Twenty years of F.F.A. progress herald new achievements ahead

WHEN fifteen to twenty thousand members of the FFA of America attend the Twentieth Anniversary Convention in Kansas City this month it will undoubtedly be the largest meeting of farm boys ever held in this or any other country.

The F.F.A. has developed into a great national organization, with high objectives and an excellent record of accomplishment. Many vocational agriculture teachers and others at the convention will have seen the tremendous growth and accomplishment of F.F.A. from its beginning in 1938 to the present.

The natural question is: "Where do we go from here?" There is only one way to go—forward! Those of us who work close together and the boys themselves, must now realize that there are no neutral or reverse gears in F.F.A. We must look to the accomplishments after twenty years as a good beginning, and a foundation for more advancements. What can we see in the future? Here are a few obvious indications of what we may expect.

Membership—The year 1958 saw F.F.A. with a new record in membership, 400,000 farm boys. Still, reports indicate that many new departments of vocational agriculture are being opened as fast as qualified teachers become available, and each year a greater percentage of vocational students in agriculture are becoming members of F.F.A. We can confidently expect continued increase in F.F.A. membership. A national total of 400,000 members by 1960 is not impossible.

Activity—Fifteen years ago teachers of vocational agriculture clubs organized largely for recreation, but the organization of agriculture. As the clubs become better established their programs were expanded to include educational activities. Today the F.F.A. advisor has been asked about at the accomplishments of other chapters to find a long list of activities to lead in further their program of vocational agriculture. A rapidly changing agriculture has brought more long-range planning in farming techniques, and F.F.A. chapters are coming to the front as a force to bring these new techniques into the local community. The different types of vocational agriculture activities that have been undertaken would number into the thousands. The unexplored possibilities are almost countless.

Recognition—The early leaders of F.F.A. knew of the organization’s potential, yet they had little conception of recognition for the organization and its members. But despite the handicap of working without the recognition of trained public relations workers and publicists writers, F.F.A. had the one thing that means more than anything else in public relations, that is, a social and educational accomplishment and the result has been a steady gain in public esteem. There is much to indicate that the recognition of F.F.A. has the effect of a snowball at the top of a mountain. It’s picking up speed and gathering strength, as it rolls down.

The Record—Have you noticed lately the ever-increasing references to "he was a member of the F.F.A." among successful farmers? The first twenty years of F.F.A. has seen some of the organization’s "graduates" becoming successfully established. An eighteen-year-old Farmer in 1938 is thirty-eight years old today—a young man who can take the peak of his accomplishments. Look for the record to play a big part in F.F.A.’s public relations in the years to come.

A. W. Teaney, National F.F.A. Executive Secretary

Developing one's philosophy of agricultural education

SOME TEACHERS of vocational agriculture have a well-informed and philosophic basis for their education, but there are many who have made little attempt to develop a sound philosophy of their own or to understand the four cornerstones that philosophy really is. One reason for the latter may be that they do not have a clear notion of the meaning of philosophy and think that it should be reserved for the thinker who isolates himself from the world of work. Without the lifting into the matter, philosophy may appear to be abstract and beyond our reach of comprehension.

Some times science is confused with philosophy. A differentiation may help clear up the confusion. Science has to do with methods, i.e., it can provide rules, rules and records while philosophy is concerned with values, i.e., it interprets, evaluates and directs. Psychology is also sometimes confused with philosophy. Psychology, a science, is concerned with scientific analysis and description of human behavior. Thus, science or psychology cannot be divorced from philosophy because interpretation cannot be sanctioned from an end product.

Philosophy of agricultural education may be thought of as the sum total of the various points of view, body of theories, or set of ideas concerning the fundamental purposes, problems, methods, scope, content and evaluation of agricultural education and their relation to the whole of education. Fortunately, there is no one philosophy but there are many. If all the educators in the field of agricultural education had the same philosophy, we would perhaps argue, there would be a tendency towards rigid uniformity of our educational practices and procedures.

A function of philosophy of agricultural education is to give meaning to details and to bring consistency into the different components of agricultural education. It serves as a means of reference for the interpretation, evaluation and direction of educational practices of vocational agriculture, the high school, young farmer and adult level. It also serves as a clearing house for the farmer on the part of administrators, teachers, students, parents and patrons as to the purposes of vocational agriculture. If we could agree on other words, there should be a common understanding of the relative values of vocational agriculture in order to make satisfactory progress towards the same and similar aims.

If a sound philosophy is to serve as a basis for the interpretation, evaluation and direction of the educational process how can a teacher’s philosophy of agricultural education be revealed? There are several ways of determining indirectly another’s philosophy, for example: One asks ways in which the teacher interprets the ideas to which he subscribes and the expressions ones uses.

We have already mentioned "he doesn’t practice what he preaches." Is that true? Is there an indication that the teacher paints an excellent verbal picture of what should be done under given conditions, but when faced with the same situation they apparently ignore what they have taught. In situations like this the teacher’s actions are in contrast with his words (Continued on Page 117).

Leadership—More and more attention to F.F.A. leadership is being given in teacher training work, with the result that instructors of vocational agriculture are becoming better qualified to lead their local chapter members into constructive activity. Although our leadership is continually changing at all levels of the organization, we can believe only that it is changing, in an overall sense.

F.F.A. has come a long way. It has a long way to go. Though we may sometimes feel a false sense of adequacy, this is no time to slacken our efforts. Future demands of America must continue—and forward!

A. W. Teaney, National F.F.A. Executive Secretary
All aboard for Kansas City!

GEORGE P. COUPER, California Bureau Agricultural Education, San Luis Obispo

1. The foundation of success of such a trip is careful local selection and instruction of the boys. They should preferably win the trip as an award. To permit any boy who has the $200 to go is a mistake.

2. It is necessary to provide super vision at the rate of one adult for every twenty or twenty-five boys. We have used experienced teachers and farm staff members. We are seeking to find a few state delegations which apparently form their boys' boote when they arrive at Kansas City and "round them up" only for the return trip. They bear testimony to the quality of the boys and the quality of supervision.

3. It is essential to get deposits from each boy or chapter covering all group expenses, before the tickets are pur chased. We think the other expenses should be paid by the boys themselves, for it is part of a normal training procedure.

4. Tipping meals in the dining cars in Kansas City, entertainment expense and buying souvenirs must be regulated by the boys' own common sense and pocketbooks.

5. There are parts of the convention which every boy should attend. These may be 10, 12, or 14. The 10 attend the official exhibits and the 12 attend technical exhibits. The 14 attend the entire convention. The boys who have been invited to the trip

6. Many boys receive the trip as an award for local service club, bank, or farm organizations. It should be encouraged to take boys as perfect as possible, to include all the boys in the chapter and to include the best boys.

1. The trip must be planned several months in advance and should be well advertised. The "hustings" of the world will be in full swing when the trip is planned. Sleeping accommodations for the entire group must be secured in advance. There should be at least 2 boys in each place. Anything is better than none. It is important to try to crowd in a great number of boys and make sure that the boys are properly housed. A large boy is not a satisfactory substitute for a small boy. Any boy who is a "snob" should be given a chance to be one of the most important boys in the group.

2. The trip is a dangerous one. It is well to be prepared before the trip is made and to make sure that the boys are properly housed. Any boy who is a "snob" should be given a chance to be one of the most important boys in the group.

3. The trip is a dangerous one. It is well to be prepared before the trip is made and to make sure that the boys are properly housed. Any boy who is a "snob" should be given a chance to be one of the most important boys in the group. (Continued on Page 113)
The place of the source unit in instructional planning for vocational agriculture

GEORGE P. DEVOE, Teacher Education, University of Illinois

The use of supplementary material, such as a farm unit, in instructional planning for vocational agriculture can be confusing. An article in this issue of the C.F.C. will discuss the possibilities of using such material in the planning process.

In planning for the farm unit, the teacher must consider the following factors:

1. The objectives of the course.
2. The needs and interests of the students.
3. The availability of resources.
4. The time available for instruction.

The teacher should also consider the following steps:

1. Identify the objectives of the course.
2. Determine the resources available.
3. Plan the instructional sequence.
4. Evaluate the effectiveness of the instructional plan.

The use of supplementary material in instructional planning can be beneficial, but it is important to ensure that the material is relevant and effective. The teacher should also be aware of the limitations of such material and how it can be integrated into the instructional process.

George P. Devoe

The Agricultural Education Magazine, November, 1948
Promotional methods course in agricultural education

CARL G. HOWARD, Teacher Education, New Mexico A. & M. College

IT IS QUITE likely that every teacher trainer in agricultural education has been told at some time or other that he is not preparing his majors properly. It is quite likely also that he has agreed with his accuser, and asked wherein he was at fault.

This question can be answered and probably has been answered unanswerable. The answer has usually taken one of three or four forms: (1) You are not getting enough training in (some-thing or other); (2) Men who come from other states are better teachers than we can be; (3) That such and such methods of courses of yours is no good; (4) "Your course is not up to date.

Without going into the rights and privileges of the critic to make such statements, let us consider first their truthfulness or untruthfulness, the final result of the methods used and the reason for the same.

Several facts usually emerge from a careful study of this question. (1) It is trying to do too much for the student in the training of a teacher-trainer; (2) Subject matter content of the courses is too small of the things needed by teachers in their work in the classroom; (3) The agricultural education curriculum is too narrow and lacks many of the things which should be an integral part of its content; (4) Training in sociological and/or emotional training cannot be done by them all equally well.

New Mexico felt the urge for course improvement. It was felt that the exact reason has now, to all intents and purposes, been lost to posterity. There appeared no course in bettering the use of techniques in agricultural education, no course where mapping was done, no course where geographic teaching was taught ordorally to majors in agriculture instruction. Realizing that some "catch-up" course might do some of these missing things fairly well, the Montana "Skills" college was studied quite carefully.

New Course Started

There needed an agricultural skills course in which the first meeting (4) "New Course Started" was an analysis of the skills needed by teachers of vocational agriculture in the state. This had been summarized from a study made by the teacher trainer who secured from the teachers in the field the skills they felt were very much needed and in which most of them were short. In some cases subject matter specialists or department heads were present at this first meeting to see what skill deficiency was felt to be lacking in each of their departments. Each student was then asked to review his own past experience and education to determine which of the skills needed by teachers were absent to any great extent to his. This listing was superimposed on existing course offerings and the various depart- ments asked to help eliminate major skill deficiencies by the use of their courses. There followed a scheduling of all the skill-producing experiences.

Here again, many things transpired to show the skill-saving of much of what had been accumulated. Some were (1) subject matter people did not feel too adequate preparation for the teaching of this or that skill and, actually provided no skill training; (2) the administrative setup of the college resulted in the enrollment of certain skilled persons from be- yond; and (3) numbers and expense trained included repetitive training for many beyond the needs. (4) Many people on the campus who have never taught a subject in a single or any skill to do in their teaching, and which are then used in the training of students, are an essential part of curricular and mechanical for the remainder of the semester.

Skills that need to be strengthened or more adequately developed can be found in "New Course Started" paragraphs, and the programs of study, "The Agricultural education, New Mexico A. & M. College"

College students majoring in agricultural education at Texas Technological College, Lubbock, Texas, have been selecting a very practical type of teaching-a workshop with the assistance of the editors of the "Agricultural Education" magazine.

Students of guidance teaches are one of the most pressing problems of teacher education today. Few problems are more important to students than the guidance of vocations. The choice this with the fact that, in recent years, many students have relaxed their aid to students in their early years, feel the need of prospective students is an essential factor in the counseling of prospective students. In addition to large numbers of prospective students are needed. The practice of permitting all guidance to enter teaching and major- course. Students who have the qualifications of other students, feel the need of prospective students to help them to prepare for a job in which they will be successful.

Once in a career, the writer set down his concepts of guidance. They may tend to change the writer to more. These concepts are built around the work of who, why, when, and how of guidance.

Definitions of Guidance

Guidance is how to help a person to solve some of his problems. It is also, for those not having any problems, the case, the student's problem is one of development not of getting another vocation. We help him solve the problems of his own choosing and not to change the guidance of vocational agriculture. We help him find the things he needs of the guidance that is good for him. We help him weigh the course which he can draw his own conclusions and learn how to make his own decisions. We are telling him that he should do or should not do. It is helpful training and methods that are used in the study of teaching vocational agriculture, and be aware of the help available to students in their decision-making process.

When Guidance is Needed

Guidance should always be available to the student. It should be down to him, "Stop when the iron is hot," applies to the guidance of students. When the student is ready for it and continue as long as it is needed. If we do a thorough job of giving guidance, the student should also be able to handle his prob- lems of occupation. The student should begin when he comes to college. It is wise to give guidance at an early stage of the work. To help the student educators must learn how to help beginning students in the guidance of their students, must know the qualifi- cations of their students, and how to help them achieve their goals and for his guidance, and be aware of the help available to students in their decision-making process.

Guidance provided when a student has no idea what he wants to do. Not too late, perhaps, to make a last effort to help the student. After four years prepara- tion, we find that few students can, we will not admit our failure, so we let them do what they want. Very saying we perhaps are wrong about his previous training, and in this case he may make a good teacher.

The Method of Guidance

Guidance handled just as we should handle any other pedagogical problem. It is a matter of recognizing and dealing with the problem. Hypotheses, getting more information, weighing the facts, drawing con- clusions, and acting on the basis of the student's possible guidance. It may be a problem common to several students, and in this case the teacher should begin a systematic way of dealing with these facts and weighing them properly.

The Need for Guidance

The choice of an occupation is one of the most important problems that we have in life. If guidance is helping students to solve life problems, there is nothing more important to students than giving them all the help we can. We help them with guidance when we are unaware of their capacities and their weaknesses. We must give them help and not just give them immediate advice. We have a moral obligation to help them make the best decision they can.

[Continued on page 122]
The importance of outside work

JUAN R. MELENDEZ, District Supervisor, Cayey, Puerto Rico

It seems to me that the individual teacher is the keystone in the arch of the different factors—environment and man—towards the life of a community. So it depends up on the ability of this teacher to make use of these factors or to violate this environment or to his life by the moment. Or on the other hand, the ability of this teacher to adapt himself to the particular customs and manners, and mode of living, of the place he is in going to work or to other reasons and, special attention has been given in this work to the human part of the program.

Moreover, departments or schooling departments or the most efficient kind of supervision are going to change the attitude of a teacher that does not believe in his work, that is not sincere nor loyal to his life, because those are things which are peculiar to the individual himself; they are personal attributes.

The modern teacher of agriculture platforms such a diversified work that many good personal qualities and an efficient professional attributes in the field of agriculture are necessary for the successful performance of his function.

Personal Attributes

Preparation: Payne and Spink in their "Going ahead with teachers' preparation" point out that broad mastery of the subject is the basis of one of the essentials of a good teaching.

We should never forget that when the teacher's main objective of the outside work, he is teaching, of course, he must be prepared for the subject he is teaching. So we see that a teacher of agricultural education in a community must have a broad mastery of agriculture, a symptom of being up to date with all the things affecting the life of a community and up-to-date information of the social, political and economic events of the country and the community.

Why, would you ask, is it necessary that the teacher of agricultural education should have such broad knowledge? It is a simple one: Because he is the man who forms the farmer or the neighbor or inhabitants of the community will go for the agricultural education, and, if in addition he is able to utilize other problems in local interest he will immediately gain the respect and admiration of the community. Because it is well known that intelligent persons are valuated in a community where the standards of knowledge is low are admired, respected and followed.

A teacher of agriculture can only be master of his subject if he has had a good professional training in agriculture. A teacher of agriculture should never neglect his professional improvement and should keep up to date in his profession by reading and studying what is new in his particular field. Doing this the teacher will be professionally prepared to meet all the difficulties he may encounter in doing his outside work.

Maturity: Due to the fact that the matter of personality is so general and so wide and as it is more or less related to leadership, little attention to it will be given in this discussion. But the fact remains that leadership skill of the individual is an attribute that the practical teacher has to develop to influence, counsel and observe the needs of his class.

So deficient personality may be strengthened by improving our knowledge and understanding. It is the teacher's duty to impress the people with our matter of the classes with which we are dealing. In other words to influence people by individuals appeals.

Leadership: It has been said, "Leadership is nowhere and found wherever group action is involved." Teachers of agriculture, more than any other teachers, have group action in all the phases of their work. To direct the varied activities of the groups with which the teacher of agriculture works—adult farmers, young farmers, all age students in their farm programs—is a difficult task. But with an accurate knowledge of the people, of the principles of social organization, and the know-how of the implementation of these actions may be carried out to human interest and environmental circumstances, the leader must be able to select the right stimulus for each person and group.

Furthermore, successful leadership can be attained by the development in the teacher of agriculture of the following attributes:

1. Personal character and qualities, Strength of character and the exercise of good judgment is an essential for the successful performance of his function.

2. Good temper: A cheerful even-tempered; cool, calm, self-controlled, a good temper is a great quality.

3. Originality and initiative: Originality must be tempered with good judgment and should be initiated with initiative. "A teacher's greatest asset, a good judgment is a failure, and without originality, one is a dull and uninterested object in the teacher's tbet that the teacher has to do his part, in other words, to make the farmers feel the need of practical work to show them how they can make more money, to make work that will be of benefit to them.

The success or the failure of our agricultural education, the special class will depend upon the organizing abilities of the farmer's leader; the social class, and the project head, to ready to learn, and willing to adapt to new ideas.

Symptoms of Excellence: A strong sense of responsibility, a sense of duty, a sense of pride, a sense of justice, a sense of justice of any group.

Loyalty: A successful leader identifies himself personally with his work, making his career his life, and keeps faith naturally.

2. Sympathy: An understanding human spirit and comprehension of the needs and conditions of the student population. More than that be should be trustworthy.

3. Longevity, patience, and persistence: With any group, course of conviction, judgment, in making right judgments are determined.

Organizing and Exercising Abilities: Potential leaders are generally possessed of natural organizing and exercising. The outside work done by the teacher of agriculture is to do so with organizing ability. The teacher is to be a natural organizer and僚 an organized group. The teacher must be able to select the right stimulus for each person or group.

The key point is to get the farmer's leader to do his job, he needs to be a good organizer, he needs to be able to organize and get the people involved in the projects of the year. We believe that the teacher has the key role on this matter. The teacher can get the farmers interested in the projects of the year, to show them how they can make more money, to get them involved in the projects of the year. So that will be of benefit to them.

The success or the failure of our agricultural education, the special class will depend upon the organizing abilities of the farmer's leader; the social class, and the project head, to ready to learn, and willing to adapt to new ideas.

The teaching of young farmer classes is the teacher's responsibility, and it should be performed by a teacher of agriculture. If we consider the social class and the project head, it must be divided between different groups in the local Park, the teacher of agriculture, has been particularly successful in his teaching by beginning, how they started their work and how valuable it has been. Next the instructor was in charge of the new and explains the supervised practice program to the students to secure their cooperation.

The instructor should give special attention to the supervised practice program to the home projects which might be undertaken by each group in the first year to improve practices on the home farm.

Then after the first year's program is developed, the student is encouraged to begin planning his sub-

"Supervised Practice Work: A new program that has been developed by the Agricultural Education Department of the University of Puerto Rico, is designed to give students a better understanding of the principles of agriculture. The program is intended to be a means of teaching agriculture to young men, both in the classroom and in the field. It is designed to help students to better understand the principles of agriculture and to give them a better understanding of the problems of the agricultural industry.

'"Supervised Practice Work: A new program that has been developed by the Agricultural Education Department of the University of Puerto Rico, is designed to give students a better understanding of the principles of agriculture. The program is intended to be a means of teaching agriculture to young men, both in the classroom and in the field. It is designed to help students to better understand the principles of agriculture and to give them a better understanding of the problems of the agricultural industry. The program is designed to help students to better understand the principles of agriculture and to give them a better understanding of the problems of the agricultural industry. The program is designed to help students to better understand the principles of agriculture and to give them a better understanding of the problems of the agricultural industry. The program is designed to help students to better understand the principles of agriculture and to give them a better understanding of the problems of the agricultural industry. The program is designed to help students to better understand the principles of agriculture and to give them a better understanding of the problems of the agricultural industry. The program is designed to help students to better understand the principles of agriculture and to give them a better understanding of the problems of the agricultural industry. The program is designed to help students to better understand the principles of agriculture and to give them a better understanding of the problems of the agricultural industry. The program is designed to help students to better understand the principles of agriculture and to give them a better understanding of the problems of the agricultural industry. The program is designed to help students to better understand the principles of agriculture and to give them a better understanding of the problems of the agricultural industry. The program is designed to help students to better understand the principles of agriculture and to give them a better understanding of the problems of the agricultural industry.
Annual conference of Hawaii teachers of vocational agriculture

CHARLES W. LUM, Teacher, Homestead, T. M. Secretary, Agricultural Teachers' Development.
Professional improvement of agricultural teachers

E. W. GARRIS, Teacher Education, University of Florida

A ll public school teachers have the responsibility of being up-to-date as the changes in their field (or fields) are constantly changing while in the classroom. The teacher is in a rather static relationship to the student. It is true that a specific subject, like the color of a given breed of livestock, may remain the same over a period of years; however, most management and health practices have changed with economic conditions of the world.

In trying to keep up to date, usually one finds it is to be known all the changes in his specific area of agriculture—say, agronomy, dairy, poultry or horticulture. A teacher of vocational agriculture, however, is supposed to know anything that may affect him in his ability to teach agriculture and science.

It is also true that methods of teaching vocational agriculture have to be modified from time to time because of the changes in subjects to be taught and as improvements are made in teaching methods. Historically, the teaching of agriculture in the secondary schools has not been so very different from the years of its beginning.

Changes should, and probably will, be made as soon as the better method has been used prolonged a rather long period.

Technical and Professional Needs

All of the statements just made indicate that agricultural teachers need contact with the community as an aid in their teaching and professional improvement. They do not have the time or the facilities that do not give them maximum assistance.

At the summer conference at Daytona Beach, Mrs. H. F. G. Maynard, State Supervisor of Agricultural Education, pointed out some of the problems that some teachers are facing and the difficulties in which they are finding themselves. The following report, with added explanations, gives an idea of what the teachers of Florida recommended:

1. A survey should be made to determine the specific professional courses that would best suit the needs of the teachers. Plans should then be made to have these courses offered at the University of Florida.

2. Teacher Education Programs in Florida, and for future reference, should be printed in the "Yearbook of Agricultural Education" and the "American Vocational Journal.""
A state administrator looks at the institutional on-farm training program


THE PROGRAM OF ON-FARM PANELS for training veterans, as prescribed in Federal, state, and local agricultural education, is meeting with considerable success. The program is widespread in all states and in all sections of the country. Many of the states have initiated the program in local communities, and a number of them have continued it on a small scale. The purpose of the program is to provide veterans with information on the agricultural field and to help them to get started in agriculture.

Any one who has had any responsibility for operating an Institutional On-Farm Training program can testify that a program of this nature is not only a challenge, but also a test for the administrators of the program. The program is not only a challenge, but also a test for the administrators of the program. The program is not only a challenge, but also a test for the administrators of the program. The program is not only a challenge, but also a test for the administrators of the program. The program is not only a challenge, but also a test for the administrators of the program. The program is not only a challenge, but also a test for the administrators of the program. The program is not only a challenge, but also a test for the administrators of the program. The program is not only a challenge, but also a test for the administrators of the program. The program is not only a challenge, but also a test for the administrators of the program. The program is not only a challenge, but also a test for the administrators of the program. The program is not only a challenge, but also a test for the administrators of the program. The program is not only a challenge, but also a test for the administrators of the program. The program is not only a challenge, but also a test for the administrators of the program. The program is not only a challenge, but also a test for the administrators of the program. The program is not only a challenge, but also a test for the administrators of the program. The program is not only a challenge, but also a test for the administrators of the program. The program is not only a challenge, but also a test for the administrators of the program. The program is not only a challenge, but also a test for the administrators of the program. The program is not only a challenge, but also a test for the administrators of the program. The program is not only a challenge, but also a test for the administrators of the program. The program is not only a challenge, but also a test for the administrators of the program. The program is not only a challenge, but also a test for the administrators of the program. The program is not only a challenge, but also a test for the administrators of the program. The program is not only a challenge, but also a test for the administrators of the program. The program is not only a challenge, but also a test for the administrators of the program. The program is not only a challenge, but also a test for the administrators of the program. The program is not only a challenge, but also a test for the administrators of the program. The program is not only a challenge, but also a test for the administrators of the program. The program is not only a challenge, but also a test for the administrators of the program. The program is not only a challenge, but also a test for the administrators of the program. The program is not only a challenge, but also a test for the administrators of the program. The program is not only a challenge, but also a test for the administrators of the program. The program is not only a challenge, but also a test for the administrators of the program. The program is not only a challenge, but also a test for the administrators of the program. The program is not only a challenge, but also a test for the administrators of the program. The program is not only a challenge, but also a test for the administrators of the program.
A Suggested Plan for Evaluating Outcomes of the Instruction in Farm Machinery Courses

GLEN C. COOK, Teacher Education, Michigan State College

I. Introduction to Farm Machinery
   A. Definition of Farm Machinery
   B. Types of Farm Machinery
   C. Importance of Farm Machinery

II. Farm Machinery Operations
    A. Field Operations
    B. Crop Protection
    C. Livestock Management

III. Farm Machinery Maintenance
     A. Basic Maintenance
     B. Advanced Maintenance
     C. Troubleshooting

IV. Farm Machinery Safety
    A. General Safety Practices
    B. Specific Safety Measures
    C. Emergency Procedures

V. Farm Machinery Economics
    A. Cost-Benefit Analysis
    B. Return on Investment
    C. Comparative Analysis

VI. Farm Machinery Compliance
     A. Environmental Regulations
     B. Labor Standards
     C. Health and Safety Regulations

VII. Farm Machinery Innovation
       A. New Technologies
       B. Emerging Trends
       C. Sustainability Practices

Conclusion

(Continued on Page 113)

The AGRICULTURAL EDUCATION MagazinE, November, 1948

The development of the FFA chapter program of work is an important part of the FFA work. Poor management in this respect is bound to fail in result.

Functions of Committees

The success of an FFA chapter will depend on the good work of the standing and temporary committees. Members must feel a personal responsibility in committee work. This feeling of responsibility will carry over to cooperation. Every member needs to feel he is a link in the FFA chapter. Additionally, all the goals are accomplished through committee work. Each committee is made up of 3 or more members, and all members have an opportunity to serve on one or more committees.

A regular and definite schedule of committee meetings at chapter meetings will reveal how the program is functioning and what needs to be improved. A very important committee is the executive committee which supervises the entire work of the chapter and plans the strategy to get things done. A chart will be accomplished with committees and a space for accomplishments. It is essential to get all members to work and to see that the committee work is accomplished. Members will need the assistance and support of the advisors, and their parents to get best possible results. Failures must be

(Continued on Page 114)

The AGRICULTURAL EDUCATION Magazine, November, 1948

The FFA program of work is a guide for the activities of the chapter during the coming year. In fact, the program for the school year might be termed "Term of Active Projects." It is similar to a blue print used in building a house. It is a method of setting up the official FFA chapter program of work and we form the seven essentials of a good chapter. The first three essentials are: (1) interested members; (2) effective officers; (3) challenging program of work. In other words, the program of work should contain activities that will challenge the best efforts of every member.

The FFA fiscal year extends from July 1 to June 30 of the following year. It should be formalized at the beginning of the FFA year as possible. A committee is appointed to consider the possibilities of a program of work that would be the best for the members of the chapter. In this committee, the program of work is developed, and the same is presented to the chapter at the annual meeting. The program of work should be specific and detailed, covering all phases of the chapter's activities. The program should be reviewed at least once a year, and any necessary changes made. The program of work should be evaluated at the end of the school year, and the results should be communicated to the chapter members. The program of work should be kept up-to-date and reviewed regularly to ensure that it is still relevant and useful.

The program of work should be updated annually, and changes made as necessary. The program should be reviewed at least once a year, and any necessary changes made. The program of work should be evaluated at the end of the school year, and the results should be communicated to the chapter members. The program of work should be kept up-to-date and reviewed regularly to ensure that it is still relevant and useful.

(Continued on Page 114)
One teacher, two department combinations

DANIEL J. HAYES, Adames State College, Indiana

Opinions of Administrators

Eight of the 15 administrators who attended meetings, expressed their satisfaction with the arrangement and an additional one to have obtained a full-time teacher of vocational agriculture as soon as conditions would permit them to do so. Some of the advantages of the arrangement pointed out by the administrators include: economic control of the board of education, provided small colleges in the rural areas with the necessary agriculture courses. The teacher, brought the cost of departmental courses in vocational agriculture more nearly in line with other school departments, and provided the teachers with a larger salary. The advantages of the arrangement listed by the administrators were outweighed by disadvantages for the teachers who were selected to take an active part in preparing and community activities, home visits and project supervision. These services are more difficult and time-consuming. Teachers were available for individual pupil help, difficult, experienced in scheduling vocational agriculture courses, and time value between schools.

Center of Teacher Residues

A point of disturbance that arises when the teacher of vocational agriculture is shared between two school centers is the reduced time of the teacher in the centers where he spends. Anyone of the 13 teachers who have taught in two department combinations said the total time of the teacher in two departments combinations, to one center does not give enough time for the teacher to do his teaching. The total amount of time the teacher is available is not sufficient to teach the courses. The two centers include the same amount of time and activity to one teacher. The teacher cannot give the amount of time to one college where he teaches the same amount of time to the other college where he teaches.

The teacher in one of the 13 teacher combinations is his time is shared between two schools. He is teaching in one of the two schools all day and teaching in the other school in the evening. This is a disturbance to the teacher and the students. The teacher in one of the combinations is his time is shared between two schools. He is teaching in one of the two schools all day and teaching in the other school in the evening. This is a disturbance to the teacher and the students. The teacher in one of the combinations is his time is shared between two schools. He is teaching in one of the two schools all day and teaching in the other school in the evening. This is a disturbance to the teacher and the students.

Vocational Agriculture Curriculum

The data obtained from the cooperating teachers and one teacher of vocational agriculture showed that combinations of vocational agriculture courses were offered in a variety of high schools during the 1943-44 school year. One of the two department combinations was the only one in which all courses were offered in the departments of vocational agriculture. The other combination included vocational agriculture and the home economics courses. The data obtained from the cooperating teachers and one teacher of vocational agriculture showed that combinations of vocational agriculture courses were offered in a variety of high schools during the 1943-44 school year. One of the two department combinations was the only one in which all courses were offered in the departments of vocational agriculture. The other combination included vocational agriculture and the home economics courses. The data obtained from the cooperating teachers and one teacher of vocational agriculture showed that combinations of vocational agriculture courses were offered in a variety of high schools during the 1943-44 school year. One of the two department combinations was the only one in which all courses were offered in the departments of vocational agriculture. The other combination included vocational agriculture and the home economics courses. The data obtained from the cooperating teachers and one teacher of vocational agriculture showed that combinations of vocational agriculture courses were offered in a variety of high schools during the 1943-44 school year. One of the two department combinations was the only one in which all courses were offered in the departments of vocational agriculture. The other combination included vocational agriculture and the home economics courses. The data obtained from the cooperating teachers and one teacher of vocational agriculture showed that combinations of vocational agriculture courses were offered in a variety of high schools during the 1943-44 school year. One of the two department combinations was the only one in which all courses were offered in the departments of vocational agriculture. The other combination included vocational agriculture and the home economics courses. The data obtained from the cooperating teachers and one teacher of vocational agriculture showed that combinations of vocational agriculture courses were offered in a variety of high schools during the 1943-44 school year. One of the two department combinations was the only one in which all courses were offered in the departments of vocational agriculture. The other combination included vocational agriculture and the home economics courses. The data obtained from the cooperating teachers and one teacher of vocational agriculture showed that combinations of vocational agriculture courses were offered in a variety of high schools during the 1943-44 school year. One of the two department combinations was the only one in which all courses were offered in the departments of vocational agriculture. The other combination included vocational agriculture and the home economics courses. The data obtained from the cooperating teachers and one teacher of vocational agriculture showed that combinations of vocational agriculture courses were offered in a variety of high schools during the 1943-44 school year. One of the two department combinations was the only one in which all courses were offered in the departments of vocational agriculture. The other combination included vocational agriculture and the home economics courses. The data obtained from the cooperating teachers and one teacher of vocational agriculture showed that combinations of vocational agriculture courses were offered in a variety of high schools during the 1943-44 school year. One of the two department combinations was the only one in which all courses were offered in the departments of vocational agriculture. The other combination included vocational agriculture and the home economics courses. The data obtained from the cooperating teachers and one teacher of vocational agriculture showed that combinations of vocational agriculture courses were offered in a variety of high schools during the 1943-44 school year. One of the two department combinations was the only one in which all courses were offered in the departments of vocational agriculture. The other combination included vocational agriculture and the home economics courses. The data obtained from the cooperating teachers and one teacher of vocational agriculture showed that combinations of vocational agriculture courses were offered in a variety of high schools during the 1943-44 school year. One of the two department combinations was the only one in which all courses were offered in the departments of vocational agriculture. The other combination included vocational agriculture and the home economics courses. The data obtained from the cooperating teachers and one teacher of vocational agriculture showed that combinations of vocational agriculture courses were offered in a variety of high schools during the 1943-44 school year. One of the two department combinations was the only one in which all courses were offered in the departments of vocational agriculture. The other combination included vocational agriculture and the home economics courses. The data obtained from the cooperating teachers and one teacher of vocational agriculture showed that combinations of vocational agriculture courses were offered in a variety of high schools during the 1943-44 school year. One of the two department combinations was the only one in which all courses were offered in the departments of vocational agriculture. The other combination included vocational agriculture and the home economics courses. The data obtained from the cooperating teachers and one teacher of vocational agriculture showed that combinations of vocational agriculture courses were offered in a variety of high schools during the 1943-44 school year. One of the two department combinations was the only one in which all courses were offered in the departments of vocational agriculture. The other combination included vocational agriculture and the home economics courses. The data obtained from the cooperating teachers and one teacher of vocational agriculture showed that combinations of vocational agriculture courses were offered in a variety of high schools during the 1943-44 school year. One of the two department combinations was the only one in which all courses were offered in the departments of vocational agriculture. The other combination included vocational agriculture and the home economics courses.
Conservation camp for Indiana teachers
FRANCIS MURRAY, Purdue University, Lafayette, Indiana
For the past three years a conservation camp has been sponsored by Purdue University and the State Department of Conservation for teachers in Indiana. The actual camp is held at the Versailles State Park and is attended by elementary and high school teachers, including instructors of vocational agriculture.

The enrollment for the combination of recreation and study register for credit which may be applied toward either Bachelor's or Master's degrees at Purdue University. H. H. McNeil of the Purdue department of Forestry and Conservation serves as camp director. He is assisted by a corps of instructors from the Middle West.

A typical day's schedule of the 1948 camp which began at sun up with the breakfast bell included a black bike, running the "unless line" (this was part of a mysterious game to study animal population in a selected area), and formal classes either in doors or out doors, beginning at eight o'clock, in such subjects as animal conservation, forestry, entomology, ecology, sociology, and animal behavior. Lunch, which the group was assigned either to plot a study or field trips. Evening sessions included movies by social hygiene, instructional films, informal discussions led by well-known authorities in their fields and just plain recreation and fun.

The camp was an almost simultaneous with a movement to include conservation education in the fields of grammar and high school students. At the present time, with the emphasis on conservation including the intergrading of teaching conservation in classroom work, but the ultimate have completed this unique nature and conservation course have been some among the seed of conservation education.

Thrift Banks in Louisiana

The Redwood, Oregon, Chapter of F.F.A. is operating a 32-acre farm given over to demonstration of crops, pastures, and fertilizer treatments. The work is done by individual boys in their time permits with wages paid from chapter funds.

About 1,800 animals were shown by California F.F.A. members at the annual Grand National Livestock Show at Los Angeles. The classes were judged by the Danish system and there were no grand champions. All exhibits were sold except the dairy cattle.

The Gold Medal rating has been awarded the National Chapter Contest for three consecutive years to the Nezhi, Nebraska, F.F.A. chapter.

Developing F.F.A. chapter programs
(Continued from Page 113)

A special crop in commercial work as far as possible including the field may lead to another. Suitable money to carry on the varied activities is essential for successful accomplishment of the program.

A Seasonal Program

Finally a chapter's program for any year may be said to be successful if it accomplishes the following results: (1) some members to become established in farming through a well-planned and supervised farming program; (2) develops real leadership through participation in the many F.F.A. activities; (3) encourages a spirit among the members through engaging in group activities; and (4) raises the standard of the community through the influence of the local chapter and its members.

An F.F.A. program which makes the community a better place to which to live will surely have been successful.

Tennessee

The Michigan Plow Scheck Breeders' Association is offering a ten per cent discount on all bred ewes purchased by F.F.A. members at the Association's annual sale.

The Tallahassee, Florida, chapter is conducting an 80-acre forestry demonstration of the state forest service and the Florida Improvement Bureau. Plot seedlings have been planted on 20 acres needing reforestation.

A group of F.F.A. members at Canton, Alabama, have constructed mailbox stands for use on their rural routes. The stands have portable concrete bases and pipe spouts.

A total of 25 acres of land has been enclosed by the boys of a recreation camp held at Gourley, Oregon, to be used by the F.F.A. as a school farm.

The AGRICULTURAL EDUCATION MAGAZINE, November, 1948