Visual aids play an important part in the instruction of trainees in vocational agriculture.
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Program

Agricultural Education Section—American Vocational Association December 4-7, 1946—St. Louis, Missouri

President of Section: H. C. Fetterolf, American Vocational Association vice-president for Agricultural Education, State Department of Public Instruction, Harrisburg, Pennsylvania.

Secretary: J. C. Gunson, State Supervisor of Agricultural Education, Montgomery, Alabama.


2. Building Strong Teacher-Training Departments and Cooperation Between Teachers and Farmers on the Local, State, and National Levels.

3. To keep the faculty of the courses in the forefront of the educational trends that are most pertinent to the needs of agriculture today.

4. To train teachers who can work effectively with farmers in the development of agriculture.

5. To provide better training for teachers who wish to teach agriculture.

6. To improve the teaching methods of agriculture teachers.

7. To provide better training for teachers who wish to teach agriculture.

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The Effective Use of Visual Aids

VITAL aids played an important part in the instruction in the armed forces during World War II. We have taken a great deal of pride in the fact that some of our fellow educators assisted in training these men. We feel this is something worth repeating.

There was a time when some teachers expressed skepticism that visual aids would displace the classroom teacher. Now, however, this is no longer the case. Visual aids do not displace the teacher; they are used to enhance the teacher's effectiveness.

Visual aids are useful because (1) they make the information more vivid, (2) they enhance the teacher's personal effect, (3) they increase retention of the material by students, (4) they provide an opportunity for the teacher to relieve himself from teaching all the time, (5) they are an important part of the teaching process, and (6) they provide a means of increasing the effectiveness of the visual aid and on the effectiveness with which it is used. An added value, which contributes to these effects, is that visual aids increase and sustain the interest of the learner.

Visual aids in vocational agriculture are useful (1) in teaching manipulative skills, (2) in developing understanding basic to the development of approved practices, (3) in setting standards of production in certain enterprises, (4) in helping learners to recognize problems which merit consideration, (5) in developing broad concepts of agriculture and rural living, and (6) in presenting materials about farmed occupations, and(7) in making the material more interesting.

Several kinds of visual aids are available to the teacher of vocational agriculture.

1. Actual products and equipment of the farm.
2. Projected materials (reels, strip films, slides, and opaque projectors).
3. Prepared slides.
4. Preserved specimens and models (plants, diseased materials, etc.).
5. Photographs (engraved photos, aerial maps, and color photography; "before" and "after" photos in agricultural projects, landscaping, etc.).
6. Charts and graphs.
7. Blackboard and overlays.
8. Motion pictures.

Our best teachers of vocational agriculture recognize that the effective use of visual aids is a necessary complement of teaching. These teachers are constantly on the alert to revise, renew, and increase all types of visual aids which they have been using. Some teachers are often in searching and classifying the aids for classroom use. Exhibits and charts from school-community-farm committees can be a valuable purpose in this revision, after their use.

Visual aids may consist of pictures, charts, and displays for providing "atmosphere" in the classroom. There are included at intervals, objects of the Cooperative Extension Service. Charts of the cumulative type are designed and used for recording litter weight, egg production, livestock adoption of approved practices, and other features of the supervised farming programs. Above all, teachers recognize that even the best and most skillful aids must be correlated with a carefully planned instructional program and with good teaching procedures to be most effective.

G. P. Deyo, Michigan State College.

Editorial Comment

The Effective Use of Visual Aids

G. P. Deyo

Objectives in Vocational Agriculture

DO YOU have a purpose in teaching vocational agriculture in your community? Have you set up certain goals that you plan to accomplish? Are you like a ship without a rudder, drifting aimlessly rather than pressing forward? Are you afraid that you will not reach your goal? Are you afraid that you will reach the goal, but that you will not reach the ultimate goal of reaching a definite goal?

You may have a project course in agriculture, win state judging contests, take grand championships at livestock shows, have a good publicity program, or have a failure, in which case you are not contributing to the improvement of farming in your community. The results of a successful program of vocational agriculture are best measured over a long period of time in terms of improved practices introduced into the community.

To reach your instructional goals for the community, to keep your feet on the ground and not waste your efforts on those who cannot or will not heed your advice, is a vital step in your program of vocational agriculture.

Objectives should be steadfast, even to be stubborn. For a long time, there has been a tendency for vocational agricultural programs, annual agricultural programs, departmental program, and FFA activities. The most worthwhile and beneficial objectives cannot be carried out in one year, and last two or three years are necessary before your objectives can be put into practice. Do not plan for many objectives but plan a few and carry them to completion.

Long-time objectives should be based on part on results of community surveys or other local data and should be practicable and attainable. The objectives should be definite and specific and not stated in general form. They should be checked by the advisory committee in August for additions or approval. Examples of such objectives are:

1. Increase historical figures for the community.
2. Install and operate a 1,000 pounds to 300 pounds by a junior dairy-breeding test program.
3. General goals which will be carried out by the students.
4. Annual objectives should be coordinated with long-time objectives as nearly as practicable, but the program should not attempt any temporary objectives which conflict with long-time objectives or not. Examples of annual objectives are:

   i. Achieve a prescribed percentage of the dairy herd in the community.
   ii. Control cattle grade on 500 beef animals by using cooperative-owned cattle.

After long-time and annual objectives are developed, activities, projects, or products which are usually used to reach the agricultural objectives. Examples of ways and means of carrying out these objectives are:

1. Organize an advisory committee and hold three meetings during the year.
2. Put on a show exhibit for an open house.
3. Organize evening adult class.
4. Hold a community meeting.

North Carolina State College, Raleigh, North Carolina.

George Deely, special editor of the section on Methods, has been responsible for selecting the articles on visual presentations contained in this issue. The picture on the cover page was submitted by the reliable photographers, J. C. Oggins, G. C. Cook, Teacher, Michigan State College, East Living, Michigan.

Preparing and Using 2x2 Slides

GLEN C. COOK, Teacher, East Living, Michigan State College

Preparations and Using 2x2 Slides

ONE of the best ways to attract student interest and understanding of a topic is to have slides in your presentation. Throughout the year, most teachers have used slides in preparing the pictures. Slides tell a story much more vividly than words or any of the visual aids we have available to us. They are more easily used to show a picture in a much shorter period of time than where a discussion is only used. Such slides assist the teacher in every way, to project the picture or other teaching material for an appropriate time and to demonstrate it in detail. Carefully selected and properly used slides are one of the most important teaching aids in vocational agriculture.

Some of the best teaching materials can be obtained by the effective use of pictures taken of the students' supervised farming programs and other important agricultural activities in the local community. Students should not overlook their opportunity to use pictures, local data, and other pertinent material pertaining to the local community. Much of this information can be effectively shown and discussed through the use of 2x2 slides for both youth-farmer, and adult-farmer classes.

Taking Pictures

A 35 mm. or Hassel camera is necessary for taking pictures for slides in black and white in full color. One of the first decisions to make is whether to use colored or black-and-white film. The colored film has the advantage that after the pictures are taken it can be sent to a processing company where it will be preserved and returned in 2x2 slides ready for use in a projector. It, however, has a disadvantage in that it is quite expensive to have prints made from the color film. Colored film is desirable for showing slices, which makes it suitable for taking pictures where the superfluity should be given the major emphasis. Many teachers prefer black and white slides. If you get prints for exhibitions in the class room, publication purposes such as FFA scrapbooks, individual collections, and slides. In taking pictures there are a number of precautions that should be taken which are given below:

1. Get "action" shots.
2. Use the proper exposure. An exposure of 1/250th second is desirable.
3. Use proper range distance and good lighting.
4. Make sure you have an appropriate background. Be careful not to include unattractive and inappropriate objects in background.
5. When shooting large groups use black-out shooting to show detail.
6. Take pictures that tell a story.
7. See that any person included in the picture is dressed properly for the occasion.
8. Avoid having persons in the picture look directly at the camera.
9. Remember to have your finger off the shutter when necessary for indoor pictures.
10. Use a tripod or other stationary object to support the camera when using a shutter speed slower than 1/25 second.
11. Avoid trying to include too much in a picture. Take several shots if necessary to get the entire object or objects to be photographed.
12. Carefully plan the picture, making sure that everything is in its proper place and that it will tell the story you want for which it is intended, before you start shooting.
13. Plan a sequence of pictures where a number of regions are shown to have performed the same task, such as cultivating plows.
14. Leave some open space as to be shown clearly.

Pictures taken on slides of meticulous objects may be taken including farming equipment, FFA, activities, scenes, charts, data, and various types of material for slides.

Making Slides

Making 2x2 slides is easy and requires little skill if the necessary precautions are followed. The first essential is to get a good clean negative. The following suggestions for making slides are given:

1. Select the frame on the negative film you desire to use for slides, and send the film to a processing company indicating the ones you wish to have made into slides. You may do this directly through your local processing places.
2. Purchase the necessary slide binders. These are complete with binders, frames, and lens caps, and complete directions for binding. The binders are made to fit each size of frame and each purchased in 12 inch, and slightly less in 150 mm. Each slide box in a frame should be two or three pieces of glass that slide up and down removing a glass-cleaning solution and other materials. The next to avoid fingerprints.
3. Mark the back of the slide and insert one glass.
4. The plastic frame is to be mounted from the film slide in place and in border reen forced with black and white strips are to be used for the black and white slide are to be used for the black
5. The mount should be used to mount glass slides by not being glassed-cleaned solution and other materials. The next to avoid fingerprints.
6. Insert top glass, made to fit the inside of the frame, fold down, and press tightly in place.

The next to use for future use.

Pictures may be taken of slides and the negatives used for making slides. This black film will show white and the background will show black when black and white film is used. The use of black and white film makes it easier to keep the negative in the correct order for the prints. Teachers often have old film strips which are no longer used because most of the illustrations used are out of date. These slides may be used with great success.

G. C. Cook

(Courtesy page on page 195)
Techniques in Presenting Experimental Data to Young and Adult Farmer Classes

V. J. MORFORD, Agricultural Engineer, Iowa State College

The conference proceedings, it is recognized as one of the most desirable methods of conveying a message to which adult and young farmers are unaccustomed. Many students received a considerable amount of help in learning the principles of effective communication with the promotion and management of problems under consideration. The conference included a panel discussion and a formal exchange and evaluation of experiences and ideas among the instructor, the careful direction of the instructor, serving as a decision maker, and the student, who is divided into small groups of five to seven members, and receives support from all members of the group.

Problems of the Group in Both Formal and Informal Settings

Unless the class, under the guidance of the student, goes beyond the limits of presentation and participation in the discussion, the students will not be able to express their findings and insights into principles of effective communication. The student should be encouraged to explore the limits of the context in which the problem is presented, which is necessary to make effective use of the principles in the group. The problem-solving process will be developed in a group setting, and the small groups will have the opportunity to develop the problem-solving process in a group setting.

The context is that the problem is presented, it is necessary to develop the problem-solving process in a group setting. The small groups will have the opportunity to develop the problem-solving process in a group setting.

In this context, it is possible to present the problem-solving process in a group setting.

Methods for Making Charts

The charts may be prepared on appropriate paper. A total of 3½ by 5½ inches, the wrapping paper will be used in conjunction with the wrapping paper. The paper should be 40 pound weight or heavier weight. Reasonable care should be used in the preparation of charts so that they may be easily read and understood. It is necessary that the chart be neatly, carefully written in the headings and data is possible in one hour or less. The charts may then be filled in with the appropriate information. The charts may then be filled in with the appropriate information.

Preparing Special Charts

The following procedure has been found satisfactory in the preparation of charts.

1. Selection of charts—Use only a soft black crayon or chalk. Both colored

colors and white chalk are preferred. The white chalk is used for clarity.

2. The chart should be made of heavy wrapping paper that is coated with a

clear film of clear plastic. The paper cost per pound is $0.01 and the

cost of the paper is $0.01 per pound. The cost of the paper is $0.01 per pound.

3. The paper is given the same treatment as that in Fig. 2. The outline of the chart should be made of heavy wrapping paper that is coated with a

clear film of clear plastic. The paper cost per pound is $0.01 and the

cost of the paper is $0.01 per pound. The cost of the paper is $0.01 per pound.

4. The paper is given the same treatment as that in Fig. 2. The chart should be made of heavy wrapping paper that is coated with a

clear film of clear plastic. The paper cost per pound is $0.01 and the

cost of the paper is $0.01 per pound. The cost of the paper is $0.01 per pound.

5. The chart should be made of heavy wrapping paper that is coated with a

clear film of clear plastic. The paper cost per pound is $0.01 and the

cost of the paper is $0.01 per pound. The cost of the paper is $0.01 per pound.

6. The chart should be made of heavy wrapping paper that is coated with a

clear film of clear plastic. The paper cost per pound is $0.01 and the

cost of the paper is $0.01 per pound. The cost of the paper is $0.01 per pound.

7. The chart should be made of heavy wrapping paper that is coated with a

clear film of clear plastic. The paper cost per pound is $0.01 and the

cost of the paper is $0.01 per pound. The cost of the paper is $0.01 per pound.

8. The chart should be made of heavy wrapping paper that is coated with a

clear film of clear plastic. The paper cost per pound is $0.01 and the

cost of the paper is $0.01 per pound. The cost of the paper is $0.01 per pound.

9. The chart should be made of heavy wrapping paper that is coated with a

clear film of clear plastic. The paper cost per pound is $0.01 and the

cost of the paper is $0.01 per pound. The cost of the paper is $0.01 per pound.

10. The chart should be made of heavy wrapping paper that is coated with a

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11. The chart should be made of heavy wrapping paper that is coated with a

clear film of clear plastic. The paper cost per pound is $0.01 and the

cost of the paper is $0.01 per pound. The cost of the paper is $0.01 per pound.
Most teachers of vocational agriculture recognize the value of field trips, or "field journeys" as expressions of what they are sometimes called. In many cases, there was a war casualty or at least were greatly reduced during the past few years because of restrictions on transportation. Now is the time to revive them and improve the methods of conducting them.

The great out-of-doors should be the chief laboratory for much instruction in vocational agriculture. By means of field trips it is possible to tap many resources on the farm and elsewhere in the community which raise high in instructional value for students of vocational agriculture in courses for day-school and out-of-school groups. Frequently field trips for persons in out-of-school classes have probably not been used extensively as might be the case.

**Purposes of Field Trips**

The following are some of the purposes for which field trips may prove valuable:

1. To develop interest in a unit or project and to help students discover the problems important for study.
2. To observe good practices and equipment in raising crops and livestock, as used on the farms of class members and others.
3. To aid beginning students to develop ideas and understandings of working on an experimental farm.
4. To help student evaluate farm programs in various activities of superior farms and to recognize problems which merit special study.
5. To provide materials and facilities for developing certain skills and abilities (1) with livestock, such as castrating, docking, feeding, disbursing, etc.; (2) with crops, such as spraying, planting, irrigating, grading, etc.; (3) in farm mechanics, such as building, repairing, cutting, wiring, cutting, grading, etc.; (4) in farm management, such as planning, farm construction, building and remodeling, wiring, installing electrical lines, etc.; and (5) in farm management and other phases, such as farm planning, work simplification, farm safety, etc.
6. To provide opportunity to study certain farm-related cooperatives and industries such as banks, insurance agencies, and distributors of feed, seed, fertilizer, etc.

Before conducting a field trip, consider the best way as a laboratory to (1) test the students in their community which have value for instruction and (2) adopt the most productive and time-conserving one of these resources. The field trip provides one of the best ways to conduct a field trip research.

To emphasize effective techniques for conducting field trips and to aid in a successful trip, the following evaluation instrument was developed by the writer in cooperation with the Michigan State College.

**A Guide for Evaluating Field Trips in Vocational Agriculture**

**Purpose**

1. To evaluate the effectiveness of field trip in vocational agriculture, giving a general appraised practice in utilizing a highly satisfactory medium.
2. The instrument should be placed or observed at the end of the corresponding section of the last field book.
3. If the practice is poorly applied, the mark should be placed at the appropriate point along the line. Under the column headed "Correct", a "C" should be placed if the practice is completely lacking.
4. No "s" should be placed if the practice is completely lacking.

A. W. A. Program

**Prepared and Using 2"x2" Slides**

Slides should be placed at appropriate times in the instructional process. Just before a demonstration is one desirable time to show slides; in the case of some misunderstandings they may be shown after a demonstration, if it is impossible to demonstrate the steps in the slide. They should be shown at appropriate times during the discussion of a key or purpose. While it is important to demonstrate a slide and until it is understood by the greatest number of pupils, the slide should be shown at the last time it is considered. The two selected for use in the presentation of a key are the "head" and "tail" of the presentation. A limited number of slides should be used, ranging from 2 to 6 slides, rather than 2 slides. It is a good plan to begin the presentation with 2 slides and gradually increase to 6 slides, as the presentation progresses.

**Putting Films and Slides to Work**

1. Select one type of film or slides which can be used in preparing the presentation of the key or purpose.
2. Prepare two charts of pictures for use in preparing the presentation of the key or purpose. The pictures should be placed at the appropriate times during the demonstration of the key or purpose.
3. Show the film for the first time. When the film has been shown, show the slides for the first time. When the slides have been shown, show the film for the second time.

**A Guide for Evaluating Field Trips in Vocational Agriculture**

**Purposes**

1. To evaluate the effectiveness of field trip in vocational agriculture, giving a general appraised practice in utilizing a highly satisfactory medium.

**Prepared and Using 2"x2" Slides**

Slides should be placed at appropriate times in the instructional process. Just before a demonstration is one desirable time to show slides; in the case of some misunderstandings they may be shown after a demonstration, if it is impossible to demonstrate the steps in the slide. They should be shown at appropriate times during the discussion of a key or purpose. While it is important to demonstrate a slide and until it is understood by the greatest number of pupils, the slide should be shown at the last time it is considered. The two selected for use in the presentation of a key are the "head" and "tail" of the presentation. A limited number of slides should be used, ranging from 2 to 6 slides, rather than 2 slides. It is a good plan to begin the presentation with 2 slides and gradually increase to 6 slides, as the presentation progresses.
Picture Taking Can Be Surprisingly Easy

WILLIAM SHERBILL, Specialties in Subject Matter, College Station, Texas

Picture-taking does not need to be complicated or difficult. In fact, so easy that you have learned to operate your camera from the manual that came with it and have determined the basic technique of it for yourself. For the advice of a good photographic shop you will not need it. In practically every country you will need to depend on your own judgment, based on your own personal points of view. These are:

1. Make your own decisions on the right amount of light that will enter the camera to record the image properly on the film.

2. Form accuracy to make pictures sharp and distinct.

Three factors are: the basis of success in making pictures. Master them and you will need make better pictures. A simple discussion of each of these factors follows.

Make Your Pictures Interesting

What makes a picture interesting? Have you ever had a friend ask you on a look at a picture of which, although it was an interesting picture, you could not say why? What was wrong? How had he failed to make the picture interesting? How can you avoid his mistakes?

There are several reasons for making a picture interesting. None of us can make every picture a masterpiece. But we can follow practices that will make our pictures more interesting if we wish to. Here are some of the more interesting.

1. Point of view (direction of angle or depth of field).

2. Balance.

3. Composition.

In making a picture interesting, none of us can make every picture a masterpiece. But we can follow practices that will make our pictures more interesting if we wish to. Here are some of the more important considerations. Take each point of view. If we wish to make pictures of and how to get good composition, we must first develop a sense of what makes a picture interesting. Even then, it will be a question of taste. Some people like to see things in a certain way; others like to see the same things in a different way. But there are some general principles that can be established as guides. These are:

1. Point of view (direction of angle or depth of field).

2. Balance.

3. Composition.

Composition is strongly affected by the angle of view. By adjusting the angle of view or direction from which the picture is made. Thus, we have such expressions as "bird’s-eye view," "worms-eye view," "ground level," and "overhead." Moving the camera to the right or left, or up or down will change the angle of view.

You should make a practice of using a variety of angles and viewing positions to obtain different perspectives of any given subject.

4. Making a Better Subject

A picture should tell only one story. A picture should be a clean, sharp picture, with no distortion or shading, and with the right amount of light. A picture should be one that is well-exposed and has good detail and color. A picture should be well-composed and well-focused. A picture should be well-framed and well-balanced.

5. Lightening the Subject

The subject of the picture should be lit to make the picture appear well-lit. If the subject is in shadow, it should appear dark in the picture. If the subject is in light, it should appear bright in the picture.

6. Sharpening the Image

The subject of the picture should be sharpened to make it appear sharper in the picture. If the subject is out of focus, it should appear out of focus in the picture. If the subject is in focus, it should appear in focus in the picture.

7. Making a Better Composition

The composition of the picture should be well-balanced and well-framed. The subject should be placed in the center of the frame. The subject should be placed in the right or left third of the frame. The subject should be placed in the upper or lower third of the frame.

8. Making a Better Background

The background of the picture should be well-composed and well-framed. The background should be well-lit and well-exposed. The background should be well-composed and well-framed.

9. Making a Better Foreground

The foreground of the picture should be well-composed and well-framed. The foreground should be well-lit and well-exposed. The foreground should be well-composed and well-framed.

10. Making a Better Overall Image

The overall image of the picture should be well-composed and well-framed. The overall image should be well-lit and well-exposed. The overall image should be well-composed and well-framed.

11. Making a Better Print

The print of the picture should be well-composed and well-framed. The print should be well-lit and well-exposed. The print should be well-composed and well-framed.

12. Making a Better Negative

The negative of the picture should be well-composed and well-framed. The negative should be well-lit and well-exposed. The negative should be well-composed and well-framed.

13. Making a Better Slide

The slide of the picture should be well-composed and well-framed. The slide should be well-lit and well-exposed. The slide should be well-composed and well-framed.

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Young Farmers Under the Spotlight

L. R. Humphreys, Teacher Education, Utah State Agricultural College, Logan, Utah

AGRICULTURAL FUTURE Farmer progrann is one of the most promising well-organized and well-planned parl for the future of agriculture. It provides a real opportunity for young men and women to acquire knowledge and skills needed for success in agriculture. The program offers an excellent preparation for future leaders in agriculture.

The Young Farmers and Future Farmers of Bear River High School, Logan, Utah, were studied as part of the Bear River Agricultural Education Program. The study was designed to provide information on the attitudes, beliefs, and behavior of young farmers in this area.

Findings

1. Young farmers have a positive attitude toward agriculture and are interested in a farm career.
2. They value education and consider it important for success in agriculture.
3. They have a strong sense of community and are committed to the well-being of their community.
4. They are motivated by a desire to succeed and achieve personal goals.
5. They are aware of the challenges and opportunities in agriculture and are prepared to face them.

Conclusion

Young farmers are the future of agriculture and will play a crucial role in shaping the industry. The Bear River Agricultural Education Program provides an excellent opportunity for them to develop the skills and knowledge needed to succeed in agriculture.

REFERENCES

Visiting Farm Programs an Opportunity for the Teacher

ROY A. OLNEY, Teacher Education, Cornell University

SUPERVISING visit programs of farm is a common activity among the field teachers, the so-called supervisors, who help the students maintain contact with agriculture and for whom the farm is a vital and valuable part of their work. The supervisor must have a good working knowledge of the farm and a close relationship with the farmer.

Fig. 1. Notation Regarding Farm Program of Student

- Farm visit during spring break
- Farm visit during March break
- Farm visit during June break
- Farm visit during September break
- Farm visit during October break
- Farm visit during November break
- Farm visit during December break
- Farm visit during January break
- Farm visit during February break
- Farm visit during April break
- Farm visit during May break
- Farm visit during July break
- Farm visit during August break

Fig. 2. Record of Supervisory Visits to Farming Programs

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Farm Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rosemary Jones</td>
<td>12 visits</td>
</tr>
<tr>
<td>William Smith</td>
<td>10 visits</td>
</tr>
<tr>
<td>John Doe</td>
<td>8 visits</td>
</tr>
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<td>Jane Smith</td>
<td>6 visits</td>
</tr>
<tr>
<td>Michael Brown</td>
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How Many Visits?
The number of visits is determined by the scope and type of the program and the specific needs of the teacher and the student. Close supervision is necessary at the start of the program and at critical stages during the time it is in operation. The number of visits varies depending on the size of the program and the needs of the students. The frequency of visits should be set based on the needs of the program and the students. (Continued on page 117)

Farming Programs

L. ANGERER

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The Agricultural Education Magazine, December 1946

E. W. Creme, Trumban, N.Y., checks records of pupil before leaving home of latter

The Agricultural Education Magazine, December 1946

A. P. Davidson

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Work Simplification Works
L. S. Hardin

Title: Farm Mechanics
Author: R. W. Cline

In this study, five Indiana farmers producing using the two-litter system were studied for a year. By carefully studying and improving their methods, these farmers were able to produce 225 pounds of milk per cow on average. This was a significant improvement over the previous average of 5 to 7 pounds per hour, and the farmers also improved their milk quality.

The plan was for the farmers to reduce their work load by 50%, and they succeeded in doing so. The farmers were able to allocate a minimum of labor and expenditure, and the plan was implemented.

The success of the plan was demonstrated by the fact that the amount of work required was reduced significantly. The farmers were able to produce more milk with less labor and expenditure, and they were able to maintain the quality of their milk.

Unfortunately, there is no additional information provided in the document about the specific details of the study or the farmers involved.
Provisions of George-Borden Vocational Education Act

Under the provisions of the George-Borden Vocational Education Act, which was signed by President Truman on August 1, there is to be appropriated for the fiscal year beginning July 1, 1946, and annually thereafter, $10,000,000 for vocational education in agriculture, $6,000,000 for vocational education in home economics, and $6,000,000 for vocational education in trade and industries.

Young Farmers Under the Spotlight

Young Farmers have been receiving recognition for their contributions to agriculture and rural life. The Young Farmers Under the Spotlight program is designed to highlight their achievements and potential, fostering a sense of pride and accomplishment. This program is an integral part of the agricultural education curriculum, aiming to prepare young people for leadership roles in the agricultural community.

Book Reviews

(Continued from page 115)

The Agricultural Education Magazine. December, 1946

Six outstanding Future Farmers from the southeastern states selected on their recent in-service training, during the past year, recently attended a farmers' conference held at the Agricultural Experiment Station in Georgia. The program was made possible through the cooperation of the Southern Railway and the Florida Forest and Park Service.

The Agricultural Education Magazine. December, 1946