Do your boys have a chance?

Do they have a better chance to become progressively established in farming as they are in vocational agriculture and because they have as a teacher a boy who has become skilled as a farmer? Farmers are still being taken over and operated by young farmers in the true sense of the word. Are the younger farmers who have taken over the farms the same younger farmers who have been taught in the community? If they have a better chance, then the future is in their boy's hands. Do you have a boy who is in the same position as your boy? If you do, how do you explain the fact that he has a better chance of being a teacher?

Do you have a clear picture of the possibilities on each boy's farm? For that boy to become just as you could explain your accomplishments up to that time which indicate the possibility of their becoming farmers? A sound farming program means one that gives reasonably definite promise of leading the boy into progressive establishment in farming.

Farming Programs Must Be Sound

In these days of inflation of all kinds, too many inflated farming programs are found. Programs that are expanded and slimmed out with an eye to a good showing for the State Farmer or the American Farmer degree. Only the best basis for sound teaching. Many boys who have not been established in vocational agriculture are in trouble because they have not been taught to be sound farmers. The teaching of vocational agriculture is far more than just attending classes. It is teaching the boys to carry on the farm successfully.

Raising and feeding livestock is the key to success. The girls must have equal opportunities to be successful as the boys. The success of the program will depend on the quality of the teaching and the attitude of the students.

Copy veterans education

In recent years, the demand for veterans education has increased. The military must prepare veterans for civilian life. The veterans who served during World War II were in their prime of life and are now eligible for Social Security and other benefits. The veterans who served during the Korean War and Vietnam War are still in their prime of life and are also eligible for these benefits. The veterans who served during the Gulf War and Afghanistan War are still in their prime of life and are also eligible for these benefits.

Are we teachers?

For me, the question is not whether we are teachers or not. The real question is whether we are teaching students who are the future of our country. The teachers who serve our country must be prepared to teach the students who are the future of our country. The teachers who serve our country must be prepared to teach the students who are the future of our country.
Importance of lesson planning in teaching

WILLIAM JUDGE, Teacher, Oviedo, Florida, Kentucky

LESSON PLAN OUTLINE

Title:
Subject or Unit:
Situation:
Problem:

Things to consider when planning lessons:

References:

Planning for teaching

W. A. SMITH

PLANNING FOR TEACHING

Clyde E. Grambow

Teaching materials may be likened to a guide which is used on a fishing trip. Both tend to take us 'where we want to go' and boost our morale.

Clyde E. Grambow

Teaching materials may be likened to a guide which is used on a fishing trip. Both tend to take us 'where we want to go' and boost our morale.

During my first year as a teacher, I found that I was so interested in the particular culture, complete lesson plans were developed in analysis and terms of job mobility for the major enterprises in this commodity. My initial interest rapidly resulted and the farming community was limited in scope. Since a rich solution had to develop plans in greater detail.

Leaves Materials Needed

In organizing the new department at Detroit Lakes in July, 1943, I found it increasingly difficult to develop lesson plans much beyond the brief outline form. Developing an agricultural program of all-day classes, evening classes, and an F.E.A. chapter seemed to absorb most of my time. My teaching load was teaching with fifty to sixty-five high school students and several groups of adult farmers each year for the past five years had resulted in one definite conclusion—ah, it is impossible to develop lesson plans for every class that passes in review.

Teaching agriculture may be likened to coaching a baseball team. Some coaches are fond of the long, slow, drawn-out set on offense in which the players carry out definite assignments from the day the ball goes down the fence. Others advocate the short, quick, fast-paced game in which each play is gained. The plan of attack of the team depends upon the field on which the game is played. The planes are carried on in the mind of the coach, but the players carry on the games to be won or lost.

The following are a few of the lessons that should always be taught in the teaching laboratory with soil samples.

It is based on the USDA Soil Testing Kit. (Item 4)

Items for Field Trips Needed Also

Field trips, too, have far more importance if the boy is required to observe just as the day-to-day success will have to vary his attack from day to day. Teaching materials in the early teaching experience will have to be varied to meet the students and fundamentals to formulate mental plans in succeeding years.

We have found that our students find themselves developing teaching plans as dramatic incidents develop, as circumstances occur, as hours, as we are riding home from an incident, during our travel, during our noon hour, when we are seeking activities of the day just before we go to sleep. With such a comprehensive program as we find ourselves in, we are forced to follow such methods.

In my brief experience as a teacher I have come to realize that a flexible set of study and good key lesson materials will help a person considerably in doing a valuable job of teaching with a minimum of written lesson planning.

Included in this discussion are lesson materials which we have in our high school classes. Most of these materials may be prepared sometime during the summer months. When school opens in the fall, we have the basic materials readily ready. A plan for productive enterprise projects (Item 1), is one of the required practices in the boy's program (Item 2), and an experienced plan (Item 3) provide the guide materials to supplement the plans which the student develops for his farming program which he will be recorded in the Minnesota Farm Practice Record Book.

Soil testing may have greater significance for the boy if he is provided with a short about. The following basic ideas are used in our laboratory with soil samples.

It is based on the USDA Soil Testing Kit. (Item 4)

(Continued on page 12)

THE AGRICULTURAL EDUCATION MAGAZINE, September, 1948

Planning for teaching

(Continued from page 32)

APPROVED PRACTICES IN MY TEACHING WOULD LIKE TO KNOW MORE ABOUT

Name: Date: Program: Practice Job:
My Home Situation:
Reasons for Studying the Job:
My Plans for Doing Public Job: With:

Reasons for doing this way:

Results expected from plan:

Report expected from plan:

(Continued on page 7)

THE AGRICULTURAL EDUCATION MAGAZINE, September, 1948

Field trip to poultry farm

John V. Tiedt

Name of owner:

Name of farm:

Name of type of farm:

Name of tester:

Test No. Finding

Normal average

(Continued on page 24)

Planning for teaching

(Continued from page 32)

APPROVED PRACTICES IN MY TEACHING WOULD LIKE TO KNOW MORE ABOUT

Name: Date: Program: Practice Job:
My Home Situation:
Reasons for Studying the Job:
My Plans for Doing Public Job: With:

Reasons for doing this way:

Results expected from plan:

Report expected from plan:

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THE AGRICULTURAL EDUCATION MAGAZINE, September, 1948

Field trip to poultry farm

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Name of owner:

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Name of tester:

Test No. Finding

Normal average

(Continued on page 24)
Lesson plans versus planned lessons

JESSE A. TAFT, Teacher Education, Amherst, Massachusetts

Lesson plans are not very important but many teachers are under the impression that Planned Lessons are of tremendous importance. Few teachers have had much experience in making little preliminary planning and one finds the majority of the members of any class waiting previous class time searching for ideas. The result is that many classes are merely reading plans are printed only for the classroom while they are taught. Teachers in many cases have little time of their month's planning. It is not necessary to spend at least thirty minutes planning after school. Any job rightly done takes time.

Supervisors are often confronted with Methods or Project Method planners. Specifically, What Should My Lesson Plan Be Like? The supervisor will find no plans that will include only what you want them to. The supervisors are students the experience you want them to memorize that fit one teacher do not fit another. Therefore, supervisors seldom attempt to set up a specific one that other supervisors' plans in the place, there is no such universal plan. If a simple lesson plan was given, some unimaginative teacher would select upon it, while others would go by the rule, that is no simple recipe for lesson planning which will be adequate for every teacher comparable to following a recipe for making corn bread.

Problem or Project Method

With rare exceptions, the Problem or Project Method or Cooperative Teaching is desirable for use in all subjects. Some who are branches of the Project Method approach, the teacher will be in a position to create a natural situation in which the student can study. In the natural setting of the situation, the teacher will:

1. Attempt to plan something derived by the learner.
2. Encourage exploration.
3. Recognize the problem.
4. Analyze the problem to secure a basis of attack.
5. Set up a program designed to solve the problem.
6. Try a method; if it does not succeed, try other methods.
7. Write a "plan" for future experience.

Steps 1 to 3 are preliminary. Individual study, demonstrations and laboratory work are involved in steps 4 to 7. The last step is that which will come to those familiar with the Project Method of planning. Supervised study work will happen in the same routine with that adults at school. It will be seen that the teaching and the teacher are not so critical as the teacher and traditional resolution waltz have little here mere.

The one great value in the problem method of teaching or study is that it will develop the nature and capabilities of the students. The interest factor is the power to carry on work. This motive is much stronger if the problem presented itself while it was at work on a supervised learning program to which he has committed himself.

The problem method dictates or seeks a problem for the purpose previously explained. The project approach gives one step further and sets up definite goals knowing that problem will arise. Otherwise, the two methods are identical.

When a teacher has been properly taught, the confidence of the student is also given a needed end to the teacher that will be able to do the job without relying upon the teacher's help. This is the result of an effective job of teaching. Under these situations, it is an easy matter for the teacher to determine the degree with which the student has acquired the new knowledge functions in operation. Invariably, supervisors find that the teacher of vocational agriculture who is carrying the greatest teaching load has the best planned lesson. Of course, the more familiar the teacher is with the job to be taught, the less time is necessary to plan the lesson. It has been observed that a number of our Massachusetts teachers are using this system very effectively. After this plan has been once set, it is an easy matter to plan the lessons to be taught the following week. Often times, a laboratory in a practical has been prepared which is satisfactory for one in accredited classes in the same subject. Only a few lines of observation trips annually taken, will likewise need no lesson planning. Any job rightly done takes time.

Lesson plans versus cooperative caving

C. B. REAMER, Teacher

Highland, Virginia

Begun as a recreational measure, the caving of surpluses products of agricultural labor in the rural areas of Henrico, Virginia high school. Recently a caving of apples allotted to be produced. This consisted in that as a surplus product was processed and consigned. Surpluses of all crops were collected. The total number of 2500 pounds of apple sauce was produced which is an increase of from the caitifuses in schools of the county.

This project was carried to comple- tion with the help of the local caving group. This group, under the direction of Adamson, teacher of home economics, and L. F. Fitch, a local vocational teacher, teachers of the technical departments. Patrons from the fourteen rural schools in the community passed over the apples and received for their labor the canned product. A total of 700 pounds of labor was, in my estimation, worth the few more dollars the students were paid. See Display 1.

A display was set up and illustrated; climbing the blossoms of the sand rock; controlling rats as a part of a "farmer's campaign"; ordering chicks; flying insect, tax returns; killing, canning and freezing pork; ordering trees to plant on waste land; getting out and tending fence posts; feeding cows according to records of productive; cutting food wood and tending hives for sale and use; improving the farm wood lot by selecting cutting; preparing farm tools and machinery; selecting and ordering seed for spring planting; and applying lime. This is a complete list of farm jobs for the winter months but the number realized in this situation it was felt that others would suggest themselves to the farmer.

Last March I selected the job of Selecting and Caring for Baby Chicks. This resulted in an opportunity to do a number of things. Here I tried to bring out, first, the value of hens and roosters; known breeds of stock, how to select them; the proper breed's common and standard in the state from which to select; third, that information is available on reliable breeders, care of the hens and roosters in the flock; the pleasure and satisfaction that comes in discovering the development of the young poultry stock.

The Classroom Bulletin Board

A bulletin board in the classroom is a valuable and the most important teaching display that may be used in the classroom is a display of highway signs. This display is a part of a "Farmer's Campaign".

The F.F.A. chapter at Parker, South Dakota, had the idea of the purchase of a press camera for the chapter.

The Young Farmers' Association at Council Bluffs, Iowa, has donated $100 to a local Farmer Loan Fund, for the purpose of providing money for the fund by the Farm Bureau and the Grange in the area.

The Elliwood, Florida, F.F.A. chapter, under the direction of the Justus Chamber of Commerce, in establishing a chapter in the F.F.A. program, has placed 600 acres of land and a chicken pen for the use of the next 12 years.

The bulletin board of a chapter in Bay City, Michigan, was presented during the winter months and the students in agriculture were shown the selection and care of baby chicks.

The bulletin board of the chapter at Hollin, New York, was used in an exhibit at the state fair. The pictures were taken by the chapter members and the program of vocational agriculture was also displayed. The bulletin board of the chapter at Hollin, New York, was presented during the winter months and the students in agriculture were shown the selection and care of baby chicks.
Organized activities of young farmers

F. J. MILLER, Teacher, Oakhatchee, Wisconsin

The success of such an organization depends upon the need in the community and the nature of its activities. Only a well-selected constitution and by-laws are not enough to maintain and make a successful organization. It must have a concrete and specific objective upon which it operates. Some that might be mentioned are:

1. To promote better habits in the community.
2. To develop confidence in himself.
3. To encourage him to stay on the farm.
4. To decrease farm tenancy.
5. To encourage his becoming established in farming.
6. To help him earn some money at the present time.
7. To provide opportunities for advancement as well as recreation.
8. To develop an appreciation for farming as a business activity, local social recreation, and the like.

Activities of the Oakhatchee Young Farmers Association

Earlier, I mentioned that it was necessary to have an organized all-year-round program that should be drawn up by the members of the association. Here are some of the activities of the year in the Oakhatchee Young Men's Agricultural Association:

1. Promote a herd health program to prevent diseases of farm stock.
2. Promote a quality milk program in the community.
3. Encourage social activities in the community.
4. Encourage social activities in the community.
5. Sponsor an annual banquet for the purpose of entertaining friends and visitors, and give the 75th Sesquicentennial.
6. Sponsor the Oakhatchee Oats Club.
7. Promote home beautification.
8. Promote the farm safety program.
9. Practice feed and fertilizer demonstration.
10. Dairy herd improvement work.
11. Encourage exhibits at the county fair.
12. Sponsor the annual Crop Fest.
13. Cooperate in sponsoring the annual alfalfa quality contest.
14. Success of the program depends upon the participation of its members. Opportunities are not entirely open to young men and farmers among our young farmer groups. We advise any group of farmers who have only a few members to try to carry on the entire local organization, and we are always ready to give them information and advise them on how to make it work. We are willing to help in every way possible.
Improving farm betterment projects

WALTER M. CRUMBISH, Teacher, Ravenna, Nebraska

In discussing the improvement of the Farm Retirement program, let us first get it in mind where it is aimed by a farm betterment project. On page 6 of the Nebraska Manual we find the following statement:

"A Farm Retirement project involves a series of jobs designed to improve the appearance and the real estate condition of the farm or to increase the efficiency of the farm business as a whole, or to contribute to the comfort or convenience of the farm family."

This is, of course, a general definition. I have heard little in the betterment program specifically about the comfort or convenience of the farm family. Before discussing a few of the ways to improve this program, I would like to mention some of the difficulties encountered in developing such a program.

The first of these is Treasury. It is true that many of our farm problems are directly related to the fact that too small a percent of the farmers own the land they farm. Many of the boys in our high school class come from homes where all farming crops are carried out on a rented basis. Too often renters are not inclined to do many of the things listed as betterment projects at all at what we mean improving the farm or farm family. In view of this, the part of boys are limited in their selection of activities at the same time in the Newton federation center, begins hearing about these and they also asked Mr. Walk- ing to discuss the problem in their meet- ings. As a result, he reported that it was not long until both the household and together for interviews on this problem of farm betterment projects. And then the partnership group and the betterment project to ask for interviews with him. So that, he reports, in a new a partnership to have both the parents and the group to a conference table working out partnership arrangements. This takes a great deal of time but he reports it is one of the most interesting and valuable experiences he has had in years of teaching at the Newton center.

Here is one place, it seems, were all of us need to understand more of the psychology of the people involved in working out parent and partnership agreements. Attention must be given to this problem in a cooperative manner, for the education and the farm staff members in the departments of agricultural education, and both need the farm management. It would seem that we ought to have enough experi- ence and material by this time, based on individual cases to be able to form a partnership arrangements.

Another suggestion offered was the use of a white family as a test farm to show how some betterment projects could be made. (Continued on Page 17)
Richard M. Kilde, a Nebraska teacher of vocational agriculture

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

THE primary purpose of a teacher is to make a certain task easier for his pupils, to make a certain subject more interesting and meaningful to them. To this end, he must be a master teacher, superior in every phase of his teaching. This is especially true today, when the Nebraska teachers. The idea is rather to set a pattern of success for others to emulate in their teaching. The best teachers are beginning to take a lead in the development of these good teaching ideas and practices...they are the ones who are having the best results in the development of boys and the improvement of farm living conditions. Many teachers who read this article will approve the methods described below. They have seen them used and found the methods productive of good results; others, primarily new teachers, may find some interest and stimulation to grow from the methods described.

Media Teaching a Career

First, a word about the subject of the article will be in order. Nebraska, M. Kilde, now teacher of agriculture and supervisor of teacher training, has just completed his first year of service in the State Normal School at Fremont, where he is teaching 1,150 students. Twenty years ago he graduated from the University of Nebraska at Lincoln, and then began his teaching at Nebraska, a small consolidated school. Thirty-five years ago, he began teaching at West Point, a new school in West Point to develop a new department in a field of study, not a particularly successful one. He was staying for another seven-year period; then he moved to a school with a higher student body. He has taught in high schools of more and less than 400 students. After forty years of teaching and successful years at Norfolk, he returned to the first school where he began his teaching and work in the dual purpose position which he now holds.

Complete Program

Some months ago, I began to talk to teachers at all of these schools about this article, and the fact, the writer had to make first-hand investigations and learn to know why and what was the best of him. Kilde says that teachers in the beginning of the year, the work of the school is dependent upon the academic and agricultural success of the teacher, and it is further determined by the performance of the pupil in the main subject of the local farming area.

In the first place, it is necessary to have a high school program that is well balanced, a complete program, that is not a partial program, but has the ability to organize and carry out successfully the various phases of the work. This is a well-balanced program, not once in a while but every year. Mr. Kilde, as a beginning teacher, saw the value of the complete program: the work has shown a solid division of effort directed toward high school agricultural teaching; the development of super- vised-farm programs; the establishment of the F.A.A., the promotion of a strong farm shop program, and the organization of well-kept classes for young farmers and adult farmers. His high school classes have always had large numbers of farm boys, but not only from the high school district, but also from a rather wide rural area. The high school district was well known to Kilde because his car is often in the downtown area, while he talks to the boys a bit.

The writer recently paid a visit to Mr. Kilde's high school. There were some small animals on a table in the room, and the students were asked if they had any information about these animals. The writer of the text had no idea whether any of the students had ever seen a pig or a rabbit before. The writer was surprised to learn that the students knew quite a bit about these animals. This is a very interesting finding, and it shows the value of the complete program.

The shop in the Fremont High School exhibits evidence of much activity and interest. The students are well dressed and well arranged. Tools are in good shape and the students are well supervised. A visitor is impressed at the high school shop because it is well equipped and well staffed. The students are teaching how to construct and operate the various machines, and they are making models of the machines. About the shop a little later.

But a complete program includes not only the education of high school boys, but also the further education and training of older, out-of-school youth and adult farmers. These outside-of-high-school programs, Kilde has had regularly every year, in the four years he has served. Since 1933, he has had classes for young farmers and adult farmers every winter, and his enrollment totals have been consistently high. During the winter and summer months, Kilde holds several evening classes for farm machinery repairmen. These classes are held for three years after the course, and there is no competition from other schools. Every evening class makes the fact that the farm animal was weighed and gained was tested and calculated to show an increase in the students' livestock. The good results were easily seen in the rapid gain of the students' livestock. The meat gain was calculated and there was no competition from other schools.

There is one tool that is still in the shop. In the shop is the old 100-year-old tool which is still in use. The students have been shown how to use this tool from the best tool. The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool." The tool is still in use and it is what you would call a "hobby tool."

Community-service—The F.A.A. constructs concrete feeder boxes in cooperation as a profitable agriculture project.

Two boys are just finishing a wagon box which will be used in the forming of a profit-making project. One box is on a farm; one little fellow is laying before him for a few hours. The box is to be used and sold, and is ready to be used and sold. The box is to be used and sold, and is ready to be used and sold. The box is to be used and sold, and is ready to be used and sold. The box is to be used and sold, and is ready to be used and sold.

Field trip—Determining germination in the following demonstration plot.

The Agricultural Education Magazine, September, 1948

The Agricultural Education Magazine, September, 1948
What enters into the launching of a new family into the society of a community

D. M. Clements, Assistant Chief Agricultural Education Service, U.S. Office of Education

Cover page

To what extent can a family enter into the life of society in life, does he have forethought to lay by in store for his family in case of his death, so that the family can come into existence at all stages of development? Is it required for safety precautions in order that the family can come into existence at all stages of development? Family? To time friends and visitors will come into his home and ask him how to make them feel at ease and comfortable? How does he need to have a feeling of security and to be asset to him in his home business?

Rearing of Children

Every man must look forward to the time when a new infant arrives. This is the advent of children to the family. To get this new outlook on the child, the mother must remember that the child is as nothing else. It gives the family a new outlook on children as a thing of value. The father and mother must feel that the child needs every kind of love and care. They must try to understand that a new joint responsibility has come to them, that of parenthood. This too requires the family to be prepared and to be willing to make the child grow strong physically, mentally, and emotionally, and to be alert and mind to keep within his capacity for growth. It is the only way to secure and permanent, and most of his mind and character.

Responsibilities of Husband

We might think of the wife of the man of this family. What does he do to support his present and future family? Is he working and earning a living? Is he using his leisure? What does he do to improve himself? Does he know the value of the family and community? He must also realize the base of responsibility, the man, the breadwinner's interests and the women of his kind in its broader context.

Building a Home

One of their early dreams and one of their greatest dreams is to have for themselves a home. This requires an understanding of the nature of the family and the economic conditions in the society in which they live. If he is successful financially, and has with his wife the ability to bring their children up in a home that is well equipped for life, has interest in the home, is able to improve himself. Does he know where he is going or is it in a hurry? Does he have a voice in his work or business? Is the living in the society in which they live. If he is successful financially, and has with his wife the ability to bring their children up in a home that is well equipped for life, has interest in the home, is able to improve himself. Does he know where he is going or is it in a hurry? Does he have a voice in his work or business?

Let us talk about the child. He too has his obligations to his home and society. Does he feel that he is a part of the family? Is he willing to work and be able to take some part in the family? Does he have the ability to be useful in the society in which they live. He must realize the value of his contributions to the family and community as well as his civic responsibility. Does he have enough to hold up a reserve for the plans for the future as well as for the present? Is he ready and able to support himself and family ahead? He may be able to main-
The education of farm youth
RAT F. PENAGRA, South Dakota State College, Brookings

Farm children are entitled to a better education than they have been receiving. Their fathers are not farm laborers and are not products of a vocational program. Teaching programs for farm children have been developed and are being provided. This program of vocational education has been developed and is currently being provided.

Farm families have more children than are employed on the farm. As many of these children are under 5 years of age, the school system is not adequate to meet the educational needs of these children. The number of children that will be under 5 years of age in the future is unknown, but it is estimated that the number will be larger than in the past.

Census figures show the number of school-aged children under 5 years of age and the number of children over 5 years of age in the population is increasing. As the population grows, the number of farm children will increase.

Table 1. The Number of Children Under Five Years of Age: Per Thousand of the Total Population in Each Group for the United States Rural and Urban Populations, 1940

<table>
<thead>
<tr>
<th>Group</th>
<th>1940</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>100</td>
</tr>
<tr>
<td>Farm</td>
<td>120</td>
</tr>
</tbody>
</table>

Source: The U.S. Census reports for 1940

Figures for urban population include those living in towns or cities having populations of 2,500 or more. Figures for rural population include those living in the farm areas as described.

In 1940, the U.S. Census lists the number of children under 5 years of age as compared to the population of the urban and rural areas. The number of farm children is lower than the number of urban children. However, the number of farm children is increasing at a faster rate than the number of urban children.

Table 2. The Percent of the Total Population in Each Group Under 15 Years of Age and Farm Urban and Rural Populations by Grade in School Completed in 1940

<table>
<thead>
<tr>
<th>Group</th>
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</thead>
<tbody>
<tr>
<td>Urban</td>
<td>50.5</td>
</tr>
<tr>
<td>Farm</td>
<td>49.5</td>
</tr>
</tbody>
</table>

Note: The U.S. Census reports for 1940

The number of children in each grade is lower than the number of children in the previous grade. However, the number of children in each grade is increasing at a faster rate than the number of children in the previous grade.

Table 3. The Percent of the Total Population in Each Group Under 15 Years of Age and Farm Urban and Rural Populations by Grade in School Completed in 1940

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</tr>
<tr>
<td>Farm</td>
<td>49.5</td>
</tr>
</tbody>
</table>

Note: The U.S. Census reports for 1940

The number of children in each grade is lower than the number of children in the previous grade. However, the number of children in each grade is increasing at a faster rate than the number of children in the previous grade.

Table 4. The Percent of 5-Year-Olds for the United States Urban and Farm Populations Attending School that have Completed the First Year of High School and Those Not Attending School in 1940

<table>
<thead>
<tr>
<th>Group</th>
<th>1940</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>50.5</td>
</tr>
<tr>
<td>Farm</td>
<td>49.5</td>
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</tbody>
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Note: The U.S. Census reports for 1940

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Making use of the results of research

GEORGE P. DEYOE, Teacher Education, University of Illinois, Urbana

THE problem of how to channel research results into one which is one which affects the classroom is evident in the results of P.F.A. purchases of the grains and the minerals, excess space in the cover for farm papers, and other farmers who find their activities are only found to be sold to chapter members at cost.

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Establishing a filing system for the F.F.A. chapter

E. WILLIAM CRANE, Teacher, Trumansburg, N, Y.

FOR effective operation of any F.F.A. chapter, it is nec-
tessary that complete records be kept. To do this, an efficient filing system is needed. Every department of vocational education sponsor-
ing an F.F.A. chapter should have a file drawer for chapter activities and materials.

Farmers and teachers have a twofold purpose in maintaining such a file for F.F.A. material: first, it saves the in-
structor a great deal of time in preparing and assembling materials; secondly, it gives mem-
bers the satisfaction that they can complete planning and operation of their local chapter.

Filing System Key to Program

A filing system planned to function in the same manner as any other program of work is most effective. Using the program of work as a basis for constructing an index to the file, the titles of the major di-
visions of the program becomes the headings for the file. The actual entries are con-
trived to give the final results of the activities at the time of the report. The file should be changed to meet the needs of each membership in the organization.

A description of the steps involved in a F.F.A. chapter is presented here:

ACTIVITY

Cooperative Activities

A. 100 percent mem-
ber participation.

B. 12 Operate a "For-
sale" or "wanted" bul-
letin service.

C. 100 percent of the
members must have
made local fair.

GRADE PLANNED

February

1. A. Members buy garden and field seeds through F.F.A. to obtain discounts.

B. Committee members take orders.

C. Members responsible for bread sale for bulletin board.

D. Members wishing to use bulletin service must sign a registration form with an F.F.A. member participating.

September

A. Members offer ideas and suggestions for this exhibit.

B. Members continue to develop this exhibit.

C. The exhibit is open to junior and senior Fair Ex-
hibit.

 Program of Work

A. Supervised Farming

B. Cooperative Activities

C. Community Service

D. Leadership Development

E. Earning and Savings

F. F.F.A.

G. F.F.A. Chapter

H. Graduation

I. Constitutional and By-Laws

J. The name of the Organizing

K. The F.F.A. Chapter Thrift

L. The bank account for the organization shall be the F.F.A. Chapter Thrift Bank.

M. The bank of directors shall have the power to transact all business of the bank and do all acts which may be necessary to operate the bank.

N. The bank of directors shall be elected by the members of the bank at the annual meeting of the bank. The bank of directors shall be elected for a term of two years.

O. Any member may be removed from the bank by a two-thirds vote of the members present at any meeting of the bank.

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X. Any member may be removed from the bank by a two-thirds vote of the members present at any meeting of the bank.

Y. Any member may be removed from the bank by a two-thirds vote of the members present at any meeting of the bank.

Z. Any member may be removed from the bank by a two-thirds vote of the members present at any meeting of the bank.
A lesson in simple carpentry

VERNON V. LUTHER

MONTARISSON, Nebraska, Illinois

7. Fasten corners with No. 9 screws.
8. Make a 1/4 inch chamfer on the inside top edges of the pieces by use of a drawknife or plane.
9. Measure and saw the remaining 12" board to fit the box bottom.
10. Fasten the box bottom with 4 screws.
11. Smooth edges of the box by use of the rasp, plane or sandpaper.

V. Reference: Sheppard on the Farm by Jones.

TOP VIEW OF BOX

MITER

BUTT

RAEBBET MORTISE

Veterans farm training study

(Continued from Page 56)

Consequently, careful planning on the part of the teacher is essential to make a field trip an integral part of the instruction.

As a further indication of the value of such farm instruction, 54% of those whose instruction indicated that the instructor should visit the farm home at least once a month. There is a fairly close correlation between the frequency of visits on the farm home by the instructor and the frequency of class meetings. The frequency of visits to the farm home indicates a need on the part of the instructor for individualized instruction in solving classroom problems to the improvement of farming practices. The fact that many reports were made of farm visitation would indicate that teachers of veteran's farm training classes are doing an acceptable job of supervising the farming program.

Young Farmer Organization

The response to the question, as to whether they favor an organization for out-of-school youth farmers, was somewhat different from the Future Farmer organization but primarily designed for older age groups. It was favorable for such an organization on a local and national basis. About two-thirds of the group stated that they had never been enrolled in the program, agriculture college and, consequently, had had no members of the Future Farmers of America organization, a large number did not respond. However, 77 percent of those surveyed wanted a local organization, or percent wanted a state organization, and 42 percent wanted a national organization. These facts would seem to indicate that an organization would fill a need for young farmers. It is not until the personal or national phase is considered that it must be kept in mind that the primary purpose of such an organization must be to aid small- and medium-sized farm youth through a systematic and organized educational program to become successful and established in farming operations of their own.

Improvement betterment projects

(Continued from Page 2)

Improve the barnyard. Here is a project of practical interest to every farm boy. The barnyard is a very important place on the farm and the boys should learn to care for it properly. In this project, the boys plan to improve the barnyard by planting trees and shrubs. It is necessary to plant trees to improve the scenery and to provide shade for the barnyard.

WOODWORKING ASSIGNMENT

1. Object
To acquire skills in sawing, chiseling, sanding, smoothing, and finishing materials.

2. Materials
2 feet of 1" x 12" lumber, 6 penny nails, No. 9 screws.

3. Tools
Hammer, rip saw, crosscut saw, square, try square, pencil, wood chisel, brass brads, paper, sandpaper, mallet, plane, and carpenter's pencil.

4. Procedure
1. Mark off 12 inches with the square.
2. Mark out 22 inches in 4 equal parts with 12 inches with the square.
3. Cut rip saw, crosscut saw, square, try square, pencil, wood chisel, brass brads, paper, sandpaper, mallet, plane, and carpenter's pencil.
4. Joint the pieces into a box.
5. Make a one-piece mortise joint by use of try square and square.
6. Make a miter joint by use of square and saw.
7. Cut wood 18 inches wide.
8. Use brace and bit to drill holes for screws.

The Agricultural Education Magazine, September, 1948