The Agricultural Education Magazine

New conditions—new challenges

Some have said that the most challenging thing in life is change itself. Some people try to ignore changing conditions. If they can't build a wall against them. If we are wise, we will continuously strive to keep in touch with new conditions and take them into account as we plan ahead. Our challenge is to design programs that enable students to see the future, to think critically and creatively about how to deal with change. We must help them prepare for the challenges of tomorrow, not just for the jobs of today.

Changing Economic Conditions

Are lower prices for agricultural products likely in the future? Many economists think so. What does this mean for our programs in vocational agriculture? How may we adjust our programs to meet the increased demand for agricultural products? These questions challenge us as we plan for the future.

1. Develop new methods of teaching vocational agriculture.
2. Increase awareness of agricultural products and their importance.
3. Foster critical thinking and problem-solving skills.
4. Encourage students to be proactive in面对和应对变化.

New developments in the science of agriculture

One of the greatest challenges to teachers of agricultural education is that of helping farm people identify and utilize new developments in the science of agriculture. With the rapid pace of change in this field, our programs must be flexible and adaptable. We must continuously seek new ways to present information to our students, keeping them informed and engaged.

G. P. Deyoe

Our contributors

The indexing of the sources of contributions which were included in the volume ending with the June, 1947 issue reveals that the territories of Hawaii and Puerto Rico and all but seven states were represented. The number of contributions varied from the minimum of one for each of seven states to 18 from Illinois.

The contents of the volume (including the editorials) included 34 articles by teachers described over 200 references. The majority of the articles were prepared by teacher-trainers, 34 by supervisors, two jointly by supervisors and teacher-trainers, and 18 by members of the vocational education staff in the U.S. Office of Education. Twenty-five articles are credited to authors other than the indexing. Of the latter, 15 originated within states, two in the U.S. Department of Agriculture, and eight were credited to government sources.

The index to the previous volume, Vol. 19, is included with this issue. The distribution of articles by sections of the magazine includes: Editorial, 37; Professional, 36; Methods and Materials, 20; Supervision, 6; Farm Equipment, 17; Young-Farmer Classes, 10; Adult Farmer Classes, 6; Veterans Classes, 3; Farm Mechanics, 13; Studies and Investigations, 11; News of America, 27; Book Reviews, 10; Our Leadership, 5; Teacher-Tipster, 5; and Miscellaneous, 12.

Your editors desire to use contributions from all of the states and to maintain a balance in the sections commensurate with the current significance of the sections. At present there is a shortage of copy prior to supervision and to farming mechanics, and for the Teacher-Tipster column.

The Agricultural Education Magazine, Augur, 1947
Skilled classroom teaching in vocational agriculture

H. E. Bradfield, Teacher Education, University of Nebraska, Lincoln

Watch the skilled teacher and you will see that he seems to know just what to do in order to produce the kind of re- sults he wants. Others may be doing an exercise involving decision making, a step-by-step method long well established, but the skilled teacher will usually keep the attention of a class at a high level.

The traditional teaching period for high school in many states ranges in length from 45 to 50 minutes. The strong teacher is likely to find the 60-minute period rather too short, while the inexperienced teacher may have to struggle to make a two-hour period interesting. A teacher with a true understanding between the excellent and below-average teacher lies in the use of good methods of instruction and a thorough understanding of the laws of learning. In this article the philosophy and practice of classroom teaching are discussed and illustrations presented to show how teachers get desired results.

Providing Variety

Insatiation and lack of interest are two very different states that make such marks. Teach their hair and watch what they do is the expression used. The writer believes that the boys in the class. The observer will say that the answer is simply to be found in the second expression, "insatiation." You must encourage them, and this, in turn, is the teacher's job. There is no substitute for the teacher who always has something new.

One way of overcoming monotony is to make the teaching period rich and varied. Nothing is more satisfactory to the teacher than to look at the attentive faces of the boys and see them live in the interest that the teacher has put into the lesson. A fine art is to avoid the "natural" monotony that the teacher who always has something new.

Enriching the Teaching Material

Now let us turn to the question of enrichment of the teaching material. Skilled teachers know very well that "enriching the material" means more than just adding to the number of facts to be taught. The enriched material must be related to the needs of the students, and the teacher must be able to make the material interesting. The teacher must be able to make the material interesting to the students.

Making the Job Important

Now, if we talk about teaching as a way of life, we are talking about the subject matter. If the teacher is to make the teaching job important to the student, he must first of all show the student how important the teacher thinks the subject is.

The teacher has his teaching job important to the student. Then he must show the student why the subject is important. Then he must show the student how important the subject is. Then he must show the student what the subject is about. Then he must show the student what the subject is about. Then he must show the student what the subject is about. Then he must show the student what the subject is about. Then he must show the student what the subject is about.

The average high-school teacher has plenty of work without attempting to add to the learning of the students. If the teacher of vocational agriculture is any exception, it is that he is constantly facing new problems in shop and the detailed records kept of the "tag" issues. The new problems are a source of great satisfaction. Mention might also be made of animal repairs and special F.P.A. clinics dealing with canning techniques for both State and American Farmer degrees. In departments with large enough numbers of students, the extra details often seem less like the proverbial straw that broke the camel's back, but the teacher has had the experience of working in smaller departments for many years in smaller schools. If the teacher made the effort to work out the problems from 50 to 70 boys and much of the time approaching the upper figure. With the present enrollment of 19 boys, practically all the detail work was done by the teacher and most of it after school hours.

Here in the Acheson County Community High School the enrollment in vocational agriculture normally runs 70 or more boys. This has made the teacher's job a factor in setting up a plan for student participation in handling much of the daily work. The plan was adopted because there was a need for cooperation between the teacher and his students. The plan was adopted because there was a need for cooperation between the teacher and his students. The plan was adopted because there was a need for cooperation between the teacher and his students. The plan was adopted because there was a need for cooperation between the teacher and his students. The plan was adopted because there was a need for cooperation between the teacher and his students. The plan was adopted because there was a need for cooperation between the teacher and his students. The plan was adopted because there was a need for cooperation between the teacher and his students. The plan was adopted because there was a need for cooperation between the teacher and his students. The plan was adopted because there was a need for cooperation between the teacher and his students. The plan was adopted because there was a need for cooperation between the teacher and his students. The plan was adopted because there was a need for cooperation between the teacher and his students. The plan was adopted because there was a need for cooperation between the teacher and his students. The plan was adopted because there was a need for cooperation between the teacher and his students. The plan was adopted because there was a need for cooperation between the teacher and his students. The plan was adopted because there was a need for cooperation between the teacher and his students. The plan was adopted because there was a need for cooperation between the teacher and his students. The plan was adopted because there was a need for cooperation between the teacher and his students. The plan was adopted because there was a need for cooperation between the teacher and his students. The plan was adopted because there was a need for cooperation between the teacher and his students. The plan was adopted because there was a need for cooperation between the teacher and his students. The plan was adopted because there was a need for cooperation between the teacher and his students. The plan was adopted because there was a need for cooperation between the teacher and his students. The plan was adopted because there was a need for cooperation between the teacher and his students. The plan was adopted because there was a need for cooperation between the teacher and his students. The plan was adopted because there was a need for cooperation between the teacher and his students. The plan was adopted because there was a need for cooperation between the teacher and his students. The plan was adopted because there was a need for cooperation between the teacher and his students. The plan was adopted because there was a need for cooperation between the teacher and his students. The plan was adopted because there was a need for cooperation between the teacher and his students. The plan was adopted because there was a need for cooperation between the teacher and his students.
Using the survey in teaching
J. M. May, Teacher Education, State Teachers College, River Falls, Wisconsin

"What's in the farm profit's view?" It is a matter of increasing knowledge that farm incomes vary considerably on farms in the same region, regardless of the conditions of the farm. The differences in profit vary quite well, if not even better, one or two are being broken even, and two or three are being broken. The difference in profit is obviously due to a great extent to methods used in organizing and managing the farm. The profit is also influenced quite well, if not even better, one or two are being broken even, and two or three are being broken. The difference in profit is obviously due to a great extent to methods used in organizing and managing the farm. The profit is also influenced.

For the past 40 years, farm-management practices have been improving the education of agriculture. Teachers of agriculture have found this material very useful in teaching.

Farming Programs Provide Valuable Data

Teachers of agriculture may find the survey program useful in their work with experimental farms. It is a recognized principle that the newer teaching approaches are effective because of the more effective the more they fit into the environment. Farming practices, which are being analyzed, will yield teachable materials that will validate the agricultural education program. This field guide is presented with this thought in mind and will attempt to illustrate the practical value of the gathered data in vocational agriculture.

In Wisconsin and many other states, testing dairy heifers for butterfat production is one of the major activities of dairy farmers. This program is fundamental in a plan for improving production and helps the dairy farmer. At this level of activity, the dairy farmer has to estimate valuable materials through testing, and analyzed, can prove most effective in teaching improvement in dairy production. These results indicate that the dairy farmer has to estimate valuable materials through testing, and analyzed, can prove most effective in teaching improvement in dairy production.

Using the Survey Method in the Dairy Enterprise

At Oskaloosa, Wisconsin, Mr. Howard Askew, the teacher of agriculture, has directed extensive dairy-tending programs in the schools. The benefit of a large percentage of the boys have their own dairy enterprises, and the benefit of a large percentage of the boys have their own dairy enterprises. The boys tend the dairy by the group that has been selected as the material for illustrating the dairy enterprise. The boys tend the dairy by the group that has been selected as the material for illustrating the dairy enterprise. The boys tend the dairy by the group that has been selected as the material for illustrating the dairy enterprise. The boys tend the dairy by the group that has been selected as the material for illustrating the dairy enterprise. The boys tend the dairy by the group that has been selected as the material for illustrating the dairy enterprise.

A group of teachers in the Great Plains Regions have shared a demonstration of this program. The results are following which they had the support of the agricultural education in these new methods of teaching. In a later session, teachers of these methods were discussed under the guidance of a teacher-trainer.

The central Michigan area, known as the Grand Traverse Region, has a group of teachers with 13 departments of agriculture and 12 departments of agriculture. This group of teachers is widely spaced (on an average of 1.5 miles apart in length) which amounts to the demand in use. The teachers are the leader who has completed one or more years of testing. The following is the farm used and the results of the survey:

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Suggestions for keeping and using production records in dairying

B. R. Dodge, Secretary, Wisconsin Dairymen's Association

The Wisconsin Dairymen's Association supplies record-keeping forms to dairymen at cost. These forms consist of a record book, birth and breeding records, monthly herd summary sheets, D.H.I.A. barn cards, and complete instructions. These forms have been worked out by a committee of prominent Wisconsin dairymen. Samples of these forms have appeared in the series of articles by E. H. Batson which appeared in the Dairyman's Journal from August 25, 1946, to May 25, 1947. To teach the boy the mechanics of thinking and feeling in the records is not enough. We must also teach the boys how to use the records in feeding, herd health, and breeding his home herd. Going over these records with the boys will contribute to doctors' training in dairy herd improvement, thus keeping the boys prepared for the responsibilities when they are the fathers of the herd sire! Are you starting a new dairy herd? How many are better than their dams?

Teaching Use of Records

Many instructors are summarizing the year's teaching experience and using the material in the classroom. Many issues that show the way in which the records should be analyzed and handled are under discussion. A thorough analysis of the reasons for poor breeding records is necessary. What are the reasons for the low number of records? In Table 1 is a summary of his dairies records with you. To do this, it will be

discussions records with yours. For this reason, records are not animal. The animals are taking about. Pick out proven sires, feed efficiently, and develop a breeding program. To increase the herd average, we can use the cutting of the whole herd. Have the boy and his dad go over the year's production.

Table 1. Summary of Improvement in One Year

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of cows</th>
<th>Ave. age</th>
<th>Ave. milk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1943</td>
<td>15</td>
<td>357</td>
<td>3358</td>
</tr>
<tr>
<td>1945</td>
<td>12</td>
<td>360</td>
<td>3463</td>
</tr>
<tr>
<td>1945</td>
<td>15</td>
<td>357</td>
<td>3463</td>
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<tr>
<td>1947</td>
<td>10</td>
<td>360</td>
<td>3463</td>
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<tr>
<td>1948</td>
<td>12</td>
<td>357</td>
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<td>1949</td>
<td>16</td>
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<td>1950</td>
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<td>357</td>
<td>3463</td>
</tr>
<tr>
<td>1951</td>
<td>12</td>
<td>360</td>
<td>3463</td>
</tr>
</tbody>
</table>

To prove this, we can assemble the records of all the dairy of a sire and crossbreed, for a year or two. The average of these figures will be a good indication of how long the herd has been kept in good condition. We can use this information to plan the improvement of the herd. We can then select the best herd and make the best use of the production records.

Table 2. Production Records for Propeny From One Breed Cow

<table>
<thead>
<tr>
<th>Daughters</th>
<th>No. of Records</th>
<th>Ave. Fat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Golden Glow</td>
<td>7</td>
<td>354.3</td>
</tr>
<tr>
<td>Sherry</td>
<td>5</td>
<td>345.2</td>
</tr>
<tr>
<td>Silver</td>
<td>6</td>
<td>346.3</td>
</tr>
<tr>
<td>Stockton</td>
<td>2</td>
<td>347.2</td>
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<tr>
<td>Greta</td>
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<td>1</td>
<td>349.3</td>
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</table>

From this we can see that the herd had a good average of production. The average production of the cows was 352.3 pounds of milk. This is a good indication of how well the herd was kept in good condition. We can use this information to plan the improvement of the herd. We can then select the best herd and make the best use of the production records.

Clifford Asseo, Mendota, Wisconsin, a young farmer, has raised his herd average of production from 330 to 416 pounds of butterfat in 10 years of judgment and management.

We should keep in mind that the records we can keep records, the better. My experience has been that boys do not keep as many records as they are instructed to do. We can get more boys to keep them and in a real get more benefits from the use of the production records.

Table 3. Production Records for Propeny From One Breed Cow

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A Junior Dairymen's Association has been organized in Wisconsin. This association will work parallel to and in conjunction with the Senior Dairymen's Association.

The Beauce, Nebraska, is sponsoring a crop-improvement project.

Several seed-testing demonstrations have been conducted in Wisconsin, and a number of farmers have been educated in crop production. Some progress in the Smith-Fugle project has been made in Michigan.

Dr. Ruphus W. Stimson, Massachusetts State College, was elected to the American Dairy Science Association at the annual meeting held in New York City in 1947. He is a graduate of the University of Wisconsin, and has been with the University of Wisconsin for the past three years.

The Agricultural Education Magazine, August 1947
Improvement of farming programs thru livestock shows

Henry Patrick, Jr., member of the Roanoke, Virginia, Chapter of the Future Farmers of America, parades an exhibit at the Virginia State Fair. J. H. Clinger, former teacher in the Roanoke high school, who was the agricultural instructor, makes helpful suggestions as Henry's father (background) watches for junior calves, senior calves, junior yearlings, senior yearlings, and ewes, thereby encouraging a number to exhibit an animal as a calf and in the various classes as it becomes older. In this way, progress in supervised farming is materially encouraged. It is estimated that over 95 percent of the 150 animals shown in 1946 were exhibited in the 1939 show in other states.

The Danish system of judging is used exclusively. In this way, outstanding animals are awarded premiums, and those of low quality are not exhibited. Exemplary boys and girls are being encouraged to conduct livestock projects and exhibit the results of their efforts.

The complete student-ownership of projects is greatly encouraged by livestock shows of this type. The situation of "son and father's head" is rarely found with animals that are to be exhibited. Points of fitting and showmanship that are usually difficult for students actually apply on their animal shows. For example, the teachers of our school are easily taught and will not do the things that are to be exhibited to the animals, as the need for the learning is well established by the fact that the animals is to be shown.

Often overlooked in evaluating the results of exhibiting are the contacts which students make. Thru local, county, district, and state shows boys and other boys and outstanding expositors from whom good foundation or replacement animals may be secured. During the summer, a diversified system of farm aid, in general, makes agriculture more popular.

T. D. Johnson, Teacher, York, South Carolina

r class=""...

The teachers of vocational agriculture and registered animal scientists of the State of York, South Carolina, have been working for some time that the Youth Farm Camp would provide an opportunity for young people to participate in an agricultural program in the county with beef cattle. The current program is on the first form and sale and we are developing the second livestock show and sales program.

The first interest in the livestock show and market events was quality. The teachers of animal science and members of their F.F.A. chapters were added as cooperating groups.

The fourth and final event held during the year was a beef show and sale. The number of beef cattle entered in the sale and sale and the sale and the sale and the sale and the sale and the sale and the sale and the sale and the sale.

Encourages Livestock Farming

Surrounded are the awakening of a consciousness of the importance of livestock in a farming program. The point may be made that not only should boys be the importance of livestock in a farming program, but Negro farmers and should our Negro public must understand and appreciate the importance of livestock as a dependable and profitable source of income. To accomplish this, a board of livestock directors was organized and Negro farmers were added to the livestock directors. A little more than $2,000 was raised in the last year and nearly $2,000 each of the last two years. The result is that our Negro state chamber of commerce has agreed to underwrite the premium money.

Ducks and turkeys have begun to take a keen interest. They come to the boys to show them what they help to feed and care for the animal. More feed is fed and better feeding practices get across, as a result of the efforts to compete favorably in the show, than ever before. Support of the livestock industry drive through the Oklahoma City Stockyards Company on this point has been most generous. They have provided a medium for the sale of all animals at premium prices. The press and radio made liberal contributions in this publicity to develop an appreciation for and consciousness of our approach to a state-wide program of a much-needed release in farm business organization, and to help in the conversion of our mixed-raced lands to grass and livestock farming.

The third outcome is the development of ability to feed, finish, and market livestock. This interest has been particularly strong for 10 to 12 months, a barrier for 6 to 8 months, and lambs for about the same period as the hog, and then put the animal in competition with other boys who have the same breed, and now acquire a consciousness of the different advantages in different breeds of livestock and finish an animal for market. He learns the difference in the ability of animals to convert feeds into finished products. He also learns that he has been given an idea, how to select that animal which will finish, and what he must do to produce a finished animal.

The fourth outcome is the development of a mental attitude and training in the subject of farming, and the confidence to try farming, and to try farming, and to try farming, and to try farming, and to try farming, and to try farming, and to try farming.

In 1945, 25 boys and girls were selected to market an exhibit of live market cattle and hogs for Washington and Mississippi, and were held recently as the South's first stockyards. The program is cooperative with representatives from 100 schools, including boys and girls from the state of Mississippi, and the county of Mississippi, under the leadership of the livestock directors of the state and the county.
A suggested plan for operating a purebred swine chain
J. J. Alcon, Assistant State Supervisor, Baton Rouge, Louisiana

Name of Project: This project will operate under the name of the
F.F.A. Pigs—Purchased Swine.

Purpose of the Project: The purpose of the project is to stimulate increased participation in the raising of better bred hogs on the farm homes of members of the
F.F.A. chapter.

Plan for Operating the Project: The
F.F.A. chapter will first arrange to have two cost of two pure-bred gilt sows of the
hog to be purchased and allot them to each member of the chapter as the condition of membership. A. The member receiving a hog from the chapter will have to agree to the following:

Responsibility of Member

1. Pay the registration cost of the animal.
2. Maintain the animal in good health and in a clean, comfortable, and sanitary facility.
3. The animal must be on the farm of the member for a period of at least 8 months.
4. If the member is not able to care for the animal, it must be sold and the funds returned to the chapter.
5. If the member fails to keep the animal on the farm for the required period of time, the animal will be forfeited to the chapter.

Responsibility of Adviser

1. The chapter adviser will be responsible for selecting the members to which the gilt sows will be allocated. The adviser should select the members based on their ability to care for the animal and their interest in hog production.
2. The adviser will be responsible for ensuring that the animal is well cared for and that the member is able to maintain the animal in good health and in a clean, comfortable, and sanitary facility.
3. The adviser will be responsible for ensuring that the member is able to keep the animal on the farm for the required period of time.
4. The adviser will be responsible for providing assistance to the member in caring for the animal.

Start With Student Interest

The first consideration in selecting a boy’s project is to be sure that the major enterprise is one in which the student is interested. Other factors to be considered are the size and topography of the land, the need for labor, the problems of marketing, and the potentialities of the student and the farm. The best-planned farming program will include a major enterprise that will produce approximately 40 percent of the students’ income. This is a large enterprise that will eventually develop into the type of farming the student will be doing when he becomes established in farming. The program should also include a minor enterprise, which will provide quick returns. There is a need for a contributory enterprise which will contribute to the success of the major and minor enterprises and that will reduce the operating cost. Crop enterprises are also important for efficient production, marketing, and general improvement of the farm.

In planning the farming program, we have paid attention to the advantages of diversification. A diversified farm program provides a better balance of labor, provides for a steady income, insures against failure from unfavorable prices, and increases the farm’s value.

The program should be large enough to provide a challenge and to produce an adequate financial return. The feasibility for increasing the returns is insured by having more than one crop by producing and marketing food feed livestock and livestock products. Soil must be made more productive by crop rotation, crop rotation, liming, terracing, and other reservoirs, improving the crops, and the proper use of fertilizer and manure.

Georgia F.F.A. members improve farms

TODAY in Georgia, 1,764 F.F.A. members can point with pride to the farms that they improved with F.F.A. projects. These farms are more attractive, and are more alike in all things than they were a few years ago, as revealed in the reports from the 73 chapters that participated in the F.F.A. Home Improvement Contest. The results showed that thirty-one members and their parents have added to the beauty of their homes. Nineteen members, thirty-one members and their parents have added to the beauty of their homes. Nineteen members, and many other modern convenience installed members by part of the contest.

The reports of the 73 participating chapters reveal further that 95 members built massing walls; 44 installed hardwood paneling; 27 carpeted bedrooms; 33 painted bedrooms; 25 furnished bedrooms; and 22 added a bathroom. These improvements were added to existing homes, as well as adding new features to existing homes. The improvements added to existing homes were

- New windows
- New doors
- New floors
- New kitchens
- New bathrooms
- New garages
- New patios
- New decks
- New porches
- New decks
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From farm veteran to farmer

Clarence J. Henning, Teacher Veterans' Classes, Alexandria, Minnesota

WITH the approval of institutional-organization training by the Veterans Administration there has come a new impetus to farming as an occupation for 86 men in Douglas County, Minnesota.

The beginning farmers of the postwar period must give careful consideration to the factors of heavy capital investment, up-to-date production techniques, and other economic considerations which make the most limiting factors to a young man who wants to make farming his life's work. The shift from the more or less self-sufficient farm of a generation ago to the specialized, mechanized agriculture of today makes it necessary for a successful farmer to be a student of economics embracing the fields of finance, production, management, and marketing as well as a student of methods of production.

Each of the 86 farm veterans enrolled in the program at the Alexandria High school spends a minimum of 200 hours annually in classroom instruction. Five instructors of agriculture, who are experienced and trained in agriculture, and graduates of an agricultural college, endeavor to give to these veterans the best possible knowledge of production methods, farm management, and related information.

Perhaps the most unique aspect that makes this type of program the "ideal" from the standpoint of the reeducation of the recommended practitioners is the individual farm supervision. The veteran does not merely go to school, for the school is brought to the veteran while he is on the job. The educational maxim "learn by doing" becomes an actuality. Each instructor is assigned 20 veterans on whose farms he spends a minimum of 100 hours per year or two hours per week. It is here he considers any problems arising on the individual farm, as a consultant, and encourages the best practices.

Course of Study

The instructor with the advice of others in the advisory committee conducted an integrated course of study based on a four-year training program. This course of study was based on the needs and interests of the veterans and the community.

The total time allotment was as follows:

- Dairy: 18 hours
- Swine: 18 hours
- Beef: 24 hours
- Poultry: 24 hours
- Crop husbandry: 8 hours
- Crop husbandry: 8 hours
- Field crops: 36 hours
- Forage crops: 36 hours
- Soil management: 36 hours
- Farm machinery: 36 hours
- Farm management and economics: 128 hours

All of the units are carried thru the four-year period.

In a survey of the needs and the interests of the veterans to determine the order in which the topics

The veterans classes at Alexandria constructed several raised beds which they use in growing small grains.

Farm records are kept with the cooperation of the Farm Management Service at the University of Minnesota.

In further study it was found that farmers in the area were interested in some of the advantages of high productivity livestock. Choice of breeds, crop production, and improvement of the livestock through selection of pollinators and nutrition were of great interest.

The Alexandria veterans have organized a cooperative breeding association in which members are covered and the market is sold.

Dairy Improvement

Since dairy is the major enterprise on the farm and on the farms of the veterans, it was the first instructional unit. Any results of teaching are judged by the facts and principles learned, and secondly by the application of these facts and principles to situations in which the learner finds himself. Hence, to judge the results, it is interesting to note what action was instituted by the veterans.

On a study of the dairy enterprise in the area and on the farms of the veterans, it was found that the farmers were interested in a more efficient production and better milk production. A committee of interested veterans was appointed to study the possibilities of organizing an artificial insemination organization. The investment and maintenance of artificial insemination equipment and facilities were major problems.

The success of this project is dependent upon the cooperation of the farmers, the availability of trained personnel, and the establishment of a system to control costs and assure quality of fertility of semen and to make suggestions for its improvement.

In the future, this enterprise which supplies 80 percent of the income of the farms and a program of education in artificial insemination, selection for production, and improved sanitation are an outcome of the first year of instruction.

A second project, which has been initiated, is the establishment of a dairy herd. A plan for the establishment of a dairy herd has been developed by an advisory committee and is being followed by the veterans of the program.}

The University and the public will be kept informed of the progress of the training, through the publication of the "Veterans" Farm Organization.

Home Planning

The farm veteran's family is an integral part of the farm operation, and the economic success of the individual perhaps with as much or more certainty than the economic results that are obtained. Therefore, a program of instruction was initiated in cooperation with the local colleges and universities, and the high school. Ten meetings were held during the 1948-49 season. The veterans and their interested partners were instructed in meal planning and job planning during the same time as the home veterans classes.

A series of meetings are now in progress giving instruction in the art of urban and rural living.
Supervision of teachers in the western region

Noral J. Wendi, Instructor Farm Mechanics, Iowa State College, Ames, Iowa

Supervision is one of the essential factors in the preparation of the program of vocational technical education. It is most vital for the growth and development of the individual teacher. In some states this supervisory organization is recognized as an important factor in the preparation for the profession. The main objective of this supervisory organization is to help students become more effective in teaching and learning.

Supervision of teachers is an essential and necessary part of the educational process. It is important to note that supervision is not only for the benefit of the students but also for the benefit of the teachers. Supervision helps to ensure that the educational process is streamlined and effective. In this way, the teachers can focus on their primary task of educating the students.

A schedule of supervisory devices and methods was prepared from federal recommendations on teacher-training methods and from Weller's catalog of supervisory equipment. The schedule was criticized by five supervisors and a group of twelve teachers. The revised schedule was sent to the supervisors in the state to complete an evaluation of their effectiveness. The results were favorable, and the supervisors recommended further improvements.

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Table 2: Introducing New Methods

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Table 3: Checking the Teacher's Efficiency on the Job

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Visiting Future Farmers

an opportunity to get the practical experience necessary to our program.

Flooding the home grounds, repairing barns and other buildings, crops to machinery, and numerous other jobs present an opportunity for effective teaching that the conscientious teacher cannot afford to overlook. If we take advantage of this opportunity, it will be necessary to visit the student when he is in contact with these needs.

Why visit? Is it possible to do a short job of teaching if we are not familiar with the student's home, his living conditions, and the farm where he should put into practice the different ideas that are brought out in classroom discussions? Is it possible to plan a practice program, to assist the boy with his long-time farming operations, or to anticipate his problems in connection with his farm work without going to his home? Will our students do the necessary supplementary farm-practice jobs, or carry out the needed improvement practices unless the teacher is familiar with the student's needs? Visiting Future Farmers is a great deal of help and a great deal of fun to both the boy and the teacher.

Shows and sales

(Continued from page 34)

Richard Chew, president of the Kansas Association of F.F.A., awarding the State Farmer degree to a student. The Kansas Governor is the first woman ever to hold the position as chief executive and the first governor awarded the Kansas F.F.A. degree.

The Agricultural Education Magazine August 1947