Selecting farming programs

WHAT new experiences do I need to improve my ability in farming? How can I make progress toward that end? Should I develop a farm program which will help me toward that end and at the same time, contribute to the home farm program?

These are questions basic to the development of sound farming programs by any student who participates in our high school programs. The effectiveness of farming programs will be largely determined by each individual by the ways in which the farming program measures up to the criteria suggested by the above questions.

Experiences must be provided which will help students to develop and maintain a type of well-rounded, broad-minded, progressive farmer with enough economic competency to manage a large farm in a local community. These experiences must be of a type which will help students learn the best production practices in the enterprises of the farm, the best programs for maintaining and improving quality of farm family living, understanding the responsibilities of farmers for conservation of natural resources and marketing of healthful products from the farm, and the ability to develop and maintain a stable social environment.

Teachers of vocational agriculture and their pupils have made "surveys of the home farm" with the idea of using the results of the survey as a basis for organizing the instruction of the student. There are, however, a few factors, but generally result in a determination of such items as (1) number of each kind of livestock, (2) acres of each kind of crop, (3) number of acres in the farm, (4) buildings, (5) acres of woodland, and (6) machinery.

There are all kinds of types of information, and every teacher of vocational agriculture should have that kind of information about his student's farm, a community, and he should keep the information up-to-date. But this kind of data is not enough to build farming programs which will provide new experiences, or lead to establishment of home farms as the basic source of the home farm situation. In addition, students should be taught and encouraged to analyze and judge all aspects of the enterprise or operations involved in each of the enterprises listed in their survey. They should also ask themselves such questions as: How good is this enterprise, its location, its size, soil characteristics, its management? What experiences do I need to secure so that I will be prepared for all aspects of the enterprise?

These questions should be added in terms of production, income, and social use, and in terms of the relation of the enterprise to the total farm business.

For example, a boy in the class from a farm having a herd of dairy cows would find out how the cows in the home herd compare with the most profitable breeds of the area. He could practice used at home as compared with approved practices. He would analyze the experiences he has had in handling and managing a dairy herd. He would also study the relation of the dairy herd of the crop program, the milk, the machinery, the labor available, and other factors of the farm business.

After making this kind of analysis of the dairy herd, the student would be under the guidance of the teacher, to make the dairy aspect of the program, his farming program with definite plans for the experiences which he will have and with an understanding of the relation of his farming program to the total program.

Raymond M. Clark

Teacher Education, Michigan

Accent on farming programs

VOCATIONAL education in agriculture has been criticized in the past, somewhat unjustly, for lacking a vocational content. When vocational agriculture was put on the high school curriculum, it was taught as an academic subject in the same manner as other courses offered in the high school. There was very little thought given to the quality of the boy after he had graduated from high school. Most of the attention was given to putting him on a profession or student of some sort.

The trend in the organization of the high school program in agriculture has been toward a more functional type of education with thought to producing an individual capable of making a satisfactory and worthy life. This trend indicates that we are becoming increasingly aware of the fact that we are teaching boys of the student's farm, whether a dairy program in agriculture education is one which emphasizes a preparation for the experiences that the student encounters in everyday living. We have a great opportunity to combine actual experience with subject matter in such a way as to provide a functional education in agriculture for the students who come through the program. We must help these boys develop an educational program in which they learn by doing the things they do in life.

This functional concept resulted in many programs being planned around the supervised farming of the student in order to make the program entirely functional. This is a step in the right direction. Richness and variety of experiences can be provided in a whole situation with many problems and needs arising from his home farm experiment and problems of vocational education in agriculture makes use of improvement projects and supplementary and practical projects. The supervised farming in order to provide wide, rich experiences and activities.

It stands to reason that if the boys are to receive systematic training for farming through their supervised farming programs those programs should be more than single project enterprises. Too often we are concerned with only those things under the ownership and management responsibility of the student rather than considering his whole situation on the farm. The supervised farming program should be broad enough in scope to include all of the home farm and community activities, interests, and needs of the student as well as the production projects and supplementary practices. The supervised farming should be coordinated with the classroom work. The activities of the FFA should be based on total farm interests and activities, and not on a specialized garden or hobby farm.

ROBERT HOWEY, Teacher, Newark, Illinois

A long look

TEACHERS of agriculture, and people to other walks of life should occasionally view their work at a distance to see how important it is and how it fits into the scheme of things that are vital to the vital and happy self and for others. In many instances, teachers of vocational agriculture are the leaders in their community and must take a broad view of their education and the educational needs of farm families living in their community. - R. C. NAUGHER.
The Agricultural Education Magazine, October, 1949

Should our pattern change?

W. A. SMITH, Teacher Educator, Cornell University

Four contributory factors have made the increasing competition in agriculture even more intense over recent years. We recognize this rapidly changing situation in various parts of the country, but one in which we have become increasingly aware of the need for change. The first of these factors is the decline of the farm population. The second is the increasing demand for agricultural education. The third is the increasing demand for agricultural research. The fourth is the increasing demand for agricultural extension work. These factors have been discussed and analyzed in previous issues of this magazine.

In addition, the increasing competition in agriculture is making it even more important for us to be aware of the need for change. The increasing demand for agricultural education is making it even more important for us to be aware of the need for change. The increasing demand for agricultural research is making it even more important for us to be aware of the need for change. The increasing demand for agricultural extension work is making it even more important for us to be aware of the need for change.

In conclusion, the increasing competition in agriculture is making it even more important for us to be aware of the need for change. The increasing demand for agricultural education is making it even more important for us to be aware of the need for change. The increasing demand for agricultural research is making it even more important for us to be aware of the need for change. The increasing demand for agricultural extension work is making it even more important for us to be aware of the need for change.

The home school pattern of agricultural education meets the ultimate challenge. When properly implemented, it offers the greatest opportunity for a student to develop his full potential. A student who leaves school one year out of high school, has a net worth of more than $4,000. This is real value in helping to pass the test of a new generation.

Professional

S. S. SUTHERLAND

G. A. HITCHINGS

Our program for veterans—A guidepost

Ralph A. Howard, Ohio Superintendent

The article by Hitchings and the one on the following page by Dibbells provide arguments for producers and those interested in promoting our culture for crop projects. Trees, room, it is more work for both producers and those interested. According to Dibbells, much better for the same project where a boy lives on the farm. I have seen many such cases of where crop projects are more desirable than the farm. The project is more desirable by far, the family lives and the boy is not so likely to depend upon the parents for support.

After a boy has been out of school for a few years, he is more likely to receive a higher degree, he receives from his project program which was more important that the money he had. But I do not believe the instructor can find the right kind of incentive. The money is not the thing at the present time, the more supplementary to the project work. The prospect of making a profit is a great motivating influence. A boy starts an agricultural project he dreams of that animal or vegetable. But when he sees that he must produce a profit, he is apt to lack interest.

An important educational experience is derived from a project which he cannot get from a job in a factory or restaurant. With an ownership project, he can get the experience of working money, acquiring new skills and interest. In the project, he is in a day in which most farmers need from a job in a factory. In order to get these experiences in his project work while it is still on a relatively small scale, it is more valuable training for him to work money, developing new skills and interest. Another’s signature on the note can help but stull the less important.

The boy who has the qualities of making a successful project was in a factory or restaurant. A question often arises whether the boy living in town who wants to take up agriculture. I have seen many such cases where he actually worked more than the boy in the town who worked more than the boy who actually worked more than the boy who actually worked more than the boy.

In the eyes of the Formal Farmer, a non-project farmers look at an agricultural project that is like a stick horse comes with a real pony—a cow, it is only a poor substitute.
Developing non-productive farming programs

J. C. GIBSON, Regional Supervisor, State Bureau of Agricultural Education, Los Angeles

My project is to develop a non-productive 
project in a non-productive farm in 

Developing non-productive farming programs

We believe that acids are the result of the decay of organic materials. We believe that the decomposition of organic materials produces acids and that these acids, in turn, are responsible for the growth of plants. We believe that if we can reduce the amount of these acids in the soil, we can improve the fertility of the soil and increase the yield of crops.

The basic steps involved in developing non-productive farming programs are as follows:

1. Determine the type of soil in the area.
2. Collect samples of the soil and analyze them for their acidity.
3. Apply the appropriate amount of lime to the soil to bring it to a neutral or slightly alkaline pH level.
4. Plant a crop that is known to be tolerant of acidic conditions, such as alfalfa or clover.

By following these steps, we can develop a non-productive farming program that will help to improve the fertility of the soil and increase the yield of crops.

J. C. Gibson
Regional Supervisor
State Bureau of Agricultural Education, Los Angeles
Making the farm visit profitable

H. M. BURLINGTON, Teacher Educator, California State Polytechnic College

Planning a visit to the farm, the teacher must be prepared to do some preliminary work in order to make the visit successful and rewarding to the children. The following are some suggestions that may prove helpful:

1. Make a list of prepared questions that will allow the children to think about the farm visit before they go.
2. Give the children some reading material on the farm before the visit.
3. Have the children bring some materials to the farm, such as a camera or a notebook.
4. Have the children record their observations during the visit.
5. Have the children return to school and present their findings to the class.

In conclusion, preparing the farm visit is an important part of the educational process and should not be taken lightly. With the right planning and preparation, the farm visit can be a valuable learning experience for the children.

Parent cooperation a key to success in developing satisfactory farming program

J. C. MOORE, District Supervisor, Missouri

Most experienced teachers recognize an extensive supervised farm- ing program as high quality, and are essential to the successful teaching of vocational agriculture. Two characteristics of vocational education in any field are: (1) that it provides for the development of the individual, and (2) that it provides for the development of the individual, and (3) that it provides for the development of the individual. These two characteristics are essential to the success of the program, and they are developed through supervised farm programs.

That some teachers are more successful than others is a result of the development of the farm program. The study of Missouri Vocational Agriculture Teachers Department of Education shows that the average length of the farm program is 1.97 productive projects per boy. The study shows that the average income is 754.38 income per student. The study shows that the average income is 754.38 income per student. The study shows that the average income is 754.38 income per student.

In conclusion, the development of a satisfactory farm program is essential to the success of vocational agriculture. The key to success is the cooperation of the parents and the school district.
Parent cooperation a key to success

(Continued from Page 3)
3. Provide information and
4. Provide stories about successful
5. Promote programs
6. Show and tell
7. Formalized supervised farming programs

Parents Night An Effective Device

Parents night has been found to be an effective device among many parents. It is often held in the evening, providing an opportunity for parents to meet the teacher and other students in the class. This event allows parents to learn more about the school and the programs offered, fostering a sense of community and cooperation.

Vocational agriculture teachers realize that the attitude of parents is a critical factor in the development of the supervised farming program. They believe that parents are the primary influence in the lives of their children, and their cooperation is essential to the success of the program. Teachers have found that parents are more likely to support their children in the program when they are involved and have a positive attitude.

Key Teachers

Teachers are crucial in the success of the supervised farming program. They guide and mentor students, providing them with the knowledge and skills necessary to succeed. Teachers also serve as role models, demonstrating the importance of hard work and dedication.

Making the farm visit profitable

Instructors (from Page 3) may be interested in understanding and discovering many of his own problems.

There are some studies that support the statement that instructors who are more effectively organized class instruction can have more effective student learning. In this instance, it is essential to design for the student to maximize the student's learning.

The farm visit can be instrumental in providing students with a better understanding of the agricultural industry.

Other Values

There is ample justification for frequent visits to the farm. For one thing, these visits provide students with valuable information about the industry and its various sectors. Moreover, these visits can help students understand the importance of agriculture in our economy.

Surgical Rebar Success

A study of supervised farming programs in Southwest Missouri indicates that the level of student involvement in the program is an important factor. The greater the level of student involvement, the more successful the program is likely to be.

Hiring Pupils Select Farming Programs

JOHN CADAY, Teacher, Cedar Springs, Michigan

INSTRUCTORS of vocational agriculture can make a very interesting and practical study by summarizing the results of the projects and programs, and making a comparison of income by years for the various enterprises. One of the chief responsibilities of an instructor is to encourage productive projects that are adapted to the area, and to eliminate those that are inadmissible to the time and soil rehabilitation and farm management program.

It has been the opportunity to prepare the students in a number of crops and animals, and has found that the students benefit from the opportunity to work and learn.

COMPANIES OF ENTERPRISE INCOME BY YEARS

<table>
<thead>
<tr>
<th>Enterprise</th>
<th>Producing</th>
<th>Processing</th>
<th>Sales</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wheat</td>
<td>5,000</td>
<td>1,000</td>
<td>6,000</td>
<td>6,000</td>
</tr>
<tr>
<td>Corn</td>
<td>4,000</td>
<td>800</td>
<td>4,800</td>
<td>4,800</td>
</tr>
<tr>
<td>Beans</td>
<td>3,000</td>
<td>600</td>
<td>3,600</td>
<td>3,600</td>
</tr>
<tr>
<td>Soybeans</td>
<td>2,000</td>
<td>400</td>
<td>2,400</td>
<td>2,400</td>
</tr>
<tr>
<td>Tobacco</td>
<td>1,500</td>
<td>300</td>
<td>1,800</td>
<td>1,800</td>
</tr>
<tr>
<td>Cotton</td>
<td>1,000</td>
<td>200</td>
<td>1,200</td>
<td>1,200</td>
</tr>
</tbody>
</table>

December Issue

Solving Problem will be the next issue. Perhaps you will find a lead in this article that you would like to write a short article about. How do you solve problems with groups to secure effective cooperation? What can you do to solve the problems of groups? Problems can be found in almost any group or organization. It is important to understand the nature of the problem and the context in which it occurs.

What are the things you like best about your job? What are some of the challenges you have faced? What skills of being a good group leader do you think you have? How?
Success in farming achieved by veterans

muril r. rogers, district supervisor, hays, oklahoma

someone has said that "the proof of the pudding is in the eating." this is certainly true in the field of farming. the endpoint of training is action, and if the training has been sound, the result in concrete action that reflects the training. veterans training programs have been recognized since the beginning of the veterans agricultural training programs in oklahoma that success must be evaluated in terms of the work that veterans will perform on farms, and in farm and home improvement in their own communities. these improvements will result in a more productive and successful farming program and a more desirable and amiable farm and home environment.

while both phases of training are important it is generally agreed that successful establishment and maintenance of the development of the abilities of the veterans to actually practice are paramount objectives to be followed by home improvement as the veteran becomes established and as incomes from the farm begin to rise.

the veterans training program in oklahoma is based on objective planning resulting from careful study of each veterans' problems. this gives the instructor an insight into the needs of the veteran for training. the training that follows is based upon the specific needs of the veteran. when a veteran enters the training program his farm is carefully studied and the personal factors in farming are determined.

1. size of farm
2. labor efficiency
3. livestock efficiency
4. equipment efficiency
5. marketing efficiency

this analysis is made to determine what factors are causing the failure of this trainee on his farm. an objective plan is then made that will point out the areas in which the trainee which will serve as a guide for village training.

it is recognized that farm tenure is a major problem in re-establishing farms. the first step toward solving this problem and in order to become successful farmers are: (1) to improve farm equipment and in three years time, thirty thousand veterans have purchased farms under the guidance of the instructors in the communities. to enter the training program. it is superior crop yields are to be realized, and these benefits in efficiency in the production of crops by increasing output of livestock and by improved methods of farming.

the success of these several areas are being made available through cooperative livestock improvement associations formed by veterans under the guidance of the instructor. still other veterans are taking advantage of artificial insemination programs where they are available. every effort is being made to raise the livestock efficiency of each veteran, where need exists, by the establishment of recognized approved practices in livestock production.

also important in the program is to use the natural resources in the best way possible. the program includes: (1) artificial insemination of dairy cows and other stock and (2) raising and selling of livestock. this program is most successful if the veterans in the community cooperate. the objective is to help veterans improve their farm and home environment. the success of the program is measured by the results of the efforts of the veteran in improving his farm and home environment.

the program is designed to be as flexible as possible to meet the needs of each veteran. it is based on the principles of practical application and should be adjusted to the needs of each individual veteran.
Success in farming 
achieved by veterans

(Continued from Page 8)
return from milk by over $300 per 100 pounds of milk produced.

Rural electrification is adding much to the efficiency of farm operations and to the convenience of farm living. Since enrolling in the program, 3678 farmers have installed electricity on their farms. This number is increasing every year as more and more farmers are electrified.

Home improvements are beginning to take place now with the veterans them- selves doing most of the labor in the construction work. Since the beginning of the program, 3.967 farm dwellings have been constructed, and 3,710 other farm homes have undergone various repairs.

Individual instruction

(Continued from Page 8)

Trains have failed in various enterprises due to unfavorable weather, low demand or size. They must become more efficient and give up all that they have worked for unless the industry can be expanded.

We know of several instances where farmers have had to go back to a V.A. hospital for treatment of several weeks duration. The instructor, acting as a leader and friend, supported by trained persons, trained by the Veterans Administration, were found in such cases.

It is believed that these instructors have developed a sense of loyalty and friendship among farmers that will endure for generations. These men have done an excellent job in this training program and will eventually return to their home farms prepared to help others.

Mrs. Marlin Huggard in the living room of her new home. Success means better living and a better life for the farm family.

Supervision

PANS MID-BARNON

Georgia initiates film slide service

RAY Y. NEAL, Teacher Education, University of Georgia

FOR a great many years it has been a responsibility of our department to prepare teaching aids for Georgia's in- stitutional farm programs. In the development of the slide teaching program, two main types of material have been used, (1) mimeographed bulletins and (2) film slides. To date, this year last type of information has been supplemented with film slides—a relatively new teaching aid.

The development of this type of teaching aid may be best illustrated in four ways: (1) design of the slides, (2) preparation of the slides, (3) distribution of the slides, and (4) using the slides in the classroom.

Designing the Slides

Film slides are a form of data. Their function is to picture or represent the same as that of printed material. They may be used in combinations or by themselves as a part of the job in the job being studied and in the testing of decision-making. In both of these teaching techniques a great deal of data can be put into this type of teaching aid. Thus, it can be used to teach the sliding problem.

For years this department has been accumulating printed data on farm life, and this year a Slides unit has been organized around two of these areas. It was thought that this data could be more easily put into more form in one paper, also, the data would be of more value if it were put into more form in one paper. Also, the data would be of more value if the data were organized in various ways. Since the slides are the same as that of printed material, they may be used in combinations or by themselves as a part of the job in the job being studied and in the testing of decision-making.

The Slides for Use

When a set of slides and the accompanying printed data about a farm job are used, group or class meetings of teachers are scheduled over the next several months. These meetings are to be held in the classrooms and are to be distributed to the teachers and students who have been present at the meetings.

The schedule of making the slides is as follows:

SCHEDULE FOR MAKING SHOTS

<table>
<thead>
<tr>
<th>Job</th>
<th>Making Date</th>
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<tbody>
<tr>
<td>Fertilizing Corn</td>
<td>May 20</td>
</tr>
<tr>
<td>Planting Corn</td>
<td>May 25</td>
</tr>
<tr>
<td>Planting Cotton</td>
<td>June 10</td>
</tr>
<tr>
<td>Fertilizing Italian Alfalfa</td>
<td>June 15</td>
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</tbody>
</table>

All the above jobs are being collected under the respective assignments of the farms. Several jobs can be made at one time and for a long period of time. Example of this form with all the required shot is given below. The two jobs are "Fertilizing Corn" and "Planting Corn". The process of creating the film slides is as follows.

1. Over one hundred slides were made for these two jobs.

2. The slides made by us and the printed slides from other agencies are duplicated on a commercial concern.

3. Enough duplicates are made to cover the entire area for the entire month.

4. The slides are then delivered to the schools in the form of the printed slides.

5. The process is then repeated for the next month.

Distributing the Slides

When a set of slides and the accompanying printed data about a farm job are used, group or class meetings of teachers are scheduled over the next several months. These meetings are to be held in the classrooms and are to be distributed to the teachers and students who have been present at the meetings.

Be sure to have the slides and the printed booklets.

SUGGESTIONS FOR THE USE OF THE SLIDES

<table>
<thead>
<tr>
<th>Job</th>
<th>Suggestions</th>
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<tbody>
<tr>
<td>Fertilizing Corn</td>
<td>Make sure the slides are clear and easy to see.</td>
</tr>
<tr>
<td>Planting Corn</td>
<td>Emphasize the importance of planting in the right soil conditions.</td>
</tr>
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</table>

1. The process of creating the film slides is as follows.

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4. The slides are then delivered to the schools in the form of the printed slides.

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Fertilizing Corn

A. For growing interest...

B. Area of seed corn...

C. Area of corn...

D. Area of hay...

E. Area of feed...

F. Area of seed crop...

G. Area of hay crop...

H. Area of feed crop...

I. Area of seed crop...

J. Area of hay crop...

K. Area of feed crop...

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M. Area of hay crop...

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1. Area of seed crop...

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99. Area of feed crop...

100. Area of seed crop...
Learning to do — earning by doing

Georges C. Emberg, Jr., Teacher, Wallingford, Maryland

In F.F.A. chapters, or in other organizations, members are in constant need of money to further their education. Their immediate needs may be for such things as inspiration or for some sort of refreshment. The club advisor would like to mention a few practical things which can be done to raise money under the new F.F.A. regulations which have been described in the chapter.

1. F.F.A. clubs, or in any other organization, members are in constant need of money to further their education. Their immediate needs may be for such things as inspiration or for some sort of refreshment. The club advisor would like to mention a few practical things which can be done to raise money under the new F.F.A. regulations which have been described in the chapter.

3. Membership in the F.F.A. is voluntary, and the desire of members to continue to be part of the organization is a sign of the success of the club advisor's efforts. The advisor must be patient and persistent in his efforts to keep the club members interested and involved.

4. The advisor should always remember that the chapter is a place where the members can develop their leadership skills and learn the value of hard work and dedication.

5. The advisor should also encourage the members to participate in community service projects and to take an active role in the community.

6. The advisor should be available to the members at all times. He should be a role model for the members and should be willing to share his knowledge and experience with them.

7. The advisor should always be optimistic and positive. He should encourage the members to think positively and to believe in their own abilities.

8. The advisor should always be there for the members. He should be available to them when they need him and should be willing to listen to their concerns.

In conclusion, the advisor should be a role model for the members and should be willing to share his knowledge and experience with them. He should always be optimistic and positive and should always be there for the members.
Directed teaching in the southern region

J. BRIANT KIRKLAND, Dean, School of Education, North Carolina State College, Raleigh, N. C.

This survey of a teacher training program was mounted in terms of the ability of the teachers to perform the duties of the program. The results of the respective training program is presented in the form of a teaching plan for the Southern Region. These results were classified according to types of teacher training programs established and summarized on master sheets.

Summary and Conclusions

Three types of directed teaching programs were used by the institutions in the Southern Region during 1956-1957. Five institutions conducted projects in which the teachers were enrolled in courses at other colleges for a professional-service training program for the improvement of teaching methods. The projects covered the period during which the teachers were performing their duties with respect to directed teaching, and conclusions were drawn concerning the improvement of the teaching methods. Three of these institutions completed the program, while the remaining, which were in the earlier stage of the program, are in the process of completing the program.

A third type of directed teaching program was conducted in which the teachers were in contact with their respective institutions and participated in the project. As a result of this program, many teachers participated in the program and were successful in completing the program. The results of this program are reported in the appendix of this paper.

Studies and Investigations

E. R. KNIGHT

A comparison of the three types of directed teaching programs revealed that the teachers who completed the program were more effective in teaching and spent a larger number of days in the training courses. The teachers who completed the program were more effective in teaching and spent a larger number of days in the training courses.

In view of the findings of this study, recommendations are offered that each institution re-examine its present program, compare it with those of similar institutions, and make improvements for improving the phases in which inadequacies and weaknesses exist.

The institutional administration is given consideration to the possibility of using student participation in the training programs for young and adult and Institutions on boarding the Farm Training programs.

3. That study be given to the selecting of teachers, providing special training for critic teachers and increasing the amount of supervision as a directed teaching program of the quality of participating experiences acquired by the teachers.

4. That each state conduct during the coming year pilot centers in which the types of directed teaching programs currently used and others will be used.

5. That a more comprehensive study of this problem be made in order to determine what types of directed teaching programs may be evaluated.

The third type of directed teaching program was conducted in which the teachers were in contact with their respective institutions and participated in the program. As a result of this program, many teachers participated in the program and were successful in completing the program. The results of this program are reported in the appendix of this paper.

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A clinic approach to studying cooperatives

JOHN STUMP, Research Fellow, Pennsylvania State College

A series of six clinic meetings were held at the second annual conference of the Pennsylvania State College, College of Agriculture, for one year. The clinic was to be held by the Pennsylvania State College, College of Agriculture, for one year. The clinic was held to discuss the concept of cooperatives and to provide more effective teaching about cooperatives.

The pattern set up in the original clinic meting was that of a clinic meeting set up in an agricultural high school in the Pennsylvania State College. The clinic meting was held at the Pennsylvania State College, College of Agriculture, for one year. The clinic was held to discuss the concept of cooperatives and to provide more effective teaching about cooperatives.

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Ways by which all-day students become established in farming

GEORGE J. WALD, Graduate Student, University of Idaho

A STUDY of how students from Idaho depart- ments of agricultural education achieved in teaching was made in Idaho. The study involved 400 students from the Idaho State University, and the results were analyzed. The study involved 400 students from the Idaho State University, and the results were analyzed.

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A Regional Clinic Meeting to study cooperatives

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Motion pictures in teaching vocational agriculture

DONALD J. WATSON, Teacher, North Syracuse, New York

MOTION pictures may be used in the vocational fields with greater results than in a field where character building is a large factor. We use teaching in the agricultural education use films, but we do not realize the potential value of the motion picture in the classroom.

The study reported here was carried out in 1947 and was composed of comparisons in three parts:

2. Questionnaire return received from 114 teachers of vocational agriculture in New York State.

3. Author's evaluation of 85 films used in the agricultural department at the North Syracuse High School.

Conclusions

Suitability of films: Most of the films dealt with management and productive practices. We could use more films adapted to work with the FFA (Recreat).

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Transportation for field trips

Cedra Laffey

FIELD TRIPS are a natural part of providing good agricul-
tural education. In preparing for the judging contest, classroom discussion, district meetings, etc., the students are exposed to various agricultural situations. This provides a wealth of information and is of great value to both the student and the teacher.

Transportation for field trips is a problem in school where there is no regular school bus. Generally the students are not experienced drivers and students. Practically all students are eager to drive their cars on such a trip. Here one has a large but not too select a field of drivers to choose from.

In the past years, I have rotated the use of cars due to lack of reimbursement for the students. I have also used the use of jalopies and red-blooded studebaker drivers. My hair grayed, but no accidents resulted.

Last year a P.F.A. student from a neighboring school drove an auto to a great P.F.A. meeting in our county, lacking in brakes and the driver in imagination. The student was, however, a fine student, and the instructor had the boy not to drive his car, but the student came to school in a jalopy and was suspended by his parents to the meeting.

Our local School Board hit the roof! Immediately took the names of all students drivers from sponsored trips. They provided the department with an official list for its records and assignment of transportation. But, our field trip came to an end. All cars with drivers over three miles was too expensive. It was decided to wait.

I began listing all the drivers in my classes and then check the list for those that were interested in going on a field trip. Many of the jalopies and lowlaid cars were then scratched from the list. The revised list was presented to the Principal who told us that we could take the students if we wanted.

Their approval of these student drivers for small trips made the decision even better. The selection had not been left entirely up to me.

My relationship with troop convoy has been beneficial in lining up and arranging regular and necessary transportation. Providing a reasonable rate, realistic that the load car in going at a steady speed the last two miles of the route.

In conclusion, I wish to assign to the driver the responsibility of the trip as a helper. If any cars come out due to mechanical difficulties, have the team to assist the driver. How much more efficient and cost-saving these field trips may be increased if the students are given a chance to work.
Note—Please report changes in personnel for this directory to Dr. W. T. Spanton, Chief, Agricultural Education, U. S. Office of Education.