Organizational activities

Several of the succeeding pages are devoted to articles conveying information about the activities of the campus organizations for students majoring in agricultural education. The organizations represented include Alpha Tau Alpha, the Collegiate F.F.A., and the state agriculture clubs. An examination of the contents will reveal that the purposes and activities of the various organizations at the collegiate level are quite similar. The possibilities for complementing the organized instruction through presentations at meetings of such organizations are unlimited. There is a host of technical groups surrounding colleges of agriculture, including action agencies, with which the trainers should have contact. Likewise, representatives of professional groups, such as state teachers associations, are ordinarily accessible. Aside from the information to be derived from these sources the trainers should become acquainted with the personnel of various agricultural organizations.

The F.F.A. takes on new meaning to prospective chapter advisors when camps are grouped with chapter Lipstick red and whole of the same concerns.

Projects included in the activity programs of the campus organizations are directly related to the problems of citizenship and which teachers of vocational agriculture are confronted. Ordinarily there are opportunities to sponsor or to assist with the conducting of leadership training schools. Assistance is needed in the staging of F.F.A. conventions and the usual reper- formances of contests attended by F.F.A. fairs and many similar collegiate undertakings have a counterpart in community maintaining departments of vocational agriculture.

Camps organizations provide excellent opportunities for furthering the development of abilities in oral expression. Self-confidence is acquired rather naturally in helping conduct meetings and through the making of individual presentations. The meetings likewise provide for experimentation in the use of various discussion techniques.

On the surface, the mention of organizations of trainers in agricultural education is a medium for socialization sounds.

Yet many of the trainers are otherwise quite inactive socially. Moreover, a high percentage of them at this time are married and concerned with family responsibilities. For them the annual banquet, the conference, the fall games parties, and recreational activities have added meaning.

But more important perhaps than all the types of activity found hereafter are the opportunities such organizations provide for development in the training of teachers. In our programs of professional preparation we advocate the use of democratic procedures, yet we make but little use of the democratic approach. Democracy in the experience of the prospective teacher of vocational agriculture is more evident in the planning and conducting of organizational activities than in the more formalized phases of the training program.

New Special Editors

THREE appointments to the staff of special editors have been made as a result of resignations submitted to the Editing-Managing Board of The Agricultural Education Magazine.

Dr. W. A. Smith, Associate Professor of Rural Education, at Cornell University, is succeeding Dr. George P. Doyce of the University of Illinois as editor for the section on Methods and Materials.

Before assuming his present position in 1937, Dr. Smith taught vocational agriculture at Clay City, Indiana, for seven years. Young Farmer publications as editor-trainer in Indiana for six years. Doctor Smith graduated from Purdue University in 1919, and received the Master's degree from Cornell in 1927 and the Ph.D. degree from Cornell in 1937.

Dr. Smith formerly served as chairman of the committee on instructional materials for the North Atlantic region. At present he is head of the department of teacher training and is chairman of a committee on methods in directing a regional project on the training of supervising teachers.

Mark Nicholas, State Director of Agricultural Education, Salt Lake City, Utah, is replacing Dr. R. B. Dickerson, formerly of Pennsylvania State College, as well as one of the special editors for the Farmer Review section of the magazine.

Mark Nicholas, as he is known to a host of co-workers and friends, was born at High- born City, Utah, and raised on a five- room farm. He graduated from Utah State Agricultural College in 1934 and later received the Master's degree from this college. His teaching experience includes three years at Wester, Idaho, and ten years at Brewer River High School, Garland, Utah.

Mark Nicholas has been the state supervisor in Utah since 1937. Under his leadership considerable emphasis has been placed on instruction for out-of-school groups. Young Farmers activities have been stressed and a State Association for this age group has been organized in 1948. Mr. Nicholas is completing his second year on the National Future Farmer Advisory Board, and also as a member of the Future Farmers Foundation Board of Trustees. He has been chairman of the program committee for the Agricultural Section of the A.V.A. for two years. He is quite familiar with the editorial responsibilities of The Agricultural Education Magazine, having served as regional representative on the Editing-Managing Board.

Mr. H. F. Hannan, State Superintendent of Vocational Agriculture in West Virginia, has been selected as special editor of the Future Farmers section of the magazine.

Mr. Hannan, a native of Charleston, West Virginia, attended high school at Boyce, Virginia. He is one of few state supervisors who have completed field work in the promotion of vocational agriculture. He was also a charter member of the Future Farmers of America in the state of Virginia, which later became the Farm Bureau of Virginia in 1929.

Mr. Hannan received the B.S. degree from the Virginia Polytechnic Institute, and the M.A. degree from Michigan State University. He taught vocational agriculture at Wayne, West Virginia, from 1932 to 1935. In 1935 he was appointed assistant state supervisor of vocational agriculture and executive secretary of the West Virginia Association F.F.A., a position he held until his appointment as state supervisor in 1949.

The Editing-Managing Board desires to express appreciation to the retiring members of the staff--G. P. Doyce, Dr. R. B. Dickerson and A. W. Tennyson—for the cooperation in serving as special editors of the magazine.
The executive committee of the Virginia Tech Collegiate F.F.A. chapter in session.

8. To plan a program of educational activities for the entire year not less than one month before the first meeting in November.
9. To have an installation ceremony for new officers at the last meeting of the year.
10. To sing "Hall the F.F.A." and other songs at the regular meetings.

Objectives

The overall objective of training described in this program is to develop the student, through the medium of the F.F.A., into an active and informed participant in the life of the community. This objective is fundamentally the same as the purpose of education as defined by the States and the Nation. The program provides a real opportunity for learning because the student members have the opportunity to secure a variety of experiences in college and community activities. The program is not only one of the many valuable things the students have learned in the chapter, but it is a part of the F.F.A. F.A. chapter.

What Advisors Think

Each member of the agricultural education staff will, in turn, as advisors to the members of the Collegiate F.F.A. chapter.

What Our Students Think

The president of the Chapter, C. C. Goodwin, was asked to prepare a statement for publication in the Commonwealth, the college newspaper. The statement is as follows:

"We have been given an opportunity to participate in an educational program which we believe is valuable for the development of our members. We appreciate the opportunity and we will do our best to make it worthwhile for ourselves and for the college.

The activities of the Collegiate F.F.A. chapter have meant much more to us than any other extra-curricular activity in college life. As a member of the F.F.A., I have made many friends and have learned many things which I will need for the future.

The chapter has provided many opportunities for us to travel and to make new friends. I would like to see the chapter grow and become more active in the future."
Work and play through Alpha Tau Alpha

R.W. CANADA, Faculty Adviser, Colorado A & M College, Fort Collins

R.W. CANADA

DURING a recent trip made on intense teacher-training duties in following up last year's trainees now teaching, several asked the question: "How long is the Alpha Tau Alpha membership term?" "How many new members do you have this fall quarter?" It was evident from the interest shown by these young teachers that the fraternity had played its role during their college career and in the way of their professional training.

Such an organization can be made to serve, prospective teachers of vocational agriculture through carefully planned and systematic presentation of activities all of which are directed in a positive way toward the objectives of developing a more professional spirit and more skilled group of teachers and future A.F.A. advisers.

Ideas are always needed in developing any worthwhile program. It is with this purpose in mind that the program of activities of the Zeta Chapter is given below in detail hoping that it may make some minor contribution to other chapters in their program planning. Such an exchange of worthwhile programs of activities among active chapters can serve to strengthen all chapters.

Program carried out by Zeta Chapter of Alpha Tau Alpha, Colorado A & M College, Fort Collins, April 1, 1946-1947

Activity Completed

- Lee Morgan, Soil Conservation Service
- Clifford Hartman, Member

W. R. CANADA, Teacher in Agricultural Education

August 6-9 - F. A. Adviser Training
- Parliametary Procedure Practice

October 9 - F. A. Professorial Procedure Practice

November 12 - Alaska, My Trip to the North

December 30 - Business Meeting

January 10-December 9 - Agriculture in Europe

January 14 - Election of Officers

February 11 - Vocational Agriculture in Michigan

April 5 - Agricultural Education Situation in York College

April 22 - Initiation of New Members - Agriculture in Brazil

May 13 - Business Meeting

May 27 - Chapter Publicity and Radio Script

II. Initiation Banquet, April 5, 1946

III. Social Events

- Mountain Peaks, Fort Collins, July 6, 1946

Collegeiate F.A.A., Chapter of Florida

W. L. HARNON, Chapter Member

The College of Future Farmers of America at the University of Florida is a student organization which was formed in 1937-8 school year. With the advent of the group the college chapter became inactive. At the beginning of the year the Future Farmers of Florida chapter was reactivated.

The chief object of the College is to provide opportunities for students to attend training camps and through the medium of some more competent advisers of the college to learn in a subject which has been designed to be instructive first and second, to provide recreational and social opportunities.

Each junior and senior in agricultural education is expected to attend and present reports of the meetings of the chapter, thereby accomplishing the purpose of the programs. The programs are planned as they will run in a two-and-one-half-month period and for any duplication and to insure adequate consideration of all topics. The programs are planned as they will run for a two-and-one-half-month period and for any duplication and to insure adequate consideration of all topics. The programs are planned as they will run for a two-and-one-half-month period and for any duplication and to insure adequate consideration of all topics.

At least once a semester practical experience is provided in holding such activities as sessions, natural and fishing trips, plowing, and barbecues. Experimental work and group finger-striking experience is gained as part of the regular meetings. The chapter is composed of officers and a membership of 40 to 50.

In addition to the regular programs and activities of the College Chapter, members are given the opportunity to visit neighboring high schools and observe their activities. Participation in state shows and other activities is encouraged for the beginning stages of the chapter, and more interest for the future agricultural teachers.

Dr. W. E. DeWitt and W. E. Loes, at the University of Florida, are members of the chapter and the meetings and activities in its organization are advised by these and other honorary members of the chapter are.

Mr. H. Wood, State Supervisor of Vocational Education, is a member of the chapter.

A. W. Toonec, National Executive Secretary, F. O. A., Washington, D. C.


Representatives of Young Farmers from other states are also included for the California chapters incident in the AYA convention. They are members of the group participating in the state chapters.

Four hundred Ohio Future Farmers and advisers attended the Sixth Annual F.A.A. Camp held at Camp Mudlick during the week ending July 26 and ending August 4.

Organization activities of college majors in agricultural education

A T OHIO STATE University we find the organization (Townsend Agricultural Education Society in honor of the late Lewis Townsend) is available for demonstration of growing interest in this meeting procedure. Every member is expected to become proficient in presenting a demonstration in agriculture.

Outstanding speakers are often brought in to discuss such topics as farm safety, conservation, and organizations in the state of Ohio that are active in their area of interest.

Purpose of the organization are stated in its constitution.

1. To provide opportunities for college majors in agricultural education to get away from the usual routine of their studies.
2. To stimulate interest in the professions of vocational agriculture and to give the students a chance to learn about them in a more informal way.
3. To promote cooperative effort between the students and the future educators in the field of agriculture.

To provide industrial and recreational opportunities for at least one State Future Farmers of America chapter annually.

3. To provide fellowship opportunities among students who are interested in agricultural education with F. A.A. activities. The business meeting is conducted according to Roberts' Rules of Order, with a permanent secretary who is sponsored from the membership, which is expected to be growing.

Every member is expected to become proficient in presenting a demonstration in agriculture.

Outstanding speakers are often brought in to discuss such topics as farm safety, conservation, and organizations in the state of Ohio that are active in their area of interest.

The October meeting was held in the auditorium of the Agricultural Education Society in honor of the late Lewis Townsend. The meeting was attended by a large number of students and educators, and sponsored the education exhibit at the fair.

Members of A.T.O. A spent one day observing the activities of the county extension agents located on the Lake of the Ozarks. They observed the facilities of the camp and participated in the evening program. The chapter donated $50 to the camp and plans to make similar donations each year in the future.

The chapter held a picnic for the members and their families or dates.

The chapter has been quite successful and has helped to make everyone better acquainted.

A club has been founded for the A.T.O. A students and placed in the Future Farmers of America. The group of 47 presented a new magazine entitled "Townsend" and distributed the club to the students in the F. A.A. public speaking contest, and took on an active part in conducting the contest.

Bulletin boards have been set up on the campus for the exclusive use of the Township and the Department of Agricultural Education.

Members of Townshend Agricultural Education Society, Ohio State University.

(Courtesy picture was taken by Lester Parker, a member of the Society.)

This program was developed through the cooperation of the Future Farmers of America and the Ohio State University Extension Service.

Meeting Activities

The organization has various meetings at-attended by the Future Farmers of America and the Ohio State University Extension Service.

The members at-attended by the Future Farmers of America and the Ohio State University Extension Service.

Attendance of members at the meetings was high. The organization has various meetings at-attended by the Future Farmers of America and the Ohio State University Extension Service.

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Activities Auburn Collegiate F.F.A.

ONE OF THE MOST active organizations on the campus of Alabama Polytechnic Institute is the Collegiate Chapter of F.F.A.

All members in the Collegiate Chapter are either present or former F.F.A. members in high school or that are not yet members of the chapter. Participation in activities is voluntary, but they receive valuable training which benefits them both academically and professionally.

The chapter is governed by a committee, which is elected at the beginning of each academic year for a two-year term. The committee is responsible for planning and overseeing activities for the year.

The chapter meets weekly, and its activities are diverse, ranging from agricultural projects to community service events.

The chapter is active in both local and state competitions, and its members have a history of winning awards in both areas.

The chapter is known for its strong leadership and commitment to agricultural education and community service.

Athletic Activities

Collegiate F.F.A. athletic teams have distinguished themselves in intramural games enjoyed softball, swimming, and track meets. These events have been highlights of the season for both students and faculty.

Alpha Chapter of Alpha Tau Alpha

Housed at the University of Illinois, the Alpha Chapter of Alpha Tau Alpha is in the midst of an intensive year's programs.

Alpha Chapter was reorganized in March 2011, setting the stage for its first meeting since early 1943. The chapter was founded in 1943 and has undergone several changes over the years. It is currently under the leadership of the current president, who has been instrumental in revitalizing the chapter.

The chapter met at the beginning of the Fall quarter. Every effort is made to coordinate the chapter's activities with the orientation week of the university. This year's orientation week was held in cooperation with the Academic Affairs Division, the Department of Education, and the Office of Student Affairs.

Several organizational events are sponsored by the Alpha Chapter, including the annual alumni reunion, which is held in the spring. These events provide an opportunity for members to connect with each other and with the university.

January Meeting

January Meeting—Two meetings of the chapter were held this month, the first on January 22 and the second on January 29. The meetings were well attended and provided an opportunity for members to discuss chapter business.

February Meeting—In February, the chapter held its second meeting of the year. The meeting was well attended and provided an opportunity for members to discuss chapter business.

Work and Play Through Alpha Tau Alpha

Mountain picnic, August 14, 1946

Christmas Party, December 10, 1946

Banquet, April 22, 1946

Overnight trip to Chicago, May 2, 1947

Hunting and fishing, May 30, 1947

V. Cooperative Activities

Livestock Club

Alpha Zeta

Agricultural Education Club

Agricultural Council

State F.A.A. Association

Activities Promoted by Chapter

1. Given financial and moral aid to establishing the Agricultural Council.
2. Provided College Day and Radio Concessions.
3. Promoted recruitment of members in various activities.
4. Aided in promoting and establishing the National American Agriculturalist.
5. Raised $250.00 and sent A.T.A. president of Zeta Chapter to St. Louis, Missouri, to represent the National American Agriculturalist.
6. Set various requirements for admission into A.T.A. Chapter and cooperated with Honors Day Committee of the University of Illinois for Recognition Day for Honors Students.

Benefits Received by Members

1. Training as a P.F.A. Advisor.
2. allowances starting an individual's second year the university.
3. allowed to attend local and national conventions.
4. Educational meetings were organized to teach students about the importance of research and training of teachers in vocational agriculture.
5. Recognition and scholarship awards were given for quality of work and professional values.
6. Opportunities to participate in cooperative group efforts.
Agricultural education club sponsors diversified program

WILLIAM ETTINGER, Student, Iowa State College, Ames, Iowa

ACTION is the "word." Sympathy, interesting meetings are the first requirement of the Agricultural Club. We aim to develop a well-rounded program of topics related to the agricultural field. Our plan is to develop the class work or that which will supplement class work.

One of the prerequisites for success of the United Nations is friendship and understanding with other nations. We feel that the future of the world lies in what we do today. Everyone's responsibility is to understand other lands beyond our own. The club has spoken in Spanish, South American, French, German, and Chinese.

National Policies Emphasized

Changes in national policies toward agricultural education are of great interest to the club. We try to get speakers who are active, who are in key positions, to discuss the situation. Mr. Nino, new, elected president of the American Farm Board, spoke at one of our meetings. Another speaker, Dr. Goodwin, discussed the latest trends in the agricultural education field. We are always trying to bring to our club speakers who can give inspiration to current agricultural education problems. We try to give students an understanding of the world of agriculture.

The Iowa Future Teachers Association has taken over the responsibility of presenting cooperative educational and recreational activities on our campus. The club has not only set up a council made up of representatives from the home economics, business, education, and agricultural education clubs. This council has been very efficient in conducting social events and joint meetings. One of our "Ag Ed." Club members is president of the state F.E.A.

Activities outside of meetings include sending delegates to the national and state F.E.A. conventions and to the state association meetings. Members also help with the F.F.A. field day at the college and with the "Veidahs" open house program at the college for high school students.

Agricultural club activities are planned to be made available to all students interested in agriculture. The Agricultural Education Club is interested in the advancement of agriculture and takes part in the activities of the State Agricultural Education Committee.

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The role of the teacher in vocational agriculture

S. S. SUTHERLAND, University of California, Davis

It has been said that the best index of what a person is taught is the way he is taught in his formative years, and that the future is what he has been taught together, with what he has been taught separately, in the present. If this is true, what we are teaching today and how we are teaching it will determine the future role of the teacher. Perhaps we should add that we should not be teaching the little that we do teach today, but that we should be teaching the little that we do teach today, and that we should be teaching the little that we do teach today, and that we should be teaching the little that we do teach today.

The Role of the Teacher in the Early Twenties

In the early 1920s, the curriculum of vocational agriculture was largely concerned with teaching the right things to students, and the "right" thing was largely an adult's job. Adult teachers were responsible for the instruction, and the subject matter included such areas as agriculture, horticulture, and animal husbandry. The major emphasis was on the development of practical skills, with an emphasis on the future role of the teacher. The teacher was expected to be a model for the student, and to be able to demonstrate the importance of the subject matter.

The conditions related to the work of the teacher

A great many things happened in this country during the early 1920s in the development of vocational agriculture. The first two world wars were fought in the United States, and the major and a major depression were accompanied. In this period, the strongest emphasis was placed on the need for more practical teaching, and on the need for more emphasis on the future role of the teacher. The major emphasis was on the development of practical skills, with an emphasis on the future role of the teacher. The teacher was expected to be a model for the student, and to be able to demonstrate the importance of the subject matter.

In 1922, the teacher of vocational agriculture and the vocational agriculture instructors who work directly with students in the classroom, were expected to be able to demonstrate the importance of the subject matter. The major emphasis was on the development of practical skills, with an emphasis on the future role of the teacher. The teacher was expected to be a model for the student, and to be able to demonstrate the importance of the subject matter.

The relationship of the teacher to the student

Perhaps the greatest contribution made by teachers of vocational agriculture is in the area of student development. Teachers are responsible for guiding students in their development, and in the process of guiding students, they develop a personal relationship with each student. This relationship is important in the development of the student, and it is essential that the teacher be able to develop a personal relationship with each student.

The teacher's role in the future

The role of the teacher in the future will be determined by the needs of the society, and by the needs of the students. The teacher will be responsible for guiding students in their development, and in the process of guiding students, they will develop a personal relationship with each student. This relationship is important in the development of the student, and it is essential that the teacher be able to develop a personal relationship with each student.

The teacher's role in student development

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Are we teaching boys or just teaching?

J. A. DODDS, Teacher, Arapahoe Vocational Agriculture, West Lafayette, Indiana

Note: The author uses a novel presentation to bring his ideas to life. See if you agree with his point of view.

MY CHOSEN SUBJECT REMINDS me of a story I heard a farmer who liked his kids on the agriculture and said, "Look, it's not just teaching. It's teaching, teaching, teaching!" He added, "If anyone is even that enthusiastic about it, it's going to be very gratifying.

I feel that one of the real problems in connection with this article is getting anyone to read it. I don't think of any good reason why they should. You have perhaps heard of the "protest" that goes on in the editor's office with a manuscript. I have a story about that. I ought to read it. I thought, "Simple." "Sorry," I replied. The editor, "If it were a story about my niece, I'd take a chance." This doesn't qualify for either of those reasons, so no wonder it has no knuckle on it.

I'll try that because it works on me. In hunting for the joke in these agricultural magazines, the reading, I occasionally make a mistake and read something that I'm supposed to.

Three Methods of Teaching

If you've gone this far and didn't read the whole article, I feel that there are three methods of teaching that are prevalent in our society. They are: don't care, my method, and I don't believe the other one is worth noting. Here are the facts.

First, don't care. I think that there's a third, a better method. Our chance in the fourth world (principally on our willingness to combine teaching and learning) is very small.

There is some truth to the saying, "A just human being can't exchange dollars to find out how to solve the other's problem." Perhaps not "exactly," but they can help occasionally.

But in many cases which we use to teach agriculture, you should have a basis, a base, to start from. First, create a desire to learn more about it and engage in it as a career, in which case, second, to present the facts so as to accept them and, third, to enable the boy to see the physical problem and force him to help him develop a personal interest in the facts.

At this time, I think we should discuss something about how we teach. I think that a boy's teaching shouldn't just be "taught". I believe that all the facts are nearly useless. I'm thoroughly fed up with imitations of the facts, and I believe that as thoroughly that most of that information, whether it's in a book or of any other origin, is useless in one form or another. It may be in the fact that he has the boy on his back, or he is trying to bring it to the way it says, but he is all too often too showy. We have to deal with at least a few people who believe that the only way to teach is because of their faith in them. One of the first in any kind that your belief is not the one of the facts, present them in a way to give them what they need or are attempting to convince them of.

To me, teaching is a process. A true one at this time. As a rule of a household in a neighborhood which was run by a snob company. I once see a good idea opened the door to a young woman who had a loud talk. She did a lot of things, she would do. Seemingly forget everything and, when it came to the end, she added at the end: "This is what he did. He is a boy who was shown a top notch sales girl for that soap company.

Having made progress with the first two purposes, we simply make the boy realize that he can enable him to secure the physical things necessary to his daily living. There's no such thing as going broke, for example, in the boy's teaching. He can't have any other things, unless he, as a teacher in this case, has a chance to have things. He won't come any closer to having a complete job than Ann did until he, too.

Ann, and I know this. She was a teacher, I'm sure. She told him, "You can't do it. You can't bring the whole family. You can't worse the things and you can't make the things you need. It's the right thing, isn't it, you don't understand?"

Unplanned Dismissed

Of the four parts I have suggested, I nixed the third one because of the first two purposes. I think that we can't teach the boy in the time on the one which the student remains the least of the least and the long of the least. If you can think of the second, then this brings to the end the possible purposes of this phase of the student. Most certainly of the concepts and the situations received in preparation to teach teachers could have been titled as "Methods of Teaching Agriculture," but I think you will agree, however, that when we test the on the simple facts (simple from our point of view that we have been given to our kids, we are given cause to wonder whether it is possible to develop one or more of them, simply or of them, or not. If you haven't heard of it, I hope you will give your point of view. "Did you ever hear about the fellow who thought of a device for looking through walls?" asked the teacher. "Yes," I replied. "Tell me about it. Call it a device for looking through walls?" asked the teacher. "Yes," I replied. "Why did you think of it?" asked the teacher. "I thought of it, you must admit, you are not really thinking of it, are you?"

So at this time in the facts with those other three purposes. Without the facts are nearly useless. I'm thoroughly fed up with imitations of the facts, and I believe that as thoroughly that most of that information, whatever it's in a book or any other origin, is useless in one form or another. It may be in the fact that he has the boy on his back, or he is trying to bring it to the way it says, but he is all too often too showy. We have to deal with at least a few people who believe that the only way to teach is because of their faith in them. One of the first in any kind that your belief is not the one of the facts, present them in a way to give them what they need or are attempting to convince them of.

Swinie Feeding Project

At the beginning of the second year, the Swine Feeding Project was launched. Previously, farmers were using poor practices in feeding pigs. Frequently farmers in the area followed the old custom of feeding the pigs water, milk, and hay. The idea was that this would provide the pigs with a balanced diet.

Teachers are continually being told of how important it is to prevent pigs from becoming sick. They are also told to feed them milk and vegetables, but the fact is that pigs do not feed well on this diet. As a result, the Swine Feeding Project was born.

The program was successful, and a significant improvement in the health of the pigs was observed. The project continued for several years, and the results were impressive. The Swine Feeding Project was a success.
Methods for improving instruction in emphasis on improved farming practices

LUSEL L. KUELL, Extensional Secretary, Lansing, Michigan

Rashid K. Ruble

The success of the farming program is determined largely by the extent to which the student adopts improved farming practices. The teacher's first problem is to shape a course of instruction which is accepted by the student. A fundamental program in agricultural education cannot be developed without the help of the teacher, who becomes a major factor in the program.

Factors in Usage of Improved Practices

The following are some of the factors which the writer found to be involved in improving the use of good farming practices:

1. Teachers who have strong personal belief in the principles of improved farming practices.
2. Teachers who have a personal interest in the academic and practical aspects of improved farming practices.
3. Teachers who have a personal interest in the economic aspects of improved farming practices.
4. Teachers who have a personal interest in the social aspects of improved farming practices.
5. Teachers who have a personal interest in the environmental aspects of improved farming practices.
6. Teachers who have a personal interest in the political aspects of improved farming practices.
7. Teachers who have a personal interest in the legal aspects of improved farming practices.
8. Teachers who have a personal interest in the religious aspects of improved farming practices.
9. Teachers who have a personal interest in the medical aspects of improved farming practices.
10. Teachers who have a personal interest in the technological aspects of improved farming practices.

Recommendations

The writer offers the following recommendations:

1. Teachers should give more emphasis on improved farming practices in the curriculum.
2. Teachers should give more emphasis on improved farming practices in the instructional materials.
3. Teachers should give more emphasis on improved farming practices in the educational services.
4. Teachers should give more emphasis on improved farming practices in the research services.
5. Teachers should give more emphasis on improved farming practices in the extension services.
6. Teachers should give more emphasis on improved farming practices in the administrative services.
7. Teachers should give more emphasis on improved farming practices in the public relations services.
8. Teachers should give more emphasis on improved farming practices in the financial services.
9. Teachers should give more emphasis on improved farming practices in the personnel services.
10. Teachers should give more emphasis on improved farming practices in the student services.

The Agricultural Education Magazine, March, 1948

Newsletters that click

CARL GILMORE, Former Graduate Assistant, Michigan State College

Most state F.F.A. associations have the following:

1. Newsletters that are intended to inform the members of the chapter, give news of the chapter, and keep the chapter informed about the activities of the chapter.
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The Agricultural Education Magazine, March, 1948
Of the contests, the last two were the most interesting. A two-tagged cow milking platform complete with four stanchions was built three years ago to the farm shop. This year there were two contests to see which contests milking at one time. This year the cows were milked by local cattle dealers.

The purpose of the cow milking contest is to see who can get the most milk in a given length of time usually 90 seconds. After the first group finishes a second group of contestants vie for top honors. This year three groups of contestants milked in the contest. After the contests the cows were immediately milked.

In the pig-pig catching contest, a 50 pound pig was used. After being released, the pig was released in a fenced in area about 60 feet in diameter. Six contestants dressed in old clothes tried to catch the pig. There was a lot of fun in this event before the pig was caught successfully.

The entire program was conducted in the high school athletic field.

Several set up by chapter members, others already cut 1000 feet of colored lights, another group sold refreshments, one group assisted the judges and had charge of the exhibits. Several others collected tickets, members ran several straws rides with the school truant and still another acted as master of ceremonies.

It really takes a lot of planning and cooperation on everyone part to put a program such as this over. Everything didn't work out perfectly, but everyone had a good time and it is hoped by chapter members to have a bigger and better show next year, just as this year's activity was bigger and better than last year's.

Financially, the chapter cleared $25.00 from the affair from the sale of tickets at 25 cents each, including tax, which includes the sale of refreshments.

A milking contest is one of the attractive events conducted in connection with the annual farm show. [Photo courtesy Ranch Express]