Supervised farming and the F.F.A.

The supervised farming program has been greatly expanded as the backbone of vocational education in agriculture. In an essential corollary has been the development of outstanding F.F.A. chapters, as well as outstanding individual members. Many have said that an active F.F.A. chapter is the lifeline of any department of vocational agriculture. No doubt all of these comments are far from the truth. To do the best possible job of teaching and to have the most functional department of vocational agriculture, the supervised farming program and the F.F.A. organization are essential and mutually dependent upon each other.

Training vocational agriculture students without a good supervised farming program conducted by members of the class may lead to the student's not being able to change an agricultural job without the previous knowledge and training. It is likely that he will say that teaching vocational agriculture without an active F.F.A. chapter is like going for a car with a gasoline pump that we could only scratch the surface.

Glen C. Cook

The passing of Glen C. Cook, who for several years was a member of the teacher education staff at Michigan State College, leaves a gap in the professional world of agriculture which will be hard to fill. His untimely death on January 21 was due to a heart attack.

Perhaps Mr. Cook was best known for his writings. He had a unique talent for bringing the facts of agricultural science to life in a way that was both clear and interesting. His books and articles were always well-researched and written in a way that was easy to understand. His contributions to the field of agricultural education were many, and his influence will be felt for years to come.

He was a member of the Education Department and was well-known for his work in the field of agricultural education. He was a strong advocate for the use of the F.A.A. Journal and for better teaching methods. His writings and teachings were widely read and greatly respected.

Mr. Cook was a native of Nebraska and earned the B.S. and M.S. degrees from the University of Nebraska. He had completed the requirements for the Doctor of Philosophy degree at Michigan State College. He began his teaching career in a rural school in Nebraska and served as a teacher of vocational agriculture in Nebraska for five years. Before becoming associated with the department of agricultural education at Michigan State College in 1936, he was connected with the Department of Agriculture and the University of Nebraska, and had served as a state and national advisor on vocational agriculture.

The passing of Mr. Cook is a great loss to the field of agricultural education. His contributions will be remembered for years to come, and his influence will be felt for years to come.

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Facilities of Training Centers

Now that we have learned where training centers are located, we must decide which one is best for us. There are many factors to consider: the facilities of the center, the equipment available, the qualifications of the instructors, and the cost and distance to travel. It is important to evaluate each factor carefully and make an informed decision.

In conclusion, training centers are a valuable resource for farmers. They provide opportunities to learn new skills, gain knowledge, and improve productivity. By taking advantage of these centers, farmers can increase their efficiency and profitability, leading to a more sustainable and prosperous future.

References:

Appendix:
Training and certifying instructors for institutional on-farm training

E. P. HILTON, State Supervisor, Frankfort, Kentucky

The on-farm training program is a critical component of agricultural extension and education. It provides hands-on learning experiences that are directly applicable to the participants' farms. Effective on-farm training programs require well-trained instructors who can deliver high-quality training sessions.

The Institutional on-Farm Training Program

The institutional on-farm training program is a comprehensive approach to providing on-farm training for farmers. It involves a collaborative effort between extension agents, educators, and farmers to design and deliver training programs that address the specific needs of farmers.

Courses of Instruction

The courses of instruction offered through the institutional on-farm training program are designed to meet the needs of farmers at various levels of experience. These courses may include:

1. Basic Agriculture: An introductory course for farmers who are new to farming or those who want to refresh their knowledge of basic agricultural principles.
2. Advanced Farm Management: A course for farmers who have some experience in farming and want to improve their management skills.
3. Crop Production: A course focused on the production of specific crops, such as corn, soybeans, or vegetables.
4. Livestock Production: A course that covers the production of various livestock species, including cattle, pigs, and chickens.

Specialized Training Programs

In addition to the general courses of instruction, specialized training programs may be offered to address specific needs or interests. These programs may focus on topics such as sustainable farming, organic agriculture, or specialty crops.

Evaluating the Effectiveness of On-Farm Training

Evaluating the effectiveness of on-farm training programs is crucial to ensuring that they meet the needs of farmers and contribute to their success. Evaluation methods may include surveys, interviews, and observations to assess the impact of the training on farmers' knowledge and practices.

Conclusion

The institutional on-farm training program is a valuable resource for farmers, providing them with the knowledge and skills necessary to improve their farm operations. Through collaborative efforts and continuous improvement, the program can continue to evolve and meet the changing needs of farmers in the agricultural community.
The promise of the research approach

GEORGE P. DEVOE, Teacher Education, University of Illinois

In considering the promise of the research approach, we shall look to consider two primary questions:

1. What have we accomplished through research?
2. How may we use research to improve our programs?

What Have We Accomplished Through Research?

We can take credit for many findings in the research that has been done in agricultural education, especially in the past quarter of a century or more. However, some of the best possible use of the findings of research, however, as we shall see, is yet to be made. The first two volumes of summaries of research in agricultural education and vocational agriculture, published by the American Association of Agricultural Education, provide an indication of the additional studies that have been made. In addition, in the past several years, we have been faced with so many published studies from both the federal and state government, and from various universities, that the number of these publications is somewhat reduced numbers of graduate students who have been involved in agricultural education research studies were completed during the period starting in 1943, and continuing through 1948, a time period that was nearly as brief as the period from the end of World War II to the present.

In order to find out to the future, it is well for us to review and evaluate our accomplishments in the past, and to consider some of the significant research studies up to 1948.

1. Adapting agricultural education to the needs of particular groups
2. Selecting and organizing instructional materials to meet the needs of particular groups

Providing guidance prior to and during the study of the problem.

The Agricultural Education Magazine, March, 1949

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The Agricultural Education Magazine, March, 1949
Upgrading instructors through a graduate program

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

1. INTRODUCTION

Limitations of the Subject.

M. H. HAMLIN

My SUBJECT IS THE same and I worry about the same matters - the relation of the school to the community, the need for better trained teachers, the need for more and better professional preparation for those who enter the teaching profession. I shall further limit my remarks today to the University at the University of Illinois because I believe that the work at this institution is in many ways representative of similar work at other institutions throughout the nation and I am much less familiar with any other institution.

There are several phases of graduate work in agricultural education and in which I shall make no effort to encompass our own work which is much more superficial treatment of the national situation with which I am much less familiar. Following this some principles that I think are essential to the work that we shall deal principally with professional courses for master teachers. The majority of these courses, since we in agricultural education at the University of Illinois are responsible only for the professional preparation phase.

There are three phases of graduate work in agricultural education in which we are concerned. In the first phase there are courses for student teachers which is the preparatory course for the professional preparation for teachers. The majority of these courses in agricultural education at the University of Illinois are in the second phase of professional preparation for teachers in the third phase of professional preparation for supervisors.

2. PROFESSIONAL WORK IN AGRICULTURAL EDUCATION FOR TEACHERS IN SERVICE

At the University of Illinois there are essentially two types of professional preparation for teachers. There is one for the preparation of teachers for service in the classroom and one for the preparation of teachers for service in the supervision of the work of other teachers. The preparation for the work of the latter is essentially the same as the preparation for the work of the former with the exception that the latter has been done at a higher level and is essentially more difficult to accomplish.

3. EXTENT OF THE ILLINOIS PROGRAM

During the past year, 195 different teachers have been trained in the program of training in agricultural education who are now engaged in the teaching of agriculture in the state of Illinois. Of this number 131 are in the field of agriculture and 64 are in the field of home economics.

4. EXTENDS OF THE GRADUATE PROGRAM

The graduate program at the University of Illinois is designed to meet the needs of the agricultural teachers in the state of Illinois and to serve the needs of the agricultural teachers in the state of Illinois.

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Wyoming veterans learn about horticulture

J. N. WEISS

Wyoming veterans learn about horticulture

J. N. WEISS

Farm cooperative youth education

J. O. REO, Instructor, Veteran's On-Farm Training and Vocational Agriculture, Cheyenne, Wyoming

IT IS TRUE that Pennsylvania is a horticulturally and important state. The state is important because of its influence on the nation, as a leading producer of fruits and vegetables. The state is also the home of the Pennsylvania Horticultural Society, which is an important educational and research organization.

The purpose of the Pennsylvania horticultural education programs is to provide young people with opportunities to learn about horticulture, to develop their leadership and management skills, and to promote the growth of the state's agricultural industry.

The Pennsylvania Cooperative Extension Service is the state agency responsible for the delivery of horticultural education programs. The Extension Service works with a network of local agricultural agents, including those in the Pennsylvania Farm Bureau, to provide educational programs and resources to farmers and their families.

Marketing Co-ops

An advantage of marketing co-ops is that they can provide a source of income for producers, as well as a way for them to pool their resources and market their products together. Co-ops can also provide a means for producers to gain access to new markets and to improve their marketing strategies.

A marketing co-op might have a board of directors that is elected by the members, who are typically farmers or other agricultural producers. The board is responsible for making decisions about the co-op's marketing strategies and for representing the interests of the members in negotiations with buyers and other stakeholders.

A marketing co-op might have an executive team that includes a manager or general manager, who is responsible for the day-to-day operation of the co-op. The team might also include a sales and marketing director, who is responsible for developing business strategies and for negotiating with customers and suppliers.

An example of a marketing co-op is the Pennsylvania Fruit and Vegetable Co-op, which is based in the state and serves farmers in the region. The co-op provides a range of marketing services to its members, including marketing research, business planning, and market development.

Research and Development

An important aspect of the cooperative's activities is the development of new products or services that can help farmers increase their profitability and improve the quality of their operations. This might involve research and development activities, as well as partnerships with other organizations and institutions.

The cooperative might work with universities and other research institutions to develop new technologies or methods for improving the efficiency of farming. It might also engage in partnerships with other organizations, such as state governments or trade associations, to support the development of new programs or services.

An example of a research and development initiative is the Pennsylvania Farm Bureau's Sustainable Agriculture Program, which aims to promote sustainable and regenerative agriculture practices among farmers in the state. The program provides technical assistance and resources to farmers interested in adopting these practices, as well as opportunities for collaboration and knowledge sharing.

Extension Education

An important aspect of the cooperative's activities is the provision of educational programs and resources to farmers and other stakeholders in the agricultural community. This might involve extension education programs, as well as other educational initiatives.

The cooperative might have a team of extension educators who work with farmers and other stakeholders to provide educational programs and resources. These programs might cover a range of topics, such as crop production, livestock management, and marketing.

An example of an extension education initiative is the Pennsylvania Farm Bureau's Youth Program, which aims to provide educational opportunities for young people interested in agriculture. The program offers a range of educational initiatives, including camps, workshops, and other programs that help young people learn about farming and related careers.

Overall, the Pennsylvania cooperative's activities are driven by a commitment to supporting the agricultural community and improving the quality of life for farmers and other stakeholders in the state. The cooperative's diverse and multidisciplinary approach allows it to address a wide range of issues and challenges, from marketing and production to research and extension education.
Community soil conservation program
Lake City, Iowa
WAYNE D. STRONG, Teacher

The Lake City Soil Conservation District is one of five in northeast Iowa. The district covers approximately 75 sections of land, or 40 square miles. The district was organized in 1952, and its work is supported by local, state, and federal funds. The district is administered by a five-member board of directors, appointed by the county auditor. The district's primary goal is to help farmers in the area improve their soil and water quality, and to promote sustainable agriculture.

The district offers a variety of services to its members, including soil and water conservation planning, education, and technical assistance. It also provides financial assistance for various conservation practices, such as grassed waterways, terraces, and buffer strips. The district also works with state and federal agencies to ensure that conservation efforts are coordinated and effective.

The district's efforts have been recognized at the national level, with the Soil Conservation Service (now the Natural Resources Conservation Service) awarding the district the prestigious “Outstanding Soil Conservation District” award in 2001. The district continues to work towards its goal of improving soil and water quality in the Lake City area and beyond.

The district encourages all farmers and landowners to participate in its programs and to adopt conservation practices that will benefit both their farms and the environment. The district is always looking for new ways to help its members improve their land and water resources, and welcomes any suggestions or ideas for conservation projects.

The district can be contacted at its office located at 123 Main Street, Lake City, IA 52250, or by phone at (515) 926-5431. More information can be found on the district's website at www.lakecitysd.org.
Shawnee-Mission chapter assists with National F.F.A. Conventions

A. P. DAVIDSON, Teacher Education, Kansas State College

The Shawnee-Mission (Kansas) chapter members each year for the past eleven years have played an important role in cooperation with the annual conventions of the national organization of Farmer's Boys and Girls. In 1931 Shawnee-Mission joined four other Kansas chapters and five Midwest chapters in planning an experiment project for the convention. The Shawnee-Mission chapter is one of the ten-year-old chapters in the eastern United States. It is one of the six chapters participating in the annual convention this year.

The Shawnee-Mission chapter has been selected to conduct the annual convention this year. The convention will be held in November in Kansas City, Missouri. The Shawnee-Mission chapter has been invited to train the F.F.A. boys and girls in a variety of agricultural activities. They have had the opportunity to work with the F.F.A. boys and girls in various fields of agriculture, including dairy, livestock, and crop production.

The Shawnee-Mission chapter has been working closely with the national organization of Farmer's Boys and Girls to ensure that the convention is a success. They have been involved in planning and coordinating various activities for the convention, including exhibits, demonstrations, and educational programs.

The chapter has also been working with the local community to provide a welcoming atmosphere for the convention. They have been involved in planning events and activities for the convention attendees, including a welcome reception, a banquet, and a tour of local agricultural facilities.

In conclusion, the Shawnee-Mission chapter is looking forward to a successful convention and is committed to ensuring that it is a memorable experience for all attendees. They are excited to see the many talented and motivated F.F.A. boys and girls who will be participating in the convention and are confident that it will be a success.

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The New FFA chapter of FFA activities as an important organization whose program is contributing to the McGinnis and members of the year was planned to meet the needs of students by developing activities that will provide a better understanding of the agriculture program and in turn develop a better understanding of agriculture. The chapter has organized for a second year in the school system and is currently planning activities for the upcoming year.

The chapter has several officers and members who are actively involved in different activities. The chapter meets regularly to discuss plans and developments. The chapter also has a strong connection to local agricultural businesses and organizations, which helps to provide resources and support for their activities.

The chapter has received recognition and awards for their efforts, including the All-American FFA Chapter designation. They are also involved in various community service projects and outreach programs. The chapter is committed to promoting agricultural education and awareness, and they work to inspire others to pursue careers in agriculture.

The FFA chapter of FFA is an important organization that plays a significant role in the lives of its members and the broader community. They continue to work hard to make a positive impact and contribute to the growth and development of the agricultural industry.
Lawton, Oklahoma F.F.A. members improve their livestock

Mervin Bickett, Teacher, Lawton, Oklahoma

Lawton, Oklahoma—F.F.A. members are improving their livestock through their club activities.

The Cooperative Livestock Improvement Program, which is an integral part of the F.F.A. program, is helping members improve their livestock. The program involves the improvement of livestock through the use of improved breeds and management practices.

F.F.A. officers are responsible for the administration of the program. They work closely with the state and national F.F.A. organizations to ensure that the program is implemented effectively.

The program involves the registration of livestock, the selection of breeding stock, and the use of improved management practices. Members are encouraged to participate in the program to improve their livestock.

District leadership school

The district leadership school is an annual event where F.F.A. members from the district come together to learn about leadership skills and strategies.

The school provides an opportunity for members to develop leadership skills, network with other members, and learn about the F.F.A. program and its objectives.

The school is an important part of the F.F.A. program and helps members improve their livestock through the use of improved breeds and management practices.

Conclusion

The F.F.A. program is an important part of the agricultural education system in Oklahoma. It provides an opportunity for students to learn about agriculture, develop leadership skills, and improve their livestock through the use of improved breeds and management practices.

The F.F.A. program is supported by the Oklahoma Department of Agriculture and Food, which provides financial assistance and resources to help members improve their livestock.
National Vocational Agriculture Teachers Association

JESSE A. TATI is Supervising Teacher, Agriculture, Public Secondary Schools, Freehold, N.J., having taken over the work of Douglas H. Keeler on February 1, 1948. Prior to his appointment to this position, Mr. Tati had been in service for 26 months, 30 of which he spent as assistant supervisor.

Mr. Tati graduated from the Massachusetts Agricultural College with a B.S. degree in agricultural education in 1938 and with a B.S. degree in education in 1939. In 1944, Mr. Tati was employed to establish a department of vocational agriculture at the Fort Wayne High School, Fort Wayne, Indiana, where he remained head of the two departments until June, 1947.

Among associations to which Mr. Tati is affiliated, the American Association of State Supervisors of Vocational Agriculture is most prominent.

Lawson improve livestock

The Harrison, Nebraska, F.E.A. received $500 from a chapter potato project last summer.