Expanding the Young Farmer Program

This program in vocational education has been in operation for 30 years. It is a short period for any program of national proportions. Through these years the major part of designated local, state, and federal funds has been spent for all day instruction. Some of the states have been content to concentrate their funds and efforts on this phase of the program. Other states have pushed the frontier ahead and explored the fields of young farmers and adult education. However, the general public and agricultural agencies for the most part think of the Future Farmers of America when the term vocational agriculture is mentioned.

Generally speaking the teachers of vocational agriculture have been well trained, although the selective process has been neglected, moreover the instruction in the high school phase of the program has been conducted by high order by the highly academic and the orthodox progressive educator. The Future Farmers of America has been an effective unit in the all day program, a powerful influence with parents, and an effective agency in promoting good relations with the public at large.

Work With Young Farmers Core of Program

Much of the all day training is pre-vocational. No apology is made for the try-out, exploratory and general education values in all day work, that the pre-vocational job is just begun. Additional training must be provided and a placement service must be made available. We must make sure that the core of vocational education in agriculture is the young farmer program, and our program in the years ahead will be judged in terms of the job we do with young farmers.

The boys who are going to take over the farms of this country are not going to be the same kind of individuals who may or may not have graduated from high school, veterans and non-veterans. The typical young farmer hasn’t sufficient capital with which to purchase a farm. He may or may not have an opportunity to purchase a father’s farm but he has an interest in a farm. This uneducated young farmer was in the mind of our legislators when federal funds were provided with the controlling purpose, “to meet the needs of those who have entered upon or who are preparing to enter upon the work of the farms or the farm home.”

The public schools of America have buildings, equipment, the trained teachers and other necessary facilities to provide the needed training for the young farmer. The American public has always been willing to devote ways and means of raising funds to do an educational job that needs to be done. The public schools are the first line. The future needs of the young farmers are not adequately, there must be an awakening in the ranks of vocational education and the State School Board of Education must exhibit a vigorous leadership in expanding the educational program for young farmers and the American Vocational Association must step up the tempo of its efforts in securing the allignment of funds authorized by the Federal Government.

Let it be repeated that the most urgent need in vocational education in agriculture today is an expansion of the young farmer program. If the forces in vocational education fail to meet the needs of the hour, there some other agency will take over and do the job that needs to be done.

L. R. Humphreys, Utah State College of Agriculture

Vocational agriculture as an area of education

Presently the writer made some observations in a training center in which the supervising teacher was alert to his responsibilities in connection with the young people upon whom he was teaching. Upon this occasion the instructor was using his program as training English, mathematics, and principles of science.

The administrative arrangements under which we work as teachers of vocational agriculture to segregate us from other areas of the school and may cause us to be neglectful of certain responsibilities which we should have. On the other hand we have unlimited opportunities to motivate interest in the acquiring of skills and abilities which are desirable, the cultivation of abilities relating to other subjects.

In one state dairy judging contest the word Ayrshire was spelled twenty-seven different ways. There were many as many variations in the spelling of Heifers and several spellings of the word Jersey. Where else should students learn the correct spelling of terms used in farming if the abilities are not acquired in vocational agriculture?

We like to think that abilities of self expression which F.F.A. members tend to acquire are evidences of training in leadership. Are we careful of our instruction and do we insist upon the use of proper language by the boys?

Where in high school is there a better place to teach mathematics than in vocational agriculture? We use numbers regularly in computing ratios, in figuring bills of materials, in measuring fields and in many other ways. Yet the records which the boys keep of their farming programs may carry gross inaccuracies and even though the data may not have been used as a test, it is critical analysis and the development of abilities to solve problems.

Applications of the sciences are evident in every way we work. The study of farm power and machines is based primarily on principles of physics. The work with plants and animals deals with botany and zoology. Fertilizers and spray materials are compounded according to chemical formulas. Yet as we deal with the practical aspects of science I wonder if we are not an organizer of their relationships to sciences which are involved in their formulation.

(Continued on Page 153)

Where to direct correspondence and copy

AOF JANUARY 1, 1939, the publisher of the Agricultural Education Magazine was changed from American Farmers' Directory, Des Moines, Iowa, to The Interstate Printers and Publishers, Davenport, Iowa. The subscription price was changed for the publisher to be addressed at the Interstate Company at Davenport.

Subscriptions are normally made up on the group basis and mailed directly to Interstate. Notices to changes of addresses are handled by the publisher, as back copies of issues are available they may be secured at 25 cents each from the publisher. The present subscription rate is $1.50 per year, with a special rate of $1.00 per year to college students enrolling in agriculture.

Inquiries concerning subscription rates may be addressed to W. H. Martin, business manager of the magazine located at the University of Connecticut, Mansfield for the magazine. Address should be addressed to G. P. E. Fink, editor, at the University of Missouri, or the office of the department editor whose names and addresses appear on the contents page of the magazine.

THE AGRICULTURAL EDUCATION MAGAZINE, January, 1949

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THE AGRICULTURAL EDUCATION MAGAZINE, January, 1949
Cooperative Activities

Farmers cooperatives and vocational agriculture

MARK NICOLAS, Director Youth Education, American Institute of Cooperation

Mr. Mark Nicholas was granted a leave of absence for the academic year 1943-44 by the University of Washington to work as a consultant to the American Institute of Cooperation. Since returning from his administration to the School of Agriculture at the University of California, he has returned to his position as Head of the Department of Agriculture in Education at the University of Washington.

Mr. Nicholas emphasized that the institute is independent of the Federal Department of Agriculture and Federal and State laws and standards. It is, therefore, not subject to the requirements of the Federal Department of Agriculture. It is, however, subject to the laws and standards of the State of Washington.

Mr. Nicholas discussed the importance of the cooperative movement in the United States and the role of the American Institute of Cooperation in furthering the movement.

The American Institute of Cooperation is a national organization which was established in 1934 with the objective of promoting the development of the cooperative movement in the United States. The institute provides a variety of services to its members, including training and technical assistance, as well as acting as a clearinghouse for information on the cooperative movement.

Mr. Nicholas stated that the institute is constantly working to improve the effectiveness of its services and to expand its activities. He also emphasized the importance of the cooperative movement in providing a solution to many of the economic and social problems facing society.

Mr. Nicholas concluded his remarks by expressing his confidence in the future of the cooperative movement and the role of the American Institute of Cooperation in promoting it.

The Agricultural Education Journal, January, 1949
We have a community fair for two days each fall. This fair is put on in cooperation with the local Chamber of Commerce and the Future Homemakers. About 1,000 people attend the fair each year. During the fair we have the opportunity to show our accomplishments of the year and also to exhibit some of our products. Producers usually bring to the fair many of the products they have produced. However, one of the products brought most frequently is by FFA members. Last year we gave nearly 100% of our income from the sales of the products brought in by FFA members. In fact, the fair has been held for the past three years. We have worked hard to improve the fair and we have tried to make it better each year. The fair is open to everyone and is free to attend.

Field work is another important activity in our farm. We have been working hard to improve our farm and to make it more efficient. We have had work bees to help with the planting and harvesting of our crops. We have also worked on improving our pastures and our hayfields.

FFA programs Help by Cooperative Affiliates

The FFA programs of the boys are helped directly and indirectly by many cooperative enterprises in the chapter. These enterprises help provide a place for the boys to socialize and be active in the community. As a result, the FFA programs can be successful.

Cooperative Swine programs are educational

CHARGE TO A REAL FARMER, HIGH CITY, N. Dakota

Perhaps an educational program has been one of the most important contributions that the FFA has made to agriculture. It has provided a way for boys to learn about agriculture and to get a feel for the opportunities that are available. It has also helped to raise the awareness of the public about the importance of agriculture.

Agriculture has been the largest source of income for the boys in our community. They have been successful in raising crops and livestock. They have also been successful in selling their products. We have had a strong support system in the community and we have been able to do things that other communities have not been able to do.

Partners in farming and agriscience

Membership in the FFA chapter at Barray, Michigan, is equivalent to the state.
Future programs of agricultural education

H. M. HAMLIN, Teacher Education, University of Illinois

In our present efforts to improve educational programs for young people, we must remember that they are not the same as ours; they are different. Just as we must learn to live harmoniously with others, we must also learn to develop educational programs that are compatible with the needs of our students. This involves understanding their learning styles, interests, and abilities. By doing so, we can create programs that are more relevant and effective.

1. Establishing effective communication between teachers and students
2. Encouraging collaborative learning and group work
3. Providing opportunities for hands-on experience and project-based learning
4. Incorporating technology and digital tools into the curriculum
5. Fostering a positive and supportive learning environment

These strategies can help us create a more dynamic and engaging educational experience for our students.
Mapping locations of students

ELLIOTT H. JOHNSON, Teacher, Phelps, New York

HOW MANY times have you thought about making a map of your school area where the location of each individual home was clearly marked? Often, teachers make rough maps of their school area, either in the approximate home location and use the map only when they are familiar with the area, then discard it. When a new teacher comes into the community, the whole procedure is repeated. Why not make a permanent map that can be kept up to date?

The following paragraphs suggest one way to solve the problem of locating the preoccupational, vocational and out-of-school groups.

The Map

For the Phelps area we used a "blown up" geological survey map, siz e 19" by 39". This was obtained from the principal who has several maps when the school was located in another city years previous. Such a map identifies each house, road and other characteristics of a given area. Other sources of a map are the county or town highway department, who usually have maps showing the location of all roads in the town of Phelps. The students of the department normally has large maps of each county with the location of all the rural mail delivery routes. These can be purchased by anyone. Many other sources are available including hand drawn maps.

Marking the Outlines

Since geological survey maps are made up in considerable detail, little additional marking was necessary to outline the school area itself. This was done with a bright red pencil to outline the entire central school district. One district west of the school, the street in front of the school, the rest of the park and a very small area in the three other townships. In all instances, a separate map was made of the total area which the school and its departments occupied.

Framing the Map

One problem that most teachers of vocational agriculture have is that of keeping the map clean after it is completed. This was especially true in the Phelps area. By using a sheet of Bristol board the map being constructed, our school board was able to get the map framed by a partition. In most rooms keeping green and dust off the map presents a real problem. To eliminate this problem the map was enclosed in a cabinet with a glass front. The cabinet was built of white pine and faced with rough white pine so that it could be stained and varnished. The cabinet is 20" by 35" and 8" deep.

The sales, top and bottom were grooved with a Halo soak and then screwed together. A light socket has been fitted in a cabinet at the top with a reflector in order to facilitate readability. The sliding mirror rockers and reflector were used for this purpose. The inside of the cabinet should be painted with a thin coat of lacquer.

Learning and Marking Individual Pupil's

To locate the individuals it is desirable to identify the group and name. To accomplish this color printed pupil's name, yellow for the group, blue for the all-day group and red for the out-of-school youth and adults. When the pins was placed in the map to locate an individual, it also served to fasten a small flag (paper), with the name printed in colored ink.

The map can be developed by being fastened to the wall at eye level. Two boards were fastened to the top of the cabinets to hold it up on the wall, near a wall outlet.

Why I Like the Spot Map

1. Know exactly where each individual lives.
2. Use the map in recruiting prospective class or group members.
3. Find many of the younger group are interested in seeing where they live in relation to others.
4. Find that the school administrators are interested in locating their committee members.
5. Find that field trips can be planned to areas not covered by group members.
6. Believe that the map is especially useful in teaching young people the area in an area in which they can easily locate and visit.
7. Find that the map is easy to update by changing the pin colors and names as the need arises.

Construction

The one by eight inch pieces of white pine are all glued together to form a six inch by eight inch piece. The two inches by eight inches are the sides of a four inch by one side foot board.

The map is used at Phelps, New York, charting location of students. The map is mounted and framed as described in the accompanying article.

with the groove three-fourths of an inch wide and one-fourth inch deep. The eight inch pieces are then fastened together with wood screws to provide a solid base for the paper. The board can be nailed to the back of the frame. At the top and bottom of the map two strips of black and white lines are placed. The top should be fastened to a thin end of the paper and the bottom end of the lines should be cut off.

Three-quarter inch plywood may be used if available. This will make the construction easier. Total cost approximately $6.00, not including labor.

Future programs of agricultural education

Agriculture education of its nature, is one of the most challenging fields of education. Any person who is interested in the field of education can see that it is one of the most vital of the services. The map is essential to the teacher who is teaching agriculture. The map is a basic tool that every teacher should have in his teaching collection.

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Developing criteria to evaluate progress made by veterans

GORDON SWANSON, Teacher, Alexandria, Minnesota

Educational values of vocational education are often overlooked or undervalued, but their importance cannot be denied. Vocational education has been shown to be an effective means of promoting the personal and social development of young people. It provides opportunities for students to acquire skills and knowledge that are relevant to their future careers and to society as a whole. Vocational education also helps to prepare students for entry into the workforce and for lifelong learning.

The benefits of vocational education are numerous. Students who participate in vocational programs are more likely to find employment after graduation, and they are more likely to be satisfied with their jobs. Vocational education also helps to reduce the risk of dropping out of school and promotes a sense of personal accomplishment and self-worth.

In addition to its direct benefits to students, vocational education has a positive impact on society. It helps to meet the needs of businesses and industries by providing a well-trained workforce. It also contributes to economic development by promoting innovation and entrepreneurship.

The importance of vocational education cannot be overstated. It is crucial for the personal and social development of young people, for the economic health of society, and for the achievement of a better world. Vocational education deserves to be valued and supported by all members of society.

(1) Educational Value

The educational value of vocational education is multifaceted. It provides students with opportunities to acquire the knowledge and skills necessary to succeed in the workforce. It also helps to develop critical thinking and problem-solving skills. Vocational education promotes the development of communication and interpersonal skills, and it encourages students to take an active role in their own learning.

Vocational education also helps to promote social responsibility. It encourages students to consider the impact of their actions on others and to take steps to reduce the negative consequences of their behavior. Vocational education also helps to promote environmental sustainability by teaching students about the importance of conserving natural resources.

In summary, vocational education is a valuable and important part of the educational process. It provides students with the knowledge and skills necessary to succeed in the workforce, and it helps to promote social responsibility and environmental sustainability.

(2) Personal Development

Vocational education also has a positive impact on personal development. It helps to promote self-esteem and self-confidence, and it provides opportunities for students to develop a sense of accomplishment. Vocational education also helps to promote a sense of purpose and direction.

In addition to its direct benefits to students, vocational education also has a positive impact on society. It helps to meet the needs of businesses and industries by providing a well-trained workforce. It also contributes to economic development by promoting innovation and entrepreneurship.

In conclusion, vocational education is a valuable and important part of the educational process. It provides students with the knowledge and skills necessary to succeed in the workforce, and it helps to promote social responsibility and environmental sustainability. Vocational education should be valued and supported by all members of society.

(3) Economic Development

Vocational education also has a positive impact on economic development. It helps to meet the needs of businesses and industries by providing a well-trained workforce. It also contributes to economic development by promoting innovation and entrepreneurship.

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In conclusion, vocational education is a valuable and important part of the educational process. It provides students with the knowledge and skills necessary to succeed in the workforce, and it helps to promote social responsibility and environmental sustainability. Vocational education should be valued and supported by all members of society.

(4) Conclusion

In conclusion, vocational education is a valuable and important part of the educational process. It provides students with the knowledge and skills necessary to succeed in the workforce, and it helps to promote social responsibility and environmental sustainability. Vocational education should be valued and supported by all members of society.

(Continued on Page 165)
Training and servicing veterans' teachers

H. W. Sanders, Teacher Education, Virginia Polytechnic Institute, Blacksburg, Virginia

IT IS TOO early to evaluate the veterans' training program in the Virginia high schools although some evidences of its effectiveness are beginning to appear. These evidences are an increasing number of veterans who will be trained in the next session, and in definite centers.

The time is rapidly approaching when it will be possible to answer the two questions: How many veterans will be trained in the Virginia high schools? And, How much training will it cost to train them? It is definitely impossible to answer these two questions with the present state of knowledge. Even when the enrollment of the veterans will be just about right for the training program, it will still be necessary to give ten to twenty teachers per college the necessary training. This will mean that at least one veteran teacher will be placed in each of the colleges. It is not intended that these veteran teachers will only teach the veterans when they are in attendance, but that they will also take part in regular courses, thus minorities from outside the colleges will be taught by veterans in the colleges.

The number of veterans who will be trained in the Virginia high schools during the next session will be about 22,000. This is the number of veterans who have enrolled in colleges and universities throughout the country. The number of veteran teachers who will be trained in the Virginia high schools will probably be about 900. This is the number of veteran teachers who have enrolled in colleges and universities throughout the country.

The training program for veterans will provide a training program for veterans who have completed one year of college work. The training program will be a two-year program, and the veterans who complete the training program will be eligible for a teaching appointment in a Virginia high school.

Veterans and farm face-lifting for classmate

W. T. CRABILL, Virginia Board of Education, Richmond, Virginia

TEN-SIXTH Cumberland County, Virginia, veteran, who would make two of his three acres of land on the Pacific and the battlefields of Europe, showed what that same spirit could be accomplished in America down "on the farm," when the Virginia group of veterans, in cooperation with the U.S. Department of Agriculture, showed what could be done for two of their number on Friday, August 27th.

The day's work, done on the farm of brothers Rennie and Granville Huggins, who are the first in a long list of veterans who will operate a farm in the Virginia farmlands, was a model of modern agriculture.

Large equipment and skilled operators, as well as a good supply of labor, were used for the demonstration. The farm operation was under the supervision of a man who has made a special study of modern farm management and has worked closely with the veterans.

The day's work began with the arrival of the veterans on the farm, where they were greeted by the farmers and the staff of the Virginia Board of Education.

The veterans were then taken on a tour of the farm, where they were shown the various modern equipment and methods used in the farm operation.

The veterans were then divided into groups and each group was assigned a specific task to perform. The tasks included planting, tilling, and harvesting.

The veterans worked hard all day, and by the end of the day they had accomplished much. They were proud of their work, and they knew that they had done a good job.

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The veterans worked hard all day, and by the end of the day they had accomplished much. They were proud of their work, and they knew that they had done a good job.
**Development of our veterans training program**

B. R. MILLS, Teacher, Live Oak, Florida

In a rural area such as Swansboro County, where in North Florida, we are dependent upon the farmer for our income, the post-war population of 16,000, of which more than 15,000 are located on farms, presents a challenge to the post-war educational administrator. The G.I. educational program provides an opportunity for many of our youth to return to farm service. The Swansboro department of vocational agriculture was established three years ago. During the years the rural farm school enrollment in the area has grown from 30 the first year to 132. Last year four agriculture classes were operated in farm machinery repair and six farm training classes for veterans. For the second year, we have two classes and possibly the most outstanding development has been the veterans program.

**Program of Study**

We found none after arranging our first class that we were going to have difficulty in organizing a course for this type of instruction. Class periods varied in length from two to four hours. This caused us to change our teaching methods from a traditional three-hour class to a more flexible format. In order to meet the educational needs of our county, we need to offer classes at various times that are conducive to our educational opportunities available to us. The local extension office has an educational advisor that guides us in organizing our classes. The educational opportunities available to us include the following:

1. **Simple Job Objectives:**
   - Use extra hand
   - Develop farm hand skills
   - Spread labor
   - Use mowers for soil improvement

2. **Problems for Study and Discussion:**
   - What natural advantages do we have locally for cattle production?
   - What improvements are needed to meet our needs?

**Conclusions**

We have tried, in planning our program, to give well-balanced instruction, stressing the importance of personal creativity and social responsibility. In the early stages of specialized farming, we have tried to group the interested students under one instructor since special problems are confronted in specialized crops and livestock that the average teacher does not have time to review before bringing to the group. We have tried, whenever possible, to assign new enrollees to the last class started and to keep the teaching to their background of experience.

One might ask, What has the program done for Swansboro County? There are many benefits of which we can be proud:

- Many children have been brought in from dairies for our classes as future dairymen for safe and home consumption. Considerable savings have resulted from cooperative purchases and sales.
- A county Dairy Farmers Association has been organized.
- Many problems have been solved in the farm shop in teaching the students in various activities.
- A large number of many students have been enrolled in the classes as a result of the interest shown by the students. Our students are being recognized for their leadership and participation in the activities and have taken part in community activities.

- A local program is in operation. Something about the present problems would not be of interest to us in this area. The educational opportunities available to us have been well received.
- We have been able to provide a problem-solving program to our classes in a single teaching period. Some groups will spend too much time on such problems and that is the most important.
- Our program is extremely difficult and should be at a minimum time.
- The teachers in our classes have been at the forefront of the field for teaching farm mechanics that students need to know. Although not new in itself, it offers a new approach to the problems of planning and organizing a working group of farm mechanics in vocational agriculture. It would seem logical to approach the problem according to the following steps:

- **Procedure**
  1. Consider all major factors in arriving at a plan for teaching farm mechanics.
  2. Determine the type of interest that will motivate students to participate in the program.
  3. Plan the program to meet the needs of the students.
  4. Plan the program to meet the needs of the students.
  5. Plan the program to meet the needs of the students.
  6. Plan the program to meet the needs of the students.
  7. Plan the program to meet the needs of the students.
  8. Plan the program to meet the needs of the students.
  9. Plan the program to meet the needs of the students.
  10. Plan the program to meet the needs of the students.

**Charting the course in farm mechanics**

DAVID R. McCAM, Teacher, Live Oak State College, State College, Pa.

Many beginning teachers of vocational agriculture find that the way to handle the mechanics of their program is the most difficult to organize and to plan. Experienced teachers often go several years before arriving at a plan for teaching farm mechanics that offers the greatest satisfaction. A plan should be realistic, although not new in its entirety, is offered as a suggested approach to the problems of planning and organizing a working group of farm mechanics in vocational agriculture. It would seem logical to approach the problem according to the following steps:

**Procedure**

1. Consider all major factors in arriving at a plan for teaching farm mechanics.
2. Determine the type of interest that will motivate students to participate in the program.
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7. Plan the program to meet the needs of the students.
8. Plan the program to meet the needs of the students.
9. Plan the program to meet the needs of the students.
10. Plan the program to meet the needs of the students.

**Charts the course in farm mechanics**

**Figure 1:** Suggested Assignment for Teaching Various Units in Farm Mechanics

**Table:** Units of Instruction

<table>
<thead>
<tr>
<th>Year to be Taught and Time to Be Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Drafting and Sketching</td>
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<td>2. Drawing and Sketching</td>
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<td>3. Drawing and Sketching</td>
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<td>9. Drawing and Sketching</td>
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<td>10. Drawing and Sketching</td>
</tr>
</tbody>
</table>

**Figure 2:** Suggested Program for Ninth Grade

**Year 1947-48**

<table>
<thead>
<tr>
<th>Grade 9th</th>
<th>Group 2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td>JANUARY</td>
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<td>2</td>
<td>3</td>
</tr>
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<td>8</td>
<td>9</td>
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**Example**

1. A farmer wishes to have his farm improved. He wishes to have the boundaries marked with a surveyor's chain. He wants to know what crops to plant and how to care for them. How can he be helped?
2. A farm girl is interested in becoming a homemaker. She wants to learn how to cook and to care for the children. How can she be helped?
3. A farm boy is interested in becoming a mechanic. He wants to learn how to repair farm machinery. How can he be helped?
4. A farm girl is interested in becoming a secretarial assistant. She wants to learn how to type and to keep records. How can she be helped?
5. A farm boy is interested in becoming a farm laborer. He wants to learn how to handle farm tools and to care for the livestock. How can he be helped?

**The Agricultural Education Magazine, January, 1949**
Course content in welding and farm machinery

Dwight L. Kindschy, Teacher Educator, University of Idaho, Moscow

This investigation was planned to determine the importance of various farm machinery courses engaged in farming concerning course content and organization of information in farm machinery instruction. Vocational agriculture instructors and students were selected as the sources of data. From the list of eight questions forming the survey, the following items were included: 1. course content in farm machinery, and 2. welding farm implement repair, and farm engine and tractor repair.

The importance of the problem is evident from the fact that in the amount of time that should be devoted to a four-year program of secondary school agriculture. It is obvious that the amount of time that should be devoted to welding is very important, with respect to the type of job that the student intends to follow. The importance of welding is estimated by the total number of students who are interested in welding. The significant amount of time that should be devoted to the study of welding is also indicated by the fact that many students are interested in welding as a future occupation.

Using the Calendar

1. Fertilize a lowrow back on the edge of the field. During the growing season, hang on the wall of the shop.

2. Remember the calendar. Keep your schedule up to date.

3. Write down what you need to cover each week.

4. Use the calendar. Keep your schedule up to date.

5. Give demonstrations as scheduled.

6. Assign each boy his own project.

7. Show each boy his own farm equipment.

8. Assist each boy in selecting his own project.

Values of a Course

1. Every boy will receive instruction in the important phases of farm machinery as they affect his farm home.

This course will not only allow the boy to have a farm machinery course that fits his farm home and supervised farming

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F.F.A. sponsors soil-air tour

MARIUS W. SCOTT, Topeka, III.

Through most of the year we are busy, but so few of us have even a brief glimpse of the earth, except for our own backyard. It is most peculiar that members of the F.F.A. chapter, who are so interested in the various projects that cover the territory of the community, are discussing the advisability of having five planes fly over our F.F.A. chapter meetings.

"Why don't they teach school instead of riding their mothers' pugs, flying around in those dang airships?"

"That's what this world coming to, anyway."

"It sure ain't like the old days when they really had school and taught the kids English, Latin, and Algebras."

"There's one thing certain, my kid ain't going."

"Wonder what they'll try next?"

"Back in 1946 and they had a Soil Survey. About one third of the F.F.A. members hired a C-47 to take them to the Kansas City to attend the National F.F.A. chapter meeting. Adults, many of them council members filed in to make a full load and to enjoy the trip with the boys."

Businesses throughout the area lined up for these trips seemed something like this.

"God! I wonder if our farm looks like this."

"Look at that soil erosion!"

"Do you suppose our farm looks that bad?"

Some of the older boys began talking seriously of having a soil survey done on their own farm.

"They feel that it would create a lot of interest in better land use in our general area."

With the full support of our General Adviser, the boys have secured a group of five airplanes to fly over their farms. The soil survey is similar to the one our F.F.A. chapter is now undertaking.

Mr. Walt Heiser, former manager of the council's advisory committee and present chairman of the F.F.A. chapter, also aided in planning the tour. Air travel was made in a wide strip of alfalfa for a bonding field located near the city. Arrangements were finally made to hire an airplane for each of the three passengers, one passenger and three single passenger planes. Flights included

Mr. Earl Turner, co-owner and manager of the Champagne airport, Clifford Thorson, a young farmer; Ellis Kibler, local garage owner; and Professor Frank Andrew and C. V. Duren from the College of Agriculture and Forestry of Illinois.

Monday, September 27 was a crystal clear, moderately warm day, with about a 10-knot air current, had to be ready.

Fifty-six out of sixty-two F.F.A. members had wrangled their parents into signing statements permitting them to fly in the F.F.A. committee went out to the field at midnight to make last minute arrangements to set up the headquarters and parking space.

Anticipated Observations Stated

All clients in vocational agriculture have spent some time in preparing themselves to do something for their 4-H-club, some for the F.F.A. chapter, and to some extent for the F.F.A. organization, last June 31, to develop the interest of Indiana's 1:2 district to the National F.F.A. conference held in Kansas City, Missouri, November 14 to 18.

In making the presentation to Ralph Smith, Plainfield, state F.F.A. president, at the annual conference for teachers of vocational agriculture at Forrestal, E. W. Schenck, president of the federation of agricultural students of Illinois, asked the students to contribute $200 to the Indiana F.F.A. conference held in Kansas City, Miss., November 14 to 18.

In making the presentation to Ralph Smith, Plainfield, state F.F.A. president, at the annual conference for teachers of vocational agriculture at Forrestal, E. W. Schenck, president of the federation of agricultural students of Illinois, asked the students to contribute $200 to the Indiana F.F.A. conference held in Kansas City, Miss., November 14 to 18.

To further help in the development of Indiana farm youth, the Indiana Farm Bureau contributed $500 to the F.F.A. organization, last June 31, to develop the interest of Indiana's 1:2 district to the National F.F.A. conference held in Kansas City, Missouri, November 14 to 18.

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Frank B. Cale, State Superintendent of Agricultural Education for Virginia, graduated from the Virginia Polytechnic Institute in 1917. He has done graduate work at Cornell University, University of Wisconsin, and VPI. After graduating from college, Mr. Cale was assigned to teach vocational agriculture in Charlotte County, Virginia. Shortly thereafter, he was appointed to the faculty of the Virginia Polytechnic Institute and remains at that post to this day, for 12 years, with which time he was assigned as a high school principal. As a teacher Mr. Cale organized a county co-educational cooperative and was a leader in organizing the Virginia Crop Improvement Association to which he was elected president in 1929. In 1933, Mr. Cale became district supervisor of vocational agriculture at Appomattox. He served in that capacity until he was promoted to his present position in 1941.

American Farmers and Rural Organizations, by Sheri Edgar Linnet, edited by H. H. Hazen, p. 392, published by The Earhart Press, Champaign, Illinois, price $4.75. This book brings up-to-date the subject of farmers' and rural organizations. The text has been expanded for use in five parts: Part I, The Field of Farmers' and Rural Organizations; Part II, Historical Backgrounds; Part III, Present-Day Farmers Organizational Patterns; Part IV, Comparative Structures, Functions, and Processes; and Part V, National Policies, Rural Values, and Professional: Selective readings and questions to encourage further study are listed at the end of each chapter. The book will be of value to upper grade high school students, their instructors, and to all persons interested in the forms and functions of organizations in which farm people participate. A.D.P.

Soy Fertility Diagnosis and Control, by Charles H. Spurlock, 4th Division Special, Southern States, 1942, published by The American Soybean Association, Lincoln, Nebraska, price $3.50. The text is supplementary to the A.S.S. Division Specials and contains information on how to diagnose and control soybean diseases, and greenhouse soils. A.D.P.

The Kearney, Nebraska, FFA chapter sponsored a tractor driving contest at the local fair last week. Each contestant drove through a course of three miles, which included a three-section pull, a two-mile handicap, and a two-mile obstacle course. The winner was the contestant who drove the fastest time. The awards were presented by the local FFA advisor, Mr. J. B. Johnson.

Missouri joins the states which have organized state teams for work in agricultural education. Missouri's team consists of six members who have served for several years on the state team. The team has won many points regarding eligibility rules that the person recognized as the team representative has been employed by the Agricultural Extension Service. The team's performance has been consistent with the state's achievement, and has been shown in the annual report for the past two years. The team has been invited to participate in the state at the completion of the year. Recognizing the team's past performance, the state conference held at Columbia, September 14-15, has given the state the opportunity to participate in the state at the completion of the year. Recognizing the team's past performance, the state conference held at Columbia, September 14-15, has given the state the opportunity to participate in the state at the completion of the year.