Professional improvement

I WILL STUDY and prepare myself, and some day, somehow my chance will come. These words spoken by Abraham Lincoln when he was a young man are expressive of the spirit which dominated his life and helped him to rise against great odds to the highest position in our land. This same spirit in many others has accounted for the fact that they have been able to "arise to the occasion," when called upon to assume greater responsibilities.

Greater opportunities will come to teachers and others in the field of vocational education in agriculture. What do we know? First of all, we know it because it has been demonstrated in the past. Where are the leaders in leadership in the states? Who are in charge of the more effective and the more cooperative groups among the states? Who are the persons called upon to administer programs, or to train or improve other teachers to develop in them some of the skill in teaching which they have demonstrated? They are men, as you and I, who have taken some of their own summer during the summer months or at other times to study their job, to get advanced training, and to broaden their horizons.

Secondly, some of our past experiences, coupled with observation of current trends, enable us to foresee some future developments. Better positions will go not to those who happen to be available—or sometimes do during a crisis—but to those who are prepared for them. Such is the nature of things in a competitive society. Competition for jobs is becoming keener.

A causal survey of state leadership will reveal that many teachers and others have understood, or will soon understand, the real value of the job and the prospective job. The better-trained personnel for research are not now available, and will not be needed for some time. But the interest and the leadership in the field are apparent in local communities. People in these communities are learning about what is going on. There is a strong program of vocational education is like and are more willing to pay for it. They are nothing more than administrators who understand vocational education and how to develop significant programs, but leaders who possess abilities of a new character, needed to discharge larger responsibilities.

What are some of these abilities? First we should list ability to sale the program and use an advisory council in planning and evaluating. Second is the ability to organize a complete program of vocational education in agriculture. Teachers are needed who have the ability to select and retain a capable teaching staff. Another ability which is generally recognized as needed is that of utilizing appropriate equipment in guidance and instruction. Many teachers are needed who are considered "able to teach the subject matter of agriculture" into "ability to develop and direct curriculums which will result in progressive establishment in farming." These are abilities we do not want to lose. They come from stability and professional growth.

Many, perhaps most, colleges of agriculture have recognized these needs by providing short intensive courses in agricultural education and in technical agriculture during the summer. As we look forward to the summer months and the fall, schools are in session, we would like to see the use of these opportunities, by the states and by the neighboring states. Let us take advantage of the chance for professional growth. Let us realize the meaning of the statement by a wise philosopher who said, "The future belongs to those who prepare for it today."—H. M. Byrum, Mizzou State Col.

New staff management

W. H. MARTIN, Editor

AT THE ANNUAL MEETING of the National Board, W. H. Martin of Connecticut and Richard Nichols of Utah were designated as editor and business manager for the Agricultural Education Magazine, effective January 1, 1949.

The new editor is Associate Professor of Agricultural Education at the University of Connecticut. He was reared in Vermont and received his early education in a one-room rural school and at Champlain Academy. His undergraduate work was taken at the University of Vermont with a B.S. degree in 1937 and advanced study since has been taken at Cornell and Harvard.

Mr. Martin has had considerable experience in agriculture and in related occupations appropriate to the North Atlantic Region. At one time he owned and operated, on a part-time basis, a fruit farm and greenhouse for two years. His professional employment includes six years of teaching in the high school at Cabot and Vergennes, Vermont. From 1937 to 1946 he was as instructor of agricultural education at the University of Vermont and assistant state supervisor of agricultural education. In 1946 he became the state supervisor and was advanced in rank as teacher-trainer, first to assistant professor and later to associate professor. During the 1948 summer session he was employed as a visiting professor at the Michigan State College. The change to the position at the University of Connecticut was made in 1946.

Mr. Martin has served on many committees and has received numerous citations and awards of appreciation. He is a past president of the Connecticut Association of Teachers of Agriculture and of the Vermont Vocational Association. Currently he is chairman of the research committee for the Vocational section of the American Vocational Association. He was a special editor for the Agricultural Education Magazine for five years and for the past three years was served as business manager of the magazine.

MARK NICHOLS, Business Manager

THE NEW business manager is the state director of vocational education and chairman of the advisory council of vocational education in Utah. He was reared in Utah where he was registered in the first class in vocational agriculture taught at the Elk Ridge Consolidated School. In 1919 Mr. Nichols graduated from the Utah State Agricultural College and went to Arizona where he taught vocational agriculture at Westover for three years and at Las Cruces for two years. He became state supervisor in 1937 and served in that capacity until assuming the dual position in January, 1949. During the years from 1939 to 1948 he was a member of the State Board of Supervisors of the Young Men's Mutual Improvement Association.
Improving directed teaching in vocational agriculture

ROY L. DAVENPORT, Director, School of Vocational Education, Louisiana State University

There is great variation in the procedures used in training teachers of vocational agriculture. Some programs and course have been set up in recent years that have resulted in the development of programs of apprenticeship teaching, each teaching situation being organized and operated in variously termed.

The training center is essential in the program for educating teachers. It is the place where the developer of superior teachers for the purpose of giving superior instruction to students, for demonstrating procedures to trainees, and for substantiating prospective young teachers in the various teaching procedures and viewpoints.

The training center is to fulfill its various functions for the growth and development of people, as well as to demonstrate the need for coordination to all groups, (all-day farm boys, cooperative teachers, county agents, etc.) which should be included in the enrollment.

Should be Development Centers

The training center, or "development center," should be organized to respond with varied types of classroom and laboratory experiences and materials of instruction designed to improve the skills and knowledge of the teacher trainees. Along with a planned approach and with adequate plans of testing and continued evaluation, the successful achievement may be secured. It could also serve as the center for locating and in which all types of teachers in service, including those of high schools, may have an opportunity to observe the best facilities and programs. The training center would be a key element in the program of education of teachers.

I believe we are all in agreement that there should be provided for prospective teachers, a sufficient number of experiences in the field where they can participate in the various activities of the profession with the professional education of the teachers.

A conference was held with the school supervisory staff and final approval was given to the conference, dealing with the various aspects of these conferences to complete the training after the conference are the present requirements and those suggested for the future years.

Criteria for Selection of Centers

The criteria applied to the selection of the development centers are:

1. A well-organized program of vocational agriculture co-operative education activity.

2. The selection and training of teachers for their district.

3. Familiarity of the part of the supervisors with the resident teachers.

4. Familiarity of the part of the teachers with the facilities used for directed teaching, such as the community, on various farms of the community, etc.

5. For the teacher trainees to have initiated to improve our directed observation and directed teaching centers, and when the facilities used for directed teaching, such as the community, on various farms of the community, etc.

6. For the teacher trainees that are observed and experiences represent the highest level of standards that can be achieved. Therefore, it is essential for teachers to have observed the best directed observation and directed teaching centers.

Three major groups of which this should be provided for prospective teachers, where they can have the opportunity to participate in the various activities of the profession with the professional education of the teachers.

The project involved in the training of teachers is to have as a result.

It is important first, to consider the vocational agriculture co-operative education activity. A conference was conducted with the school supervisory staff and final approval was given to the conference, dealing with the various aspects of these conferences to complete the training after the conference are the present requirements and those suggested for the future years.

Project Started in 1940

Our project for the improvement of the directed teaching started in 1940. It was recognized that if the instructor is to receive the credit for the assignments of directed teaching, there must be cooperation and coordination of effort between the vocational teacher and the supervising teacher in the directed teaching center. It was with this thought in mind that an invitation was received of three weeks to consider the vocational agriculture program of supervision of supervisors, and to be through the program of supervised teaching. This course was conducted by the head of the vocational agriculture department, the assistant director, Dr. B. S. Salmon, who worked with him during the first year. Our principal was the principal, and the course was extended to Dr. Salmon for his assistance in the course. The main course of this training conference as well as the training courses which followed in the summer of 1947 and 1948, together with this program, will be given.

During the first workshop in 1940 for a guide for training teachers in vocational agriculture in the city was prepared. A list of the major activities which should be included in the training of teachers of vocational agriculture in the city was prepared and agreed upon. The major activities included in the training program of the teachers of vocational agriculture in the city were:

1. Developing and conducting an adult farmer program.
2. Formulating the immediate and long range goals for vocational education in the country.
3. Evaluating the outcome of the programs.
4. Keeping accurate records and preparing reports.
5. Following the first round of a committee report, the members of the committee were sent in relation to the committee that could be provided with the project of teaching and learning during the course directly towards the members of the major activities to the program of supervised teaching for agreement.

Committee 1—What information does the supervising teacher need regarding the program of supervised teaching? What instructions should the supervising teacher give before leaving for the field for directed teaching?

Committee 2—What instructions should the supervising teacher give before leaving for the field for directed teaching?

Committee 3—What type of recommendations should the teachers keep of their directed teaching program?

What type report should the trainers make to the student teachers?
A training project for critical teachers

W. A. Smith

CRITIC teachers or cooperating teachers have had an important influence in teacher education in agricultural education during the thirty years since the beginning of the Smith-Hughes program. The training experience, more commonly referred to as the critical teacher project, has been looked upon in teacher education circles as a method of "learning through doing" and as an important part of the training program of the teacher. In the critical teacher project, the student teacher is given the responsibility of a classroom teacher and of the management of the classroom. He is required to plan and teach lessons, to manage the classroom, and to meet the needs of the students in the classroom. The critical teacher project is a valuable experience for the student teacher, as it provides an opportunity to develop his teaching skills and to gain experience in classroom management.

Should teachers of agriculture know what they are getting into?

When you apply for a teaching position, you are usually required to fill out an application blank. This document contains important information about the school district, the community, and the culture in which you will be teaching. It is important to read the information on the application blank carefully, as it will help you determine if the school district is a good fit for you. You should also consider the salary, benefits, and working conditions when deciding if this is the right school district for you.

The Agriculturist Education Magazine, May, 1949
Cooperation in soil conservation education

DELAWARE COUNTY, Ohio - "In Appalachian counties the schools must be used as a means of reaching the people. The teacher must be as much a practical agronomist as an educator. He must do more than tell the people how to farm. He must show them how to farm. He must teach them how to conserve their soil so that it will produce the best crops for the least amount of effort."

This is the message that has been spread through the schools of Delaware County, Ohio. The cooperation between the schools and the U.S. Department of Agriculture has been instrumental in reaching these goals.

In the past, soil conservation education has been limited to a few leaflets and pamphlets distributed by the county extension agent. However, this year, the schools have cooperated with the U.S. Department of Agriculture to develop a more comprehensive program.

The program includes classroom instruction, field trips, and practical demonstrations. The students learn about soil types, soil management practices, and the importance of soil conservation. They also learn how to apply these principles in real-world situations.

The cooperation between the schools and the U.S. Department of Agriculture has been successful. The students have shown a greater interest in soil conservation, and the schools have seen an increase in the number of students interested in pursuing careers in agriculture.

The success of this program is due to the cooperation between the schools and the U.S. Department of Agriculture. This is a good example of how partnerships can be used to improve education and meet the needs of the community.
Teaching and learning as applied to vocational agriculture

ARTHUR FLOYD, Teacher Education, Tokyoa Institute

The major objective of teach- ing the behavior of individuals in ways that will be beneficial to the individual and to society. But the learning process of the teacher of vocational agriculture and his pupils can be included in the teaching- reception from their instructors.

Double Chance in Behavior is brought about from the students' learning activity and conformity to patterns set by the teacher. The vocational agriculture in working out their teaching plans and projects is a combination of improving the environment of his students.

Lot, who is a retired, sturdy youngster who has made his grade and is better in all other activities according to types of FAFAF students from the small dairy farms of the state. He is ambitious for his small farm for his day pupils and his shift to other regions to acquire experience. (See Figure 1, from which that they were recorded.) With the pupils, the teacher, the administrator and observation in teaching vocational agriculture prior to completion of college training during the winter season has greater resources available for his students and their work. The students find in terms of the student's excitement, the instructor's and his main objectives, or as they act, and wear their clothing as they wear them. He soon discovers himself as a real individual among other people. His whole pattern of behavior tends to adjust itself to those around him. He is happy to be in harmony with the approval of his associates. Thus he has benefited from the learning situation that the school afforded, notwithstanding the fact that no direct teaching effort was exercised by the teacher to perform this learning.

Application To Vocational Agriculture

The same principle of learning through environment would apply to teaching vocational agriculture. A teacher of vocational agriculture should want students to be as personal as possible and to be resourceful as his ability and facilities permit. By showing the students the work of teaching and carrying out the objectives. The teacher makes his contacts with the farms and homes in his service area. He learns the recommendations that better farmers have proved through the practical learning of their facts in his locality. He discovers the community needs by making studies of the farms and members in his pastime area and by making contacts with educational institutions and organizations. On the basis of these studies and findings he then formulates a program of teaching which is developed in accordance with the material provided by his students and their work. Such a procedure as just described is regarded as acceptable as it is applied to teaching agriculture. But the teaching procedure is yet to be found. The teacher does not also to take into consideration the many other factors, emotional, physical, scholastic and various other factors. Not such problems are not directly concerned in connection with his teaching. His main objective is to do the best he can, as they act, and wear their clothing as they wear them. He soon discovers himself as a real individual among other people. His whole pattern of behavior tends to adjust itself to those around him. He is happy to be in harmony with the approval of his associates. Thus he has benefited from the learning situation that the school afforded, notwithstanding the fact that no direct teaching effort was exercised by the teacher to perform this learning.

Outcomes Of Instruction

In the teaching of vocational agriculture the student should be able to display and exhibit. Through displaying such examples of quality work produced in the classroom it is impressed upon the students to do good work. It is the only way to impress upon them that the teacher is a professional agriculturist standing up to board or showing consistent, desirable work. It is the only way to impress upon many to who are not even members of the profession. The students are not resourceful teachers of agriculture courses and displays of products in the garden and in the farm, and all studies and work are important. This principle is applied in the study of agriculture making for a beautiful harvest and successful farming. The student is the learning and behavior of those who are the beneficiaries of his instructional services.

We therefore refer back to our original suggestion that the teacher of vocational agriculture is interested in not only planning and preparing his professional agriculture but also in making possible desirable changes in the teaching of agricultural education. This includes examples of good conduct, high standard types of vocational agriculture will be good for the benefit of the community, beautiful, and efficiency. This principle is useful not only for the student of these studies and findings and to be learned through their own efforts and by the students themselves. It is not directly concerned in connection with his teaching. His main objective is to do the best he can, as they act, and wear their clothing as they wear them. He soon discovers himself as a real individual among other people. His whole pattern of behavior tends to adjust itself to those around him. He is happy to be in harmony with the approval of his associates. Thus he has benefited from the learning situation that the school afforded, notwithstanding the fact that no direct teaching effort was exercised by the teacher to perform this learning.
Color dynamics in the department of vocational agriculture

DAVID STARKLING, Teacher, Wakefield, North Carolina

In the last decade we have made great progress in modernizing our school facilities but must sadly have we neglected color conditioning, an application of color to create a responsive atmosphere for work or study. Colors have both a psychological and physiological effect on an individual. It does not take us to Table 1 that each person has a function of his own. The effect of green, for instance, is measured by the amount of red and yellow stimulation. Another example is the reality of the blue and the warm red.

The chief physiological effect of the eye fatigue. The major cause of eye fatigue is the rosettes of blue and the warmth of red.

The use of color in farm mechanics shops is being tried out in many states. The author of the accompanying article has worked with Professor J. K. Coggins at North Carolina State College where the shop in the teacher training department has been used experimentally in trying out color combinations.

The use of color in farm mechanics shops is being tried out in many states. The author of the accompanying article has worked with Professor J. K. Coggins at North Carolina State College where the shop in the teacher training department has been used experimentally in trying out color combinations.

Table 1 — Theoretical Value and Primary Associations of Secondary Colors

<table>
<thead>
<tr>
<th>Primary</th>
<th>Secondary</th>
<th>Tertiary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>Yellow</td>
<td>Blue</td>
</tr>
<tr>
<td>Yellow</td>
<td>Blue</td>
<td>Red</td>
</tr>
<tr>
<td>Blue</td>
<td>Red</td>
<td>Yellow</td>
</tr>
</tbody>
</table>

Table 2 — Color Chart for Painting Shops and Equipment

<table>
<thead>
<tr>
<th>Base</th>
<th>Orange</th>
<th>Yellow (M)</th>
<th>Peach (L)</th>
<th>Coral (H)</th>
<th>Salmon (G)</th>
<th>Pink (F)</th>
<th>Fuchsia (E)</th>
<th>Purple (D)</th>
<th>Violet (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>Yellow</td>
<td>Orange</td>
<td>Peach</td>
<td>Coral</td>
<td>Salmon</td>
<td>Pink</td>
<td>Fuchsia</td>
<td>Purple</td>
<td>Violet</td>
</tr>
</tbody>
</table>

Table 3 — Color Descriptions

<table>
<thead>
<tr>
<th>Room</th>
<th>Color</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom A</td>
<td>Light blue</td>
<td>white</td>
</tr>
<tr>
<td>Classroom B</td>
<td>Light blue</td>
<td>aqua</td>
</tr>
<tr>
<td>Classroom C</td>
<td>White</td>
<td>mandarin</td>
</tr>
<tr>
<td>Rest Room</td>
<td>White</td>
<td>apricot</td>
</tr>
<tr>
<td>Test Room</td>
<td>White</td>
<td>light blue</td>
</tr>
</tbody>
</table>

Color for the Shop

Warehouse — The lighter color should be used as the maximum of exposed metal, while the darker color should be used as the minimum.

Preparation for Painting

Painting is not a job but a science that requires careful planning and execution. The following tips will help guide you in the successful completion of any painting project.

1. Prepare the surface: Clean and dry the area to be painted. Any loose or flaking paint should be removed.

2. Apply primer: A primer will help the paint adhere to the surface and provide additional protection.

3. Paint the walls: Use a paint brush or roller to apply the paint. Make sure to apply an even coat.

4. Allow to dry: Allow the paint to dry according to the manufacturer's instructions.

5. Apply a second coat: If necessary, apply a second coat of paint to ensure complete coverage.

6. Allow to dry: Allow the second coat to dry according to the manufacturer's instructions.

7. Wipe down: Once the paint has dried, wipe down the surface with a damp cloth to remove any dust or debris.

8. Apply a sealer: A sealer will help protect the paint from wear and tear.

9. Allow to dry: Allow the sealer to dry according to the manufacturer's instructions.

10. Enjoy your new painted space!

The Agricultural Education Magazine, May 1949
Some prospective farmers do not care for high school

IN A RECENT SURVEY of Minnesota rural youth attending graded schools, 28.5 per cent of the seventh grade boys and 31.5 per cent of the eighth grade boys who wanted to be farmers said they did not plan to attend beyond eighth grade. One of these boys is John. He plans to be a farmer like his father, who operated a 30-acre farm for many years and is considered in the eighth grade of a consolidated school. John's father says there are many white-collar jobs that do not require a high school education.

On the same questionnaire in which John stated his plan, the following questions were asked:

1. What would you do if you did not attend high school?
2. What would you do if you did not attend beyond eighth grade?

On both of these questions John indicated his plan was to farm.

The results of this survey, although they do not provide a complete picture of the plans of Minnesota youth, do indicate the need for understanding the reasons why many farm boys and girls do not attend high school.

Table I. Table I indicates that the per cent of farm boys and girls who planned to enter agricultural school is considerably lower among the older grades than among the younger grades.

Table II. Table II indicates that the per cent of farm boys and girls who planned to enter agricultural school is considerably lower among the older grades than among the younger grades.

The results of this survey indicate that there is a need for better understanding of the reasons why many farm boys and girls do not attend high school.

Some prospective farmers do not care for high school.
Building a chapter camp

P. E. THORNTON, Adviser, Lisbon, Maine

An interesting program is an active Future Farmers of America (F.F.A.) chapter. In this case, the F.F.A. chapter members of the Lisbon High School located in Lisbon, Maine, are planning a chapter camp this summer. A large group of students will be attending the camp, and many exciting activities are planned for the week.

Square dancing is a popular activity among the F.F.A. chapter members. They are planning a square dance for the next meeting, and the dance floor will be set up in the chapter room in Lisbon High School.

The F.F.A. chapter is also planning to have a chapter picnic in the fall. The picnic will be held at the Lisbon Lake, and many fun activities are planned, including games, music, and food.

The F.F.A. chapter is active in the community, and they are planning to have a chapter fair in the fall. The fair will be held at Lisbon High School, and many local businesses will participate.

Overall, the F.F.A. chapter is an active and engaged group of students who are interested in learning and growing as a community.
Recreational activities at Hillsboro, Oregon

ALL WORK and no play makes Jack a dull boy," holds true today as much as ever. Boys of today have many forms of recreation.

In our chapter of Future Farmers of America at Hillsboro, Oregon we find time to play in planned organized groups. Two or more roller-coaster parties are planned with local Future Farmers of America members, and members of the neighboring FFA chapter. These parties are held so that we can enjoy the outdoors with each other.

The students do not have to be members of Future Farmers of America to have fun. We are glad to have those who are not members to come and enjoy the activities.

Basketball games with nearby chapters are another way that we get a chance to practice our skills and have a few games with boys of equal skill.

We have planned several outdoor activities for the spring season and summer. Some of these are planned for playing at least one game a week.

If you love to play baseball, there are opportunities to join teams that include boys with boys and girls, their instructors, and of course, the large amount of just

For years, members of the chapter at Rural Retreat, Virginia have bred and raised hogs in a plot to test the efficiency of the facilities on their private arrangement. Farmers may use their own private arrangement to make the facilities better or to regulate the feeding of the hogs. The arrangement is simple and easy to use and many farmers have used it.

Many of the members of the chapter have found that after they finish raising hogs, they still enjoy the leisure time spent with their hogs. They usually enjoy the leisure time spent with their hogs.

The chapter at Rural Retreat, Virginia is a place where you can enjoy the leisure time spent with your hogs. They usually enjoy the leisure time spent with their hogs.

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The dairy products contest will be held the following day, October 9, and the pork and poultry contest in the afternoon of October 10. The following day, October 11,will be the open fair. A banquet is scheduled for the evening of October 11, and the fair will continue until October 15. The livestock and meats contest will be held at the American National Livestock Show October 23-27. Registration will be held in the Municipal Auditorium starting at 8 a.m. on Thursday, October 13. The livestock contests will be held the following day, October 14, at 10 a.m. The judges will arrive at the fairgrounds the night before and plan the judging the morning of October 15. The chicken judging will be held the afternoon of October 16. The west coast trip will be limited to 24 contestants, 12 of whom will be from high schools and 12 from junior colleges. A special trip for the entire group will be planned for the Saturday night, October 15. (The National FFA Convention is scheduled for October 11-19 in Cleveland, Ohio. The American Royal Livestock Show will take place October 22-28."

3. Livestock holders for the dairy and livestock contests will be given awards according to their ability to develop and show animals of superior quality. These awards will include not only the entries in the contest, but also the superior animals shown by the individual state teams. The winners will be determined by a combination of several factors, including the quality of the individual entries, the overall performance of the team, and the ability of the handlers to present their animals in the best possible manner.

4. A new feature this year is the inclusion of a dairy judging contest. This contest will be held on the morning of October 13, and will be open to all members of the FFA who have completed at least one year of dairy judging. The judging will be conducted under the rules of the National FFA Dairy Judging Contest, and will be judged by a panel of experienced dairy judges. The awards will be based on the ability of the contestants to accurately judge the quality of the dairy products shown by the various teams.

5. Certificates of entry for all teams must be in Dr. Spaster's office not later than September 15, 1949. Any team that does not submit these certificates of entry must forfeit their entry fees.

6. Cash awards in the past have been given only to those individuals who have participated in the judging contest. Total awards, totaling $250,000, were distributed in 1949. However, in 1949, a new feature was added to the contest, whereby the winners of the judging contest will be given the opportunity to participate in a year-long judging program.

7. A sizeable prize of $2,000 will be awarded to the team that participates in the most judging activities during the year. This prize will be divided equally among the team members based on the number of judging events participated in.

8. The judging program will be held in the morning of October 13, and will be open to all members of the FFA who have completed at least one year of dairy judging. The judging will be conducted under the rules of the National FFA Dairy Judging Contest, and will be judged by a panel of experienced dairy judges. The awards will be based on the ability of the contestants to accurately judge the quality of the dairy products shown by the various teams.

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12. The judging program will be held in the morning of October 13, and will be open to all members of the FFA who have completed at least one year of dairy judging. The judging will be conducted under the rules of the National FFA Dairy Judging Contest, and will be judged by a panel of experienced dairy judges. The awards will be based on the ability of the contestants to accurately judge the quality of the dairy products shown by the various teams.

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16. The judging program will be held in the morning of October 13, and will be open to all members of the FFA who have completed at least one year of dairy judging. The judging will be conducted under the rules of the National FFA Dairy Judging Contest, and will be judged by a panel of experienced dairy judges. The awards will be based on the ability of the contestants to accurately judge the quality of the dairy products shown by the various teams.
Improving directed teaching

the teacher-training program at the University of Georgia. A recent study by the Georgia Agricultural Education Commission revealed that Georgia teachers are spending more time teaching directed teaching than they did five years ago. The study found that the average Georgia teacher spends about 11 hours per week teaching directed teaching. The goal is to improve the quality of teaching in this area by providing teachers with more professional development opportunities and resources. The Commission is currently working on a new program to help teachers improve their directed teaching skills. The program will provide teachers with access to expert trainers and opportunities to observe and discuss effective teaching practices. The Commission is also working to increase the amount of time that Georgia teachers spend teaching directed teaching by providing incentives for teachers who take on additional responsibilities in this area. The Commission is committed to improving the quality of teaching in Georgia and is working to ensure that all teachers are provided with the tools and resources they need to succeed.