R. Reine. Our readers should find these contributions timely information and suggestions helpful in planning future school programs.

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MATERIALS AND METHODS—A CONSTANT CHALLENGE

The continuous development, revision, and refinement of materials and methods of instruction is a challenge to every teacher of vocational agriculture. The proper discharge of this responsibility is inseparable from the successful development and application of the needs and interests of learners, to new developments in the technology of farming and farm living, and to changing conditions in the structure of the divisional farms which have profound effects on farm people.

Local Planning Efforts

The problems of farming and farm life, as well as the ways of meeting them, differ from community to community, from group to group, and even from individual to individual. Consequently, standardized courses of study have never met with the approval of competent persons engaged in agricultural education. To reach objectives focused upon the development of productivity in farming and improved farm living demands the use of materials and methods appropriate for the community and group being taught. In short, the course must be tailored to fit the interests and needs of the persons receiving instruction.

These needs can be anticipated with reasonable accuracy by analyzing and interpreting various types of information available to the teacher, including agricultural census data by counties, recommendations formulated by community councils and local and county planning groups, opinions of leaders in the community, farm service organizations, and conversations with the instructor during visits to farms, and data on levels of efficiency in farm enterprises as achieved by farmers in the community and by boys in their farming programs.

In formulating programs of instruction, ideas are available from the world at large, and every resource should be used to the fullest for suggestions and experiences from other persons in the field of teaching. The materials available for this type of use are high-lighted in the current issue of this magazine, and many ideas must be read and re-read to be fully understood. To consider the implications of this type of approach, the wise instructor will sift these ideas and carefully adapt any which seem suitable so that they fit operating conditions.

In accepting the philosophy of learning by doing, teachers of vocational agriculture recognize the importance of activities, or experiences, as a means for achieving the objectives in this field. In fact, the selection and utilization of activities most appropriate for achieving the desired ends is an important part of instructional planning. In vocational agriculture, broad, well-selected activities provide the richest and broadest source of subject matter. More and more, instructors are finding it desirable to establish organized instruction and guidance centered toward the setting of high-quality programs of supervised farming, as well as the thorough carrying out of these programs after they are selected.

The planning of instructional programs, student activities, and other activities of the Future Farmers of America have resulted in a rich variety of instructional activities. Pre-Planning Important

To carry on an effective program of instruction, it is important for every teacher to make the fullest advance of the school year. By so doing, the teacher avoids a "hit-or-miss" approach to his instruction and at the same time he prepares himself for planning cooperatively and effectively with his students when classes begin. Plans that are made in advance must be used flexibly, but their careful formulation is no less important. These plans will be directly useful to the extent that the needs and interests of the students have been taken into account and to the degree that programs of supervised farming and other activities have been adapted to the students.

Obviously, planning in advance of the school year is doubly important for the teacher who is starting his first year in a community. In "getting set" for the year ahead, he must become familiar with the farming of the community and the special problems of farming and farm life which should be reflected in the programs of supervised farming and in the instructional program.

Planning in advance includes much that is fascinating to broad objectives in keeping with the problems and needs of the community. The planning of a supervised farming, analyzing into its units the enterprise so involved with due regard to goals and measures of efficiency, allocating units by time and season in the most effective manner, and doing some detailed planning of the materials and methods of instruction.

In making detailed plans, some teachers are now adopting the "source unit" idea. For example, in planning for instruction for
How I Organize the Work of my Beginning Class

T. R. Rains, Critic Teacher, Owatonna, Minnesota

It is generally agreed that instructors of voca-

tional agriculture have an unusual opportunity for making an activity type of teaching. This is not because of

the nature of the subject matter. But because of the opportunity for the teacher to

work with both the agricultural and the non-agricultural students. This makes it possible for the teacher to

build up a system around the needs of the students. This system can be organized around the needs of the

students in a way that is best for the teacher and the students.

4. So far we have dealt with ways of improving a farm business. At this point it is

important to note that there are many different ways of improving a farm business and

not all of them will work for everyone. For example, some farmers may find that

using a computer is the best way to improve their business while others may find

that using a more traditional method such as working with local bankers is better.

5. The teacher at this point is able to

teach the FFA, FFA, and to stay

with the trend of the situation. Since I do not believe in following the same route as

other teachers, I tend to make my own way and try to find new ways to

teach the students. I think this is important because it is the only way to

keep the students interested in what we are doing. The more varied the

activities are, the more interested the students will be.

6. The next step in organizing the class is to

teach the class itself. In the future, it will be important to

build a strong foundation for the class and then to

move on to more advanced topics. The

organization of the class should be

based on the needs of the students and

should be flexible enough to adapt to the changing needs of

the students.

The Endorser and Misselhorst chapters in Wisconsin are cooperating in a project to increase the number of students in agriculture. Over 2,500 students and 200 clubs have been involved in the project. The goal is to increase the number of students in agriculture by 10% over the next three years. This is a significant goal, and the project is well underway.

7. The committee recommends that the class be organized on the groundhog level. This

level will provide a good foundation for future work. The groundhog level will

be followed by the groundhog level, the groundhog level, and the groundhog level. Each

level will build on the previous one and provide a strong foundation for the

next level.

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next level.
Superfined Farming

In trying to get the report of the superfine farming program written as soon as possible, usually some purchases were made which were considered for a committee of the superfinied farmers, and a draft of the statement of the superfinied farming program was made. This report has been submitted to the committee, and we wish to make some of the most important improvements and suggestions as soon as possible. We are trying to schedule all events for the year by November.

When I begin to teach vocational agriculture, as a result of the first
Superfine Farming, I was expect-
ected to meet the most important
agricultural topics in the following
years. The following table is a
summary of these topics.

<table>
<thead>
<tr>
<th>Year</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>1944</td>
<td>Rice, Wheat, Corn, Soybeans, Sugarbeets</td>
</tr>
<tr>
<td>1945</td>
<td>Cotton, Tobacco, Sheep, Poultry, Dairy</td>
</tr>
<tr>
<td>1946</td>
<td>Livestock, Dairy, Poultry, and Forest Products</td>
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The text has now appeared in the form of a manual for the farmer, with the help of which he can plan his farm operations for the year. The text is based on the experience of the farmers who have been working in this field for many years. The text is available in both print and electronic formats. The text has been published by the University of California Press.

The Department of Vocational Agriculture 
As a Source of Information

F. W. LATHROP, U.S. Office of Education

Revised January 1946, U.S. Department of Agriculture, Agricultural Research Branch. A publication of the U.S. Department of Agriculture. The publication includes information on vocational agriculture, including topics such as farming, forestry, and fisheries. The publication is available in both print and electronic formats.

Agricultural Extension Services

Colorado State University

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Agricultural Extension Services

Colorado State University
Improving Efficiency in Testing Milk in Departments of Vocational Agriculture

G. P. DEYOE, Teacher Education, Michigan State College

In the departments of vocational agriculture in many states, improvement of dairy herds by increasing the use of improved methods is of primary importance. One of the most important methods of increasing dairy efficiency is the use of artificial insemination. The use of this method can be increased by improving the facilities for testing milk in the departments of vocational agriculture.

Suggesting the Job of Testing Milk

In bringing about improvements in testing facilities, suggestions of various kinds should be helpful. Of particular importance are those suggestions which are based on the work of using the artificial insemination method. This method is proving successful in dairy herds in many parts of the country.

Suggetions for Improving the Testing of Milk

1. A special computer for speeding up the calculations. Special machine or labor can be used for this purpose, and it will save time and energy.
2. A special system for recording the results of the tests. This system should be simple, accurate, and easy to use.
3. Special training courses for the tested. These courses should be held in cooperation with the dairy extension service.

Job-Simplification Techniques to Milking

Job-simplification techniques are helpful in any approach to improving the system and procedures for testing milk. The steps to follow in improving the procedures are:

1. Break down the job, or set into, into all the steps and operations which are performed by the tested.
2. Analyze the work, or set into, into all the steps and operations which are performed by the tested.
3. Train the tested, or set into, into all the steps and operations which are performed by the tested.

Figure 1. A suggested arrangement of stations for a testing layout.

Figure 2. Some modified arrangements for the testing layout.

The Science Needs of the Boy on the Farm

E. R. H一栋, Teacher Education, Cornell University

In considering the boy on the farm, it is important to note that the boy is the one who will make a decision on the type of farm he will develop. He must be familiar with the basic understandings of farm management and the fundamentals of farming.

E. R. H一栋

The Agricultural Education Magazine: September, 1946
Several obstacles stand in the way of getting good supervised farming programs under way in high school. At least two obstacles are present: (1) the high cost of feeding livestock; (2) the lack of adequate facilities to meet the needs of the students who are involved. In addition, the amount of time required to devote to the program is also a factor. Students have to balance the demands of the program with their other responsibilities, such as schoolwork and extracurricular activities. Furthermore, the availability of resources, such as land and equipment, can also be a limiting factor. Despite these challenges, there are a number of strategies that can be employed to overcome them. First, schools can seek funding from local government or private organizations. Second, schools can work with local farmers to provide access to land and equipment. Finally, schools can develop partnerships with local colleges and universities to provide additional resources and support. By taking these steps, schools can create successful supervised farming programs that benefit students and the community.
Assisting Pupils in Their Election of the Curriculum in Vocational Agriculture

A. E. KIRKH, Teacher, Hudson, New York

It is evident that guidance of a growing number of high schools with agricultural vocations is necessary as instruction is given in guidance and orientation in agriculture. In fact, the course is often referred to as the Guidance and Orientation Unit in Agriculture.

Guidance Needed in Junior High School

It may be pertinent to point out why guidance and orientation should be taught in junior high school. The main objectives of guidance in agriculture are to help students decide whether they should or should not enter agriculture and to decide what type of farm to enter. Other objectives are to improve the farm operations of students who are already engaged in agriculture and to assist students of the junior high school in making occupational plans for the future.

A. E. Kohn

Survey of Boys in Junior High School

Experience has shown that information on farm work and home situations must come directly from each farm. Since most classmates have been influenced by their family's activities, information must be given to give a better picture of agriculture. It may be significant to point out that 27 per cent of the young men in junior high school bring in boys of this group, who are not particularly farm-minded or agricultural-like. Likewise, might not young men enroll in agriculture because they are influenced by the facts gained in agriculture courses? Is it possible that some young men enroll in agriculture courses to determine the facts for themselves? Is it possible that some young men enroll in agriculture courses because they see what the boys are doing and are willing to try it themselves? Is it possible that some young men enroll in agriculture courses because they have heard or read about the facts and are willing to try it themselves?

Extent of Guidance Before Senior High School

Guidance may be provided either in the form of individual conferences or in the form of group guidance. This information can be supplied in the form of a questionnaire to the school administrators and selected teachers. The following form worked very well in such a situation:

Questionnaire for Grades 7, 8, and 9

Grade

Please check (X) only one of the following to show where you live.

1. I live in the city or in the village.
2. I live in the city on a farm.
3. I live in the city on a farm, but one of my parents works at another occupation in the city.
4. I live in the country but not on a farm.
5. I live in the country but not on a farm, but one of my parents works at another occupation in the city.

Name of School

1. Do you have a 4-H Club in the school?
2. Do you have a 4-H Club in the school?
3. Do you have a 4-H Club in the school?
4. Do you have a 4-H Club in the school?
5. Do you have a 4-H Club in the school?
6. Do you have a 4-H Club in the school?
7. Do you have a 4-H Club in the school?
8. Do you have a 4-H Club in the school?
9. Do you have a 4-H Club in the school?
10. Do you have a 4-H Club in the school?

Little Some Much

In summarizing these important facts, some very practical facts were discovered. Table III presents a summary of the answers to the question on what specific agricultural courses are being taken by students in grades 7, 8, and 9. It is evident from the table that guidance is thought to be provided through social studies classes.

Table III

How well do social-studies classes in your school do the following:

1. Study of agriculture?
2. Study of agricultural education?
3. Study of agricultural education?
4. Study of agricultural education?
5. Study of agricultural education?
6. Study of agricultural education?
7. Study of agricultural education?
8. Study of agricultural education?
9. Study of agricultural education?

Very Well Somewhat Much

(a) On a scale of 1 to 5, with 5 being the best rating.
(b) On a scale of 1 to 5, with 5 being the best rating.
(c) On a scale of 1 to 5, with 5 being the best rating.
(d) On a scale of 1 to 5, with 5 being the best rating.
(e) On a scale of 1 to 5, with 5 being the best rating.
(f) On a scale of 1 to 5, with 5 being the best rating.
(g) On a scale of 1 to 5, with 5 being the best rating.
(h) On a scale of 1 to 5, with 5 being the best rating.
(i) On a scale of 1 to 5, with 5 being the best rating.

Table IV

Table of High School Enrollment

<table>
<thead>
<tr>
<th>Rural</th>
<th>Part-time</th>
<th>Non-Rural</th>
<th>Urban</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of School</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Rosharon</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Choteau</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Greenup</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Hudson Junior High</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>10</td>
<td>15</td>
<td>1</td>
</tr>
</tbody>
</table>

The Agricultural Education Magazine, September, 1946
Responsibilities of Teacher-Trainees in Agricultural Education

S. S. Sutherland

Professional

HENRY S. BRUNNER

While almost everyone recognizes that each public school in North Carolina plays an important role in the development of community leaders, there is a special need for education in agricultural education. In 1936, the Social Values of Vocational Education in North Carolina High Schools, a study of the effectiveness of agricultural education, was conducted by the State Committee on Vocational Education. This committee held a series of conferences in various parts of the state to discuss the benefits and problems of agricultural education. The project was funded by the United States Department of Agriculture. The results of the study were published in a report titled "The Social Values of Vocational Education in North Carolina High Schools." The report was written by W. N. Gunin, teacher, Woodland, North Carolina.

The report found that agricultural education helps students develop skills in communication, critical thinking, and problem-solving. It also emphasized the importance of teaching students about nutrition, health, and the environment. The report recommended that agricultural education be integrated into the curriculum of all high schools in North Carolina.

The report also found that agricultural education helps students develop a sense of responsibility and leadership. It encourages students to become active members of their communities, and to take an active role in improving their local environment. The report concluded that agricultural education is an important component of a well-rounded education.

In conclusion, the Social Values of Vocational Education in North Carolina High Schools report highlights the importance of agricultural education in preparing students for the future. It recommends that agricultural education be integrated into the curriculum of all high schools in North Carolina, and that it be taught by well-prepared teachers.

Community Relationships

The Woodland teacher of agriculture served a year as president of the Woodland Men's Club. After the number of members grew and discussions of the food, the lettuce harvest is held, followed by an educational and recreational program. This club has sponsored the community garden, a Girl Scout troop, a neighborhood play group and a youth packing house, and a clean-up week. The teacher of agriculture for the Groves Community Church, of which he is secretary, also contributes to the community by helping to plan the annual community barbecue and by organizing a plant sale.

Sociability for the Adult Classes

In addition to working with day students, the teacher of agriculture explores evening classes with adults. T. M. the main purpose of their evening classes is to give the adults the opportunity to pursue their own interests and to continue their education. The evening classes cover a variety of topics, including nutrition, health, and the environment. The teacher of agriculture is also involved in community activities, such as organizing a vegetable garden and helping to plan the annual community barbecue.

The teacher of agriculture is an integral part of the community, working closely with other residents to improve their quality of life. He is a respected and valued member of the community, and his contributions are greatly appreciated.

The teacher of agriculture's dedication to his work and his love for teaching have earned him the respect of his students and the community. His teaching style is engaging and informative, and he is always willing to go above and beyond to help his students succeed. He is a true role model for his students, and his passion for teaching is contagious.

The teacher of agriculture's commitment to his work is evident in the way he approaches his teaching. He is a knowledgeable and experienced teacher, and he is always looking for ways to improve his teaching methods. His dedication to his work is an inspiration to his students, and it is clear that he loves what he does.

The teacher of agriculture is a valuable asset to the community, and his contributions are greatly appreciated. He is a true role model for his students, and his passion for teaching is contagious. His dedication to his work is evident in the way he approaches his teaching, and his knowledge and experience make him an excellent teacher. He is a true professional, and his contributions to the community are truly impressive.
A Suggested Course Outline for Your Farmer Classes in Vocational Agriculture

E. W. GARRIS, Teacher Educational University, Florida

The Course of Study in Agriculture

In order to meet the objectives for needed skills and production for both small and large farms, the teacher must plan and teach in such a way that students develop the basic skills needed. 

1. Understanding the rural life and its skills
2. Planning and organizing the farm
3. Managing the farm
4. Marketing and selling farm products
5. Processing, caring, and storing farm products
6. Handling and storing farm products
7. Classifying and grading farm products
8. Developing and improving the farm

Related Subjects

To meet the third objective the teacher may include many related courses, as these courses will be beneficial to the students. The following are a few specific group and subject units from the following suggestions:

1. Citizenship
2. Science
3. Mathematics
4. English
5. Art and music
6. Home economics
7. Business education
8. Agriculture education
9. Social studies
10. Health and physical education

The educational needs of the farmer depend upon the specific needs of the individual student. The following courses are suggested as a guide for developing a course of study for the beginning farmer.
Our Leadership

AMONG the new leaders of the National FFA Convention was Mr. L. R. Morgan, Jr., Vice-President of Texas A&I University, who was elected recently to serve as President of the National FFA Convention. Upon assuming office, Mr. Morgan addressed the assembled members of the FFA, urging them to continue their work in promoting agricultural education and to strive for excellence in all areas of Agriculture. He highlighted the importance of fostering a strong relationship between agriculture and society and the need to ensure that agriculture remains a vital part of the economy.

Mr. Morgan also emphasized the role of FFA in preparing young people for leadership roles in the agricultural community. He encouraged members to take an active role in shaping the future of agriculture and to work towards creating a sustainable and equitable food system. He concluded his address by thanking the members for their commitment to FFA and expressing his hope that they would continue to lead the way in promoting agricultural education and development.

Mr. Morgan's leadership skills and passion for agricultural education are expected to bring new perspectives and innovative ideas to the FFA movement. He considers it a great honor to serve as the FFA President and is committed to working towards the betterment of the agricultural community. His leadership will undoubtedly inspire many young people to pursue careers in agriculture and contribute to the development of a sustainable and equitable food system.