Florida chapters receive Hereford bulls.
For details, see page 196.
Length of period for vocational agriculture classes

How long should the class period in vocational agriculture be? How many periods per week should the class meet? These questions are not specific to this time; therefore, through necessity, the length of the class period has been determined by the state departments of agriculture and the local school authorities acting upon the recommendations of the U.S. Office of Education. The suggestions of the U.S. Office of Education for determining the length of class periods are determined by a committee composed of representatives of both general and vocational education.

According to a study conducted in ten Southern states last May, the minimum time allowed for five-minute periods per week; ten-minute periods seems to be the time required for schools requiring students in vocational agriculture only the daily one-hour periods or a total of five hours per week, while others require seven or more hours.

There are those who believe that the original Smith-Hughes Law should have specified the minimum time requirements in class work in agriculture for all-day pupils the same as was done in the trades and industry field. Since this was not done, other controls must be worked out to determine the length of the daily class period to be devoted to the teaching of agriculture in the high school.

The main source of control, through regulations, are the offices of the U.S. Office of Education, the state departments of education of the local school administrators. There seems to be no evidence that agriculture is a small science in which control is originating on a national or state level. Some of these same people object to the control which the U.S. Office of Education is enforcing for vocational schools and colleges in various sections of the country.

It appears that local school administrators, lacking a satisfactory understanding of agriculture and vocation education, might be expected to the teaching of agriculture, become very much acquainted with the controls placed upon them and the rules that apparently limit what they can do.

The program for the organization of the program in the local communities.

There are those in general education, and vocational education, too, who believe that research bringing out the fact that the various areas of teaching would not justify the more or less common practice of devoting the same time to each subject taught in the high schools each day. The fact that different subjects in the high school curriculum are approached through different types of physical educational context can be illustrated by the question as to whether the whole matter of the students' time ought not to be determined by what a departmental study of the entire program can do. In certain schools the length of the period necessary for learning some of the different phases of farming should be different, depending upon the type of farming which the pupils are to undertake. The length of the time required for learning some of the different phases of farming should be different, depending upon the type of farming which the pupils are to undertake. The length of the period necessary for learning some of the different phases of farming should be different, depending upon the type of farming which the pupils are to undertake.

The AVA Convention

The 19th annual meeting of the American Vocational Association held at Milwaukee, Wisconsin, November 20, 21, and 22, 1948 was of significance to workers in agricultural education. In fact, it was rather significant that the convention was held in Wisconsin, a state which has sponsored in the future of educational agriculture, having developed a comprehensive program before the passage of the Smith-Hughes Act. Wisconsin has been at the center of the program. Today there are many schools of agricultural education in the state. The area of agricultural education is one of the most important in the nation. The farmers in Wisconsin have concentrated their work for several years.

Teacher representatives played a prominent role in the meetings of the agricultural section. Considerable time had been given to the matter of forming a national association since the proposal was advanced at the 1947 convention. The organization is now a reality and there is every reason to believe it will prove to be as strong as the organization which was started several years ago. The newly formed organization will meet each year for its annual meetings.

As might be anticipated considerable attention was given to the problems of which the problem was formerly to be found on the minds of many parents.

The problem of the one-year program in agriculture might have been thought of as a problem in the different phases of the program. The fact that the one-year program in agriculture is the different phases of the program is the different phases of the program might have been thought of as a problem in the different phases of the program. However, the problem of the one-year program in agriculture is different phases of the program might have been thought of as a problem in the different phases of the program. However, the problem of the one-year program in agriculture is different phases of the program.
Oklahoma association encourages showing livestock

Improved breeding and publicity cited as outcomes

HUGH D. JONES, Secretary-Treasurer, Oklahoma Vocational Agriculture Teachers Association*

IDEAS for the Oklahoma State Vocational Agriculture Teachers’ Association and the State F.F.A. Association.  (2) Prizes were to be used to defray expenses, and any money remaining to be returned to the exhibitors.

(3) A committee of teachers for each supervisory district designated to check each project and to recommend to the all-state committee.

(4) Oklahoma City designated as the place where the exhibits will be made and judged.

The above regulations have been followed during the past years, and the program has always been a success.  Each of the past 3 years, one year of participation at the Inter- national Livestock Exposition, has received the highest award, and the average return to the exhibitors has been very high.

Tangible Results

As a tangible result of the project, an individual boy or individual F.F.A. chapter has won prizes.

(1) In dollars and cents, so far, each F.F.A. member participating has earned over $100,000 in prize money.

(2) In individual and group activities, so far, each F.F.A. member participating has earned over $100,000 in prize money.  This includes not only the outstanding money-making results of students who have earned a great deal of money but also includes the outstanding money-making results of students who have earned a small amount of money.  These results are based on the fact that the more money a student earns, the more likely he is to continue in the project.

Oklahoma Future Farmers and teachers of vocational agriculture participating in the 1946 National Livestock Show at Austin, Minnesota.

*Mr. Jones is a member of the state supervisory staff located at Stillwater, Oklahoma.

Lafayette heads Vermont teachers

Lafayette heads Vermont teachers

All the T.F.A. meetings of the Vermont Association of Teachers of Agriculture held last year (1946) inBrattleboro, Vermont, the following officers were elected for the year:

President—Cecil Halley, Brandon, Vermont.

Vice-President—Kenneth Black, Newfane, Vermont.

Secretary—Frederick E. Gray, Newfane, Vermont.

Treasurer—Colin Wilson, Burlington, Vermont.

Executive Committee—Richard Young, Middlebury, Vermont; Donald N. Black, New Haven, Vermont.

The association, which includes membership with the state vocational agriculture teachers association and with the Vermont teachers association, is an organization of approximately 200 members.  It is the purpose of the association to promote the interest of agriculture and to promote the interest of agriculture teachers in the state of Vermont.

Cecil Halley.

Cecil Halley, a teacher at the Brattleboro High School, was elected president of the Vermont Association of Teachers of Agriculture (T.A.).  The new president-elect is Professor F.L. Hickey, who will succeed Mr. Halley in the fall.

The T.A. meetings were held last year (1946) in Brattleboro, Vermont.  They were attended by a large number of teachers and students.  The meeting was held in the town of Brattleboro, and the T.A. officers were elected at the meeting.  The new officers are:

President—Cecil Halley, Brandon, Vermont.

Secretary—Frederick E. Gray, Newfane, Vermont.

Treasurer—Colin Wilson, Burlington, Vermont.

Executive Committee—Richard Young, Middlebury, Vermont; Donald N. Black, New Haven, Vermont.

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Activities of State associations

Iowa Vocational Agriculture Teachers

AMONG other activities the Iowa Vocational Agriculture Teachers' Association is working on a project, in cooperation with the Iowa State College and the State Department of Agriculture, which will help the teachers to become better acquainted with the many exhibits at the various agricultural fairs and shows throughout the state.

In addition to this project, the Iowa Vocational Agriculture Teachers' Association is working on a project which will help the teachers to become better acquainted with the many exhibits at the various agricultural fairs and shows throughout the state.

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Material must be understood, but how much, how variously, of the information and ideas in the bulletin board, are you aware of it? What are the reasons for posting it on the bulletin board? Why is it important to the students or the teacher? How does it relate to the current curriculum or assignments? What is the intended audience for the bulletin board, and how does it benefit them? The bulletin board is an important tool for sharing information and ideas, and understanding how it is used can provide insights into the effectiveness of its design and implementation.
Program for wives of veterans in Allen County, Indiana

Good evening, ladies and gentlemen, welcome to the Program for wives of veterans in Allen County, Indiana. This program has included the wives of veterans who have served in the military, either during World War II or Korea. The program is designed to provide support and resources to these women who have made significant contributions to our community.

The program will include a variety of activities, such as social gatherings, educational workshops, and community service projects. We hope that you will find these activities beneficial and enjoyable.

Thank you for being here tonight. We look forward to spending the evening with you.
Susquehanna County veterans learn calf raising

When veterans' agriculture training was started in Susquehanna County a survey was made of the farming population to determine the needs and interests of those who desired to learn about farming. The association was formed as a result of the interest of the veterans. The farm partners and equipment were being sold because the children were being raised in city living, and this was believed to be conducive for children to grow up in city living.

New York Milk Shed
Since Susquehanna County is relatively adapted to growing grains and good pasture, and is a part of the New York Milk Shed, 50 to 75 per cent of the dairy calves are sold to the milk dealers for the sale of milk and dairy cattle. As dairy cattle are a cash crop and are sold in the county, this is the usual source of income for the farmers. The calves are sold to the dairy dealers and buyers for the sale of milk and dairy cattle. The calves are sold to the buyers for the sale of milk and dairy cattle. The buyers for the sale of milk and dairy cattle.

Dairy calves raised by veterans of Susquehanna County placed first in various classes at the county fair.

When the calves are raised, they are fed a diet of grain and grass hay. The grain consists of oats, corn, and barley. The hay consists of alfalfa and clover. The calves are fed twice a day, morning and evening. The calves are sold at 7 months of age.

Feeding and Management

The following simplified feeding and raising schedule is a digest of the best practices taught on calf raising and by following this schedule our calves have been raising very satisfactory calves.

Birth to three days

- Feed milk three times daily
- Holstein or Brown Swiss, 3 to 4 pounds per feeding
- Ayshire or Guernseys, 25% to 3 pounds per feeding
- Jersey, 2 to 2.5 pounds per feeding
- Use a feeding device, even a bottle or nursing pail
- Keep the calf clean

- Feeding schedule:
  - 6 to 8 days with low quality hay
  - 8 to 10 days with medium quality hay
  - 10 to 12 days with high quality hay

- Keep calves dry and clean
- Keep pens dry and utensils clean

- Gradually change grain from calf starter to good calf grower concentrate
- Feed calf grower as follows: 4 to 6 pounds daily with high quality hay
- 6 to 8 pounds daily with low quality hay
- 8 to 10 pounds daily with high quality hay

- Do not feed calves on milk alone.
- Do not turn calves on grain alone.

- Take calves off milk at one week.
- Take calves off grain at five weeks.

- DO NOT TURN CALVES ON GRAIN ALONE.

- Keep calves dry and clean
- Keep pens dry and utensils clean

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Livestock Farming Emphasized

The survey of the farm situation in Susquehanna County further revealed that there was a trend toward livestock farming. The survey was conducted to determine the livestock income. It was also noted that due to continuous growing and harvesting of farm crops, the soil had become so depleted that some steps had to be taken to increase the fertility of the soil in order to put farming on a paying basis.

Due to the low farm income, which left the farmers with this section of a small operating capital, it was decided that twice production would fit into the other plan, and livestock production would fit into a larger capital outlay.

It was realized by all concerned that for the veterans to carry on profitable livestock production something had to be done to encourage better breeding and raising practices. Until the veterans program started in Susquehanna County, approximately 90 per cent of the calves were of the “race back” or “playground” type which primarily made their living in open range pastures and 2 years of age before they reached market weight.

By classroom instruction, individual supervision on the farms and visits to other experiment stations and research stations, better breeding and raising practices were introduced to the veterans in training in this county. A result has been program.

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Adult farmer classes at Tipton, Missouri

ROSSIE R. GIBSON, Teacher

TIPTON, MISSOURI, is a small city located in the northwestern part of Macon County, in the center of Missouri— midway between Kansas City and St. Louis, and about 30 miles from the north shore of the Lake of the Ozarks, which is the largest artificial lake in the state. The city is an agricultural community, and the people of Tipton are primarily engaged in farming. The town itself is not large, but it has a community college and several small businesses.

Tipton is a thriving community with a high level of agricultural activity. The city is home to a number of farms that are well maintained and produce a variety of crops, from corn and soybeans to apples and peaches. The residents of Tipton are proud of their community and take great pride in their agricultural heritage.

Vocational agriculture is integral to the economy of Tipton. In 1956, the vocational agriculture program was started at the town, and it has since received systematic instruction in agriculture. Of the 123 students who graduated in 1956, 113 were enrolled in the vocational agriculture program.

The vocational agriculture classes were taught by Mr. Gibson, a former instructor of vocational agriculture at the University of Illinois. Mr. Gibson has been an excellent source of instruction, and his classes have been highly regarded. He is known for his ability to make complex agricultural concepts understandable and engaging for his students.

The school that approved and I began my duties on July 1, 1956. As I met members of the class, I was almost surprised if I was going to hold a class that winter. The first week was in session I had 14 farmers called at my office to discuss the vocational agriculture problems that were facing them.

The average attendance in the entering classes was around 14, and this number increased to more than 15. In my opinion, the attendance is increasing, and we are getting more information to the areas where the crop is no longer held in such a large class. In the future, we hope to expand our department into a two-teacher system, but we still have financial problems that need to be addressed.

The members of the class are very interested in the program. They are eager to learn more about the different aspects of agriculture and to take what they have learned and use it on their farms.

Service activities are important

GORDON A. TRAVER, Teacher, Weare, N. H.

Before we consider the economic aspects of FFA, the idea of service activity should be considered. The benefit of service to the community is obvious, but the real value of the experience is deeper than most of us realize.

Service projects are important because they help us to understand the needs of our community. They challenge us to think creatively and to work together to solve problems. They also provide opportunities for leadership and personal growth. By participating in service projects, we can make a positive impact on our community and contribute to the common good.

Books, books, books! The FFA leader’s problems are not due to lack of material. The problem is what to do with it all! Looking through the files in the FFA office, it seems as though every book on agriculture ever published has been deposited in there! However, with the availability of so many resources, the FFA leader must be able to select the most relevant and useful materials for his students.

The purpose of FFA is to provide educational opportunities for students interested in agriculture. To achieve this goal, the FFA leader must select materials that will help students gain a better understanding of agriculture. The selection process should be guided by the needs and interests of the students, as well as the objectives of the FFA chapter.

For example, if the FFA chapter is interested in promoting awareness of the importance of agriculture, then materials that focus on the economic aspects of agriculture may be selected. On the other hand, if the chapter is interested in promoting the importance of environmental sustainability, then materials that focus on sustainable agriculture practices may be selected.

In conclusion, the selection of educational materials is an important aspect of the FFA leader’s role. By carefully selecting materials that meet the needs and interests of the students, the FFA leader can help students gain a better understanding of agriculture and develop the skills necessary to succeed in the field.

References


The school fair can pay off

ROBERT DAHLIE, Former Teacher, Frederick, Vnark

The school fair can pay off in many ways. The primary goal of any school fair is to provide financial support for the school. However, there are many other benefits that can arise from hosting a school fair. Let's explore some of these benefits.

1. **Financial Support**
   - The primary purpose of a school fair is to raise money. This money can be used for a variety of needs, such as funding educational programs, improving school facilities, or supporting extracurricular activities.
   - By participating in a school fair, students and parents can contribute to the school's financial stability.

2. **Community Involvement**
   - School fairs often involve a wide range of community members. This can help build stronger relationships between the school and the community.
   - Engaging the community in the school fair can increase awareness of the school's needs and achievements.

3. **Volunteer Opportunities**
   - School fairs provide numerous opportunities for volunteers to contribute to the event. Volunteers can help with planning, setup, and cleanup.
   - Volunteering can be a rewarding experience, allowing individuals to feel a sense of accomplishment and connection to the school.

4. **Fundraising Strategies**
   - School fairs can inspire innovative fundraising strategies. For example, a silent auction or a raffle can add excitement and variety to the event.
   - Encouraging creative and unique fundraising ideas can make the school fair more enjoyable for participants and more successful in terms of revenue generation.

5. **Enhancement of School Spirit**
   - A successful school fair can boost school spirit and foster a sense of community among students, staff, and parents.
   - An engaging and well-organized school fair can leave a lasting positive impression on everyone involved.

In conclusion, while the primary goal of a school fair is to raise funds, there are many other benefits that can arise from hosting such an event. By taking advantage of these opportunities, schools can enhance their financial stability, strengthen community ties, and create memorable experiences for all involved.
A vermin hunt

MARY MAIDREY, Teacher, Suisun, New York

The idea suggested in the foregoing is new nor is it original. It does seem to be a way of getting some worthwhile activity into an F. P. A. plan of work.

Our chapter has for years held an annual vermin hunt, which begins about the last of March and ends about the first of June. At the mid-March meeting of the F. P. A. the principal speaker is two captains to take charge of the vermin hunt. The two appointed these sides from among the members, then sends on the year's assignment.

Captains make a score card of stiff tacked to the hinges in the schoolroom, wherein they are accounted to stand at any time by looking at the card. At the close of the contest the losing side furnishes the food for a banquet at the last meeting of the school year. Our officers for the coming year are elected at the meeting and we find that the turnout is very good. Once or twice we have had to make an extra effort, but the vermin hunt has always been well attended.

Here's what you can get a pretty good idea about what we do in connection with the vermin hunt. Your plan is to nut out, but I have a few comments for you.

1. If you include sparrows—too many blackbirds are killed (even the blackbirds grow on a vermin hunt, and besides sparrows is thought and seen in its food cycle.

2. Do not include English sparrows—every small bird is an English sparrow. The vermin hunt is to be a vermin hunt, and besides sparrows it is thought that we should find its food cycle.

3. Use only one pipe to hunt other than on his next.

4. I sincerely believe that by tying up the ends of our vermin hunts into the program I can get across many of the things about game management, forestry, food and food conservation which I would like to, and with a minimum of our actual class period time.

The school fair

(Continued from Page 192)

Farm mechanics in ranching


The course in vocational agriculture at the Gonzaga County High School is especially designed to meet the needs of young men entering livestock production. This is the main reason for the course. The program is designed to give instruction in the care and feeding of livestock. In this area, there has been a noticeable increase in the number of students taking the course.

Outcomes

Several outcomes of the course which would be of interest to anyone considering the study of veterinary science were evident to the chapter members and advisors.

1. The fair provided an excellent in cooperation and teamwork.

2. The community became more conscious of the F. P. A. as a whole, and its program.

3. A competitive spirit was fostered between the F. P. A. members in the exhibition of the products of their supervised farming programs.

4. Attention was focused on conservation practices, food resources, and soil conservation.

5. Community spirit was given a shot in the arm.

6. The chapter realized a profit of nearly $1,000.

7. A bigger and better school fair is being planned for next year.

Airplane pictures of the members farms have been provided by the P. E. A. from the West, and Dillard. The prints which consist of 2 x 2 inch colored slides in each black and white pictures are used for classroom study and for planning and soil conservation programs.

VERMIN HUNT SCORE CARD

Details: Bring the ends of mice, and vermin of any variety as soon as possible after killing. Deliver the tails and heads to the agricultural teacher.

Johnny Jones, Captain

Willy White

Mike Martin

Gang of Score

John Doe

Joe Brown

Jack Hazelton, Captain

Vermin stopped

Total Score

8

Jack Hazelton, Captain

Mike Martin

John Doe

Joe Brown

Johnny Jones, Captain

Willy White

Turn in the heads and tails as soon as possible.

GRAND TOTALS FOR HUNT

<table>
<thead>
<tr>
<th>Johnny Jones</th>
<th>Willy Whites</th>
<th>Mike Martin</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>6</td>
<td>8</td>
<td>22</td>
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Additional Notes:

1. The author of the report, "A Course in Agriculture: The Need for More" by John H. W. A. M. College, suggests that the report should be used in the class so that certain students will really work hard on the practical exercises.

2. The report comments on the need for more practical exercises and that the F. P. A. members need to be better prepared to face the challenges of the working world.

3. The report emphasizes the importance of teamwork and cooperation in the agricultural field.

4. The report suggests that the F. P. A. members should be encouraged to take on more responsibilities and leadership roles in their programs.

Areas Recommended By Ranches

When the ranchers were asked to indicate the important units which should be included in the course of study, the following were referred to.

1. Machinery repair and maintenance.
2. Tractor and motor repairs.
3. Feeding and feeding practices.
4. Farm building construction.
5. Water supply.
7. Farm plumbing.

Farm Preparation Course

From a consideration of the survey results, the farm mechanics instruction in the Gonzaga County High School should include the following major enterprises and units:

A. Farm Shop Work

1. Woodwork and farm carpentry (including using tools, painting, and making wood furniture, doors, and windows).
2. Plowing and ploughing.
3. Rolling and rolling fields (including making and using tools, and making and using plows).
4. Building and building work (including the use of proper methods, and by learning themselves against loss by good workmanship, there is no reason to expect the veteran to become more experienced, but on the contrary, veterans might become more experienced by several hundred dollars each year.)

Agricultural Engineer, February, 1949

The AGRICULTURAL EDUCATION MAGAZINE
Content of curricula for teachers of vocational agriculture in separate land-grant colleges

AARCIO G. MATELA, Philippine Bureau of Public Schools, Manila, Philippines

Along the vocational agriculture curriculum, the middle school teachers in the United States are required to be knowledgeable in the major courses of study in the curriculum of the colleges concerned. This investigation was designed to find the extent to which the courses offered by the colleges were required by the professional teachers who taught the subject in the middle schools.

Methodology

The investigation was made in 1947-1948 in 22 separate land-grant colleges for vocational agriculture in the United States. The colleges were selected from the list of 224 institutions of higher education in agriculture in the United States. The colleges were divided into the following five groups:

1. The Agricultural College of the University of California
2. The Agricultural College of the University of Illinois
3. The Agricultural College of the University of Minnesota
4. The Agricultural College of the University of Missouri
5. The Agricultural College of the University of Nebraska

The data were obtained from the following sources:

1. The Agricultural Education Bulletin of the Department of Agriculture of the United States
2. The Agricultural Education Journal of the American Association of Agricultural Colleges and Schools
3. The Agricultural Education Yearbook of the American Association of Agricultural Colleges and Schools

Results and Implications

The results of the investigation showed that the courses offered by the colleges were required by the professional teachers who taught the subject in the middle schools. The courses were also required by the teachers in the high schools and the teachers in the training schools.

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On-farm training in Holmes County

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